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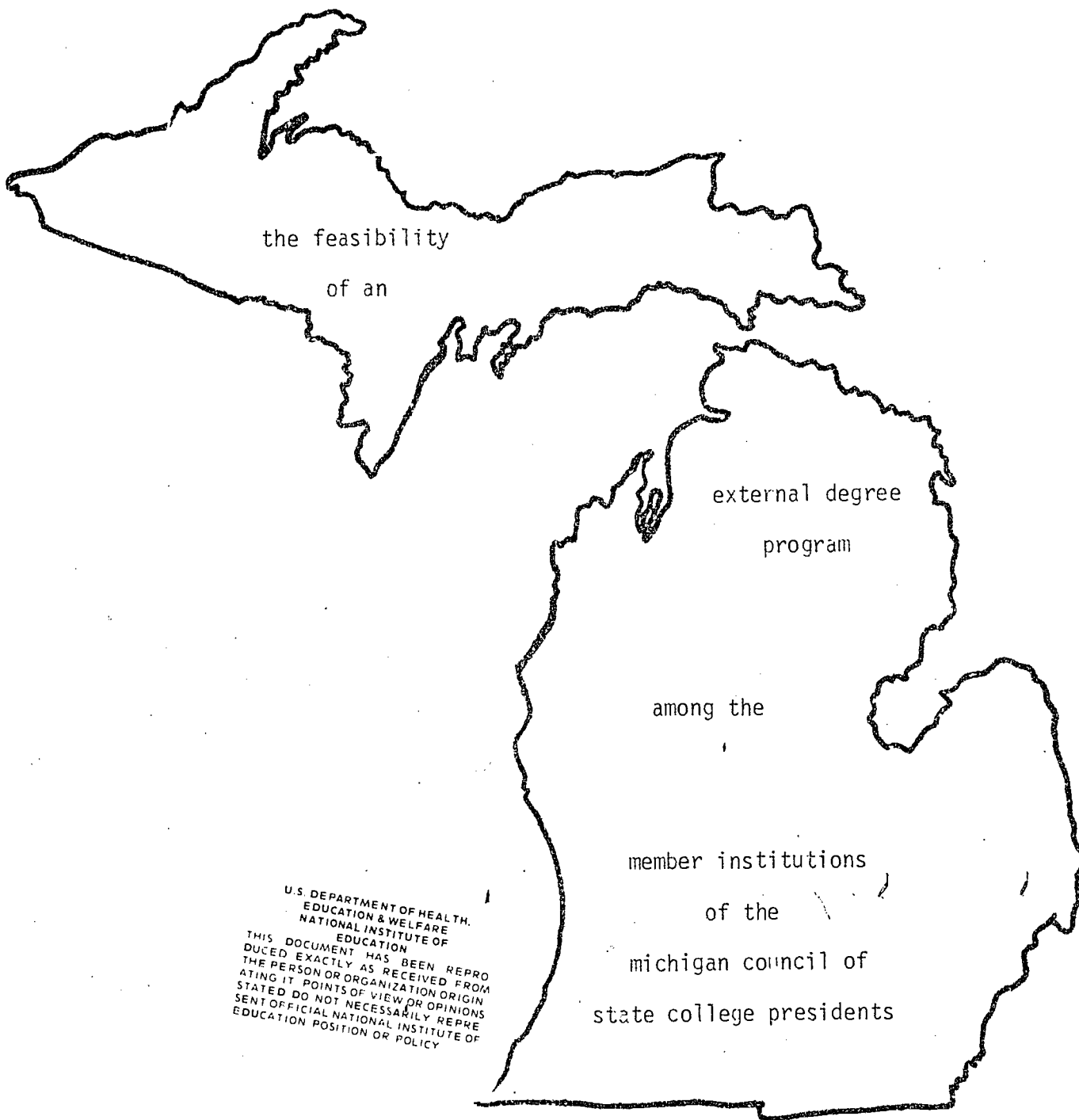
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ABSTRACT

This document was designed to study the feasibility of an external degree program among the member institutions of the Michigan Council of State College Presidents (MCSCP). Data were collected concerning the specific undergraduate and graduate noncampus, evening and Saturday activities available for credit during 1971-72 and analyzed by frequency and percentage distribution. Results indicated that the combined offering of all MCSCP institutions could constitute a degree program. The findings are categorized by feasibility of an external degree program and implementation of an external degree program. Appendices include a general overview of the findings; resources available to an external degree program through the continuing education and extension divisions; resources available to an external degree program through the regular instructional programs; total resources available to an external degree program; and instruments, instructions, memoranda, and coding forms used in the study. (MJM)

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patricia s. faunce

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THE FEASIBILITY  
of an  
EXTERNAL DEGREE PROGRAM  
among the  
MEMBER INSTITUTIONS  
of the  
MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

PATRICIA S. FAUNCE  
Project Director

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This project was funded by the Michigan Council of State College Presidents

## TO THE READER

Unfortunatley, budgetary limitations did not allow the author to:

- (1) Check the figures, proofread, and make the corrections which are so vital to a report of this type;
- (2) Supervise the emergence of this report from draft materials to the final collation and binding;
- (3) Implement the final production and collation of the supporting documents referred to in this report.



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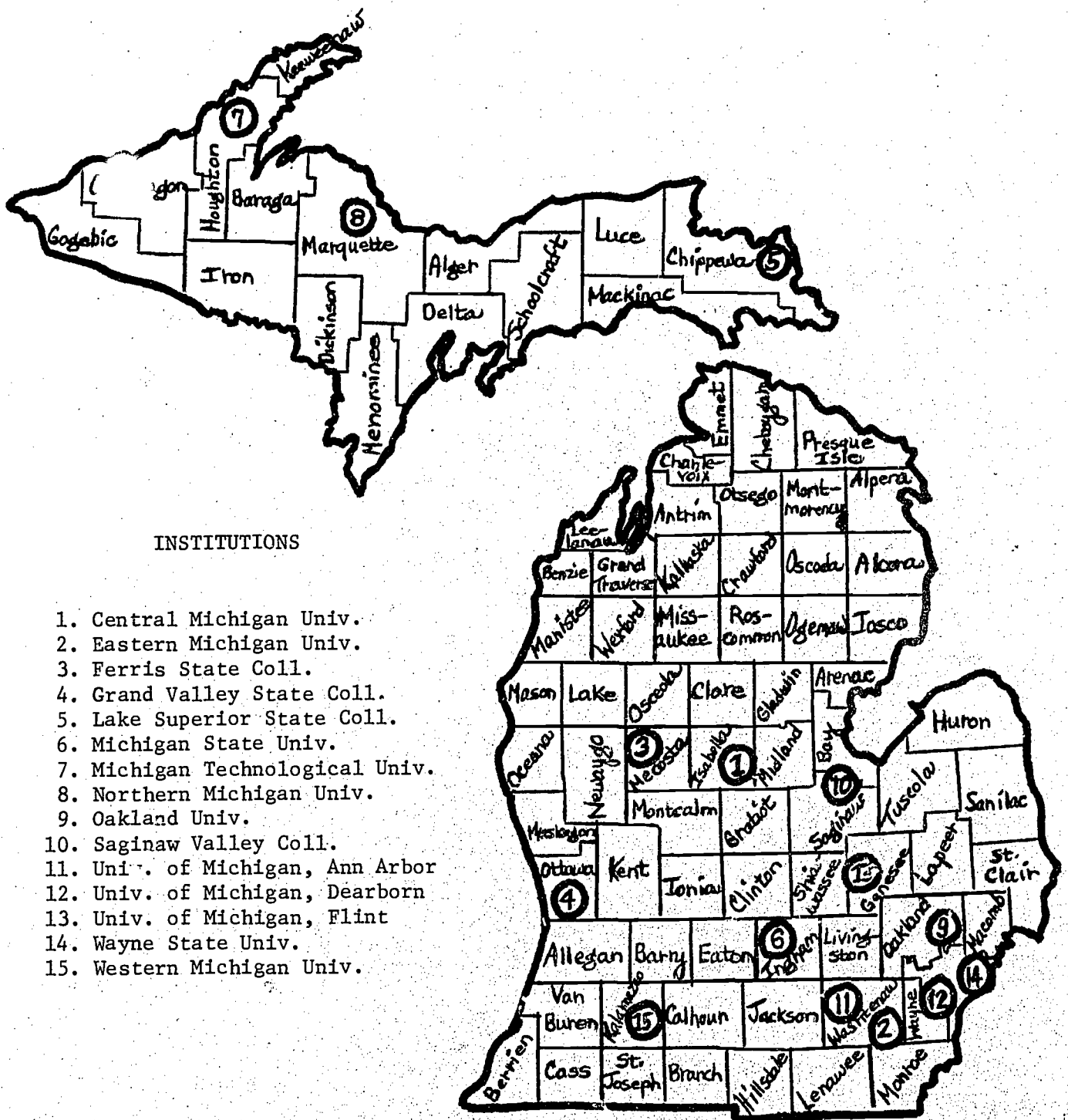
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INSTITUTIONS

1. Central Michigan Univ.
2. Eastern Michigan Univ.
3. Ferris State Coll.
4. Grand Valley State Coll.
5. Lake Superior State Coll.
6. Michigan State Univ.
7. Michigan Technological Univ.
8. Northern Michigan Univ.
9. Oakland Univ.
10. Saginaw Valley Coll.
11. Univ. of Michigan, Ann Arbor
12. Univ. of Michigan, Dearborn
13. Univ. of Michigan, Flint
14. Wayne State Univ.
15. Western Michigan Univ.

Figure 1

State of Michigan and Counties; and  
Member Institutions of the Michigan Council  
of State College Presidents

## CHAPTER I

## BACKGROUND, PURPOSE AND GOALS

The purpose of the project described in this document was to study the feasibility of an external degree program among the member institutions of the Michigan Council of State College Presidents (MCSCP), and, based upon these data and analyses, make recommendations for the implementation of such a degree. This chapter includes the rationale behind the external degree, the history leading to the MCSCP external degree project, and the goals of Phase I of the external degree project.

A. THE RATIONALE BEHIND THE EXTERNAL DEGREE1. Nontraditional Study

A great deal of interest as well as considerable activity in nontraditional education is evident throughout the country. Most recently, the external degree has been receiving much attention and it as well as nontraditional approaches are being attempted in many institutions of higher education (Gould, 1972). An apparent emotional surge has grown, among educators and the lay public alike, toward a postsecondary educational system with more flexibility than heretofore available. A growing need is evident for a system which includes a broader variety of options from which the individual may choose, regardless of the potential student's age or circumstances.

Some difficulty exists in defining "nontraditional education" in a precise manner. The term is so general, all-encompassing and variously used as to defy accurate definition. The elements of change, relevance, flexibility or adaptability to individual need, increased options, use of modern technology, and location are all usually apparent in the stated definitions and development of nontraditional study. Such elements may serve as a guide until a more carefully constructed definition emerges.

## 2. What is an External Degree?

What is an External Degree? In the minds of many academicians, the word "degree" in the designation "External Degree" may overshadow the more important notion of educational outreach wherein lies the greatest promise for educational invention. "External Degree" is an outward-directed concept of higher education that suggests programs be made available for qualified students of all ages. Depending on their individual circumstances, these students may find it difficult or impossible to be a part of the regular campus scene. The external degree concept suggests bringing the professional acumen and resources of higher education to students wherever they may be found. External Degree Programs may open, in the words of Chancellor Glenn S. Dumke (of the California State University and Colleges), "a new world to students who thought their opportunities were gone by" (1972).

A conceptual distinction should be drawn between "Extension Degrees," "Special Adult Degree Programs" and true "External Degrees" whatever may be their particular structure or format. The conceptual distinction used here is that of Mathieson (1972). Stated simplistically, "Extension Degrees" are those degree programs offered to adults through evening colleges and continuing education divisions. Their only immediate distinction from regular degrees is that (1) they are open to adults, and (2) the programs are offered during the evenings. These account for the bulk of degree programs offered within the "core" system of post-secondary education. "Special Adult Degree Programs" fall into a category overlapping "Extension" and "External Degrees." That is, some of them are "Extension" degrees specifically offered for adults, and others are "External Degrees" offered for adults. "External Degrees" can be defined as those programs where the educational parameters of who, what, where, and how are designed to be much more open. For example, programs where a great deal of independent study is

involved on the part of the individual learner might be so classified. Each of these degree types overlap and it is thus difficult to clearly differentiate the features of "External Degrees." By examining Figure 2, one might visualize how "External" degree programs and proposals are defined as those programs, institutions, and proposals which fall in the shaded portion of the universe of programs represented in the figure.

Another way of trying to clarify the conceptual distinction between the various types of programs is through another set of diagrams, Figures 3 and 4. These figures are based on the principal criteria of the degree of choice exercised by the learner over what he learns, how he learns it, where he learns it, and when he learns it.

Assuming that Figure 2 is a meaningful representational model, at least four kinds of External Degree Programs are hypothetically possible:

- a. Extension degrees aimed at age groups above 18 where the instruction takes place away from the main campus while employing the newer instructional technologies;
- b. Special Adult Degree Programs which employ independent study (guided or otherwise);
- c. Degrees by examination, mentor-centered programs not involving residence requirements; or
- d. Complex systems embodying characteristics of each of the above.

If Figures 3 and 4 are assumed to represent reality, then the situation becomes even more complicated. For even if External Degree Programs fall into

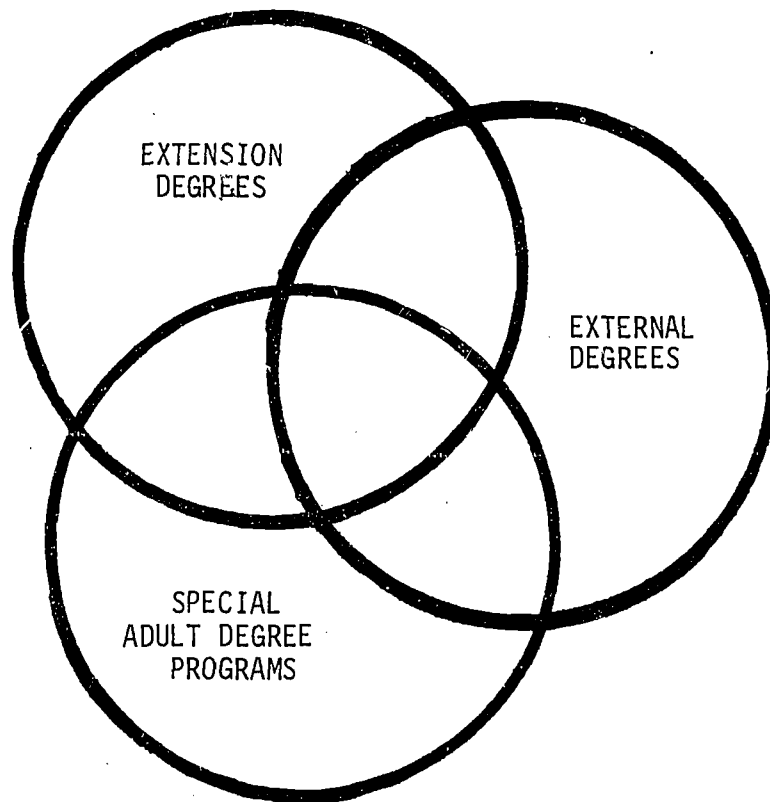


Figure 2

Conceptual Distinction Between Various Types  
of External Degree Programs

(Modified from Mathieson, 1972, p. 46)

Degree of Choice Exercised by Learner Over WHEN He Learns

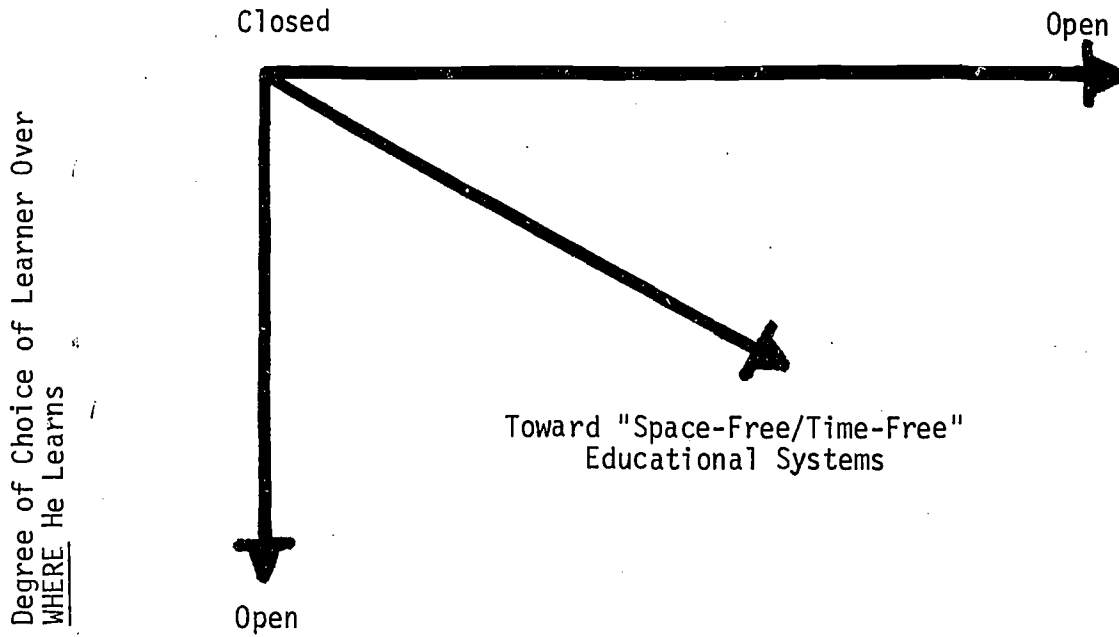


Figure 3

Degree of Choice Exercised by Learner of WHAT He Learns (e.g., Curriculum Content)

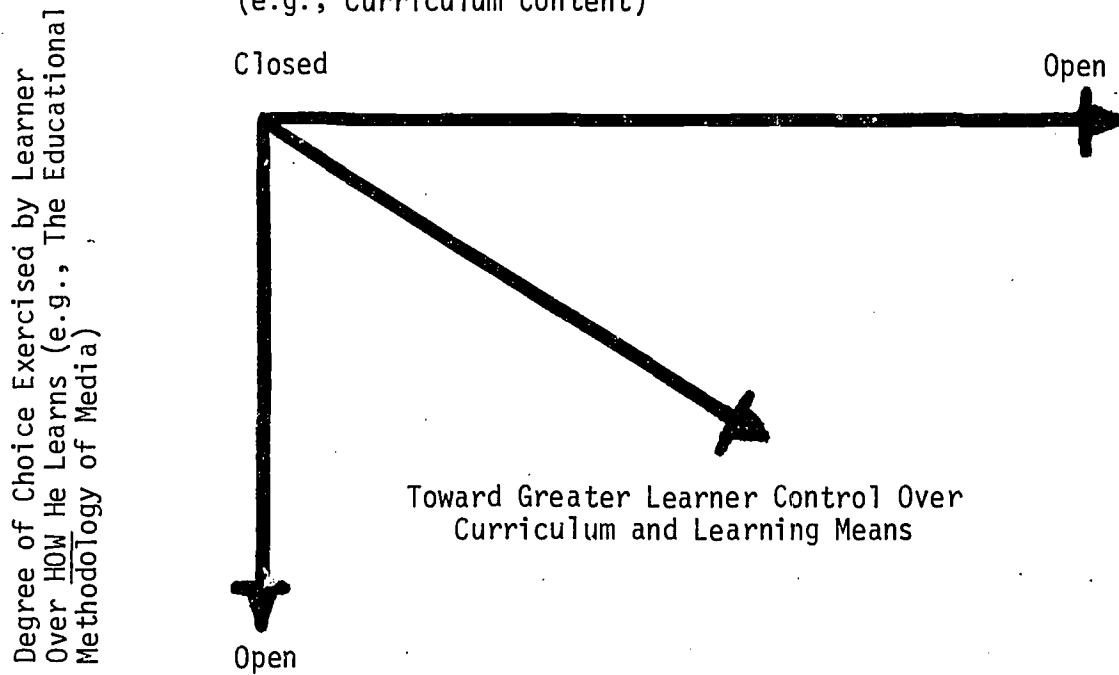


Figure 4

Figures 3 and 4: Conceptual Distinction Between Various Types of External Degree Programs

(Modified from Mathieson, 1972, p. 47)

one of the four above mentioned categories, they can be further sorted out according to the degree of choice exercised by the learner over the variables relating to what he learns, where he learns, when he learns, and how he learns it. This may be further complicated by the fundamental questions of:

- a. who is likely to have access to these programs;
- b. the extent to which these programs represent an extension of credentialism;
- c. the extent to which these programs open out curriculum areas of individual and societal need.

Thus, External Degree Programs vary in their characteristics and attributes. They all possess, however, some "external component." That is, special arrangements exist in place of traditional residence, on-campus requirements for the degree.

### 3. Evolution of the External Degree

Enabling students to earn academic degrees without the necessity of ever setting foot on campus is a significant dimension of an even larger idea. The larger idea amounts to a substantive and far-reaching directed restructuring of much of higher education and of the fundamental fabric that has characterized colleges and universities for over two centuries.

The evolution of the "external degree" approach to education cannot be well considered without first considering American society itself. Institutions are said to reflect the life styles of their time, but the fact remains that the collegiate model which is most predominant in higher education reflects rather accurately the 17th and 18th Century social context in which the American college was born rather than 20th Century needs and concerns. (See Boyer, 1972 for a



more detailed discussion of the social context in which the American college was born and the evolution of the "fortress" approach to higher learning. Parts of the following discussion are based on Boyer's discussion.)

The evolution of the External Degree is found in the fact that in nearly every way the conditions which produced the classic "fortress" approach to higher learning have vanished and a new kind of collegiate model must emerge, one that reflects the social conditions of our time.

From an era of intellectual scarcity, an age of abundance has been entered. The challenge today is not that of hoarding together for a lifetime a limited number of scholars, but of finding ways for thousands of gifted, highly mobile teachers to be productively used in generating a broader intellectual base. The revolution in communications no longer limits the passing of knowledge to the face-to-face, foot-of-the scholar, rabbinical relationship that dates back to ancient times. Television, both private and commercial, now exists. Indeed, children between the ages of five and ten spend as much time watching television as they spend in formal schooling. Telephone lines and satellites now make it possible for students to converse with scholars around the world. Computers store and transmit information with breathtaking speed. Students may, with cassettes, "check out" the professor and take him home, listening or relistening to lectures at a time and place of personal convenience. Stated simply, today's student is bombarded on all sides with new ideas in a multitude of ways. He does not need to travel each day to a distant campus, to the high and isolated ivory tower where the "oracles" are heard.

This has become a world in which "Sesame Streets" teach the fundamentals. A transformation in understanding and information has occurred all up and down the line, but too many in higher education are confronting the new generation of college freshmen with the ABC's of tired old lesson plans.

A transportation revolution also is occurring. Even the student of "average income" can study now at many different places throughout the nation or, with cut-rate overseas travel fares, throughout the world. Ribbons of freeway instead of rutted roads are now available and high speed cars can place many formerly isolated campuses only minutes away. The nation's Capitol is only an hour or an afternoon away from campuses; and a weekend trip to see the Renaissance treasures of Florence can now replace a visit to the library to thumb through some worn and faded picture prints.

Clearly, the changes in communication and transportation alone in this country are sufficient to demolish the notion that a college education must be limited to residence on a single campus for a four-year block of time. The time is ripe to develop collegiate patterns that recognize that a network of learning resources can be reached by students easily and conveniently, and that it is no longer possible or necessary to accumulate all of the resources on a single spot called "the campus."

In just 10 years the number of adults engaged in formal learning (a segment of the population which has tended to be ignored because of notions that college was a kind of pre-adult cultural rite instead of a process of education) has nearly tripled--from 9.6 million in 1960 to 25 million adults today. For most of these "new" students, returning to college cannot mean a return to a full-time Monday-through-Friday kind of operation. To them, the outmoded forms, the bankers' hours, the credit and curricular inflexibility do not seem merely quaint anachronisms; rather they are viewed as frustrating evidence of a creaky structure unable to respond to new demands.

Clearly, different arrangements are needed to accommodate the broad range of talents and special needs of the adult population. This group cannot possibly

be served without more flexible and fully honorable non-campus nonresidential programs.

But, what about those young people who do come fresh from high school, the "young adults." They, too, are far different from their counterparts just a generation or two ago. On the most obvious level, they are different physically. Today's entering freshmen are three inches taller and 20 pounds heavier than those of 50 years ago. They enter puberty 18 months sooner and reach full growth two years earlier than their counterparts of 1920.

Another difference is the increased ability and greater readiness of vast numbers of today's students. According to standardized tests of scholastic achievement, today's teenagers are a year and a half ahead of their parents' attainments at the same age. The hypothetical "average youngster" is the product of a drastically altered public school system. He goes to school longer and learns more than ever before. All in all, the student seeking admission to college today has had about 25 percent more formal schooling than his father had had just 20 years ago, and twice as much as his grandfather had had 40 years ago. With the dramatic change in the content as well as the length of instruction, the plain fact is that today's 18-year old has attained a level of academic achievement equal to that of the junior college graduate of two decades ago.

Thus, today's students know more before they arrive on campus, and many of them are sufficiently adroit and motivated to go about learning on their own within less structured frameworks of guidance.

Is it any wonder, then, that a growing number of young people feel "burned out" and bored by formal classroom instruction by the time they enter college? How can young people reasonably be expected to sit through 18 years of

essentially similar patterns of teaching--from ages four to twenty-one or more--without occasional restlessness, spasms of revolt, or withdrawal into indifference?

What this all adds up to is the simple yet far-reaching conclusion that most of the collegiate models being utilized still reflect the societal and educational conditions of the past. The pattern of higher education today and in the past was developed as much for institutional convenience as it was to serve students. The earlier prototypes in planning have nearly always centered on creating campuses and the formal structures within them. These institutionalized modes and trappings, however, are working less well all the time. Educational institutions are being out-paced on many fronts and current systems are on the edge of failure (Dumke 1972). Millions of Americans are now looking for an alternative to the residential college. The "external degree" is one approach which recognizes that because of changes in communication, changes in transportation, changes in the age and intellectual ability of students, learning need not be confined to a single campus or to rigid blocks of time. For this generation, as it will be for coming generations, the process, not the setting, is the essential thing. That is the "why" of the external degree.

External degree programs are essentially based on the rationale that: (1) individual students are more important than standardized institutions and structures; (2) students have a great deal of unrealized potential that usual paths to academic degrees do not and cannot entirely tap; and (3) the classroom, while a valid vehicle of instruction, need not be the sole vehicle.

Inherent within an external degree program is both the acceptance and appreciation of the increased ability and readiness of students, as well as their desire and motivation to go about learning on their own within less structured frameworks. An external degree program acknowledges the student as a self-motivated

learner, and supplies him with the advice, supervision and tools to get on with the job.

It opens to students the avenues and resources that will permit them to reach their goals more readily. It also increases their options. Through it, students can challenge, by examination (written, oral, or both), blocks of knowledge in curricula without dutifully sitting through months of coursework they already know in substance. Students also are allowed to demonstrate skills in laboratories, in library research, or in field study associated with employment and other experiences.

Similarly, an external degree program can and should be inventive and resourceful enough to find appropriate new ways to appraise scholastic progress of students, ways that work with no less integrity than conventional modes and which will base degrees even more squarely on academic achievement.

Various concerns have been expressed concerning the external degree. Quality control, academic rigor and other familiar phrases have been used to obfuscate the issues. One concern is that the external degree approach will completely replace the conventional four-year campus-based plan. This, of course, is not the case and in no way suggests doing away with what has been proven and tested. Effective change is built on that which precedes it and is a logical extension of its forerunner. If an institution is not on-going and developing in a continual state of becoming, then it may be going downhill. Some would not, however, completely rule out the external degree approach as an extremely long-range possibility, but think it highly unlikely that it will come about in the foreseeable future. There will continue to be a majority of students who, because of their interests or inclinations or a sense of tradition, will prefer - at least part-time - a conventional campus experience. And that is as it should be. The

point is, however, that for a growing minority, the present hoops are unacceptable - and the external degree alternative, among other alternatives, should be made available.

One of the most frequently expressed fears is that non-traditional education may threaten the relationship between the teacher and the student. If properly guided, however, quite the reverse will be true. Models of non-traditional study can be developed in which teachers can remain central to the educational effort. For too long we have tended to look to the classroom as a single vehicle of instruction. It is a valid vehicle, but it need not be the sole one. People learn in various ways and the University Without Walls, for example, attempts to encompass them all. Teachers and scholars also have been intimately involved in the planning of Empire State College. Although it is a college without a campus, it does have a full-time faculty. And, although less formally structured than in the past, the encounter between student and mentor lies at the very heart of the approach. Chancellor Boyer of the State University of New York believes the encounter and interaction can be rich - possibly richer than the present design of education.

Finally, a more frequently stated concern is the matter of quality. A concern exists among many about the so-called diploma mills, the fly-by-night operations, the easy, casual deceptive exercises being given a "collegiate" stamp. This problem cannot be ignored, but what it really comes down to is a need for a clearer definition of what is meant by "quality" in education and how it is to be measured.

Quality does not mean the number of credit hours on the student's transcript. Quality is not measured by the amount of time a student has lived on campus, or by the number of lectures that student has attended. Quality is not

guaranteed by forcing students to jump through an identical and well-worn set of hoops. And it is certainly not guaranteed by pouring millions of dollars into bigger and better buildings.

What, then, is meant by "quality"? Quality in education reduces itself to three simple fundamentals. What is needed, first, is a student who wants to learn. Secondly, adequate resources are needed that will help the student to learn. Finally, a process is needed by which the student can be properly guided and his progress rigorously assessed. If these conditions prevail, quality is found; if they do not prevail, quality is absent. No casual relationship exists between quality in education and where that education takes place. The three criteria cited can be met off as well as on the campus.

Furthermore, external degree program developments represent a response by higher education, in the formal sense of the phrase. To the extent that colleges and universities implement this kind of response, they can provide safeguards of quality that they are probably most qualified and motivated to provide. To the extent they hold back in their response, a parallel system of post-secondary education may very well grow to immense size and strength in this country.

Therefore, one cannot agree that responsibly guided External Degree Programs will necessarily become cut-rate operations that will cheapen the educational enterprise. Indeed, it could be argued that in certain very significant respects such an approach may tend to remove some of the deceptive crutches which have been used as an escape from quality tests, and in the process could, in fact, enhance the quality of education.

John Gardner (1961) once said that there are times when institutions are shaped by the conscious, rational decisions of the men who lead them, but that

this is not the only way institutions change. He said they can also drift and be pushed along by thousands of historical accidents, shaped aimlessly like the shifting desert sands.

The opportunity is now at hand to lead and mold a meaningful model for higher education rather than to allow institutions of higher education to drift as they have been doing for some time. Either new educational forms will be developed within existing institutions or new institutions will be created. Either we set about the task of creatively restructuring higher education ourselves or it will be done for us. The issue is no longer whether to change. It is instead a question of what changes will be made and how rapidly--and under whose leadership and direction.

#### B. HISTORY LEADING TO THE MCSOP EXTERNAL DEGREE PROJECT

The members of the Michigan Council of State College Presidents initiated early in 1971 a serious exploration of means by which the Continuing Education activities of the 13 four-year institutions might be better coordinated to expand higher education opportunities throughout the state. Several proposals designed to accomplish this purpose were suggested to the Council during the following year. At the presidents' request, four of these proposals were developed for full debate and discussion by the Council:

1. Creation of an Institute of Continuing Higher Education, an entity separate from existing colleges and universities, but administered cooperatively by Continuing Education personnel of these institutions.

2. Creation of an Associated Universities of Michigan as a subsidiary to the four-year colleges and universities for the purpose of offering coursework in an undergraduate degree program leading to an external degree.



3. Creation of a College of External Studies to offer off-campus coursework leading to external degrees at the Bachelor's and Master's level.

4. Initiation of Consortium of regional consortia to promote greater operational cooperation between state colleges and universities in the conduct of off-campus instructional programs.

During the process of study and discussion of these proposals there evolved within the Council a consensus that while none would fully accomplish the Council's purposes several features of the plans proposed had the unanimous support of the presidents. Consequently, on December 14, 1971, the Council endorsed the general concept of an external degree program as a desirable avenue for further exploration and agreed that such a program should:

1. Be a non-specialized instructional program leading to a degree in general studies.

2. Be statewide in scope so that qualified residents in every part of the State might have access to the degree program.

3. Allow a student to earn a degree without ever having completed on-campus coursework.

4. Allow credits earned in the program through any participating institution to be applied to degree requirements.

5. Involve maximum use of non-traditional instructional delivery systems.

Further, it was the Council's decision that its efforts should focus on the development of a plan based on cooperative agreements among the participating institutions. This approach was determined to be preferable to the creation of a new and separate degree-granting entity in view of the peculiar structure of the public higher education system in Michigan. The implementation of such an approach, it was agreed, would require one or more of the institutions to agree to accept credits earned at other participating schools and to offer an external

degree upon successful completion of curricular requirements agreed to by all institutions. This approach would require cooperative action by some, if not all, of the institutions through interinstitutional agreements. This voluntary cooperation plan would require no action outside the institutions to make the program operable other than the normal accrediting process.

The Council voted at their February, 1972 meeting: (1) to proceed with the development of "voluntary cooperation plan", and (2) to select a director to assume the responsibility for leadership in this external degree project. The framework of the project outlined at the February meeting contained four parts:

1. Conduct an inventory of all off-campus coursework currently offered by the 13 Council institutions.
2. Determine by examination of the inventory to what extent the combined course offerings of all institutions constituted a degree program.
3. Identify suitable alternative models for a consortium - administered degree program, given the resources available in Michigan, and construct an agreement among institutions on the pooling of resources.
4. Determine to what extent each of the participating institutions is prepared to offer an external degree.

A director was appointed, and July, 1972 saw the initiation of Phase I of the External Degree Project. Phase I consisted of implementing and completing project parts 1 and 2 outlined above; and it is Phase I which is reported in this document.

C. PURPOSE AND GOALS OF THE EDP PROJECT: PHASE I

The Council thus studied the various alternatives for a statewide external degree program and abandoned the alternatives which called for the creation of a separate entity to administer the program and award the degrees. The Council determined that if there was to be a statewide external degree program it would have to be operated by cooperative arrangements among the institutions.

The purpose of the MCSCP External Degree Program Project was to explore the feasibility of establishing a consortium of the 13 Council institutions to conduct a statewide external degree program.

The goals of Phase I of the EDP Project were to:

1. Conduct a survey of all off-campus coursework currently offered by the Council institutions.
2. Determine from the survey findings to what extent the combined course offerings of all Council institutions constitute a degree program.
3. Identify a model for an external Bachelor of General Studies degree given the resources available among the Council institutions.

## CHAPTER II

LITERATURE REVIEW<sup>1</sup>

The recent past has witnessed a burgeoning interest in non-traditional modes of higher education, with a concomitant burst of literature on the subject. Sources include a variety of periodicals, both those concerned specifically with issues in the field of education, as well as more secularized news publications; books, pamphlets, and papers coming out of commission studies; and informational bulletins on programs which are now being operationalized. Dates of publication, thus far, span only a few years, 1970-1973.

The intensity of the literature indicates the growing scrutiny under which institutions of higher education find themselves, not only as to how they are responding to present needs, but also their ability and willingness to adapt to future demands and visions. This chapter follows the evolutionary nature of thought as ideas and proposals for viable alternatives to traditional education were developed. The focus will be on external degree programs, an idea whose time, many people believe, has come. This chapter does not pretend to cover all external degree programs, but rather a brief description of a sampling of programs, both in operation and proposed.

A. NON-TRADITIONAL MODES OF EDUCATION

Despite the flurry of interest in non-traditional education, it remains an elusive concept. In an attempt at clarification, the Commission on Non-Traditional Study (1971) operating on a grant from the Carnegie Corporation, has defined non-traditional education as everything which lies outside the definition of traditional education. This can encompass a vast array of elements, but always includes

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<sup>1</sup>This literature review was written by Cheryl L. Maranto, Research Assistant to the Project Director of the External Degree Study, and a student of the James Madison College at Michigan State University.

the considerations of change, relevance, flexibility to meet individual needs, opportunity for expanded options, use of modern technology, and dispersed location. Essentially, then, such a discussion involves two newly vitalized questions. The first is a substantive consideration of the educational process - who shall be its participants. Thus come the demands for curriculum options, and increased access and opportunity for higher education.

One of the most obvious vehicles for curriculum flexibility is independent study, by which course credit can be obtained without formal required class meetings or regular meetings with the instructor. Opportunity to undertake independent study is not a new or unusual phenomenon, but its acceptance requires a recognition that learning is fundamentally an individual process which can be fostered in a variety of ways. Increased frequency of its use, and making it available to a wider portion of students allows for the time/space flexibility necessary for non-traditional study.

The "learning contract," by which students individually negotiate the content, depth, and mode of several courses, or their entire program, is an extension of the independent study concept. It permits a measure of both freedom and control, and its use is increasing nationwide.

An essential portion of any program of non-traditional education must include, not only modes which permit the basic structure of academic acquisition ("courses") to occur in many settings and at any time, but also means by which academic knowledge - regardless of how it was acquired - can be recognized and accredited. This can be done through credit by *standardized examination*, or through life experience credits.

The most widely known and used exams are the Advanced Placement Exams and the College Level Examinations (CLEP), both sponsored by the College Entrance Examination Board. Although the Advanced Placement Program is available only to those incoming college freshmen who have taken specially designed courses in high school, it substantiates that college level learning can and does take place outside the walls of an institution of higher education. CLEP offers both General Examinations in English composition, mathematics, natural sciences, humanities, and social sciences - history, and Subject Exams in 29 fields. More exams are being developed. They can be taken by anyone who so desires, and no formal preparation is required. The experimental CLEP testing program conducted by the University of Missouri - St. Louis Extension Division administered exams to 337 men and 32 women between July 1, 1969 and June 30, 1971. Persons taking the exams included the physically handicapped, grandparents, unskilled workers, middle aged mothers, managers, professionals, and government employees at all levels. Fifty-eight percent of all those who took the exams earned at least one "passing" score (Fagin, 1971). These exams help to re-open educational opportunities, particularly for mature adults. Their use avoids duplication of effort for the individual student and aids in conserving the scarce resources of educational institutions.

A continuing trend is evident for many institutions to incorporate internships, and field study, referred to by various terms, into many programs of study. The incorporation of internships and field study is an attempt to provide practical "real world" experience as a part of academic training. Granting credit for life experience is doing so ex post facto. Credit for life experience requires increased scrutiny, but when such experiences are related to a program of study, some institutions are granting credit.

Central to the concept of non-traditional education is the belief that education is a continual process which cannot be confined by time or space. Thus, it is not surprising that the length of time it traditionally takes to earn a bachelor's degree, and the block of time in which it is normally earned, are now being re-examined by administrators, educators, and students alike. Given the increasingly better preparation of high school students and the structure of the American baccalaureate degree of two years of unspecialized liberal study prefacing specialization, the feasibility of shortening the time required without narrowing its scope deserves consideration. The lock-step method in which high school graduates immediately enter college both restricts their options and severely handicaps adults who either were forced to or chose to forego higher education at that time. In addition, an unspoken but widely adhered to belief exists that "education" optimally occurs only during that period of life, from 18-22. Such a belief exacts severe personal and social losses by allowing much potential to go unutilized. Non-traditional education reasserts the life-long nature of education, and attempts to re-orient institutions of higher learning to fit this reality. Adults have become a new target group. (Brewster, 1972; Carnegie Commission, 1971; Chronicle of Higher Education, May 18, 1970.)

In conjunction with the new manner in which education is coming to be viewed, new educational resources within the community are beginning to be tapped. Faculty can now include professionals, practitioners, artists, and many other groups which can greatly contribute to an expanded educational process.

It can, with reason, be wondered why this sudden re-evaluation of education exists, who it serves and excludes, and the ways in which it is made available. Obviously, the re-evaluation of education involves a whole host of current concerns -- most notably, those of social equity, economic and manpower needs, and efficient utilization of our human resources. As the psychology of scarcity is

no longer applicable to the economic system in this country, so it is no longer applicable to the educational system. Access to higher education was widened in this country in the latter 1800's in response to societal demands. Such is the case once again. For better or worse, ours has become a credentialed society. As long as the avenues by which the credential (i.e., the degree) is gained are partially blocked to whole segments of the population, an artificial shortage of talent will persist.

The movement for non-traditional education is a response to the changing needs of society. Many non-traditionalists believe more people can be educated better, for less money if the options and resources at our disposal are fully explored and utilized. None of the ideas which have been discussed here are new, but increasing the frequency in which they are employed, and coordinating them creates a revitalized system.

The central question upon which the fate of non-traditional study will depend is whether educational quality can be maintained, or even improved. Scrupulous attention must be paid to this question. Accrediting institutions will have to establish standards of quality specifically applicable to the programs coming out of this movement. Continuing self-evaluation of programs is essential. Insuring quality will not be easy, because it never has been. However, by far the greatest threat to quality is intransigence in the face of criticism, for that invites sweeping change, which is much more difficult to control.

#### B. EXTERNAL DEGREE PROGRAMS

The external degree is one specific mode of speaking to the concerns of the non-traditionalists. Unified by the concept of time/space flexible study, six



models<sup>2</sup> or approaches to operationalize this basic objective exist at present.

### 1. The Administrative-Facilitation Model

The traditional degree pattern is retained in this model, but the degree is earned outside the central structure of the university. The operation of the Administrative-Facilitation Model is usually through a separate administrative unit, such as an "Evening College" or "Continuing Education" Division. This new type of delivery system of more or less standard fare is an attempt to reach a different clientele. Educational Television and other technological devices are frequently used. Examples of external degree programs which are representative of the Administrative-Facilitation Model are described below.

a. TV College of the Chicago Junior College System is one of the earlier examples of this model, having begun operation in 1956. At present only an Associate of Arts degree is offered. Instruction is wholly via television, with examinations given at several centers, and assignments mailed in to the centers. TV College was studied by the founders of Great Britain's Open University.

TV College acts as a feeder of local four-year colleges. In the last twelve years, 2,200 students who graduated from City Colleges had completed at least one semester through TV College.

The majority of its students taking courses for credit are housewives or women employed outside the home. The average age of home viewers is 29, and almost 72 percent are women. To date, 350 degrees have been conferred, 275 of which went to present or former prison inmates. (The Chronicle of Higher Education Jan. 3, 1972.)

<sup>2</sup>The classification system utilized, that of John R. Valley in Explorations in Non-Traditional Study, is unavoidably somewhat arbitrary, but nonetheless very useful.

b. Chico State College, located in California, opened in the fall of 1971. It offers baccalaureate degrees in American Studies, Business Administration, Child Development, Public Administration, Social Science, and Social Welfare.

Instruction for the first two years is on-campus at Shasta and Lassen Community Colleges. Upper-division work is pursued externally through Chico State. The program serves residents of Northern California who are unable to attend a four-year college campus to earn a degree. (Chico State College Bulletin, 1972, U.S. News and World Report, Oct. 4, 1971.)

c. The School of General Studies at Columbia University has been offering an external degree (B.S. in General Studies) since 1921. Classroom instruction is made available on-campus during late afternoons, evenings, and Saturday mornings

Students must be 21 years old or older (exceptions are sometimes made) to be admitted to the School of General Studies. More than half of the students usually are degree candidates, while one-third already hold degrees. More than half are employed full-time, the other half part-time. In addition, a significant and rising number of veterans are attending the School. (School of General Studies, Columbia University Bulletin, 1972-73.)

d. Stanford University makes a Masters Degree in Engineering available to full-time employed businessmen. Televised instruction is beamed into classrooms which are housed in industrial sites in the San Francisco-Berkeley area. Students may communicate via telephone with the instructor who is teaching the course live on campus. (Valley, 1972.)

e. The University of South Carolina offers externally a Masters in Business Administration. Closed circuit television instruction is received on regional

campuses and classrooms at high schools and technical schools throughout the state. Telephones can be used for feedback to the live class (Valley, 1972).

## 2. The Modes of Learning Model

Encompassed within the Modes of Learning model, are these institutions which offer a new degree with different goals and requirements than traditional degrees. Such a degree program represents an attempt to tailor the instructional program, as well as the delivery system, to the needs of a new clientele.

a. The School of General Studies at Brooklyn College has a Special Baccalaureate Degree Program for Adults. The School has been offering the Bachelor of General Studies degree since 1953. The program consists of tutorials, "exemption exams" with credit, regular course work, seminars, and credits for life experience. An individually designed adult curriculum is developed in light of each student's particular motivation, abilities, and experience. A degree is usually earned in three or four years of part-time study. The clientele are typically over 30 years old, and have few, if any, formal college credits (School and Society, 1971).

b. The State University College of New York at Brockport admitted its first external student in January 1971. It offers the Bachelor of Liberal Studies degree. Modes of instruction include individual study, correspondence courses, televised courses, and regular coursework at Brockport or at other institutions. An annual three-week seminar at Brockport is required. Advanced placement is given for knowledge gained outside the classroom, and credit is given for prior college work. The program does not involve a major or minor concentration, nor required courses. All students do work in four subject areas - social sciences, humanities, natural science, and "an integrating area." Individualized programs are developed with the aid of a faculty adviser (DeLisle, 1972).

c. The Continuing Education Division of Syracuse University offers a B.A. in Liberal Studies. The degree can be earned through independent study courses in four areas of liberal studies -- humanities, mathematics, social science, and science, as well as scheduled residential seminars. Courses include extensive readings, written and oral exams, and take-home laboratory kits. Students maintain contact with advisers and instructors through the mail, tapes, and telephone. Plans have been developing to offer a B.S. in Business Administration in 1972 (DeLisle, 1972; Valley, 1972).

d. The University of Oklahoma awarded its first Bachelor of Liberal Studies in 1961. The degree program is composed of area studies in the humanities, social sciences, natural sciences, and inter-area studies. Each area study consists of independent study followed by a three week residential seminar. Students enter each area at their own level and proceed at their own pace. A Master of Liberal Studies also is available (DeLisle, 1972; Valley, 1972).

e. The Center for Continuing Education of the University of South Florida offers a Bachelor of Liberal Studies degree. The curriculum and arrangements are similar to that of the University of Oklahoma (see above). In addition, students must pass a comprehensive exam in each area (DeLisle, 1972; Valley, 1972).

f. University Without Walls (UWW) of the Department of Housing and Urban Development (HUD) began its National Urban Studies Program in 1970. Undergraduate and graduate degrees are earned through cooperating institutions. Courses consist of intensive one-week, three day, or two day sessions, with readings, assignments, and course outlines provided in advance. Credits also are given for previous work experience; training experiences through Federal, State, and local government, as well as private sources; on-the-job work study programs; tutorials and research within the individual's employing agency, and

credit by examination. Audio-visual materials, programmed learning, and video-tapes are used. Plans are now in existence to develop individual learning packages.

Participants of the program are HUD eligible employees of Federal, State, and local agencies, and the hope is to attract minority or disadvantaged persons wishing to enter public employment (HUD, 1970).

g. The University Without Walls of the Union for Experimenting Colleges and Universities, one of the most widely known programs, began operation in the fall of 1971. Most participating institutions award the Bachelor of Arts degree, either under the auspices of UWW, or in special cases from the participating institution. Representative of the institutions' programs are the following:

(1) Bard College's UWW instructional arrangements include tutorials in standard academic disciplines, specialized studies with Bard tutors or "adjunct faculty," regular course work at Bard or at other institutions, independent studies evaluated by proficiency exams, and internships. Programs stress the utilization of cultural resources from the college and community. No pre-established requirements exist - only those which are suggested by each student's goals.

Admission is limited to those 23 years and older who have completed a minimum of two years of accredited college work or its equivalent (DeLisle, 1972; Union for Experimenting Colleges and Universities, 1971; Valley, 1972).

(2) Chicago State University's UWW students are responsible for designing their own program, which can be in one field or any combination of fields. A faculty adviser, and an adjunct faculty adviser from outside the college, aid the student in program development and credits computation. Internships, work-study,

research, creative projects, and study with adjunct faculty are available modes of learning.

Students may be incoming freshmen, transfer students, those currently at CSU, and people who either were unable to begin college, or were forced to discontinue it (DeLisle, 1972).

(3) New York University's UWW program combines course work, field work (internships, apprenticeships, travel) and independent study, according to the student's design. Majors are not required. The clientele are of diverse interests and ages (DeLisle, 1972).

(4) University of Minnesota UWW students are aided by faculty advisers and community "mentors" in developing academic programs in their area(s) of interest. These programs presently include a very broad area, ranging from Oriental Art, to Innovative Elementary Education, to Man and Machine. The student body is correspondingly diverse. Students range in age from 17 to 61. Approximately one-quarter are in the traditional college age group, about one-half are young adults (22-35 years old), the remainder are middle-aged and older. One of the main criteria on which acceptance is decided is possessing clear educational objectives.

A Learning Resources Inventory is being developed, which will list innovative programs available in the University and other UWW units, special testing programs (such as CLEP), off-campus internships, and other educational possibilities (University of Minnesota, 1971).

(5) Other participating institutions of UWW are the University of Massachusetts, Morgan State, New College at Sarasota, Northeastern Illinois University, Howard University, Antioch, Roger Williams, Shaw University, Skidmore,

Friends World, Goddard College, Loretto Heights, Staten Island Community College, Stephens, and Westminster.

Considerable variation exists among the different UWW units, but several features are held in common: (1) Both faculty and students participate in developing the program. (2) Modes of instruction are numerous and varied -- regular courses, independent study, internships, field experience, tutorials, televised instruction, and travel. (3) Curriculum content and the length of study are flexible, in accordance with the needs and goals of each student. (4) The range in age is broad, encompassing 16 to 60 year-olds, except for several programs which are tailored specifically for adults (those over 21). (5) Adjunct faculty are used. These may include professionals, practitioners, artists, or other community members skilled in a specific area. (6) Frequent communication is maintained between student, faculty, and advisers via numerous means. (7) Since emphasis is not on grades, credits, and other traditional measures, evidence of learning is substantiated by papers, works of art, tapes, logs, and a final project which must be a "Major Contribution" (Valley, 1972).

h. The Open University of Great Britain, the first external degree program of national scope, opened its "doors" in January 1971. At present a Bachelor of Arts, and an "honors" B.A. are offered; and future plans call for a Bachelor of Philosophy, Master of Philosophy, and Ph.D.. The instructional program consists of foundation-, second-, third-, and fourth-level courses consisting of specially written course material, weekly half-hour radio and television broadcasts, and bi-weekly tutorials at local study centers. Two foundation courses and four to six second-level and above courses are required for earning a degree (depending on whether or not an ordinary degree or an honors degree is earned). University faculty, BBC staff, educational technologists (to produce the educational software to be delivered via technological hardware), class tutors (who instruct and

meet with students), correspondence tutors (who grade weekly assignments), and counselors (who deal with individual student's problems), are all necessary to develop and maintain the program.

The Open University (OU) admits people who are over 21 years old on a first-come, first-serve basis, with consideration given only to the individual's geographic location and intended field of study. During OU's first year, the student body was comprised of 33 percent teachers, ten percent in the professions and the arts, slightly under ten percent housewives, clerical employees, technicians, scientists and engineers; and four percent workers. In the group of applications for 1972, teachers remain the largest, but declining group; 18.5 percent came from skilled manual workers; and applications from housewives and shopkeepers also increased (Adams, 1971; DeLisle, 1972; Eurich & Schwenkmeyer, 1971; Read, 1971; Valley, 1972).

i. Rutgers University started a one-year trial program in the fall of 1972. Rutgers, and three other institutions, make use of Open University printed and film materials (but not radio and television). The experiment is being administered by the College Entrance Examination Board and evaluated by the Educational Testing Service (The Chronicle of Higher Education, May 1, 1972).

j. Minnesota Metropolitan State College began operation in February 1972. Liberal studies and professional training are stressed in its degree programs. Concentration is either in urban affairs and administration, or urban human services (social work, health services, and education).

Classes are held in already existing facilities throughout the metropolitan area. This instruction is integrated with "experiential learning" - in the students' present employment, work-study, community projects, internships, etc. The college's only facilities are a small suite of administrative offices.



The curriculum is aimed almost entirely at upper-level study, the expectation being to draw the bulk of its students either directly from junior colleges, or from the adult population with some previous higher education experience, but lacking a degree (DeLisle, 1972; Minnesota Metropolitan State College, 1971; U.S. News & World Report, Oct. 4, 1971).

k. The Institute for Personal and Career Development at Central Michigan University offers a B.A. or B.S. in Community Development, Management and Supervision, and Public Administration, the Bachelor of Individualized Studies, and M.A.'s in Community Leadership, Management and Supervision, and Public Administration.

Courses are usually offered in intensive time blocks. Other instructional modes include seminars, correspondence courses, credit by examination, developmental experiences (career or training experiences, past or present), independent study, directed readings courses, self-study with learning packages, work-study, and internships.

The program was designed for those otherwise unable to benefit from higher education due to job or personal circumstances, those who have interrupted their education, or have otherwise been ineligible due to economics, physical handicaps, etc. (Institute for Personal & Career Development Bulletin, 1972).

l. Other programs following the Modes of Learning Model which are now being proposed or planned are the New Jersey Open College, the B.G.S. program at Roosevelt University, Lincoln State University (a state-wide external degree program for Illinois), the University of the Commonwealth of Massachusetts, the External Degree Planning Consortium for Upstate New York, Michigan State University's Lifelong Education proposal, and Grand Valley State College's College IV.

### 3. The Examination Model

The sponsoring institution within this model may or may not offer instruction, but it gives credits and degrees solely on the basis of exam performance.

a. The Regents Degree Program of the State of New York exemplifies this type of external degree program. It is scheduled to begin operating in 1972 with Associate of Arts and Bachelor of Business Administration degree programs. More are to be developed later.

Tests are developed by committees of faculty from several institutions and normed against graduating seniors from representative institutions within the state. Degrees are awarded by the state. Unlike the College Level Examination Program, no institution need cooperate in order for an individual to receive a degree. (The Chronicle of Higher Education, Nov. 9, 1970 & Feb. 22, 1971; The Saturday Review, Oct. 17, 1970; Valley, 1972).

b. The Thomas A. Edison College, proposed in the State of New Jersey, is another example of the Examination Model. The College would give credit for previous college work, documented learning experiences, and successful performance on proficiency exams. Plans exist for cooperation with the New York Board of Regents Program to avoid duplication of effort and to speed up the timetable for offering exams in different fields (DeLisle, 1972, Valley, 1972).

c. The University of London, operating since 1858, offers all of its degrees externally. They are earned by taking the same exams required of internal students. External students either prepare for the exams at other colleges that offer courses leading into the University of London exams, or they may prepare as they wish, depending on what degree is to be earned (Valley, 1972).

#### 4. The Validation Model

In this type of program, the degree-awarding institution sets up specific standards and requirements for a degree, and allows them to be satisfied by various means and sources.

a. Westbrook College in Portland, Maine, has offered its "Westbrook Plan" since 1970. Westbrook operates as a two-year college, but allows its A.A. graduates to complete additional requirements outside the institution and awards its baccalaureate degree to them (Valley, 1972; The Westbrook Plan Bulletin, 1972).

b. An International University of Independent Study, now under proposal, also follows the Validation Model. It would award A.A.'s and B.A.'s for a program of college-level instruction received anywhere in the world. It would accept for credit regular college courses; correspondence courses; CLEP, Advanced Placement, and New York Proficiency Exams; courses offered by the military; or independent study. These credits would have to fulfill designated requirements. Thus, the institution would serve the functions of providing information to students about available materials and opportunities for acceptable study in both general education and specialized areas, and work out individual academic requirements for individual programs (DeLisle, 1972; Valley, 1972).

#### 5. The Credits Model

Under the Credits Model system the institution does not offer instructional or counseling services. The institution's function is to award credits and degrees for work in programs of other institutions that would meet its standard and whose quality it would guarantee.

a. The Council for National Academic Awards (CNAA) of England is the only existing example of the Credits Model. CNAA was established by royal charter in

1964, and offers both undergraduate and graduate degrees.

The Council is composed of representatives of the regional colleges and industrial interests which choose to be involved. The CNAAC, not the instructional institutions, awards the degrees. It does not examine, but uses exams provided by the colleges to validate the work done (Valley, 1972).

b. The Commission on Accreditation of Service Experiences (CASE) is the closest American counterpart. Its function is to recommend to a degree-granting institution the amount of credit that should be awarded for instruction taken while in military service. These recommendations are arrived at via review by civilian educators with expertise in the areas involved.

In order for CASE to fully fit the Credits Model, four changes would be necessary. First, CASE would have to have the authority to award credit, not just recommend. Second, its jurisdiction would have to be broadened from military to all sources of instruction (e.g., proprietary, correspondence, private industry, etc.). Third, CASE would have to broaden its clientele to include civilians; and fourth, CASE would have to be able to award degrees as well as credits (Valley, 1972).

#### G. The Complex Systems Model

The degree-granting institution following the Complex Systems Model combines the features of several simpler external degree models in order to form a system rather than a singular program.

a. Empire State College provides an example of this model. Initiated in September of 1971, Empire State College (ESC) awards the Associate of Arts and Bachelor of Arts degrees in approved programs of study. These programs are developed by each student and his or her mentor (faculty adviser).

The program makes available to the student the resources of the entire SUNY (State University of New York) system, which is composed of 70 diverse institutions. Credit is given for correspondence courses, use of instructional materials prepared especially for Empire State students, televised courses, on-the-job and community experience, independent study, credit by exam, short seminars, and regular coursework at other institutions. Empire State will eventually have learning centers throughout the state, for student counseling, record storage and retrieval, and library and instructional services.

A possibility also exists of Empire State College working in conjunction with the New York Regents Degree Program. ESC could provide instruction for exams an individual was previously unable to prepare for in other ways. (DeLisle, 1972; Empire State College Bulletin, 1972; Valley, 1972).

b. The National University has been proposed by Jack N. Arbolino and John R. Valley. The National University would award degrees at all levels -- A.A., B.A., and graduate. According to their plan, it would be a non-instructional institution which would work cooperatively with various instructional institutions. It combines features of the examination, credits, and validation models. Degrees could be awarded: (1) on the basis of exams; (2) jointly with an institution from which a major portion of instruction was received; or, (3) when National University credits are recognized by residential institutions, it could facilitate completion of a degree at these institutions.

The National University "program" could standardize the means through which previous educational experience, from its many possible sources, is recognized. It could vouch for a program's sufficiency without constant resort to equivalency exams. It could provide a central storage bank of information on individual achievement, convert it into credit, and send out "transcripts" to

employers or other educational institutions. In short, National University could coordinate the many kinds of educational experience from non-traditional sources, facilitate the process of obtaining credit for them, and aid the continuation of educational achievement for many individuals previously excluded from the traditional educational structure (Arbolino & Valley, 1970).

### C. SUMMARY

Interest and activity in utilizing non-traditional modes of education are increasing. The external degree is one specific non-traditional mode of education. Six models or approaches exist to operationalize the basic objective of the external degree. These models, unified by the concept of time/space flexible study, are the: (1) Administrative-Facilitation Model, (2) Modes of Learning Model, (3) Examination Model, (4) Validation Model, (5) Credits Model, and (6) Complex Systems Model.

## CHAPTER III

## PROCEDURES

Characteristics of external degree programs as well as examples of external degree programs have been presented in Chapters I and II. This chapter provides five possible models of the Bachelor of General Studies (BGS) degree; a description of the sources from which data were sought for the external degree feasibility study; the types of data collected; the instruments used; and the method of analyses. A summary of the major findings of the study as well as recommendations concerning a BGS external degree are provided in Chapter IV. Detailed results and tables are in Appendices A, B, C, and D.

A. DEGREE MODELS

The study was conducted with five possible models of the Bachelor of General Studies (BGS) degree in mind. The basic characteristics of these models are outlined below.

Model 1 is similar to the Bachelor of Individualized Studies (B.I.S.) degree offered by Central Michigan University in which a student develops in his own B.I.S. program and neither specific concentration nor distribution requirements are required.

The program is designed to serve the needs of students whose interests and abilities are not in keeping with the requirements of the more conventional, structured programs. The 124 semester-hour (186 quarter hour) degree is an attempt to provide opportunity for expression of unusual interest by providing for student involvement in flexible curriculum planning.

Students are encouraged to create their own areas of concentration, particularly when their individual interests and goals are best expressed by

interdisciplinary curricula. A departmental major is not required. However, a student may obtain a concentration or an authorized major by meeting departmental requirements.

Model 2 is similar to the Bachelor in General Studies (BGS) degree offered by the University of Michigan in which neither distribution nor concentration requirements are required. The following are required of a BGS student:

- a. Must complete 120 semester (180 quarter) hours.
- b. Must complete at least 60 semester (90 quarter) hours of work in courses at the junior level and above.
- c. Not more than 20 semester (30 quarter) hours earned in any one subject area<sup>3</sup> may be credited toward the 60 semester (90 quarter) hour requirement. This rule does not preclude a student from taking more than 20 semester (30 quarter) hours in a subject area if the hours are below the junior level or if a student takes more than 60 semester (90 quarter) hours of junior--and senior--level courses. Students are limited, however, to a total of 40 semester (60 quarter) lower-and upper-division level hours in a single subject area within the basic 120 semester (180 quarter) hours required for the degree.

Model 3 is a modification of the BGS degree program described above. While University of Michigan BGS graduates have been found to be quite enthusiastic toward the BGS program, one shortcoming with which they were most concerned was the restriction on the number of hours a student could take in any one subject area. These BGS graduates felt that the 20 semester (30 quarter) hour maximum

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<sup>3</sup>"Subject area" substituted here for "Department."



for one subject area was restrictive and that the positive effect of the degree would have been even greater had there been no limitation on the number of hours a student could take in any one subject area.

Thus, Model 3 differs from Model 2 in that Model 3 extends the number of hours a student may complete in any one subject area. Requirements a. and b. remain the same in Model 3; but requirement c. is changed as follows:

- c. Not more than 50 semester (45 quarter) hours earned in any one subject area may be credited toward the 60 semester (90 quarter) hour requirements. This rule does not preclude a student from taking more than 30 semester (45 quarter) hours in a subject area if the hours in a subject area are below the junior level or if a student takes more than 60 semester (90 quarter) hours of junior- and senior-level courses. Students are limited, however, to a total of 50 semester (75 quarter) lower- and upper-division level hours in a single subject area within the basic 120 semester (180 quarter) hours required for the degree.

Model 4 is similar to the Bachelor of Elected Studies (BES) degree offered by the University of Minnesota in which neither distribution nor concentration requirements are required. The following are required of a BES student:

- a. Must complete 180 quarter (120 semester) hours. Of these, 30 quarter (20 semester) hours of these may be drawn from courses not normally credited toward a College of Liberal Arts degree.
- b. Must complete 75 quarter (50 semester) hours in Upper Division courses.
- c. Is encouraged, in his program planning, to consider liberal education objectives as stated in the Council on Liberal Education statement

adopted by the University of Minnesota Senate for all students. Each student is encouraged to develop his own means of achieving these general objectives. These liberal education objectives include:

"... some skill in managing the instruments of inquiry and communication; some significant knowledge about nature, life, society, and man's artistic and philosophic achievements; some understanding of the methods and purposes of humanists, natural scientists, and social scientists; some command of a field of knowledge or an area of scholarly concentration."

Model 5 is a modification of the above BES degree program. Model 5 differs from Model 4 in that Model 5 includes General Education requirements. Requirements a., b., and c. would remain the same; but an additional requirement is made to include General Education Requirements (to be completed in either lower-or upper-division level courses).

d. Must complete General Education Requirements in the following four areas:

- (1) Social Science (8 semester or 12 quarter hours)
- (2) Natural Science and Mathematics (8 semester or 12 quarter hours)
- (3) Humanities (8 semester or 12 quarter hours)
- (4) English (includes English Composition) (6 semester or 9 quarter hours)

In categories 1, 2, and 3 activities must be taken in more than one academic discipline.

#### B. SOURCES FROM WHICH DATA WERE SOUGHT

The two sources from which data were sought concerning non-campus, evening and Saturday activities available for credit were the:

1. Academic Affairs offices for information about regular instructional program offerings.
2. Continuing Education and Extension Divisions for information about non-regular instructional program offerings.

The Academic Affairs offices of all 15 institutions, and the Continuing Education and Extension Divisions of 11 institutions participated in the External Degree Program Study. Two institutions, Ferris State College and Oakland University, do not have continuing education programs in which activities are available for credit (only non-credit activities are available). The continuing education and extension work for two other institutions, University of Michigan - Dearborn Campus and Flint College, is handled through the main campus at Ann Arbor.

### C. TYPES OF DATA

The majority of the data collected concerned the specific undergraduate and graduate non-campus, evening, and Saturday activities available for credit during 1971-72. Other data collected were more of a general nature.

"Activities" were defined as "courses and similar educational activities." Non-campus, evening, and Saturday activities were emphasized as these are the types of activities most easily accessible to persons who would be in need of and interested in an external degree program. Information concerning both undergraduate and graduate activities was collected because graduate activities are often available to undergraduates. Activities offered during 1971-72 were surveyed to provide the base needed to assess resources available to an external degree program. Only information about activities available for credit was collected

because only completed work in such activities would be applied toward an external baccalaureate degree.

1. General, Overview Data

General, overview data consisted of the following kinds of information:

- a. Type of Calendar System used by each institution.
- b. Baccalaureate Degrees Offered by each institution.
- c. Undergraduate Residence Requirements of each institution.
- d. General Education Requirements of each institution.
- e. Special Graduation Requirements of each institution.
- f. Off-Campus, Evening and Saturday Activity Involvement of Regular Instructional Program of each institution.
- g. Educational Alternatives available for earning credit at each institution.

These alternatives included the following:

- (1) Proficiency examinations developed by the institution
- (2) Standardized proficiency examinations (such as the College Level Examination Program)
- (3) Learning packages
- (4) Life experiences
- (5) Independent study
- (6) Travel study

- (7) Field study
- (8) Community service activities
- (9) Workshops, Conferences, Institutes
- (10) Work-Study, Internships
- (11) Others (e.g., Directed study, Special studies, Tutorials, Readings)

## 2. Activities Data

Data collected concerning non-campus, evening and Saturday activities consisted of the following kinds of information:

- a. Activity Abbreviation and Alpha-Numeric Designation
- b. Title of the Activity
- c. Subject Matter Category of the activity. Subject matter areas or categories used numbered 30 and were modifications of academic subdivisions and occupational specialties defined by the U.S. Office of Education<sup>4</sup> (Huff and Chandler, 1970). These included subject matter categories at or above the baccalaureate level as well as below the baccalaureate level. (See Instructions in Appendix E).

These subject matter areas were:

- 01. Agriculture and Natural Resources
- 02. Architecture and Environmental Design
- 03. Area Studies

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<sup>4</sup>Higher Education General Information Survey (HEGIS) categories.

04. Biological Sciences
05. Business and Management
06. Communications
07. Computer and Information Sciences
08. Education
09. Engineering
10. Fine and Applied Arts
11. Foreign Languages
12. Health Professions
13. Home Economics
14. Law
15. Letters
16. Library Science
17. Mathematics
18. Military Sciences
19. Physical Sciences
20. Psychology
21. Public Affairs and Services
22. Social Sciences
23. Theology
49. Interdisciplinary Studies
50. Business and Commerce Technologies
51. Data Processing Technologies
52. Health Services and Paramedical Technologies
53. Mechanical and Engineering Technologies
54. Natural Science Technologies
55. Public Service Related Technologies

- d. PBES Category<sup>5</sup> into which the activity best fit. The PBES Instructional Subcategories used numbered 12 and were coded 01-12, as in the February 1972 document.<sup>5</sup> Shortly after the study was underway, another document appeared in which the Research Subcategories also were coded 01-12, but, for some unknown reason, the Instructional Subcategories were coded 02-13. This study used the 01-12 coding. (See Instructions in Appendix E). PBES categories have been incorporated in the budgetary system of each of the MCSCP institutions; and were included in this study for future use in the possible implementation of an external degree program.
- e. Educational Level of the activity (freshman through graduate) as classified by the institution.
- f. Restriction on Educational Level. Was the activity an undergraduate level activity or a graduate level activity usually: (1) absolutely restricted to graduate students; (2) generally available to some levels of undergraduates who meet special conditions; or, (3) generally open to some levels of undergraduates without restriction.
- g. Type of Instructional Technique. The one method by which the activity was primarily delivered; i.e., the instructional technique. The following thirteen techniques were explored.
- (1) Course: an organized instructional program on a specific topic or area in which students and faculty meet live face-to-face regularly over a period of weeks or months, but with intervening time periods between sessions.

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<sup>5</sup> PBES - Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

- (2) Field Study, Workshop, Institute, Conference: an organized instructional program for credit in which students meet in session for at least three hours, although the program may last as long as several weeks. There are usually not intervening time periods of days or weeks between sessions.
- (3) Correspondence: the traditional correspondence format where the student receives a study guide which includes a list of required tests and materials, study instructions, supplementary information and specific lesson assignments. Written by the instructor, the study guide's main purposes are to provide a format and structure for the student's study and to initiate and maintain communication between the student and the instructor. Using the study guide, his textbooks, and other materials, the student works at his own pace through a series of assignments which he sends to the instructor for comment and evaluation. In some cases, the correspondence format may be less structured, and the student may be exempted from the periodic lesson assignments. Instead, in consultation with the instructor, the student chooses his own method of study, concentrating--to a greater or lesser degree according to his interest--on different aspects of the course content. The work to be submitted for evaluation depends upon the course content and the student's interests and abilities.
- (4) Independent Study: this less structured method allows the student relative freedom in his educational study and work. Instead, in consultation with an appropriate instructor, the student chooses his own subject to be studied and his method of study.




For the most part, there is little step-by-step evaluation and control. The work to be submitted for evaluation varies widely depending upon the subject to be studied and the student's interests and abilities.

- (5) Credit By Examination: this method of study allows the student to prepare himself largely on his own for a final examination, the passing of which entitles him to credit in the course. The credit by examination method is used primarily by students with an extensive background in an area and who wish mainly to re-orient their practical experiences to an academic framework in order to earn degree credit. The student usually applies for credit by examination, and a fee is assessed him if the decision is made by the instructor and/or others that the student has sufficient background to earn credit by examination.
- (6) Closed Circuit TV Instruction: instruction mainly or entirely by TV with program preparation and distribution completely controlled by the institution.
- (7) Closed Circuit Audio Instruction: instruction mainly or entirely over a closed circuit audio system completely controlled by the institution.
- (8) Broadcast TV Instruction: instruction over commercial or educational TV channels which is available to the public but permits a viewer the option of registering with the institution and meeting its requirements.

- (9) Broadcast Radio Instruction: instruction broadcast over one or more radio stations available to the public but allows listeners to exercise the option of registering with the institution and meeting its requirements.
- (10) Learning Packages: this method permits the students to study away from the institution and facilitates such learning activities. Learning packages may be developed by institutions or by corporations. They may incorporate electronic and visual aids, and a student may have access to full lectures through cassettes, programmed instruction, film strips, video tapes, and other instructional devices.
- (11) Workstudy and Internships: this method provides the individual with an opportunity to obtain academic credit while continuing in a career pursuit. Work-study programs and internships are used in this respect to enhance career opportunities in an existing position or to serve under an individual in a structured internship. A work-study program consists of a specific course of academic study carefully integrated with on-the-job experiences. The internship provides opportunity for individuals to serve in positions above their current level or in other units or agencies.
- (12) Travel-Study: programs of travel and study tours enable the student to combine world travel with study of the countries visited and the earning of college credit.
- (13) Other: other methods of instruction not listed above by which a student may earn college credit.

- h. Type of Term Credits given for the activity (quarter, semester, or both).
- i. Number of Credits Offered for the activity.
- j. Beginning Month of the activity.
- k. Location of the activity. Was the activity located: (1) in one of the 83 Michigan counties (see Instructions in Appendix E for a list of the counties); (2) within Michigan, but the exact location could not be specified; (3) outside of Michigan, but within the country; (4) outside of the country; or (5) no specific location at all.
- l. Co-Sponsorship of the activity. Was the activity: (1) sponsored only by a single institution; (2) sponsored by two or more CCCHE<sup>6</sup> institutions only, or two or more COUNCIL<sup>6</sup> institutions only; or (3) sponsored by two or more institutions, both CCCHE/non-CCCHE, or COUNCIL/non-COUNCIL.
- m. How Many and Which CCCE or COUNCIL Institutions Sponsored the activity.
- n. On- or Off-Campus. Was the activity: (1) on-campus of one of the sponsoring CCCHE institutions or COUNCIL institutions; or (2) off-campus from one of the sponsoring CCCHE institutions or COUNCIL institutions.
- o. Type of Faculty. Who taught or "monitored" the activity: (1) faculty working for the sponsoring institution (institutional); or (2) supplementary faculty procured elsewhere (supplementary); or (3) both.

 <sup>3</sup> CCCHE - Coordinating Council for Continuing Higher Education. (These institutions are also member institutions of the MCSCP.) COUNCIL - Member Institutions of the Michigan Council of State College Presidents (MCSCP).

- p. Usual Frequency of Offering in the Specified Location. How often is the activity usually offered in the specified location.
- q. Offering of the Activity in the Specified Location During 1969-70 and 1970-71.
- r. Plans to Offer the Activity in the Specified Location During 1972-73, 1973-74, and 1974-75.

#### D. DATA COLLECTION PROCEDURES

The data outlined in Section C was collected primarily through various survey instruments. These data were supplemented by information from institutional catalogs and brochures. The survey instruments were specifically designed by the Project Director for the External Degree Program Study.

##### 1. General, Overview Data Collection

The general overview data was collected primarily by means of an instrument entitled the Survey of Undergraduate Degree Requirements and Educational Alternatives for Acquiring College Credit (see gold form in Appendix B). These data were supplemented by information from institutional catalogs.

The survey form (23 pages in length and including 17 major items) was sent to the academic officer at each of the 15 institutions. The information returned on the form, supplemented by information from institutional catalogs, was put into tabular form and returned to the academic officers for their additions and corrections.

The survey form requested information from each institution pertinent to baccalaureate degrees offered; general education and special graduation requirements; residence requirements; involvement of the regular instructional program

in evening, Saturday, and off-campus credit activities; various educational alternatives for earning college credit (including proficiency examinations, "life experiences," learning packages, and independent study); and opinions concerning possible problems in the development or implementation of an external degree program.

## 2. Activities Data Collection.

Activities data were collected primarily by means of two instruments entitled: (a) the Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension and Similar Services During 1971-72, and (b) the Survey of Undergraduate and Graduate Non-Campus Activities Available for Credit Through the Regular Instructional Program During 1971-72 (see green forms in Appendix E). One form was initially developed to acquire information about continuing education activities; and then modified to obtain information about the regular instructional program activities.

Both instruments asked for similar information about each activity including abbreviation and alpha-numeric designation; title; subject matter category (modified HEGIS category); PBES category; educational level; restriction on who could register for the activity; type of instructional technique or delivery method; type of term credits; number of credits offered; month of year the activity started; location of activity; co-sponsorship or not; how many and which institutions sponsored; on- or off-campus; type of faculty; usual frequency of offering; offering of activity in specified location during 1969-70 and 1970-71; and plans to offer the activity in the specified location during 1972-73, 1973-74, and 1974-75.

The two instruments were each ten pages in length and folded out in an accordion-like fashion into five pages printed on both sides. Ten activities or

offerings could be reported on each survey form. Eighteen items or questions had to be completed for each activity. The instruments were constructed and pre-coded so that once the information was supplied on the forms they would be ready for keypunching.

A set of detailed Instructions (31 pages in length) was developed for each instrument to help in the accurate completion of the survey form (see Appendix E).

- a. Pretest. The survey instrument and instructions were pretested before final forms of each were developed and administered. The instrument and instructions were sent to each of the continuing education directors who were asked to complete all of the items for five of their credit activities offered in 1971-72, and to make suggestions for modification of the form and the instructions. The Directors also were asked to complete a questionnaire of ten items (Supplementary Questions - see blue form in Appendix E) which asked for information pertinent to the final form and conduct of the survey of off-campus courses.

Problems encountered in completing the pretest form, responses to the Supplementary Questions questionnaire, as well as suggestions offered by the Directors were all used in the development of the final instrument and set of instructions.

While the instruments were similar, the method of collecting information from each resource varied, and are described below.

- b. Continuing Education and Extension Resource. Forms entitled Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension, and Similar Services During 1971-72, were

sent to the continuing education directors of the 11 institutions which had continuing education activities available for degree credit.

The number of forms sent to each director was based on their response to question I in the questionnaire administered during the process of pretesting the activities data instrument. Each director was asked to indicate how many 1971-72 activities he anticipated reporting in the forthcoming survey, and was then sent that amount plus a few extra.

The directors were asked to report on the forms every single offering in 1971-72. For example, if a given course had 20 sections offered, then each section was reported as a separate offering; and two survey forms were completed in reporting the 20 offerings (ten offerings per survey form). (See memoranda to continuing education directors in Appendix E).

- c. Academic Affairs Resource. Forms entitled Survey of Undergraduate and Graduate Non-Campus Activities Available for Credit Through the Regular Instructional Program During 1971-72 were primarily completed by HCSOP staff.<sup>7</sup> Information from the 1971-72 institutional catalogs was used to complete as many items for each non-campus activity as possible. "Non-campus activities" were defined as "any activity for which it was possible to do most of the work off-campus." The forms were then sent to the academic officer at each institution so that information for incomplete items could be filled in, and information about any additional activities not described in the catalogs could be supplied.

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<sup>7</sup> Forms used to collect information about continuing education activities were modified, by hand for specific questions, to collect information about regular instructional program activities.

Due to the tight scheduling of the project period and the time factor involved, the academic officers were asked to report activities separately by term rather than by section (sometimes as many as 90 or more sections of a given activity can occur in a term). Consequently, the academic officers were also asked to provide a list of the number of sections<sup>8</sup> offered each term for each non-campus activity. (See memoranda to academic officers in Appendix E.)

#### E. METHOD OF ANALYSIS

The method of analysis utilized was descriptive---frequency and percentage distributions.<sup>9</sup> Those activities categorized as "Undergraduate" (not graduate), "graduate, but usually open to undergraduates without restriction," and "graduate, but usually available to undergraduates who meet special conditions" were sorted out and analyzed for the study. These were considered to be activities available to undergraduates and the results of these analyses are presented in this report.

Those activities categorized as "absolutely restricted to only graduate students" were sorted out and analyzed separately. These "graduate only" analyses are not presented in this report.

#### F. SUMMARY

Five possible models for a Bachelor of General Studies Degree are presented for use in an external degree program.

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<sup>8</sup>These lists of sections are available in the office files of the Michigan Council of State College Presidents.

<sup>9</sup>Mr. Lynn Peltier, Assistant Director of Institutional Research (MSU), was responsible for and exceedingly helpful in acquiring and coordinating keypunching and data processing services at Michigan State University.



The two sources from which data were sought concerning non-campus, evening and Saturday activities available for credit were the: (1) Academic affairs offices for information about regular instructional program offerings, and (2) Continuing Education and extension divisions for information about non-regular instructional program offerings.

The majority of the data collected concerned undergraduate and graduate non-campus, evening, and Saturday activities available for credit during 1971-72.

"Activities" were defined as "courses and similar educational activities."

Other data collected were more of a general nature. These data, collected from each institution, included calendar systems; baccalaureate degrees offered; residence requirements; general education and special graduation requirements; off-campus, evening, and Saturday activity involvement of regular instructional programs; and educational alternatives available for earning college credit.

Activities data collected consisted of the following information for each activity: abbreviation, alpha-numeric designation and title; subject matter category; PBES category; educational level and restriction on registration; instructional technique; type of term credits and number of credits; beginning month; location; co-sponsorship or not and how many sponsors; on- or off-campus; institutional or supplementary faculty; usual frequency of offering; offering of activity in 1969-70 and 1970-71; and plans to offer the activity in 1972-73, 1973-74, and 1974-75.

Data were collected primarily through various specially designed survey instruments supplemented by institutional catalogs and brochures.

The method of analysis was descriptive utilizing mainly frequency and percentage distributions. Only data concerning activities categorized as "undergraduate," "graduate, but usually open to undergraduates without restriction," and "graduate, but usually available to undergraduates who meet special conditions" are presented in this report.

## CHAPTER IV

## MAJOR SURVEY FINDINGS AND RECOMMENDATIONS

This chapter contains (1) a summary of the major findings of Phase I of the External Degree Program (EDP) Study; and (2) recommendations for an external degree based on these findings.

The goals of Phase I of the EDP Study were to:

1. Conduct a survey of all off-campus coursework currently offered by the MCSCP institutions.
2. Determine from the survey findings to what extent the combined offerings of all MCSCP institutions constitute a degree program.
3. Identify a model for an external bachelor of General Studies degree given the resources available among the MCSCP institutions.

Prior to the initiation of the EDP Study, Phase I, the Council of Presidents endorsed the general concept of an external degree program as a desirable avenue for further exploration. They also determined that a statewide external degree program could most feasibly be operated by cooperative arrangements among the MCSCP institutions. The implementation of such an approach, they agreed, would require one or more of the institutions to accept credits earned at other participating schools. An external degree would be granted upon successful completion of curricular requirements agreed to by all institutions. This approach would require cooperative action by some, if not all, of the institutions through interinstitutional agreements. This voluntary cooperation plan would require no action outside of the institutions to make the program operable other than the normal accrediting process.

The Council of Presidents also agreed that such a program should:

1. Be a non-specialized instructional program leading to a degree in general studies.
2. Be statewide in scope so that qualified residents in every part of the State might have access to the degree program.
3. Allow a student to earn a degree without ever having to complete on-campus coursework.
4. Allow credits earned through any institution participating in the program to be applied to degree requirements.
5. Involve maximum use of non-traditional instructional delivery systems.

## A. MAJOR SURVEY FINDINGS

The major survey findings are presented in the two sections that follow: 1. Findings which relate to the feasibility of and resources for an external degree program; and 2. Findings which relate to the implementation and ongoing development of an external degree program.

### 1. Feasibility of an External Degree Program

The major findings of the survey of all off-campus course work currently<sup>10</sup> offered by MCSCP institutions (Goal 1 of the EDP Study) indicate that the combined offerings of all MCSCP institutions could constitute a degree program (Goal 2 of the EDP Study).

Those findings that indicate that an external degree program is feasible among the MCSCP institutions are listed below.

a. Numerous off-campus activities<sup>11</sup> (total = 6,571) available to undergraduates for degree credit are offered through the continuing education and extension divisions (3,589) and through the regular instructional programs (2,982).

b. Non-traditional educational alternatives for earning college credit are available through some institutions. These include, but are not limited to, the use of: (1) institutionally developed proficiency examinations, (2) standardized proficiency examinations (e.g., CLEP and CEEB-APP), (3) learning packages, and (4) life experiences.

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<sup>10</sup> All off-campus work offered in 1971-72 was surveyed.

<sup>11</sup> "Activities" were defined as "courses and similar educational activities." The activities surveyed included almost all off-campus activities; and some were evening and Saturday on-campus activities.

Other educational alternatives available through some institutions are variably named and include independent study, directed study, special studies, tutorial studies, readings, field study, community service, and foreign study.

c. These 6,571 off-campus activities are available in 29 identified subject areas which fall in the five broad categories of Social Sciences; Verbal-Linguistic and Humanities; Science, Mathematics, and Engineering; Education; and Other.

d. These activities are spread throughout most (68) of Michigan's 83 counties as well as in additional locations<sup>12</sup> within and outside of Michigan as well as outside of the country.

e. Each of the subject categories of activities are normally offered in some (slightly less than one-half to slightly more than three-fourths) of the 68 counties with activities. Each of the subject category activities also can be found in the additional locations within and outside of Michigan as well as outside of the country.

f. All of the 6,571 off-campus activities are available to undergraduates.<sup>13</sup> Of those, 51% are designated as undergraduate level activities; and 49% are designated as graduate level (18% are generally open to some level of undergraduates without restriction; and 31% are generally available to some levels of undergraduates who meet special conditions).

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<sup>12</sup>Additional locations for purposes of the survey were categorized as: "Within Michigan in Nonspecifiable Locations;" "Outside of Michigan, but Within the Country;" "Outside of the Country;" and "No Specific Location."

<sup>13</sup>An additional 2,412 activities (beyond the 6,571) were absolutely restricted to only graduate students and were excluded from these analyses.

- g. Off-campus activities are available at all levels--freshman through senior, as well as graduate.
- h. All the MCSCP institutions have undergraduate off-campus activities.
- i. Undergraduate level as well as graduate level off-campus activities are available in each of the five subject categories.
- j. Undergraduate level activities are located in most of the counties with activities as well as in additional locations within and outside of Michigan and outside of the country. Graduate level activities are located in all 68 counties with activities as well as in additional locations within and outside of Michigan and outside of the country.
- k. Almost all of the activities are located off-campus primarily in specific locations, and others in non-specific locations.<sup>14</sup> The few activities located on-campus are evening and Saturday activities.
- l. Off-campus as well as on-campus activities are available in each of the subject categories.
- m. Off-campus as well as on-campus activities occur in all 68 counties with activities.
- n. A variety of instructional techniques are utilized to deliver the activities. These include, but are not limited to: Course; Independent Study; Work-Study, Internship; Correspondence; Field Study, Workshop, Institute, Conference; Travel-Study; Broadcast Radio; Credit by Exam; Closed Circuit or Broadcast TV; and Learning Package.

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<sup>14</sup>"non-specific" location--the activity could be located anywhere because it was independent study, correspondence, or a similar type.

o. The activities begin during each month throughout the year, as well as "Anytime" during the year.

p. Institutional faculty are utilized to teach or monitor most of the activities. Supplementary faculty procured elsewhere are utilized for a small proportion of the activities.

q. Two-thirds of the activities are usually offered some regular time during each year (e.g., one, two, three or four terms each year) in the specified location; and one-third are usually offered "sporadically or on demand."

r. There is an apparent consistency in offerings from year to year. A large proportion of the activities (1971-72) were also offered in the past (1969-70 and 1970-71) in the specified location.

s. A sizeable proportion of the activities will be offered in the future: 69%--1972-73; 43%--1973-74; and 43%--1974-75.

t. More activities will be offered in the subject categories of Education, Social Sciences, and Verbal-Linguistic and Humanities, than in the categories of Science, Mathematics and Engineering, or Other.

## 2. Implementation and Ongoing Development of an External Degree Program

These findings which related to the implementation and ongoing development of an external degree program are listed below.

a. Most (60%) of the HCSOP institutions use essentially a semester system as an on-campus operating base. However, almost an equal percentage of off-campus activities are offered for quarter as for semester credit (slightly more for semester).



b. Three "general degrees," out of 74 variably named baccalaureate degrees (and a total of 143 degrees), are offered by the MCSCP institutions. These general degrees (B.C.S., B.I.S., and B.A. in Lib. Arts) are each offered by a single different institution.

c. All of the institutions require that a certain number of credits be earned in residence at a specified time in the individual's academic career. Three institutions have somewhat lenient or flexible residence requirements in that the minimum total units required in residence are small, and the minimum final units may be completed in either on- or off-campus courses associated with the institution. In other words, residence seems to be sometimes only defined as courses offered by the institution. The minimum total units required in residence at the other 12 institutions are generally greater, and most, if not all, must be earned as the final units in residence.

d. While general education requirements vary broadly within and between the MCSCP institutions, four areas are consistently required: Social Science, Natural Science (including a mathematics option), Humanities, and English.

e. The regular undergraduate instructional program of the MCSCP institutions includes some on-campus evening and Saturday activities, and some off-campus daytime, evening, and Saturday activities. These evening, Saturday, and off-campus activities of the regular instructional program in each institution are offered through the continuing education and extension division alone; through other departments or divisions alone; and/or through joint arrangements between the continuing education and extension division and other departments or divisions in the institution.

f. Although non-traditional educational alternatives for earning college credit are available, some of these are offered on a very limited basis by only a few institutions. Especially limited in use and offering are life experience credit and learning packages.

While institutionally developed proficiency examinations are available in 13 institutions, and standardized proficiency examinations (e.g., CLEP) in 14, neither of these opportunities is utilized or encouraged extensively; and some of the institutions do not permit many credit hours earned through such examinations to be applied to a degree.

Other educational alternatives such as community service, foreign study, and field study are also offered on a very limited basis.

g. The activities offered are most often in the subject category of Education. This is followed by Social Sciences, and Verbal-Linguistic and Humanities. Fewer activities are offered in the subject categories of Science, Mathematics, and Engineering, and Other.

h. Fifteen of Michigan's 83 counties have no activities: Alger, Baraga, Clinton, Crawford, Gogebic, Ionia, Kalkaska, Lake, Mackinac, Manistee, Menominee, Montmorency, Newaygo, Oceana, and Ontonagon.

i. Less than one percent of the total activities occur in each of the 42 counties.

j. Nine of the 68 counties with activities are "heavier" with activities than are other counties. These counties are, in descending rank order, Wayne, Oakland, Kent, Genesee, Saginaw, Macomb, Berrien, Muskegon, and Chippewa. Activities also tend to occur most frequently in "No Specific Location," "Within Michigan in Nonspecifiable Locations" and "Outside of the Country."

k. Most of the activities offered off-campus in specific locations within the 68 counties are offered through the continuing education and extension divisions. On the other hand, most of the activities offered off-campus in non-specific locations within and outside of Michigan are offered through the regular instructional programs.

l. While each of the subject category activities tend to be located in some of the 68 counties with activities, the spread of activities is greatest for Education (58 counties) followed by Social Sciences (45). The spread of less wide for Science, Mathematics, and Engineering (37); Verbal-Linguistic and Humanities (32); and Other (27 counties).

m. While all of the activities were available to undergraduates, almost one-half were graduate-level activities. Less than one-half of these graduate activities were of the more accessible type (generally open) to undergraduates, and more than one-half were the less accessible type (meet special conditions).

n. While activities were available at all levels, far fewer were available at the lower division level (13% freshman and 15% sophomore) than at the upper division level (36% junior and 50% senior), and graduate level (51%).<sup>15</sup>

o. With one exception, those institutions which offer the greater proportion of the off-campus activities also offer mostly graduate level activities. That is, while all institutions offer off-campus undergraduate activities, the nine institutions (with the exception noted above) with the largest proportion of undergraduate activities are not the institutions with the greater number of activities.

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<sup>15</sup> Educational levels are not mutually exclusive categories so percentages do not total 100%.

Furthermore, most of the undergraduate offerings at these nine institutions are at the senior level, or somewhat less frequently at the junior level. No sophomore designated activities are offered by these nine institutions, and only one HCSOP institution has mostly freshman level activities.

p. Most of the undergraduate activities are in the subject categories of Social Sciences (30%) and Verbal-Linguistic and Humanities (25%). Fewer are in Education (19%); Science, Mathematics, and Engineering (13%); and Other (13%).

Over half (59%) of the graduate level--generally open to undergraduates--activities are in Education. Much fewer are in the Social Sciences (18%); Verbal-Linguistic and Humanities (10%); Science, Mathematics, and Engineering (9%); and Other (5%).

Slightly less than one-half (46%) of the graduate level--available to undergraduates who meet special conditions--activities are in Education. Fewer are in Social Sciences (21%); and even less in Verbal-Linguistic and Humanities (13%); Science, Mathematics, and Engineering (12%); and Other (7%).

q. While undergraduate activities were located in most of the 68 counties with activities, lower division activities were located in only 38 counties, in contrast to upper division activities which were located in 62 counties. Graduate level activities were located in all counties with activities.

r. Activities located off-campus in specific locations were mostly in Education. Less frequently offered were Social Sciences, Verbal-Linguistic and Humanities; Science, Mathematics, and Engineering; and Other.

Activities located off-campus in non-specific locations were mainly Verbal-Linguistic and Humanities, and, less frequently, Social Sciences; Science, Mathematics, and Engineering; Other; and Education.

Activities located on-campus were, in descending rank order, Verbal-Linguistic and Humanities; Social Science; Education; Other; and Science, Mathematics, and Engineering.

s. Off-campus activities in specific locations were found in all 68 countries with activities.

t. A wide range (1-95) of credits is offered for two-thirds of the off-campus activities, although most are offered for two, three, and four credits. Almost one-third of the activities are offered for variable credit.

u. Although a variety of instructional techniques and resources are used to deliver the activities, far too few of these techniques are widely utilized. Slightly less than half (48%) of the activities, use the "Course" instructional technique.<sup>16</sup> The next most frequently used technique is "Independent Study" for 37% of the activities,<sup>17</sup> followed by "Work Study, Internship" (7%). Used less frequently are "Correspondence" (3%); "Field Study, Workshop, Institute, Conference" (2%); "Travel-Study" (1%); and for less than one percent of the activities "Broadcast Radio," and "Closed Circuit or Broadcast TV."

v. Although activities begin every month during the year, some months--September, January, March, and June--as well as "Anytime" during the year are more frequent starting dates for activities than are other months. Almost no activities begin in February, October, November, and December.

w. Very little co-sponsorship of activities exists between the MCSCP institutions, or between the MCSCP and non-MCSCP institutions.

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<sup>16</sup> Many of these are activities offered through the continuing education and extension divisions.

<sup>17</sup> Many of these are activities offered through the regular instructional programs.

x. One-third of the activities are usually offered "sporadically or on demand," and two-thirds are usually offered at some regular time during each year (e.g., one, two, three or four terms each year) in the specified

y. While a sizeable percentage of the activities will be offered in the future, plans are also uncertain for less than one-fourth (21%) in 1972-73, and for over one-half in 1973-74 and 1974-75 (54% and 55%, respectively).

Plans are uncertain for more activities in the subject categories of Education and Social Sciences, than for activities in the categories of Verbal-Linguistic and Humanities; Science, Mathematics, and Engineering; and Other.

## B. RECOMMENDATIONS

The following recommendations are made based upon the findings of Phase I of the External Degree Program Study:

1. Recommend: A Bachelor of General Studies external degree be offered among the MCSCP institutions.
2. Recommend: The off-campus, evening, and Saturday activities available to undergraduates for credit as offered through both the continuing education and extension divisions and the regular instructional programs be used in the Bachelor of General Studies (BGS) external degree program.
3. Recommend: The Presidents of the MCSCP institutions bring together the academic officers and the directors of continuing education and extension divisions to develop a plan for the implementation, coordination, administration, and continual development of the BGS external degree program.
4. Recommend: Vigorous, sincere, and constructive cooperation among the MCSCP institutions. Due to the breadth of offerings and the variables associated with their availability as well as the limited cooperative efforts currently in existence, the BGS degree is doomed to failure without such cooperation.
5. Recommend:
  - a. The most flexible and adaptable BGS external degree model possible be offered. Model 4 appears to be most appropriate. In this model, neither distribution nor concentration requirements are required. A BGS student:
    - (1) Must complete 180 quarter (120 semester) hours; 30 quarter (20 semester) hours of these may be drawn from courses not normally credited toward a liberal arts degree.

- (2) Must complete 75 quarter (50 semester) hours in Upper Division courses.
- (3) Must have an overall grade average of C or better in the 180 quarter (120 semester) hours presented; and must achieve a C average grade or better in the 75 quarter (50 semester) Upper Division hours.
- (4) Is encouraged, in his program planning, to consider liberal education objectives, and to develop his own means of achieving these general objectives.

In its broadest sense a liberal education frees one from the limitations placed by ignorance on ones powers of judgment and choice. Put in another way, a liberal education leads to the acquisition of a critical awareness applicable to a wide range of problems associated with the intellectual life, with ones own and other cultures, with the community, and with interpersonal relationships and self-awareness.

The ways of knowing and kinds of knowledge that mark the thought and action of the liberally educated person include, but are not limited to: some skill in managing the instruments of inquiry and communication; some significant knowledge about nature, life, society, and man's artistic and philosophic achievements; some understanding of the methods and purposes of humanists, natural scientists, and social scientists; some command of a field of knowledge or an area of scholarly concentration.<sup>18</sup>

b. Alternative Recommendation: If Model 4 is not seen as an immediately feasible degree model, then Model 5 is recommended. Model 5 is a modification of the above model. Model 5 differs from Model 4 in that Model 5 includes general education requirements. Requirements 1, 2, 3, and 4 would remain the same. A fifth requirement would be:

- (5) Must complete General Education requirements in the following four areas through either lower or upper division level courses:

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<sup>18</sup>From a Council on Liberal Education statement approved by the University of Minnesota Senate.



- a. Social Science (8 semester or 12 quarter hours)
- b. Natural Science and Mathematics (8 semester or 12 quarter hours)
- c. Humanities (8 semester or 12 quarter hours)
- d. English (includes English Composition) (6 semester or 9 quarter hours)

In categories 1, 2, and 3 activities must be taken in more than one academic discipline.

6. Recommend: No on-campus residence requirement, i.e., no hours required to be completed in residence.

7. Recommend: Mutual respect be expressed for the academic integrity of MCSCP institutions to facilitate flexible and non-punitive acceptance of credits among the MCSCP institutions and to the member institutions offering the BGS external degree.

8. Recommend: a. Recognition of the resources available to the BGS external degree through the community colleges across the State of Michigan which would enable the community colleges to provide lower division activities for the BGS external degree program.

b. Respect be expressed for the academic integrity of the community colleges to facilitate acceptance of credits from the community colleges by the member MCSCP institutions offering the BGS external degree.

9. Recommend: The establishment of a system whereby credits from the on-campus regular instructional program offerings of the MCSCP institutions can be applied toward the BGS external degree.

10. Recommend: The establishment of a system whereby credits from non-MCSCP institutions can be transferred and applied to the BGS external degree.

11. Recommend: Extensive development and wide use of other education alternatives for earning college credit, including, but not limited to, proficiency examinations and life experience credit.

12. Recommend: Extensive development and wide use of instructional techniques or delivery systems especially suited to an external degree. These techniques include, but are not limited to, learning packages; closed circuit and broadcast TV; closed circuit and broadcast radio/audio; work-study and internships; field study; workshops and institutes; travel-study; correspondence; and independent study (i.e., directed study, special readings, special studies, tutorial studies).

13. Recommend: Development of more activities in the subject categories of Social Science, Verbal-Linguistic and Humanities, and especially Science and Mathematics.

14. Recommend: Study of the 15 counties with no activities and the 42 counties which each have less than one percent of the activities to see if opportunities for participation in the BGS external degree would be available to members of those counties who so desired to seek such a degree.

15. Recommend: Utilization of existing facilities throughout the State of Michigan in the implementation of an external degree program, e.g., for advising and counseling, registration, distribution of BGS external degree program materials, resource centers, etc. Such facilities include, but are not limited to, regional centers, community colleges, high schools, libraries, and so forth.

16. Recommend: A Master's degree in general studies be offered among the MCSCP institutions.

17. Recommend: Full funding for effectiveness be appropriated: (a) to mount and sustain a highly effective on-going evaluation of the external degree program(s); and (b) to hire and sustain a highly effective evaluation staff both in numbers and competencies.

### C. OTHER CONSIDERATIONS

The focus of this study, Phase I, was on the feasibility of an external degree program and the resources available to implement such a program.

The focus of the next phase, Phase II, should include the:

1. Identification of a suitable structure or model for a consortium-administered degree program, given the resources available, and the construction of an agreement among the institutions on the pooling of resources.

2. Determination to what extent each of the participating institutions is prepared to offer an external degree.

Other issues and concerns not covered or referred to in this report, to which attention must be given include, but are not limited to:

1. Cost as well as differences in funding and budgeting between the regular instructional programs and continuing education and extension divisions.

2. Admission requirements and procedures.

3. Registration procedures.

4. Advising and counseling.

5. Faculty loads and participation in the program.

6. Advertising and recruitment.

The need or demand for an external degree program also has been raised as a question. Several programs now exist in Michigan. The Institute for Personal and Career Development at Central Michigan University has a full program which is nationwide in scope extending all the way to Hawaii. Other projects in

Michigan include Aquinas College in Grand Rapids with a full off-campus degree and a cooperative external degree program with no residence requirements among Western Michigan University, Grand Valley State College, Ferris State College, Aquinas College, and Muskegon Community College coordinated through the Coordinated Higher Education Planning Center at Muskegon Community College. Shaw College in Detroit and the University of Detroit also have external students. Wayne State University now has a "College of Life-Long Learning" which may get into the external degree business.

Numerous individuals who are in touch with the educational needs of Michigan residents believe a significant need and demand exists for an external degree program. One of these individuals, Milton Goldstein, has been intimately involved with the Institute at Central Michigan University. He has also been involved in the external degree type of program for over ten years and has had considerable opportunity to study the market and demand across the country as well as overseas. Goldstein's previous involvements with external degree programs include the University of Oklahoma, Southern Illinois University, State University of New York, University of Northern Colorado, Shaw University, and a number of other institutions. All of these programs, as well as the Institute program at Central, have found that the demand has far exceeded their initial ability to implement their programs.<sup>19</sup>

Goldstein's previous experience also indicates that the demand in Michigan should, if anything, be as great or greater than the demand as evidenced by the current enrollments in the Empire, Edison and Metropolitan State College programs and should, therefore, produce an interest from a wide range of prospective

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<sup>19</sup> Communication by letter from Milton Goldstein, Associate Director, Institute for Personal and Career Development, Central Michigan University, January 2, 1973.

students." The many requests the Institute has received from individuals, professional organizations, industry, etc., make it obvious that a great demand exists within the State.

While the state colleges and the community colleges provide access to higher education through the traditional mode, Goldstein's previous studies "have always shown that hundreds of thousands of potential students cannot partake of course offerings in the normal fashion. Housewives and people working on a 'shift' basis are of course obvious examples. In rural areas, isolated persons are also potential students. A look at larger urban areas around the state will indicate many population centers that are only served by a community college and that don't have extensive junior and senior level courses available. In many instances it is an extreme hardship for students to enroll and complete courses that are offered in the evening because of conflicting demands on their time by family, overtime work, physical handicaps, and other commitments such as involvement in community affairs and civic organizations."

It is the intent of the Institute to develop and offer "programs that will serve these individuals while still maintaining the requisite academic standard."

The demand exists and the opportunity is now at hand to lead and to mold a meaningful model for an external degree program among the institutions of higher education in the state rather than to allow these institutions to drift. Either a new educational model will be developed within the existing institutions or new institutions will be created. Either the institutions of higher education will set about the task of creatively restructuring higher education themselves or it will be done for them. The issue is no longer whether to change. It is instead a question of what changes will be made and how rapidly--and under whose leadership and direction.

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APPENDIX A

FINDINGS: GENERAL OVERVIEW

## APPENDIX A

## FINDINGS: GENERAL OVERVIEW

The primary purpose of this study was to survey the resources available through the 15 member institutions of the Michigan Council of State College Presidents (MCSCP) to an external degree program. The information presented in this chapter provides a general overview or background of the 15 MCSCP institutions in terms of factors relevant to the consideration and implementation of an external degree program. These factors include each college's calendar system; baccalaureate degrees currently offered; undergraduate residence requirements; general education and other graduation requirements; evening, Saturday, and off-campus activities of the regular instructional program; and educational alternatives for earning college credit. These data are provided in Tables 1 through 13 at the end of this Appendix.

Appendix B discusses the resources available through the continuing education and extension divisions; Appendix C, resources available through the regular instructional program; and Appendix D summarizes the combined findings concerning available resources.

#### A. TYPE OF CALENDAR SYSTEM

The MCSCP institutions operate on three types of calendar systems: quarter system - 40%; semester system - 40%; trimester system - 20%. Thus, 60% of the institutions use essentially a semester system as an operating base.

The six institutions which operate on a quarter system are: Ferris, Grand Valley, Lake Superior, Michigan State, Michigan Tech, and Wayne State.

The six institutions which operate on a semester system are: Central, Northern, Oakland, Saginaw, U of M - Flint, and Western.

The remaining three institutions operate on a trimester system: Eastern, U of M - Ann Arbor, and U of M - Dearborn.

## B. BACCALAUREATE DEGREES OFFERED

The MCSCP institutions offer 74 variably named (i.e., types of) baccalaureate degrees. These include B.A.: B.S.: 14 different degrees in the social sciences and humanities; three "general degrees", (e.g., B.I.S., B.G.S., B.A. in Lib Arts); ten education degrees; five business degrees; 13 degrees in mathematics and the sciences; 14 engineering degrees; eight degrees in professional-technical areas; and five degrees classified as "other". The 15 institutions offer, in total, 143 degrees. Table 1 shows a listing of these degrees for each general area named above as well as which and how many institutions offer each of these degrees.

The "general degrees" are of particular relevance to this study. The BGS (Bachelor of General Studies) is offered only by the U of M at Ann Arbor, Dearborn, and Flint; neither distribution nor concentration requirements are required for the BGS. The B.A. in Liberal Arts is offered by Michigan Tech. It may be secured by pursuing one of two different options: (1) an undesignated option or general course of study (which includes some distribution requirements); (2) a specific option or designated course of study (which includes general education requirements). The Bachelor of Individualized Studies (B.I.S.) is offered by Central. A student develops his own B.I.S. program and neither specific concentration nor distribution requirements are required for the B.I.S.

### C. UNDERGRADUATE RESIDENCE REQUIREMENTS

The minimum units which must be earned (on- or off-campus) through the institution, the minimum total units required in residence, as well as the minimum final units required in residence, are presented in Table 2.

The most lenient or flexible residence requirements appear to be those of Central, Eastern, and Western: The minimum total units required in residence are 15, 15, and 10 semester hours, respectively. The minimum final units required in residence at each institution are 10 of the last 30 hours; and these 10 hours can be completed in either on- or off-campus courses associated with the respective institution.

Northern's minimum total units required in residence is 16 semester hours and these must be completed during the final semester. Two other institutions require only the final semester (Saginaw-15 hours) or a portion of the final semester (Oakland-8 hours) as the minimum final units in residence. However, both Saginaw and Oakland require 30 to 32 hours, respectively, for the minimum total units in residence.

The remaining institutions require from 30 to 58 hours as the minimum total units in residence; and most, if not all of these, must be earned as the final units in residence.

#### D. GENERAL EDUCATION AND OTHER GRADUATION REQUIREMENTS

General education requirements vary broadly within and between the MCSCP institutions. The minimum or "norm" general education and other graduation requirements among the 15 institutions are shown in Table 3. All institutions have a Humanities requirement and a Social Science requirement. All institutions have a Natural Science requirement which may include Mathematics as one of the options. Three institutions (Ferris, Michigan Tech, U of M - Dearborn) specifically require mathematics apart from natural sciences.

English is required by 13 of the 15 institutions. The remaining two institutions (Central and Grand Valley) include English as one of the options within the Humanities requirement. Foreign language is required by four institutions (Grand Valley, Lake Superior, U of M - Ann Arbor, and Wayne State). Foreign language is an option at the other 11 institutions and it is usually included as one of the alternatives which will satisfy the Humanities requirements.

An additional graduation requirement, Physical Education, is required by seven institutions (Central, Eastern, Ferris, Grand Valley, Lake Superior, Michigan Tech, Northern and Western). Two of these (Central and Ferris) also require Health Education.

In summary, four general areas of requirements appear to be commonly required among the 15 MCSCP institutions. These four areas are Humanities, Social Science, Natural Science (including a mathematics option), and English.



E. EVENING, SATURDAY, AND OFF-CAMPUS ACTIVITIES OF THE  
REGULAR UNDERGRADUATE INSTRUCTIONAL PROGRAM

1. On-Campus Evening Activities

The regular undergraduate instructional program includes on-campus evening activities offered for credit by 14 of the institutions (Michigan Tech excluded). (See Table 4.) These on-campus evening activities of the regular instructional program are offered through the continuing education and extension division of six of the institutions; and through other departments or divisions in fourteen of the institutions. Among six institutions a joint arrangement also exists between the continuing education and extension division and other departments or divisions of the institutions.

2. On-Campus Saturday Activities

The regular undergraduate instructional program includes on-campus Saturday activities offered for credit by eight of the institutions (Central, Ferris, Lake Superior, Michigan Tech, U of M - Ann Arbor, U of M - Dearborn, Wayne State, and Western). (See Table 5.) These on-campus Saturday activities of the regular instructional program are offered through the continuing education and extension divisions of two institutions; and through other departments or divisions in seven institutions. A joint arrangement also exists between the continuing education and extension division and other departments or divisions in two institutions.

### 3. Off-Campus Day-Time Activities

The regular undergraduate instructional program includes off-campus day-time activities offered for credit by eight of the institutions (Central, Grand Valley, Lake Superior, Michigan Tech, Saginaw, U of M - Dearborn, and Western). (See Table 6.) These off-campus day-time activities of the regular instructional program are offered through the continuing education and extension division in four institutions; and through other departments or divisions in five institutions. Among three institutions, a joint arrangement also exists between the continuing education and extension division and other departments or divisions in the institution.

### 4. Off-Campus Evening Activities

The regular undergraduate instructional program includes off-campus evening activities offered for credit by seven institutions (Central, Lake Superior, Grand Valley, Northern, Oakland, Saginaw, and Western). (See Table 7.) These off-campus evening activities of the regular instructional program are offered through the continuing education and extension services in six institutions, and through other departments or divisions in five institutions. A joint arrangement also exists between continuing education and extension services and other departments or divisions in six institutions.

### 5. Off-Campus Saturday Activities

The regular undergraduate instructional program includes off-campus Saturday activities offered for credit by five of the institutions (Central, Lake Superior, Michigan State, Northern, and U of M - Dearborn). (See Table 8.) These off-campus Saturday activities of the regular instructional program are offered through the continuing education and extension division in five institutions; and through other departments or divisions in two institutions. A joint arrangement also exists between continuing education and extension and other departments or divisions in one institution.

#### 6. Summary of Evening, Saturday, and Off-Campus Activities

In summary, the regular undergraduate instructional program of the 15 MOCOP institutions includes on-campus evening activities offered by 14 of the institutions; on-campus Saturday activities offered by eight institutions; off-campus-day-time activities offered by eight institutions; off-campus evening activities offered by seven institutions; and off-campus Saturday activities by five of the institutions.

These evening, Saturday, and off-campus activities of the regular undergraduate instructional program in each institution are offered through the continuing education and extension division alone; through other departments or divisions alone; and/or through joint arrangements between the continuing education and extension division and other departments or divisions in the institution.

## F. EDUCATIONAL ALTERNATIVES FOR EARNING COLLEGE CREDIT

### 1. Institutionally Developed Proficiency Examinations

College credit is given through institutionally developed proficiency examinations at 13 of the 15 institutions. The two institutions (U of M - Dearborn and Western) which do not give credit through such examinations anticipate doing so in the future. (See Table 9.)

No limit is set on the maximum credits a student can earn towards graduation through institutionally developed proficiency examinations at seven institutions; it is variable by department and college at one institution; and five institutions have set a maximum limit on credits earned through institutional proficiency exams.

A grade also can be earned through institutionally developed proficiency examinations at four institutions (Central, Michigan State, Michigan Tech, and U of M - Flint).

### 2. Standardized Proficiency Examinations

College credit is given through standardized proficiency examinations at 14 of the 15 institutions. The U of M - Dearborn does not give such credit, but anticipates doing so in the future. (See Table 10.)

The "College Level Examination Program (CLEP) - General Examinations" are used at nine institutions; "CLEP - Subject Examinations" at ten institutions; and the "College Entrance Examination Board (CEEB) - Advanced Placement Program (APP)" examinations at 11 institutions.

No limit is set on the maximum credits a student can earn towards graduation through standardized proficiency examinations at six institutions; it is variable by department and college at one institution; and six institutions have set a maximum limit.

### 3. Learning Packages

'Learning Package' was defined in this study as:

"a method which permits the student to study away from the institution and which facilitates such learning activity. Learning packages may be developed by institutions or by corporations. They may incorporate electronic and visual aids, and a student may have access to full lectures through cassettes, programmed instruction, film strips, video tapes, and other instructional devices."

College credit can be earned through learning packages at 4 of the 15 institutions. Central provides a learning package in basic chemistry (with a maximum of three semester hours toward graduation); Ferris provides a learning package in biology (maximum of eight quarter hours); Oakland has French and Spanish learning packages (16 semester hours maximum); and U of M - Flint has an introductory physics learning package (maximum of eight semester hours). (See Table 11.)

Four of the 11 institutions without learning packages anticipate developing packages in the future (Grand Valley, Lake Superior, Michigan Tech, and Saginaw). One institution does not (Wayne State); five don't know if learning packages will be developed in the future (Eastern, Michigan State, U of M - Ann Arbor and Dearborn, and Western); and no answer was available for one (Northern).

### 4. Life Experiences

"Life Experiences" were defined in this study as:

"past or present experiences (in job-related activities, travel, community participation, training such as in on-the-job instruction or special schools, and other life experiences) for which an individual may receive equated academic credit."

Four of the 15 institutions (Central, William James College at Grand Valley, Northern, and U of M - Dearborn) offer credit for life experiences in any one or a combination of four categories - vocational, training, community participation, or travel. Northern requires that such life experiences relate to the major and minor (See Table 12.)

Two of the institutions which do not offer life experience credits anticipate doing so in the future (Saginaw and Western). Two institutions do not (Eastern and Lake Superior); and seven institutions don't know if they will offer credits for life experiences in the future (Ferris, Michigan State, Michigan Tech, Oakland, U of M - Ann Arbor and Flint, and Wayne State).

##### 5. Other Educational Alternatives

Other educational alternatives for earning college credit exist at 12 of the 15 institutions. (See Table 13.) These other alternatives are variably named and offered by the institutions as follows:

- a. Independent Study is offered by ten institutions (Central, Eastern, Ferris, Grand Valley, Michigan State, Northern, Oakland, U of M - Ann Arbor and Dearborn, and Western);
- b. Directed Study is offered by three institutions (Northern, Saginaw, and U of M - Dearborn);
- c. Special Studies by three institutions (Central, Grand Valley, and Northern);
- d. Tutorial Studies by two institutions (Saginaw and Wayne State);
- e. Readings by three institutions (Central, Grand Valley, and U of M - Ann Arbor);
- f. Field Study is an educational alternative at four institutions (Grand Valley, Michigan State, Northern, and U of M - Ann Arbor);
- g. Community Service activities at two institutions (Oakland and U of M - Ann Arbor);

h. Foreign Study at seven institutions (Grand Valley, Michigan State, Northern, Oakland, U of M - Ann Arbor, Wayne State, and Western).

Two of the institutions (Lake Superior and Michigan Tech) which do not offer these educational alternatives anticipate offering such in the future; and one institution (U of M - Flint) does not know if it will or not.

#### 6. Summary of Educational Alternatives

Among the educational alternatives for earning college credit are institutionally developed proficiency examinations offered by 13 of the 15 institutions, standardized proficiency examinations by 14 institutions, learning packages by four institutions; life experience credits by four institutions; independent study by ten; directed study by three; special studies by three; tutorial studies by two; readings by three; field study by four; community service activities by two; and foreign study by seven institutions.

## G. SUMMARY

### GENERAL OVERVIEW

Information which provides a necessary background in the consideration of an external degree program, as well as general findings concerning some of the resources available to an external degree program, are summarized below.

A. Calendar System. The MCSCP institutions operate on three types of calendar systems with most institutions using essentially a semester system as an operating base: semester - 40%, trimester - 20%, and quarter - 40%.

B. Baccalaureate Degrees Offered. The MCSCP institutions offer 74 variably named (i.e., types of) baccalaureate degrees (and, in total, 143 degrees). The 74 types of degrees include three "general degrees": (1) the Bachelor of General Studies (BGS) offered by the University of Michigan at Ann Arbor, Dearborn, and Flint; (2) the B.A. in Liberal Arts offered by Michigan Tech; and (3) the Bachelor of Individualized Studies (BIS) offered by Central.

C. Undergraduate Residency Requirements. The most lenient or flexible residence requirements appear to be those of Central, Eastern and Western. The minimum total units required in residence are 15, 15 and 10 semester hours, respectively. The minimum final units required in residence at each institution are 10 of the last 30 hours and these 10 hours can be completed in either on- or off-campus courses associated with the respective institution. The minimum total units required in residence at the other 12 institutions are generally greater, and most, if not all must be earned as the final units in residence.



D. General Education Requirements. While general education requirements vary broadly within and between the MCSCP institutions, four general areas of requirements appear to be commonly required: Social Science, Natural Science (including a mathematics option), Humanities, and English.

E. Evening, Saturday, and Off-Campus Activities of the Regular Instructional Program. The regular undergraduate instructional program of the 15 MCSCP institutions includes on-campus evening activities (offered by 14 institutions); on-campus Saturday activities (8 institutions); off-campus day-time activities (8 institutions); off-campus evening activities (7 institutions); and off-campus Saturday activities (5 institutions). These evening, Saturday, and off-campus activities of the regular undergraduate instructional program in each institution are offered through the continuing education and extension division alone, through other departments or divisions alone; and/or through joint arrangements between the continuing education and extension division and other departments or divisions in the institution.

F. Educational Alternatives for Earning College Credit. College credit is given through institutionally developed proficiency examinations at 13 institutions; the remaining two institutions anticipate offering such credit in the future.

College credit is given through standardized proficiency examinations at 14 institutions; the remaining institution anticipates offering such credit in the future. The examinations used are the "College Level Examination Program" (CLEP) - General Examinations (by 9 institutions); "CLEP - Subject Examination" (by 10 institutions); and the "College Entrance Examination Board (CEEB) - Advanced Placement Program (APP)" (by 11 institutions).

College credit can be earned through learning packages at four institutions. These include one each in basic chemistry, biology, introductory physics, French and Spanish. Four of the 11 institutions without learning packages anticipate developing packages in the future; one does not; and for six it is uncertain.

Credit for life experiences is given by five institutions. Four institutions offer credit for life experiences in any one or a combination of four categories - vocational, training, community participation, or travel. The fifth institution requires that such life experiences relate to the major and minor. Two of the 10 institutions which do not offer life experience credits anticipate doing so in the future; two do not; and five are uncertain.

Other educational alternatives for earning College credit are variably named and offered as follows: Independent study (offered by 10 institutions); directed study (3 institutions); special studies (3); tutorial studies (2); readings (3); field study (4); community service (2); and foreign study (7 institutions). Two of the three institutions which do not offer these educational alternatives anticipate doing so in the future, and one is uncertain.

Baccalaureate Degrees Offered by the 15 MCSCP Institutions

Baccalaureate Degree	Institution															Total f	%	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
<u>UNSPECIFIED BA/BS</u>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	13	9.1
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	13	9.1
																	26	18.2
<u>GENERAL</u>																	1	0.7
B.I.S.	X																1	0.7
B.A. in Liberal Arts																	3	2.1
B.G.S.*																	5	3.5
<u>SOC SCI/HUM</u>																	1	0.7
B.A.A.*	X	X															6	4.2
B.F.A.*																	1	0.7
B.A. in Spch/Drama																	1	0.7
B.M.*																	5	3.5
B.Ph.*																	1	0.7
B.A. in English																	2	1.4
B.A. in Econ																	1	0.7
B.A. in History																	2	1.4
B.S. in History																	1	0.7
B.A. in Psych																	1	0.7
B.S. in Psych																	1	0.7
B.A. in Soc																	1	0.7
B.S. in Soc																	1	0.7
B.A. in Soc Scis																	25	17.5

Table continued

Table 1 - continued  
 15 MCSCP Institutions

Baccalaureate Degree	Institution															Total f %	
	1 Central Mich U	2 Eastern Mich U	3 Ferris State C	4 Grand Valley S C	5 Lake Superior S C	6 Michigan State C	7 Michigan Tech U	8 Northern Mich U	9 Oakland U	10 Saginaw Valley C	11 U of M - Ann Arbor	12 U of M - Dearborn	13 U of M - Flint	14 Wayne State C	15 Western Mich U		
<u>SCIENCE &amp; MATH</u>																	
B.A. in Chem					X		X				X						1 0.7
B.S. in Chem					X									X			4 2.8
B.S. in Med Chem							X				X						1 0.7
B.S. in Physics							X				X						2 1.4
B.S. in Appl'd Physics							X				X						1 0.7
B.S. in Appl'd Geophysics							X				X						1 0.7
B.S. in Geology					X		X				X						1 0.7
B.A. in Earth Sci					X		X				X						1 0.7
B.S. in Biol Sci							X				X						2 1.4
B.S. in Biol							X				X						1 0.7
B.A. in Tech Writing							X				X						1 0.7
B.A. in Math					X		X				X						1 0.7
B.S. in Math					X		X				X						2 1.4
																	<u>19 13.3</u>
<u>ENGINEERING</u>																	
B.S.E.							X				X						2 1.4
B.S. in Eng							X				X						1 0.7
B.S. in Elect Eng Tech							X				X						2 1.4
B.S. in Mech Eng Tech					X		X				X						1 0.7
B.S. in Mech Eng					X		X				X						2 1.4
B.S. in Chem Eng							X				X						1 0.7
B.S. in Geol Eng							X				X						1 0.7
B.S. in Metallurg Eng							X				X						1 0.7
B.S. in Mining Eng							X				X						1 0.7
B.S. in Civil Eng							X				X						1 0.7
B.S.E. (Indus Eng)							X				X						2 1.4
B.S. in Eng Adm							X				X						1 0.7
B.S.E. (Eng Math)							X				X						1 0.7
																	<u>18 12.6</u>

Table continued



15 MSCP Institutions

	Institution															Total f %	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Baccalaureate Degree	Central Mich U	Eastern Mich U	Ferris State C	Grand Valley S C	Lake Superior S C	Michigan State U	Michigan Tech U	Northern Mich U	Oakland U	Saginaw Valley C	U of M - Ann Arbor	U of M - Dearborn	U of M - Flint	Wayne State U	Western Mich U	1	0.7
<u>OTHER</u>			X		X									X		1	0.7
B.S. in Police Adm																1	0.7
B.S. in Law Enforcemt & Crim Justics														X		1	0.7
B.S. in Fam & Consum Res														X		1	0.7
B.S. in Rec & Pk Serv's														X		1	0.7
B.S. in Nrsng Home Mgmt														X		1	0.7
																5	3.5
TOTAL DEGREES																143	100.0

\* Key

- B.A.A. = Bach of Applied Arts
- B.F.A. = Bach of Fine Arts
- B.M. = Bach of Music
- B.Ph. = Bach of Philosophy
- B.I.S. = Bach of Individual Studies
- B.G.S. = Bach of General Studies

- B.S.E. = B.S. in Engineering (unspecialized)
- B.L.A. = Bach of Landscape Architecture
- B.A. in B.A. = B.A. in Business Admin
- B.B.A. = Bach of Business Admin
- B.S.A. = B.S. in Admin

Undergraduate Residence Requirements and Number of Units Which Must be Earned Through the Institution  
15 NCSCP Institutions

Institution	Minimum Units Which Must Be Earned Thru Instit (on- or off-campus)	Minimum TOTAL Units Req'd in Residence on Main Campus	Minimum FINAL Units Req'd in Residence (Of Total Res Units)	Further Comments
Central Mich U	30 sem hrs/1 yr *	15 sem hrs	10 of last 30 hrs **	
Eastern Mich U	30 sem hrs/1 yr *	15 sem hrs	10 of last 30 hrs **	
Ferris State C	45 qtr hrs/1 full yr	the last yr (45 hrs)	Final 45 hrs	
Grand Valley S C		45 qtr hrs/1 full yr	Final 45 hrs	
Lake Superior S C	48 qtr hrs/1 yr *	48 qtr hrs	Final 48 hrs	Each dept has major requirements which may exceed this figure.
Michigan State U	45 qtr hrs/1 yr *	40 qtr hrs after reaching Jr std'g	45 qtr hrs - "Normally" the last yr	Final 48 hrs may be part of full-time. A sr w/sufficient MSU crs may transfer a max of 15 of final 45 crs from another accredited 4-yr institution.
Michigan Tech U	45 qtr hrs/1 yr *	45 qtr hrs	Last yr, including final qtr (10 hrs)	
Northern Mich U	32 sem hrs/1 yr	16 sem hrs	Final sem (16 hrs)	
Oakland U	32 sem hrs/1 full yr	32 sem hrs (16 in Maj)	8 hrs of Final Sem	
Saginaw Valley C		30 sem hrs/1 full yr	Final sem (15 hrs)	
U of M - Ann Arbor		45 sem hrs		
Sch of Bus Adm		30 sem hrs	24 of final 30 hrs	
Sch of Education		30 sem hrs	30 of final 36 hrs	
Coll of Engineering		30 sem hrs	Final 30 hrs	
Coll of L, S, & A		24 sem hrs	24 hrs of sr yr	All sr courses in major must be completed in res
Sch of Music		2 terms		Trans stud w/30 or more crs earned elsewhere must complete Lib Arts & Nurs Prog crs at U of M
Sch of Nat Res		All 4 clinical courses		
Sch of Nursing		2 terms/1 yr (? hrs)	30 of last 36 hrs	
Coll of Pharmacy				
U of M - Dearborn	60 sem hrs/2 yrs *	30 sem hrs	Final 30 hrs	Final 30 hrs must be at Dearborn
Div of Bus Adm	30 hrs upper level	30 hrs upper level	15 hrs	30 hrs upper level Engin must be taken at Dearborn. Must be in res the term the deg is awarded
Div of Engin				
Div of L, S, & A	66 sem hrs	58 hrs at Dearborn	Final 36 hrs	
U of M - Flint	45 sem hrs	45 sem hrs, or 30 sem hrs if tran from a UM campus	Final 30 hrs/1 yr	
Wayne State U		45 qtr hrs	Last 45 hrs	Min final units in res are exclusive of cr by special exam.
Western Mich U	30 sem hrs/1 yr *	10 sem hrs	10 of last 30 hrs	15 of last 30 hrs must be on-campus or at off-campus center.

\* Hours indicated are equivalent to year(s) indicated.

\*\* The 10 hours of the last 30 may be taken in On- or Off-Campus courses of the given institution to satisfy the residence requirements.

Table 3  
General Education and Other Graduation Requirements  
15 MCSCP Institutions

Institution	General Education Requirements and Credits							Other Requirements and Credit		
	Soc Sci**	N Sci	Hum - Fine Arts - Spch	Engl	Foreign Lang	Math	Symbolic Systems	Phys Ed	Health Ed	Other
Central Mich U Minimum"	12S	12S	1½S <sup>a</sup>					0-4S	0-4S	
Eastern Mich U Minimum"	12S	10S	1½S <sup>b</sup>	0-5S <sup>c</sup>				4S		
Ferris State C <sup>-</sup> Sch of Bus (BS)	18Q <sup>d</sup>	0-8Q	9Q <sup>e</sup>	9Q		4-8Q		1½Q	1½Q	1Q <sup>f</sup>
Grand Valley S C Coll of Arts & Scis (BA)"	15Q	0-15Q <sup>g</sup>	15Q <sup>h</sup>		20Q	0-10Q <sup>g</sup>		3Q		
Lake Superior S C BA Degree	16Q	12Q	15Q <sup>i</sup>	9Q	12Q			6Q		
Michigan State U Minimum"	12Q	12Q	12Q <sup>j</sup>	9Q						
Michigan Tech U Minimum"	4-15Q <sup>k</sup>	9Q	0-15Q <sup>k</sup>	9Q		4Q		6Q		
Northern Mich U Minimum"	8S	0-8S <sup>l</sup>	8S <sup>m</sup>	8S		0-8S <sup>l</sup>		4S		
Oakland U Coll of Arts & Scis"	16S	4-8S	4-8S <sup>n</sup>	4S		0-4S	8S <sup>o</sup>			
Saginaw Valley C Minimum"	8S	8S	8S <sup>p</sup>	8S						
U of M - Ann Arbor Coll of L, S, & A"	9S <sup>q</sup>	9S <sup>r</sup>	9S <sup>s</sup>	3S <sup>t</sup>	12S <sup>u</sup>					
U of M - Dearborn Div of L, S, & A"	12S	8S	15-17S <sup>v</sup>	3-6S		4S				
U of M - Flint Minimum"	12S	8-9S	9S <sup>w</sup>	6S						9S <sup>x</sup>
Wayne State U Coll of Lib Arts"	20Q	16Q	16Q <sup>y</sup>	8Q	15Q					
Western Mich U Minimum"	4S	8S	18S <sup>z</sup>	2S				2S		

\* S = Semester credits; Q = Quarter credits.

Footnotes continued



Appendix A

Table 3 - continued  
15 NCSCP Institutions

Footnotes continued

- \*\* Social Science area credits include credits required in Government.
- " Minimum requirements and/or variation of these requirements by other curriculums, schools, programs, and degrees within the institution.
- <sup>a</sup> Includes English, foreign languages, journalism, philosophy, religion, and speech.
- <sup>b</sup> Includes literature, fine arts, philosophy, religion, and foreign language.
- <sup>c</sup> "Language & Literature" - includes English composition, foreign language, and speech.
- <sup>d</sup> Includes 8 credits of economics.
- <sup>e</sup> Includes humanities, literature, and speech.
- <sup>f</sup> College Orientation (1 credit).
- <sup>g</sup> Combined Science and Mathematics requirement of 15 credits.
- <sup>h</sup> Includes English, world literature, and fine arts.
- <sup>i</sup> Includes speech (3 credits), art, literature, music, philosophy, and drama.
- <sup>j</sup> Includes history, literature, music, art, philosophy, and religion.
- <sup>k</sup> Combined Social Sciences and Humanities requirement of 15 credits plus 4 credits of government.
- <sup>l</sup> Combined Science and Mathematics requirement of 8 semester hours. Includes one laboratory science course.
- <sup>m</sup> Includes the arts, literature, drama, philosophy, religion, and historical works.
- <sup>n</sup> Includes art, music, and theatre.
- <sup>o</sup> Includes foreign language, computer programming, linguistics, mathematics, and philosophy.
- <sup>p</sup> Includes humanities, foreign language, literature, philosophy, art, music, and theatre.
- <sup>q</sup> Social Sciences - 3 courses.
- <sup>r</sup> Natural Sciences - 3 courses.
- <sup>s</sup> Humanities - 3 courses.
- <sup>t</sup> English composition - 1 course.
- <sup>u</sup> Foreign language - 4th semester proficiency.
- <sup>v</sup> Includes humanities, foreign language, logic or symbolic languages, and artistic expression.
- <sup>w</sup> Includes English, American, comparative, and foreign literatures, fine arts, philosophy, and theatre.
- <sup>x</sup> Basic intensive: 9 hrs, in one of the following - foreign language (3rd sem proficiency), mathematics, or philosophy.
- <sup>y</sup> Includes American studies, art, classics, English, humanities, music, speech, and foreign literature.
- <sup>z</sup> Includes history of culture, art, music, literature, theatre, philosophy, and religion.

On-Campus Evening Activities Offered as Part of the Regular Instructional Program\*  
15 MCSCP Institutions

Institution	Thru Cont'g Ed & Ext Alone		Thru Other Depts or Divisions Alone		Units Involved		Thru Joint** Arrgmt Alone		Units & Arrangements		Thru Other Methods or Arrgmts		Units & Arrangements															
	Yes	No	Yes	No	All depts (as needed)	All depts	All depts (as needed)	Most depts	All depts (as needed)	Many depts (variable)	All depts	Many depts.	All depts	Variable - usually English & the soc scis	All depts (variable)	Most depts	All depts	Extension Service & regular Divisions	Lib Arts: Fam & Consumer Res; Ed: Lib Sci	Yes	No	Yes	No	Yes	No			
Central Mich U	X		X		All depts (as needed)			X														X				X		Cooperative w/public sch
Eastern Mich U		X	X		All depts			X															X				X	Cooperative w/public sch
Ferris State C		X	X		All depts (as needed)			X															X				X	Cooperative w/public sch
Grand Valley S C	X		X		Most depts			X																		X		sys in Adult Ed Program
Lake Superior S C	X		X		All depts (as needed)			X																		X		
Michigan State U		X	X		Many depts (variable)			X																		X		
Michigan Tech U		X		X																						X		Thru "Public Services Div" of the Univ.
Northern Mich U		X	X		All depts			X																		X		
Oakland U		X	X		Many depts.			X																		X		
Saginaw Valley C	X		X		All depts			X																		X		
U of M - Ann Arbor		X	X		Variable - usually English & the soc scis			X																		X		
U of M - Dearborn	X		X		All depts (variable)			X																		X		
U of M - Flint	X		X		Most depts			X																		X		Jointly a trial offering w/UCAE
Wayne State U		X	X		All depts			X																		X		
Western Mich U		X	X		All or most depts			X																		X		
Total	6	9	14	1				6	9																3	12		

\* Regular Undergraduate Instructional Program = the program curriculum followed by the regularly enrolled on-campus ("day") students.

\*\* Joint Arrangement between the continuing education and extension division, and other departments or divisions of the institution.

Table 5

On-Campus Saturday Activities Offered as Part of Regular Instructional Program\*  
15 MCSCP Institutions

Institution	Thru Cont'g Ed & Ext		Thru Other Depts or Divisions		Units Involved	Thru Joint** Arrgmt		Thru Other Methods or Arrgmts	
	Yes	No	Yes	No		Yes	No	Yes	No
Central Mich U	X		X		All depts (variable)		X		X
Eastern Mich U	X			X			X		X
Ferris State C	X		X		All depts (variable)		X		X
Grand Valley S C	X			X			X		X
Lake Superior S C	X			X			X		X
Michigan State U		X		X			X		X
Michigan Tech U	X		X		All depts		X		X
Northern Mich U	X			X			X		X
Oakland U		X		X			X		X
Saginaw Valley C		X		X			X		X
U of M - Ann Arbor		X		X	Few - poli sci, math, sci labs		X		X
U of M - Dearborn	X		X		All depts (variable)		X		X
U of M - Flint		X		X			X		X
Wayne State U		X		X	All depts		X		X
Western Mich U		X		X	Most - primarily Ed		X		X
Total	2	13	7	8		2	13	1	14

\* Regular Undergraduate Instructional Program = the program/curriculum followed by regularly enrolled on-campus ("day") students.

\*\* Joint Arrangement between the continuing education and extension division, and other departments or divisions of the institution.

Off-Campus Day-Time Activities Offered as Part of Regular Instructional Program\*  
15 MCSCP Institutions

Institution	Thru Cont'g Ed & Ext		Thru Other Depts or Divisions		Thru Units Involved		Thru Joint** Arrgmt		Thru Units & Arrangements		Thru Other Methods or Arrgmts	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Central Mich U	X		X		Various depts	X		Admin - off-campus Instruc - acad depts	X		Cooperative w/commun colls & other 4-yr instit	X
Eastern Mich U		X		X								X
Ferris State C		X		X								X
Grand Valley S C		X			Ed, Med Tech, Bus Ad							X
Lake Superior S C	X			X								X
Michigan State U		X		X								X
Michigan Tech U		X			Engin & Bio Scis							X
Northern Mich U		X		X								X
Oakland U		X			Educ							X
Saginaw Valley C	X			X				Cont Ed & all depts				X
U of M - Ann Arbor		X		X								X
U of M - Dearborn		X			Bus Ad, Pol Sci, & Psy							X
U of M - Flint		X		X								X
Wayne State U		X		X								X
Western Mich U	X			X				Summer classes at Muskeg				X
Total	4	11	5	10		3	12		4			11

\*Regular Undergraduate Instructional Program = the program/curriculum followed by regularly enrolled on-campus ("day") students.

\*\*Joint Arrangement between the continuing education and extension division, and other departments or divisions of the institution.

#Cooperative Education Internships with industry and business by Bus Ad students.

Appendix A

Table 7-

--Off-Campus Evening Activities Offered as Part of Regular Instructional Program\*  
15 NCSCP Institutions

Institution	Thru Cont'g Ed & Ext		Thru Other Depts or Divisions		Thru Units Involved		Thru Joint Arrgmt**		Thru Other Methods or Arrgmts	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Central Mich U	X		X		Various depts thru Off-Campus Ed	X		X	X	Cooperative w/Commun Colls & other 4-yr instits
Eastern Mich U		X		X			X			
Ferris State C		X		X			X			
Grand Valley S C	X		X		Coll of Arts & Sciences; Wm James Coll				X	Engl, Psy, Soc, Art, Music, Ed dept faculty employed for off-campus teaching
Lake Superior S C	X			X			X		X	
Michigan State U		X					X		X	Each coll affiliated w/Cont' Ed for off-campus courses
Michigan Tech U		X		X			X		X	
Northern Mich U	X		X				X		X	
Oakland U		X		X	Soc Scis, Engin					
Saginaw Valley C	X		X		Hum		X		X	Ed & Hum depts & Cont'g Ed
U of M - Ann Arbor		X		X			X		X	
U of M - Dearborn		X		X			X		X	
U of M - Flint		X		X			X		X	
Wayne State U		X		X			X		X	Div of Urban Ext w/Sch of Bus Ad & Colls of Ed, Eng, Lib Arts & Monteith Coll of Bus & Cont'g Ed
Western Mich U	X			X			X		X	
Total	6	9	5	10			6	9	2	13

\* Regular Undergraduate Instructional Program = the program/curriculum followed by regularly enrolled on-campus ("day") students.

\*\* Joint Arrangement between the continuing education and extension division, and other departments or divisions of the institution.



College Credit Through Institutionally Developed Proficiency Examinations  
15 MCSCP Institutions

Institution	College Credit Given Thru Proficiency Exams		Maximum Crs. Toward Grad	Grade Earned		If No Credit Thru Proficiency Exams, Anticipate Doing in Future?		
	Yes	No		Yes	No	No	Yes	When?
Central Mich U	*		No limit	X				
Eastern Mich U	*		No limit		X			
Ferris State C	*		No limit		X			
Grand Valley S C	**		No limit		X			
Lake Superior S C	*		45 qtr hrs		X			
Michigan State U	*		No limit	X				
Michigan Tech U	*		No limit	X				
Northern Mich U	X		16 sem hrs		X			
Oakland U	*		62 sem hrs		X			
Saginaw Valley C	X		No limit	NA	NA			
U of M - Ann Arbor	X		Variable"		X			
U of M - Dearborn		X			-		X	Now under study
U of M - Flint	X		12 sem hrs (3 courses)	X				
Wayne State U	*		48 qtr hrs		X			
Western Mich U		#	#		X		X	2 yrs
Total	13	1		4	9			

\* Subject to dept'l approval. Any course offered for which previous credit has not been given, & a higher level course in same subject area has not been taken.

"Variable by department and college.

# No credit is earned, but general education requirements can be waived by examination in College of General Studies.

\*\* Subject to dept'l approval. Only foreign language courses, foundation courses in College of Arts & Sciences, & other introductory courses.

Appendix A

Table 10  
College Credit Through "Standardized" Proficiency Examinations  
15 MCSCP Institutions

Institution	Exams Offered		Exam Programs			Maximum Crs toward Grad	If No, Anticipate Doing in Future?	
	Yes	No	CLEP Gen'l	CLEP Subject	CEEB APP*		No	Yes
Central Mich U	X		X	X		No limit		
Eastern Mich U	X				X	12 sem hrs		
Ferris State C	X		X	X		27 qtr hrs		
Grand Valley S C	X			X	X	No limit		
Lake Superior S C	X		X	X		45 qtr hrs		
Michigan State U	X		X	X	X	No limit		
Michigan Tech U	X		X	X	X	No limit		
Northern Mich U	X				X	16 sem hrs **		
Oakland U	X		X	X	X	62 sem hrs		
Saginaw Valley C	X		X	X	X	No limit		
U of M - Ann Arbor	X			X	X	Variable"		
U of M - Dearborn		X				---		X CLEP, etc. under study
U of M - Flint	X				X	NA		
Wayne State U	X		X	X	X	48 qtr hrs		
Western Mich U	X		X		X	No limit		
Total	14	1	9	10	11			

\* APP = Advanced Placement Program.

\*\* Northern total limit is 16 semester hours for CEEB and/or institutionally developed proficiency exams.

"Variable by department and college.



Appendix A

Table 11

College Credit Through Learning Packages  
15 MCSCP Institutions

Institution	Lrn'g Pkgs		Types of Lrn'g Pkgs	Maximum Crs Toward Grad	If No, Anticipate Developing In the Future?				
	Yes	No			DK	No	Yes	When?	
Central Mich U	X		Basic Chemistry	3 sem hrs	X				
Eastern Mich U		X							
Ferris State C	X		Biology	8 qtr hrs			X		?
Grand Valley S C		X					X		1972-73
Lake Superior S C		X							
Michigan State U		X			X				
Michigan Tech U		X					X		As soon as feasible; now under review
Northern Mich U		X					NA		
Oakland U	X		French & Spanish	16 sem hrs					
Saginaw Valley C		X							
U of M - Ann Arbor		X					X		Near future
U of M - Dearborn		X					X		
U of M - Flint	X		Introductory Physics	8 sem hrs					
Wayne State U		X						X	
Western Mich U		X					X		
Total	4	11			5	1		4	

\* Definition of "Learning Packages" = This method permits the student to study away from the institution and facilitates such learning activities. Learning packages may be developed by institutions or by corporations. They may incorporate electronic and visual aids, and a student may have access to full lectures through cassettes, programmed instruction, film strips, video tapes, and other instructional devices.

## Appendix A

Table 12  
College Credit For Life Experiences\*  
15 MCSCP Institutions

Institution	Life Exper Credits		Types of Experiences and Maximum Credits Toward Graduation				IF No, Anticipate Doing in the Future?					
	Yes	No	Voca	Trn'g	Communi	Travel	Other	Specify Other	DK	No	Yes	When?
Central Mich U	X					60	Any one/combination of 4 categories			X		
Eastern Mich U		X										
Ferris State C		X							X			
Grand Valley S C	X <sup>a</sup>						Variable	Any one/combination of 4 categories				
Lake Superior S C		X								X		
Michigan State U		X							X			
Michigan Tech U		X							X			
Northern Mich U	X					16 <sup>b</sup>	Any one/combination of 4 categories		X			X Don't know
Oakland U		X										
Saginaw Valley C		X										
U of M - Ann Arbor		X							X			
U of M - Dearborn	X						Variable	Any one/combination of 4 categories				
U of M - Flint		X							X			
Wayne State U		X							X			
Western Mich U		X										X No policy yet
Total	4	11							7	2	2	

\*Credit for life experiences = past or present experiences (in job-related activities, travel, community participation, training such as in on-the-job instruction or special schools, and other life experiences) for which an individual may receive equated academic credit. (Excludes anything that is already a part of the institution's established curriculum.)

<sup>a</sup>William James College only.

<sup>b</sup>Insofar as experiences relate to major or minor.

College Credit Through Other Educational Alternatives  
15 NCSCP Institutions

Institution	Other Alternatives		Other Educational Alternatives and Maximum Credits Toward Graduation										If No, Anticipate Doing in the Future?				
	Yes	No	Indep Study	Directed Study	Special Studies	Tutorial Studies	Rdgs	Field Study	Community Service Activities	Foreign Study	Other	DK	No	Yes	When?	Types of Altern	
Central Mich U	X		*		*			*									
Eastern Mich U	X	**	2 hrs/sem														
Ferris State C	X		*														
Grand Valley S C	X		*	*	*	*	*	*	**								
Lake Superior S C		X													X	Next year	Don't know
Michigan State U	X		**					**	**								
Michigan Tech U		X															
Northern Mich U	X		16 sem hrs	**	**	**	**	**	**						X	As soon as feasible	Don't know
Oakland U	X		16 sem hrs						**	16 sem hrs	**						
Saginaw Valley C	X			*		*											
U of M - Ann Arbor	X		*		*	*	*	*	*	*	*						
U of M - Dearborn	X		*	*													
U of M - Flint		X															X
Wayne State U	X				10 qtr hrs												1 yr's cr
Western Mich U	X		*														6 sem hrs
Total	12	3	10	3	3	2	3	4	2	7							

\* No maximum limit on maximum credits toward graduation, no set policy, or individually negotiated.

\*\*Varies. Maximum credits toward graduation depend upon the major field of study.

APPENDIX B

FINDINGS: RESOURCES AVAILABLE TO AN  
EXTERNAL DEGREE PROGRAM THROUGH THE  
CONTINUING EDUCATION AND EXTENSION DIVISIONS

## APPENDIX B

FINDINGS: RESOURCES AVAILABLE TO AN  
EXTERNAL DEGREE PROGRAM THROUGH THE  
CONTINUING EDUCATION AND EXTENSION DIVISIONS

This chapter presents data concerning the resources available to an external degree program through the continuing education and extension divisions of the member institutions of the Michigan Council of State College Presidents (MCSCP). Most of the tables which provide these data are located at the end of this Appendix; one table is presented with the text<sup>1</sup>.

"Activities" were defined as "courses and similar educational activities." Eleven of the 15 MCSCP institutions had activities available for credit to undergraduates through their continuing education and extension divisions. During 1971-72, these 11 institutions offered 3,589<sup>2</sup> such activities (see Table 14).

The six institutions which offered the greater proportion of these activities were, in descending rank order: Michigan State (offered 20.1% of the total activities); Central (18.5%); Wayne State (18.3%); U of M - Ann Arbor (15.9%); Eastern (11.3%); and Western (9.7%).

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<sup>1</sup>Tables containing the analyses of the data for each single institution are in the files of the MCSCP office, 1222 Commerce Center Bldg., Lansing, Michigan 48933.

<sup>2</sup>An additional 674 activities (beyond the 3,589) were absolutely restricted to only graduate students and have not been included in any of these analyses. (See Table 15.)

Table 14

Activities Available for Credit to Undergraduates  
for an External Degree Program  
Through Continuing Education and Extension Divisions of Eleven  
MCSCP<sup>a</sup> Institutions During 1971-72

Institution	Activities	
	f	%
01 Central Michigan U	663	18.5
02 Eastern Michigan U	404	11.3
04 Grand Valley S C	12	0.3
05 Lake Superior S C	95	2.6
06 Michigan State U	723	20.1
07 Michigan Technological U	33	0.9
08 Northern Michigan U	56	1.6
09 Saginaw Valley C	28	0.8
11 U of M - Ann Arbor	570	15.9
14 Wayne State U	658	18.3
15 Western Michigan U	347	9.7
All Institutions	3,589	100.0

<sup>a</sup> MCSCP - Michigan Council of State College Presidents

#### A. PBES CATEGORY

The 3,589 activities were designated in PBES<sup>3</sup> categories to indicate their broad curricular areas. The three most frequent PBES category designations were "Education" (for 48% of the total activities), "Social Sciences, Area Studies, Human Service, and Public Affairs" (for 24% of the activities); and "Arts, Humanities, and Letters" (for 12% of the activities). All institutions had activities designated in these PBES categories. (See Table 16.)

Other PBES designations of activities included "Other Disciplines" (4% of the activities); "Physical Sciences and Mathematics" (3%); "Business, Management, and Commerce" (2%); "Biological Sciences" (2%); and "Engineering, Architecture, and Related Technical Fields" (1.6%).

Less than one percent of the activities were designated in each of the following PBES categories: "Computer and Information Sciences", "Agriculture and Natural Resources", and "Health Sciences Professions".

No activities were designated in the "Law" category.

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<sup>3</sup>PBES -- Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

PBES categories to designate departments and similar units have been incorporated in the budgeting system of each MCSCP institution. Data concerning PBES categories were included here as information for future use in the possible implementation of an external degree program.

### B. SUBJECT MATTER AREAS

The 3,589 activities were offered in 25 different subject areas<sup>4</sup>. (See Table 17.) Activities were offered most frequently in the Education subject matter area (48%), followed by the Social Science subject area (14%), Letters (8%), Public Affairs and Services (6%), and Psychology (5%).

The 25 subject matter areas were grouped into five broader subject categories (not related to PBES categories) to provide an interpretation meaningful to an external degree program. The kinds of activities offered using these broad categories were, in rank order: Education (47.6% of the total activities); Social Sciences (26.1%); Verbal-Linguistic and Humanities (12.5%); Sciences, Mathematics, and Engineering (7.4%); and Other (6.4%). The five broad categories and their respective subject areas are listed below.

<u>Category</u>	<u>% of Total Activities</u>
<u>Education - 47.6%</u>	
Education	47.6%
<u>Social Sciences - 26.1%</u>	
Social Sciences	14.3%
Psychology	5.4
Area Studies	0.5
Public Affairs and Services	5.8
Public Service Related Technologies	0.1

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<sup>4</sup>Subject matter areas were modified HEGIS categories (See Chapter III, Procedures) For definitions of the subject matter areas, see the Instructions in Appendix E.



<u>Category</u>	<u>% of Total Activities</u>
<u>Verbal Linguistic and Humanities - 12.5%</u>	
Letters	8.4%
Communications	0.5
Library Science	0.9
Fine and Applied Arts	2.2
Foreign Languages	0.5
<u>Sciences, Mathematics, and Engineering - 7.4%</u>	
Biological Sciences	2.5%
Physical Sciences	1.5
Agriculture and Natural Resources	0.5
Computer and Information Sciences	0.1
Mathematics	1.1
Engineering	1.1
Architecture and Environmental Design	0.1
Mechanical and Engineering Technologies	0.5
<u>Other - 6.4%</u>	
Home Economics	2.6%
Business and Management	2.1
Interdisciplinary Studies	1.1
Health Professions	0.4
Law	0.1
Military Sciences	0.1

The five broad subject categories are listed below, in rank order for each institution, to provide an idea of the subject matter offerings of each institution.

<u>Institution &amp; Subject Category</u>	<u>% of Institution's Activities</u>
<u>Central</u>	
Education	54%
Social Sciences	27
Science, Math, and Engineering	7
Verbal-Linguistic and Humanities	7
Other	4

<u>Institution &amp; Subject Category</u>	<u>% of Institution's Activities</u>
<u>Eastern</u>	
Education	66%
Social Sciences	17
Verbal-Linguistic and Humanities	8
Science, Math, and Engineering	6
Other	3
<u>Grand Valley</u>	
Education	42%
Verbal-Linguistic and Humanities	25
Social Sciences	17
Science, Math, and Engineering	17
Other	--
<u>Lake Superior</u>	
Social Sciences	51%
Verbal-Linguistic and Humanities	30
Other	12
Science, Math, and Engineering	5
Education	3
<u>Michigan State</u>	
Education	63%
Social Sciences	15
Science, Math, and Engineering	10
Verbal-Linguistic and Humanities	7
Other	4
<u>Michigan Tech</u>	
Social Sciences	36%
Verbal-Linguistic and Humanities	27
Science, Math, and Engineering	12
Education	12
Other	12
<u>Northern</u>	
Social Sciences	39%
Verbal-Linguistic and Humanities	25
Other	16
Education	11
Science, Math, and Engineering	9

<u>Institution &amp; Subject Category</u>	<u>% of Institution's Activities</u>
<u>Saginaw</u>	
Other	46%
Social Sciences	36
Science, Math, and Engineering	14
Education	14
Verbal-Linguistic and Humanities	--
<u>U of M - Ann Arbor</u>	
Education	44%
Social Sciences	27
Verbal-Linguistic and Humanities	16
Science, Math, and Engineering	8
Other	4
<u>Wayne State</u>	
Education	33%
Social Sciences	30
Verbal-Linguistic and Humanities	13
Other	13
Science, Math, and Engineering	6
<u>Western</u>	
Education	39%
Social Sciences	38
Verbal-Linguistic and Humanities	15
Science, Math, and Engineering	5
Other	4

## C. LOCATION

### 1. Location of Activities

Activities occurred in 68 of Michigan's 83 counties, as well as in four other locations. (See Table 18.) Locations in which two percent or more of the 3,589 activities occurred were as follows, in rank order:

<u>Location</u>	<u>% of Total Activities</u>
Wayne County	19.0%
Kent County	9.3
Oakland County	9.3
Genesee County	7.4
Saginaw County	4.8
Macomb County	4.1
Berrien County	3.1
Muskegon County	3.0
No Specific Location (Activity was a correspondence course or similar activity)	5.5
Within Michigan - Exact Location Not Specifiable (e.g., activity may have been an internship, student teaching, etc., which could be located at several places)	5.4
Chippewa County	2.5
Outside of Country	2.0

One percent of the activities occurred in each of the following eight counties: Bay, Calhoun, Dickinson, Grand Traverse, Jackson, Midland, St. Clair, and Washtenaw.

Less than one percent of the activities were held in each of the following 51 counties: Alcona, Allegan, Alpena, Antrim, Arenac, Barry, Benzie, Branch, Cass, Charlevoix, Cheboygan, Clare, Delta, Eaton, Emmet, Gladwin, Gratiot, Hillsdale, Houghton, Huron, Ingham, Iosco, Iron, Isabella, Kalamazoo, Keweenaw, Lapeer, Leelanau, Lenawee, Livingston, Luce, Marquette, Mason, Mecosta, Missaukee, Monroe, Montcalm, Ogemaw, Osceola, Oscoda, Otsego, Ottawa, Presque Isle, Roscommon, St. Joseph, Sanilac, Schoolcraft, Shiawassee, Tuscola, Van Buren, and Wexford.

Less than one percent of the activities also occurred Outside of Michigan but Within the Country.

No activities occurred in 15 of Michigan's 83 counties: Alger, Baraga, Clinton, Crawford, Gogebic, Ionia, Kalkaska, Lake, Mackinac, Manistee, Menominee, Montmorency, Newaygo, Oceana, and Ontonagon.

Locations where activities of each of the institutions occurred most frequently and second most frequently are listed below.

<u>Institution</u>	<u>Location</u>	<u>% of Each Institution's Activities</u>
Central . . . . .	Within Mich., but Exact Location Not Specifiable	23%
	Saginaw County	12
	No Specific Location	12
Eastern . . . . .	Wayne County	25

-continued-

<u>Institution</u>	<u>Location</u>	<u>% of Each Institution's Activities</u>
Grand Valley . . . . .	Kent County	50%
	Ottawa County	50
Lake Superior. . . . .	Chippewa County	93
	Luce County	7
Mich State . . . . .	Kent County	21
	Oakland County	16
Mich Tech. . . . .	Houghton County	91
	Keweenaw County	6
Northern . . . . .	Dickinson County	79
	Marquette County	9
Saginaw. . . . .	Saginaw County	86
	Midland County	7
U of M - Ann Arbor . . . .	Wayne County	38
	Genesee County	23
Wayne State. . . . .	Wayne County	52
	Oakland County	27
Western. . . . .	Muskegon County	26
	Kent County	24

## 2. Location of Subject Matter Activities

Locations of the subject matter activities are provided in Tables 19 and 20. These locations are presented here in terms of the five broad categories of subject activities previously established in Section B of this chapter.

a. Social Sciences

Activities which fell in the broad category of Social Sciences (Area Studies, Psychology, Public Affairs and Services, Public Service Related Technologies, Social Sciences) occurred in 44 Michigan counties: Allegan, Alpena, Antrim, Bay, Benzie, Berrien, Cass, Charlevoix, Cheboygan, Chippewa, Delta, Dickinson, Genessee, Grand Traverse, Houghton, Huron, Ingham, Iosco, Iron, Isabella, Jackson, Kalamazoo, Kent, Lapeer, Lenawee, Luce, Macomb, Marquette, Mason, Midland, Muskegon, Oakland, Ogemaw, Oscoda, Otsego, Saginaw, St. Clair, St. Joseph, Sanilac, Schoolcraft, Tuscola, Washtenaw, Wayne, and Wexford.

Social Science type activities also occurred "Within Michigan in Non-specifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location" (activity could occur anywhere because it was a correspondence course or similar activity).

b. Verbal-Linguistic and Humanities

Activities which fell in the broad category of Verbal-Linguistic and Humanities (Communications, Fine and Applied Arts, Foreign Languages, Letters, Library Science) occurred in 31 Michigan counties: Bay, Berrien, Calhoun, Charlevoix, Chippewa, Dickinson, Emmet, Genessee, Grand Traverse, Houghton, Ingham, Iosco, Jackson, Kalamazoo, Kent, Keweenaw, Leelanaw, Macomb, Midland, Monroe, Muskegon, Oakland, Osceola, Otsego, Ottawa, Saginaw, St. Clair, St. Joseph, Van Buren, Wayne, and Wexford.

Verbal-Linguistic and Humanities type activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; and in "No Specific Location."

c. Sciences, Mathematics, and Engineering

Activities which fell in the broad category of Sciences, Mathematics, and Engineering (Agriculture and Natural Resources, Architecture and Environmental Design, Biological Sciences, Computer and Information Sciences, Engineering, Mathematics, Physical Sciences, Mechanical and Engineering Technologies) occurred in 35 Michigan counties: Allegan, Alpena, Antrim, Barry, Bay, Berrien, Chippewa, Clare, Dickinson, Genesee, Grand Traverse, Houghton, Ingham, Iosco, Isabella, Jackson, Kent, Lapeer, Lenawee, Livingston, Macomb, Marquette, Midland, Monroe, Montcalm, Muskegon, Oakland, Otsego, Ottawa, Roscommon, Saginaw, St. Clair, Washtenaw, Wayne, and Wexford.

Science, Mathematics, and Engineering type activities also occurred "Within Michigan in Nonspecifiable Locations", "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

d. Other

Activities which fell in the broad category of Other (Business and Management, Health Professions, Home Economics, Interdisciplinary Studies, Law, Military Sciences) occurred in 27 Michigan counties: Arenac, Bay, Berrien, Calhoun, Cass, Chippewa, Dickinson, Genesee, Grand Traverse, Houghton, Ingham, Iosco, Jackson, Kalamazoo, Kent, Macomb, Marquette, Mecosta, Midland, Muskegon, Oakland, Saginaw, Sanilac, Tuscola, Washtenaw, Wayne, and Wexford.

"Other" category activities also occurred "Outside of the Country" and in "No Specific Location."

e. Education

Activities which fell in the Education category occurred in 58 Michigan Counties as well as "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".



Only Education activities (no other type activities) occurred in 9 of the 58 counties: Alcona, Branch, Eaton, Gladwin, Gratiot, Hillsdale, Missaukee, Presque Isle, and Shiawassee.

## D. EDUCATIONAL LEVEL

### 1. Educational Level of Activities

Activities available for credit to undergraduates numbered 3,589<sup>5</sup> and of these, 39% were specifically designated as undergraduate level activities; 26% as graduate level activities generally open to some levels of undergraduates without restriction; and 35% as graduate level activities generally only available to some grade levels of undergraduates who meet special conditions. Thus, most of the available activities were designed for the graduate level, but were available to undergraduates; and the remaining activities were designed for the undergraduate level. (See Table 21.)

The specific educational levels of the 3,589 activities were as follows: 22% were classified at the freshman level; 21% at the sophomore level; 36% junior level; 36% senior level; and 64% at the graduate level. (These percentages total more than 100% as the educational levels were not mutually exclusive categories.) (See Table 22.)

Those institutions which included in their offerings the largest proportion of activities which were specifically for undergraduates were, in descending rank order:

Grand Valley (100%) (Most were junior and senior levels.)

Lake Superior (100%) (Most were freshman level and then sophomore)

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<sup>5</sup>An additional 674 activities (beyond the 3,589) were absolutely restricted to only graduate students and have not been included in any of these analyses. (See Table 15.)

Saginaw (100%) (Equal distribution across levels.)

Michigan Tech (97%) (Equal distribution across levels.)

Northern (86%) (Most were freshman level, and then sophomore and junior levels.)

Wayne State (56%) (Most were junior and senior levels; and then freshman and sophomore levels.)

Central (53%) (Most were junior and senior levels; then freshman and sophomore levels.)

Institutions which offered the largest proportion of graduate level activities that were also available to undergraduates were, in rank order: U of W - Ann Arbor (93% of its activities were graduate level but available to undergraduates); Eastern (78%); Michigan State (73%); and Western (56%).

## 2. Educational Level of Subject Matter Activities

Educational levels of the subject matter activities are presented in Tables 23 and 24. These levels are presented here in terms of the five broad categories of subject activities established in Section B of this chapter.

### a. Undergraduate

Undergraduate level activities numbered 1,395, and of these, in rank order, 41% were in the broad category of Social Sciences; 21% were in Education; 20% in Verbal-Linguistic and Humanities; 10% in Other; and 3% were in the broad category of Science, Mathematics, and Engineering.

The percentage of each broad subject matter category which fell into each specific educational level of freshman through senior are listed below in rank order by educational level (specific educational levels are not mutually exclusive categories).

<u>Level</u>	<u>% of Each Level</u>
<u>Freshman (N=781)</u>	
Social Sciences	41%
Verbal-Linguistic and Humanities	24
Education	14
Other	13
Science, Math, and Engineering	8
<u>Sophomore (N=748)</u>	
Social Sciences	46%
Verbal-Linguistic and Humanities	16
Education	15
Other	13
Science, Math, and Engineering	9
<u>Junior</u>	
Education	46%
Social Sciences	20
Verbal-Linguistic and Humanities	10
Science, Math, and Engineering	8
Other	6
<u>Senior</u>	
Education	51%
Social Sciences	26
Verbal-Linguistics and Humanities	10
Science, Math, and Engineering	9
Other	4

b. Graduate (Available to Undergraduates)

(1) Open. Graduate level activities generally open to some levels of undergraduates without restrictions numbered 927, and of these, in rank order, 68% were in the Education category; 16% were in Social Sciences; 7% were Science, Mathematics, and Engineering; 5% were Verbal-Linguistic and Humanities; and 4% were in the broad category of Other.

(2) Special Conditions. Activities generally available to some levels of undergraduates who meet special conditions numbered 1,247, and of these, in rank order, 62% were in the Education category; 17% were in Social Sciences; 10% in Verbal-Linguistic and Humanities; 6% in Science, Mathematics, and Engineering; and 4% were in the Other category.

The percentage of each broad subject matter category which fell into the specific educational level of graduate (in the freshman through graduate level categories analysis) were: Education - 65%; Social Sciences - 17%; Verbal-Linguistic and Humanities - 3%; Science, Mathematics, and Engineering - 6%; and Other - 4%.

### 3. Locations of Specific Educational Level Activities

Locations of the lower division, upper division, and graduate level activities are presented in Table 25.

#### a. Freshman and Sophomore

Freshman and Sophomore activities were located in 38 of the 68 Michigan counties that had activities: Allegan, Antrim, Bay, Berrien, Calhoun, Cheyboygan, Chippewa, Dickinson, Emmet, Genesee, Grand Traverse, Houghton, Huron, Iosco, Iron, Isabella, Jackson, Kent, Keweenaw, Lapeer, Livingston, Luce, Macomb, Marquette, Mason, Midland, Montcalm, Muskegon, Oakland, Otsego, Ottawa, Roscommon, Saginaw, St. Joseph, Tuscola, Washtenaw, Wayne, and Wexford.

Freshman and Sophomore activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

b. Junior and Senior

Junior and Senior level activities were located in 62 of the 68 Michigan counties that had activities. (Arenac, Hillsdale, Iron, Keweenaw, Luce, and Monroe counties had no upper division level activities.) Junior and Senior level activities also were located "Within Michigan in Nonspecifiable locations"; Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

c. Graduate

Graduate level activities (available to undergraduates) were located in 66 of the 68 counties with activities. (Chippewa, Iron, Leelanau, and Luce had no graduate level activities.) Graduate activities also were located "Within Michigan in Nonspecifiable locations"; "Outside of Michigan but Within the Country"; "Outside of the Country"; and in "No Specific Location".

## E. ON- OR OFF-CAMPUS

### 1. On- or Off-Campus Activities

Almost all (94%) of the activities occurred off-campus in either specific locations (88%) or in non-specific locations (6%). "Non-specific" locations signified that the activities occurred anywhere because they were correspondence courses or similar activities. A small percentage of the total activities occurred on-campus (6%). (See Table 26.)

Institutions that held all or almost all of their activities off-campus were Northern (all), Western (all), Central, Michigan State, Wayne State, and U of M - Ann Arbor.

### 2. On- or Off-Campus Location of Subject Matter Activities

The on- or off-campus locations of the subject matter activities are presented in Table 27. The on- or off-campus locations are presented here in terms of the five broad categories of subject activities.

#### a. Off-Campus (Specific Locations)

The 3,154 activities located off-campus in specific locations were distributed among the subject categories in the following manner: Education - 51%; Social Sciences - 25%; Verbal-Linguistic and Humanities - 11%; Science, Mathematics, and Engineering - 7%; and Other - 5%.

#### b. Off-Campus (Non-Specific Locations)

The 204 activities located off-campus in non-specific locations covered the subject categories in the following way, in rank order: Social Sciences - 40%; Education - 23%; Verbal-Linguistic and Humanities - 20%; Science, Mathematics, and Engineering - 13%; and Other - 4%.

c. On-Campus

The 227 activities located on-campus fell, in rank order, into the following broad subject matter categories: Other - 23%; Education - 23%; Social Sciences - 23%; Verbal-Linguistic and Humanities - 22%; and Science, Mathematics, and Engineering - 10%.

3. Location of On- and Off-Campus Activities

Location of the On- and Off-campus activities are presented in Table 28.

a. Off-Campus (Specific Locations)

Activities were located off-campus in specific locations in all 68 counties having activities as well as "Outside of Michigan, but Within the Country"; and "Outside of the Country".

b. On-Campus

Activities were located on-campus in 19 of Michigan's 68 counties with activities: Calhoun, Chippewa, Delta, Emmet, Genesee, Houghton, Ingham, Jackson, Kent, Keweenaw, Macomb, Marquette, Mecosta, Monroe, Oakland, Ottawa, Saginaw, Washtenaw, and Wayne.



## F. TYPE AND NUMBER OF CREDITS OFFERED

### 1. Type and Number of Credits

The type of credits offered for the activities was semester credit (57% of the activities) and quarter credit (43%). (See Table 29.)

The number of credits offered ranged from 1 to 63 plus variable credit. Approximately 39% of the activities were offered for three credits; 32% for two credits; and 21% for four credits. Other credit offerings for the activities included 4% for one credit, approximately 2% for five credits, 1% for six credits, and 1% were for variable credit. (See Table 30.)

### 2. Number of Credits Offered for the Subject Matter Activities

Data concerning the amount of credit offered for the subject activities are presented below in terms of the broad subject categories and in rank order according to the largest percentage of activities being offered for a given number of credits, e.g., the greatest proportion of activities were offered for 3 credits each. Only the more frequent credit offerings are presented below. (See Table 31.)

#### a. Three Credits

The 1,397 activities which were each offered for three credits were distributed among the broad subject matter categories in the following rank order manner: Education - 47%; Social Sciences - 27%; Verbal-Linguistic and Humanities - 11%; Science, Mathematics, and Engineering - 8%; and Other - 6%.

#### b. Two Credits

The 1,130 activities which were each offered for two credits fall into the following subject categories: Education - 65%; Social Sciences - 19%; Verbal-Linguistic and Humanities - 8%; Science, Mathematics, and Engineering - 6%; and Other - 4%.

c. Four Credits

The 757 activities each offered for four credits were distributed across the subject categories as follows. Social Sciences - 36%; Verbal-Linguistics and Humanities - 23%; Education - 23%; Other - 12%; and Science, Mathematics, and Engineering - 6%.

d. One Credit

The 146 activities each offered for one credit fell into the following subject categories: Education - 45%; Social Sciences - 23%; Science, Mathematics, and Engineering - 17%; Other - 14%; and Verbal-Linguistics and Humanities - 1%.

## G. INSTRUCTIONAL TECHNIQUE

### 1. Instructional Technique of Activities

The vast majority (88%) of the activities were delivered using the "Course" instructional technique. (Definitions of the instructional techniques have been included in Chapter III - Procedures.) All 11 institutions made use of the "Course" delivery method. (See Table 32.)

Other delivery methods used, in rank order of the frequency with which they were used, were:

<u>Technique</u>	<u>% of Total Activities</u>
Correspondence	5.6%
Independent Study	2.1
Field Study, Workshop, Institute, Conference	1.9
Travel-Study	1.6
Work Study, Internship	0.6
Closed Circuit or Broadcast TV	0.1
Learning Package	0.1

Michigan State was the one institution which made use of "Closed Circuit or Broadcast TV" and "Learning Package" in their reported activities.

Michigan State and Wayne State were the two institutions which used the "Work Study, Internship" instructional technique.

Four institutions (Michigan State, Saginaw Valley, U of M - Ann Arbor, and Wayne State) made use of the "Field Study, Workshop, Institute, Conference" technique. The "Travel-Study" method was used by three institutions (Central, Eastern, Grand Valley, U of M - Ann Arbor, and Wayne State). Five institutions

(Central, Eastern, Michigan State, U of M - Ann Arbor, and Western) made use of the "Correspondence" method. The "Independent Study" delivery method was utilized by seven institutions (Central, Eastern, Lake Superior, Michigan State, Northern, Wayne State, and Western).

None of the institutions used "Closed Circuit Audio" or "Broadcast Radio" as instructional techniques.

## 2. Instructional Technique of the Subject Matter Activities

Data concerning the instructional technique used to deliver the subject matter activities are provided in Table 33. These data are presented here for those most frequently used and in terms of the five broad subject categories.

### a. Course

The 3,156 activities which were delivered using the "Course" instructional technique were distributed among the broad subject matter categories in the following rank order manner: Education - 49%; Social Sciences - 25%; Verbal-Linguistic and Humanities - 12%; Science, Mathematics, and Engineering - 7%; and Other - 7%.

### b. Correspondence

The 200 activities which used the "Correspondence" delivery method fell into the following subject matter categories: Education - 23%; Social Sciences - 22%; Verbal-Linguistic and Humanities - 21%; Science, Mathematics, and Engineering - 13%; and Other - 4%.

### c. Independent Study

The 75 activities delivered by "Independent Study" were distributed across the subject matter categories as follows: Education - 53%; Social Sciences - 16%; Science, Mathematics, and Engineering - 8%; Verbal-Linguistic and Humanities - 7%; and Other - 1%.

d. Field Study, Workshop, Institute, Conference

The 68 activities using the "Field Study, Workshop, Institute, Conference" instructional technique fell into the following subject categories: Social Sciences - 60%; Education - 38%; Verbal-Linguistic and Humanities - 13%; and Other - 6%.

Study

The 57 activities using the "Travel-Study" technique were distributed across the following subject categories: Education - 44%; Social Sciences - 33%; Verbal-Linguistic and Humanities - 14%; Science, Mathematics, and Engineering - 7%; and Other - 5%.

## E. BEGINNING MONTH

### 1. Beginning Month

The three months in which the 1971-72 activities most frequently began were January (28% of the total activities), September (25%), and June (19%). (See Table 34.)

March and April each had 6% of the activities beginning then; and 6% also began "Anytime" during the year.

May was the beginning month for 5% of the activities; August for 4%; and February, 1%.

Less than 1% of the activities occurred in the months of July, October, November, and December.

January was the beginning month for 60% of Saginaw's activities and January and September were the beginning months of 57% to 68% of the activities in each of four institutions - Lake Superior, Wayne State, Eastern, and U of M - Ann Arbor.

Most of Central's activities began in January and June; Grand Valley during June and September; Michigan State during March, June, and September; Michigan Tech during April and September; Northern during February and September; and most of Western's activities began during August, May, June, and January.

### 2. Beginning Month of Subject Matter Activities

Data concerning the beginning months of the subject matter activities are provided in Table 35. These data are presented here for the more active months in terms of the five broad categories of subject activities.

a. January

The 1,003 activities which began in January were distributed among the five broad subject categories in the following rank order: Education - 52%; Social Sciences - 23%; Verbal-Linguistic and Humanities - 11%; Other - 7%; and Science, Mathematics, and Engineering - 7%.

b. September

The 907 activities beginning in September fell, as follows, into the five subject categories: Education - 49%; Social Sciences - 22%; Verbal-Linguistic and Humanities - 14%; Science, Mathematics, and Engineering - 7%; and Other - 5%.

c. June

The 680 activities offered in June were distributed as follows: Education - 40%; Social Sciences - 31%; Verbal-Linguistic and Humanities - 10%; Science, Mathematics, and Engineering - 9%; and Other - 2%.

d. April

The beginning 208 activities in April took on the following distribution: Social Sciences - 32%; Education - 30%; Verbal-Linguistic and Humanities - 19%; Other - 15%; and Science, Mathematics, and Engineering - 5%.

e. March

The 200 activities beginning in March were distributed among the subject categories in the following manner: Education - 67%; Social Sciences - 16%; Verbal-Linguistic and Humanities - 8%; Science, Mathematics, and Engineering - 7%; and Other - 7%.

f. Anytime

The 196 activities which began at "Anytime" during the year were distributed as follows: Social Sciences - 40%; Education - 24%; Verbal-Linguistic and Humanities - 19%; Science, Mathematics, and Engineering - 12%; and Other - 4%.

g. May

May's 173 beginning activities fell into the following subject categories: Education - 51%; Social Sciences - 30%; Verbal-Linguistic and Humanities - 11%; Science, Mathematics, and Engineering - 6%; and Other - 3%.

h. August

August had 135 beginning activities distributed as follows: Education - 42%; Social Sciences - 34%; Verbal-Linguistic and Humanities - 16%; Other - 8%; and Science, Mathematics, and Engineering - 4%.



## I. CO-SPONSORSHIP

### 1. Co-Sponsorship

Almost all (96%) of the activities were sponsored by a single institution, i.e., one or another of the 11 institutions. Three percent of the activities were jointly sponsored by two or more CCCHE institutions; and one percent by two or more CCCHE and non-CCCHE institutions. (See Table 36.)

Those institutions which indicated CCCHE co-sponsorship of some of their activities were Central, Eastern, Grand Valley, Michigan State, U of M - Ann Arbor, and Wayne State. Institutions which indicated CCCHE and non-CCCHE co-sponsorship were Central and Michigan State.

Co-sponsorship among CCCHE institutions ranged from two co-sponsorships (for 1.6% of the activities) to 12 co-sponsorships (for 0.2% of the activities.) (See Table 37.)

Co-sponsorship with one other CCCHE institution was indicated for 17% (two) of Grand Valley's activities; Eastern 8% (31) of Eastern's activities; and for 2% (14) of Central's activities. U of M - Ann Arbor co-sponsored 3% (16) of its activities with two other CCCHE institutions.

### 2. CCCHE Co-Sponsorship of Subject Matter Activities

Information concerning CCCHE co-sponsorship of the subject matter activities is provided in Table 38. These data are presented here for the major findings concerning sponsorship and in terms of the five subject matter categories.

#### a. Own Institution

The 3,430 activities sponsored by a single CCCHE institution, i.e., one or another of the 11 CCCHE institutions, were distributed among the five subject

categories in the following manner: Education - 47%; Social Sciences - 27%; Verbal-Linguistic and Humanities - 13%; Science, Mathematics, and Engineering - 7%; and Other - 7%.

b. Own Plus One Other CCCHE Institution

The 50 activities sponsored by two CCCHE institutions fell into the following subject categories: Education - 88%; Social Sciences - 9%; and Science, Mathematics, and Engineering - 4%.

c. Own Plus Two Other CCCHE Institutions

Three CCCHE institutions sponsored 27 activities which were distributed as follows: Science, Mathematics, and Engineering - 37%; Education - 37%; Verbal-Linguistic and Humanities - 15%; and Social Sciences - 1%.

## J. FACULTY

The majority of the activities (75%) were taught or monitored by faculty working for the sponsoring institution ("institutional" faculty). Another 23% were taught or monitored by supplementary faculty procured elsewhere; and 2% by "Both" institutional and supplementary faculty. (See Table 30.)

Only one institution (Wayne State) used supplementary faculty (50%) more frequently than institutional (44%) or "Both" (6%).

Two institutions (Northern and Western) used only institutional faculty; and two others (Grand Valley and Michigan Tech) used almost only institutional faculty to teach or monitor their reported activities.

Institutional faculty taught 78% to 83% of the activities at Central, Eastern, Michigan State, Saginaw, and U of M - Ann Arbor; and 66% of the activities at Lake Superior.

## K. USUAL FREQUENCY OF OFFERING

### 1. Usual Frequency of Offering Activities in Specified Location

Over half (56%) of the activities are usually offered "sporadically or on demand" in the specified location. Another 21% are usually offered "one term each year" while 11% are offered "all year or four or more terms each year." "Two terms each year" is the usual frequency of offering for 7% of the activities, "three terms each year" for 4%; and "one term every other year" for 2% of the activities. (See Table 40.)

Seven institutions offer the majority of their reported activities "sporadically or on demand" in the specified location: Central (62% of its activities), Eastern (85%), Grand Valley (67%), Michigan State (67%), Saginaw (96%), U of M - Ann Arbor (52%), and Western (87%).

Northern offers all of its reported activities "one term each year" in the specified location; and Lake Superior offers the majority (57%) of its activities "two terms each year." Michigan Tech offers a sizeable percentage (46%) of its activities for "one term every other year," and another 33% "sporadically or on demand". Wayne State offers 34% of its activities "one term each year," and another 30% "all year or four or more terms per year."

### 2. Usual Frequency of Offering Subject Matter Activities

Data concerning the usual frequency of offering of the subject matter activities in the specified locations is provided in Table 41. These data are presented here for the major findings and in terms of the five broad subject categories.

a. Sporadically or On Demand

The 2,003 activities usually offered "sporadically or on demand" in the specified location were distributed across the subject categories in the following manner: Education - 54%; Social Sciences - 23%; Verbal-Linguistic and Humanities - 9%; Science, Mathematics, and Engineering - 7%; and Other - 5%.

b. One Term Each Year

The 747 activities usually offered "one term each year" fell into the following subject categories: Education - 54%; Social Sciences - 27%; Science, Mathematics, and Engineering - 8%; Verbal-Linguistic and Humanities - 6%; and Other - 4%.

c. All Year or Four or More Terms Each Year

The 399 activities offered "all year, or four or more terms each year" were distributed among subject categories as follows: Social Sciences - 41%, Verbal-Linguistic and Humanities - 31%; Education - 13%; Other - 9%; and Science, Mathematics, and Engineering - 6%.

d. Two Terms Each Year

Activities offered "two terms each year" numbered 240, and fell into the following subject categories: Education - 44%; Social Sciences - 24%; Verbal-Linguistic and Humanities - 17%; Other - 11%; and Science, Mathematics, and Engineering - 7%.

e. Three Terms Each Year

Activities offered "three terms each year" were 126 distributed in the following manner: Education - 45%; Other - 25%; Social Sciences - 15%; Science, Mathematics, and Engineering - 11%; and Verbal-Linguistic and Humanities - 3%.

L. ACTIVITY OFFERED IN 1969-70 AND 1970-71

In the 1969-70 academic year, 47% of the 1971-72 activities had not been offered; 32% were offered; and it was uncertain as to whether or not 21% of the activities were offered.

In the academic year 1970-71, 42% of the 1971-72 activities were offered; 37% were not offered, and 21% were uncertain. (See Table 42.)

Institutions which did not offer the majority of their 1971-72 activities in the specified locations during both 1969-70 and 1970-71 were Central, Eastern, Grand Valley, Michigan Tech, and Western.

Institutions which did offer the majority of their 1971-72 activities in the specified locations during 1969-70 and 1970-71 were Lake Superior, Northern, and U of M - Ann Arbor.

Wayne State did not offer most of its 1971-72 activities in 1969-70, but it did in 1970-71. Michigan State did not know if the majority of its 1971-72 activities were offered in the specified locations in 1969-70 and in 1970-71.

## II. PLANS TO OFFER ACTIVITIES IN THE FUTURE

### I. Plans to Offer Activities

Plans to offer the 1971-72 activities in 1972-73 in the specified locations were positively indicated for 40% of the activities, negatively indicated for 22%, and uncertain for 37%. (See Table 43.)

Plans for 1973-74 were uncertain for 65% of the activities; 30% will be offered; and 4% will not be offered.

Plans for 1974-75 were uncertain for 66% of the activities; 30% will be offered; and 4% will not be offered.

Three institutions (Lake Superior, Northern, and Wayne State) plan to offer the majority of their 1971-72 activities in the specified locations during 1972-73, 1973-74, and 1974-75.

Three institutions (Grand Valley, Michigan State, and Saginaw) were uncertain as to whether or not the majority of their 1971-72 activities would be offered in the specified locations in 1972-73, 1973-74, and 1974-75.

Slightly over half of Central's 1971-72 activities will not be offered in 1972-73 (whereas 42% will be); and there is uncertainty about the majority of activities for 1973-74, and 1974-75. For Eastern in 1972-73, uncertainty exists with regard to 40% of the activities, and 38% will not be offered. Uncertainty exists with regard to both 1973-74 and 1974-75 for the vast majority of Eastern's 1971-72 activities.

Michigan Tech had equally large numbers of activities to be offered and not offered in 1972-73 (58% - No, 42% - Yes) and in 1973-74 (46% - Yes, 46% - No); but plan to offer most (55%) of its 1971-72 activities in 1974-75. The U of

M - Ann Arbor divided almost equally between offering and uncertainty for all three years - 1972-73 (50% - yes, 41% - D.K.), 1973-74 and 1974-75 (49% - yes, 48% - D.K. for each year). Western divided between offering and uncertainty for 1972-73 (D.K. - 39%; yes - 33%); and was uncertain about the vast majority of its activities for 1973-74 and 1974-75.

## 2. Plans to Offer Subject Matter Activities

Information concerning plans to offer the subject matter activities in the specified locations during 1972-73, 1973-74, and 1974-75 is provided in Table 44. These data are presented here for both the positive and the uncertain plans in terms of the five broad subject categories.

The positive plans to offer the activities were consistent across subject categories for all three academic years: that is, the percentage of positive plans was greatest for Education; then in rank order, Social Sciences, Verbal-Linguistic and Humanities, Other, and Science, Mathematics, and Engineering. The same trend, with one exception, held true for the uncertain plans, i.e., the percentage of uncertain plans was greatest for Education and so on. The one exception was that, for all three years, the percentage of uncertain plans was greater for Science, Mathematics, and Engineering than it was for Other.

### a. 1972-73

(1) Yes. Plans to offer the 1971-72 activities in 1972-73 were positively indicated for 1,431 activities. These 1,431 activities were distributed across the five subject categories as follows: Education - 39%; Social Sciences - 31%; Verbal-Linguistic and Humanities - 17%; Other - 9%; and Science, Mathematics, and Engineering - 5%.



(2) Don't Know. Plans for 1972-73 were uncertain for 1,343 activities which fell into the following subject categories: Education - 46%; Social Sciences - 28%; Science, Mathematics and Engineering - 10%; Verbal-Linguistic and Humanities - 10%; and Other - 5%.

b. 1973-74

(1) Yes. Plans to offer the 1971-72 activities during 1973-74 were positively indicated for 1,089 activities distributed as follows: Education - 38%; Social Sciences - 29%; Verbal-Linguistic and Humanities - 18%; Other - 10%; and Science, Mathematics, and Engineering - 5%.

(2) Don't Know. 1973-74 plans were uncertain for 2,325 activities: Education - 51%; Social Sciences - 26%; Verbal-Linguistic and Humanities - 10%; Science, Mathematics, and Engineering 8%; and Other - 5%.

c. 1974-75

(1) Yes. Plans to offer the 1971-72 activities during 1974-75 were positively indicated for 1,062 activities. These activities were distributed among subject categories in the following manner: Education - 38%; Social Sciences - 30%; Verbal-Linguistic and Humanities - 19%; Other 10%; and Science, Mathematics and Engineering - 4%.

(2) Don't Know. 1974-75 plans were uncertain for 2,374 activities distributed as follows: Education - 52%; Social Sciences - 26%; Verbal-Linguistic and Humanities - 10%; Science, Mathematics, and Engineering - 7%; and Other - 5%.

## H. SUMMARY

### Resources Available to an External Degree Program through the Continuing Education and Extension Divisions

The major findings concerning the resources available to an external degree program through the continuing education and extension divisions are summarized below. The summary follows the format of this chapter for ease in reading as well as in referral back to the chapter or to similar summary sections of the other findings in Appendices C and D.

Eleven of the 15 MCSOP institutions had 3,589 activities available for credit to undergraduates through their continuing education and extension divisions during 1971-72.

The six institutions which offered the greater proportion of these activities were, in rank order: Michigan State, Central, Wayne State, U of M - Ann Arbor, Eastern, and Western.

### A. PRES CATEGORY

The three most frequent PRES category designations, in rank order were "Education", "Social Sciences", "Area Studies", "Human Service, and Public Affairs", and "Arts, Humanities, and Letters".

### B. SUBJECT MATTER AREAS

The 3,589 activities were offered in 25 different subject areas, the most frequent (48% to 5%) being, in rank order: Education, Social Science, Letters, Public Affairs and Services, and Psychology.

The 25 subject matter areas were grouped into five broader subject categories, and the kinds of activities offered using these broad categories were: Education (47.5%), Social Sciences (26.1%), Verbal-Linguistic and Humanities (12.5%), Science, Mathematics, and Engineering (7.4%), and Other (6.4%).

### C. LOCATION

1. Location of Activities. Activities occurred in 68 of Michigan's 83 counties, as well as in four additional locations. The activities occurred most frequently in: Wayne county, (19% of the total activities), Kent (9.3%), Oakland (9.3%), Genesee (7.4%), Saginaw (4.8%), Macomb (4.1%), Berrien (3.1%), Muskegon (3%), "No Specific Location" (5.5%), "Within Michigan in Nonspecifiable locations", (5.4%), Chippewa (2.5%), and "Outside of the Country" (2%).

One percent of the activities occurred in each of eight counties; less than one percent occurred in each of 51 counties plus "Outside of Michigan, but Within the Country".

No activities occurred in 15 of Michigan's 83 counties: Alger, Baraga, Clinton, Crawford, Gogebic, Ionia, Kalkaska, Lake, Mackinac, Manistee, Menominee, Montmorency, Newaygo, Oceana, and Ontonagon.

2. Location of Subject Matter Activities. Activities which fell in the broad category of Social Science occurred in 44 Michigan counties, Verbal-Linguistic and Humanities in 31 counties; Science, Mathematics, and Engineering in 35 counties; Other in 27 counties; and Education in 58 counties. All the activities, except those in the Other category, also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of the Country"; and in "No Specific Locations". Other type activities occurred "Outside of the Country" and in "No Specific Locations".

#### D. EDUCATIONAL LEVEL

1. Educational Level of Activities: Most (61%) of the 3,589 activities available for credit to undergraduates were designed for the graduate level but were available to undergraduates (26% were generally open to some levels of undergraduates without restriction; and 35% were generally available to some levels of undergraduates who meet special conditions); and the remaining activities (39%) were designed for the undergraduate level.

Fewer activities were at the lower division level (22% freshman and 21% sophomore) than at the upper division (36% junior and 36% senior) or graduate levels (64%).

The seven institutions which included in their continuing education and extension division offerings the largest proportion of activities designed specifically for undergraduates were, in rank order: Grand Valley, Lake Superior, Saginaw, Michigan Tech, Northern, Wayne State, and Central.

2. Educational Level of Subject Activities. The 1,395 undergraduate level activities were in the broad category of Social Sciences (41%); Education (21%); Verbal-Linguistic and Humanities (20%); Other (8%); and Science, Mathematics, and Engineering (8%).

The 927 graduate-level activities generally open to some levels of undergraduates without restrictions were in: Education (68%); Social Sciences (16%); Humanities (5%); and Other (4%).

The 1,247 activities generally available to some grade levels of undergraduates who meet special conditions were in: Education (62%); Social Sciences (17%); Verbal-Linguistic and Humanities (10%); Science, Mathematics, and Engineering (6%); and Other (4%).

3. Location of Specific Educational Level Activities. Lower division activities were located in over half of the Michigan counties with activities (38 out of 68); whereas upper division and graduate level activities were located in most of the counties with activities (62 and 63 counties, respectively). All level activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country", and in "No Specific Location".

#### E. ON- OR OFF-CAMPUS

1. On- or Off-Campus Activities. Almost all (94%) of the activities occurred off-campus, primarily in specific locations (88%), and less frequently in non-specific locations (6%). A small percentage of the activities occurred on-campus (6%).

2. On- and Off-Campus Location of Subject Matter Activities. The 3,154 off-campus (specific location) activities were, (in rank order): Education, Social Sciences, Verbal-Linguistic and Humanities, Science, Mathematics, and Engineering, and Other.

The 204 off-campus (non-specific location) activities were, in rank order: Social Sciences, Education, Verbal-Linguistic and Humanities, Science, Mathematics, and Engineering, and Other.

The 227 on-campus activities were, in rank order: Other, Education, Social Sciences, Verbal-Linguistic and Humanities, and Science, Mathematics, and Engineering.

3. Location of On- and Off-Campus Activities. Activities were located on-campus in 19 of the 68 Michigan counties with activities; and off-campus in specific locations in all 68 counties as well as "Outside of Michigan, but Within the Country", and "Outside of the Country".

#### F. TYPE AND NUMBER OF CREDITS

Semester credit (57% of the activities) and quarter credit (43%) were offered for the activities. The number of credits ranged from 1 to 63 plus Variable credit. Most of the activities were offered for three, two and four credits.

#### G. INSTRUCTIONAL TECHNIQUE

The vast majority (88%) of the activities were delivered using the "Course" instructional technique. Other delivery methods used, in rank of the frequency with which they were used (5.6% to 0.1%), were: Correspondence; Independent Study; Field Study, Workshop, Institute, Conference; "Travel-Study"; "Work Study, Internship"; "Closed Circuit or Broadcast TV"; and "Learning Package".

#### H. BEGINNING MONTH

The three months in which the 1971-72 activities most frequently began were January (28%), September (25%), and June (19%). Other months or times when activities started, in rank order according to the frequency of beginning activities were: March, April, Anytime (each 6%); May, August, February (5%, 4%, and 1%, respectively); and July, October, November, (each less than 1%).

#### I. SPONSORSHIP

Almost all (96%) of the activities were sponsored by a single institution, i.e., one or another of the 11 institutions. Three percent of the activities were jointly sponsored by two or more CCCHS institutions (indicated by Central,

Eastern, Grand Valley, Michigan State, U of M - Ann Arbor, and Wayne State); and one percent by two or more CCCME and non-CCCME institutions (indicated by Central and Michigan State).

#### J. FACULTY

The majority of the activities were taught or monitored by institutional faculty - 75%. Supplementary faculty procured elsewhere taught or monitored 23% of the activities; and "Both" institutional and supplementary faculty - 2%.

#### K. USUAL FREQUENCY OF OFFERING

1. Usual Frequency of Offering Activities in Specified Location. "Sporadically or on demand" in the specified location is the usual frequency of offering for over half (50%) of the activities. Other usual offerings, in rank order are: "One term each year" - 21%; "All year or four or more terms each year" - 11%; "Two terms each year" - 7%; "Three terms each year" - 4%; and "One term every other year" - 2%.

Seven institutions offer the majority of their activities "Sporadically or on demand", while the other four institutions vary among themselves in the alternative usual offerings of a majority of their activities.

2. Usual Frequency of Offering Subject Matter Activities. The 2,003 activities offered "sporadically or on demand" were, in rank order: Education, Social Sciences, Verbal-Linguistic and Humanities, Science, Mathematics, and Engineering, and Other.

The 747 activities offered "one term each year" were, in rank order: Education, Social Sciences, Science, Mathematics, and Engineering, Verbal-Linguistic and Humanities, and Other.

The 399 activities offered "all year, or four or more terms each year" were, in rank order: Social Sciences, Verbal-Linguistic and Humanities, Education, Other, and Science, Mathematics, and Engineering.

The 240 activities offered "two terms each year" were, in rank order: Education, Social Sciences, Verbal-Linguistic and Humanities, Other, and Science, Mathematics, and Engineering.

The 126 "three terms each year" activities were, in rank order: Education, Other, Social Sciences, Science, Mathematics and Engineering, and Verbal-Linguistic and Humanities.

#### L. ACTIVITY OFFERED IN 1969-70 AND 1970-71

In the 1969-70 and 1970-71 academic years, the percentages of 1971-72 activities offered in the specified locations were 32% and 42%, respectively; not offered - 47% and 37%, respectively; and uncertain as to whether or not they were offered - 21% and 21%, respectively.

#### M. PLANS TO OFFER ACTIVITIES IN THE FUTURE

1. Plans to Offer Activities. Plans to offer the 1971-72 activities in the specified locations in 1972-73, 1973-74, and 1974-75 were as follows: Positive - 40%, 30% and 30%, respectively; Negative - 22%, 4%, and 4%, respectively; and Uncertain - 37%, 65%, and 66%, respectively.

Plans - the majority of their 1971-72 activities in the specified locations during 1972-73, 1973-74, and 1974-75 were positive for three institutions - Lake Superior, Northern, and Wayne; and uncertain for three institutions - Grand Valley, Michigan State, and Saginaw. The other five institutions varied in their positive, negative or uncertain plans for the three academic years.



2. Plans to Offer Subject Matter Activities. The positive plans to offer the activities were consistent across subject categories for all three academic years: The percentage was greatest for Education, followed, in rank order, by Social Sciences, Verbal-Linguistic and Humanities, Other, and Science, Mathematics, and Engineering.

The same trend, with one exception, held true for the uncertain plans. The one exception was that, for all three years, the percentages of uncertain plans was greater for Science, Mathematics, and Engineering than it was for Other.

Graduate Level Activities Absolutely Restricted to Only Graduate Students  
(1971-72 Continuing Education Activities)  
11 CCCE Institutions

Institution	Activities <sup>a</sup>	
	f	%
01 Central Mich U	299	44.4
02 Eastern Mich U	--	--
04 Grand Valley S C	--	--
05 Lake Superior S C	--	--
06 Mich State U	23	3.4
07 Mich Tech U	4	0.6
08 Northern Mich U	11	1.6
10 Saginaw Valley C	--	--
11 U of M - Ann Arbor	--	--
14 Wayne State U	224	33.2
15 Western Mich U	113	16.8
Total	674	100.0

<sup>a</sup>These activities were not included in the analyses of data for the undergraduate external degree program study.

Table 16

PBES<sup>a</sup> Category Designation of Activities  
(1971-72 Continuing Education Activities = 3,589)  
11 CCICHE Institutions

Institution	PBES Category																Total Activities						
	Ag & Nat Res	Arts, Hum, Letters	Bio Sci	Bus, Mgmt, Commer	Compu & Info Sci	Educ	Eng, Arch, & Rel Tech Flds	Hlth Sci Profess	Phys Sci & Math	Soc Sci, Area Studs, Hum Serv, Pub Aff	Other	NA	f	%	f	%	f	%					
01 Central Mich U	--	37	5.6	27	4.1	19	2.9	5	0.8	383	57.8	--	--	21	3.2	163	24.6	7	1.1	1	0.2	663	18.5
02 Eastern Mich U	--	37	9.2	23	5.7	2	0.5	--	--	250	61.9	--	--	15	3.7	67	16.6	10	2.5	--	--	404	11.3
04 Grand Valley S C	--	3	25.0	1	8.3	--	--	--	--	5	41.7	--	--	1	8.3	2	16.7	--	--	--	--	12	0.3
05 Lake Superior S C	--	28	29.5	--	--	11	11.6	--	--	3	3.2	2	2.1	3	3.2	48	50.5	--	--	--	--	95	2.5
06 Mich State U	16	48	6.6	3	0.4	--	--	--	--	476	65.8	15	2.1	49	6.8	80	11.1	26	3.6	8	1.1	723	20.1
07 Mich Tech U	--	9	27.3	1	3.0	7	21.2	2	6.1	4	12.1	--	--	1	3.0	9	27.3	--	--	--	--	33	0.9
08 Northern Mich U	--	14	25.0	1	1.8	9	16.1	--	--	6	10.7	--	--	5	8.9	21	37.5	--	--	--	--	56	1.6
10 Saginaw Valley C	--	13	46.4	4	14.3	--	--	--	--	1	3.6	--	--	--	--	10	35.7	--	--	--	--	28	0.8
11 U of M - Ann Arbor	11	66	11.6	2	0.4	9	1.6	23	4.0	256	44.9	15	2.6	15	2.6	149	26.1	9	1.6	5	0.9	570	15.9
14 Wayne State U	--	133	20.2	--	--	6	0.9	3	0.5	216	32.8	24	3.6	11	1.7	204	31.0	59	9.0	--	--	658	18.3
15 Western Mich U	--	45	13.0	13	3.7	16	4.6	--	--	131	37.8	3	0.9	2	0.6	105	30.3	31	8.9	--	--	457	9.7
Total f & % <sup>c</sup>	27	433	12.1	75	2.1	79	2.2	33	0.9	1731	42.2	59	1.6	16	0.5	122	3.4	142	4.0	14	0.4	3589	100.0

<sup>a</sup>PBES = Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

<sup>b</sup>Frequency and percentage of institution's activities.

<sup>c</sup>Frequency and percentage of total activities = 3,589.

Appendix B

Table 16 - continued  
11 CCICHE Institutions

Institution	Subject <sup>a</sup>														Total Activities			
	OTHER														EDUCATION		No Subj d on P.O.	
	Bus & Mgmt 05	Hlth Profess 12	Home Ec 13	Law 14	Mil Sci 18	Interdis Studs 49	Educ 08	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	
01 Central Mich U	19	2.9	7	1.1	--	--	--	--	--	--	360	54.3	1	0.2	663	18.5		
02 Eastern Mich U	2	0.5	10	2.5	--	--	--	--	--	--	267	66.2	--	--	404	11.3		
04 Grand Valley S C	--	--	--	--	--	--	--	--	--	--	5	41.7	--	--	12	0.3		
05 Lake Superior S C	11	11.6	--	--	--	--	--	--	--	--	3	3.2	--	--	95	2.6		
06 Mich State U	10	1.4	1	0.1	15	2.1	--	--	--	--	458	63.4	8	1.1	723	20.1		
07 Mich Tech U	4	12.1	--	--	--	--	--	--	--	--	4	12.1	--	--	33	0.9		
08 Northern Mich U	9	16.1	--	--	--	--	--	--	--	--	6	10.7	--	--	56	1.6		
10 Saginaw Valley C	--	--	--	--	--	--	--	--	--	13	46.4	1	3.6	--	28	0.8		
11 U of M - Ann Arbor	2	0.4	7	1.2	5	0.9	3	0.5	--	--	253	44.4	2	0.4	570	15.9		
14 Wayne State U	6	0.9	2	0.3	53	8.1	--	--	25	3.8	216	32.8	--	--	658	18.3		
15 Western Mich U	13	3.8	2	0.6	--	--	--	--	--	--	134	38.6	--	--	347	9.7		
Total f & % <sup>c</sup>	76	2.1	13	0.4	94	2.6	5	0.1	3	0.1	38	1707	47.6	11	0.3	3589	100.0	

<sup>a</sup>Modified HEGIS categories.

<sup>b</sup>Frequency and percentage of institution's activities.

<sup>c</sup>Frequency and percentage of total activities = 3,589.

<sup>d</sup>Incorrect or no subject on computer printout.

Subject Matter Activities  
(1971-72 Continuing Education Activities = 3,589)  
11 CCCE Institutions

Institution	Subject <sup>a</sup>															
	SOCIAL SCIENCES							VERBAL-LINGUISTIC & HUMANITIES								
	Area Studs 03	Psy 20	Pub Aff & Svcs 21	Soc Sci 22	Pub Srv Rel Tech 55	Comm 06	Fine & Appl Arts 10	Foreign Langs 11	Letters 15	Lib Sci 16	f	% <sup>b</sup>	f	% <sup>b</sup>		
01 Central Mich U	18	2.7	103	15.5	60	9.1	5	0.8	11	1.7	2	0.3	24	3.6	5	0.8
02 Eastern Mich U	18	4.5	49	12.1	4	0.9	3	0.8	4	0.9	2	0.3	30	7.4	5	0.8
04 Grand Valley S C	16	16.8	32	33.7	2	16.7	1	8.3	3	3.2	5	5.3	20	21.1	1	0.1
05 Lake Superior S C	18	2.5	34	4.7	53	7.3	4	0.6	1	0.1	25	3.5	23	3.2	1	0.1
06 Mich State U	1	1.8	12	36.3	21	37.5	2	3.6	1	3.0	8	24.2	12	21.4	1	0.1
07 Northern Mich U	1	1.8	10	35.7	10	35.7	3	0.5	16	2.8	7	1.2	42	7.4	23	4.0
10 Saginaw Valley C	2	0.4	56	9.8	29	5.1	67	11.8	2	0.3	6	0.9	109	16.6	2	0.3
11 U of M - Ann Arbor	8	1.2	38	5.8	33	5.0	121	18.4	5	1.4	9	2.6	33	9.5	1	0.1
14 Wayne State U	6	1.7	30	8.7	9	2.6	85	24.5	16	0.5	77	2.2	302	8.4	31	0.9
15 Western Mich U	16	0.5	195	5.4	208	5.8	512	14.3	4	0.1	4	0.1	16	0.5	16	0.5
Total f & % <sup>c</sup>	16	0.5	195	5.4	208	5.8	512	14.3	4	0.1	4	0.1	16	0.5	16	0.5

Institution	Subject <sup>a</sup>															
	SCIENCE, MATH, & ENGINEERING															
	Ag & Nat Res 01	Arch & Envr Des 02	Bio Sci 04	Compu & Info Sci 07	Engin 09	Math 17	Phys Sci 19	Mech & Eng Tech 53	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>
01 Central Mich U	27	4.1	27	4.1	13	2.0	8	1.2	13	2.0	8	1.2	2	0.5	16	0.5
02 Eastern Mich U	22	5.4	1	8.3	3	3.2	1	8.3	3	3.2	2	2.1	1	8.3	2	2.1
04 Grand Valley S C	19	2.6	1	3.0	3	0.4	29	4.0	3	0.4	29	4.0	3	0.4	3	0.4
05 Lake Superior S C	1	3.0	1	3.0	1	3.0	2	3.6	1	3.0	2	3.6	2	3.6	2	3.6
06 Mich State U	1	1.8	4	14.3	11	1.9	5	0.9	11	1.9	5	0.9	11	1.9	11	1.9
07 Mich Tech U	3	0.5	2	0.4	6	0.9	5	0.8	6	0.9	5	0.8	5	0.8	5	0.8
08 Northern Mich U	13	3.8	13	3.8	3	0.9	1	0.3	3	0.9	1	0.3	1	0.3	1	0.3
10 Saginaw Valley C	11	1.9	2	0.4	11	1.9	5	0.9	11	1.9	5	0.9	11	1.9	11	1.9
11 U of M - Ann Arbor	23	3.5	3	0.5	23	3.5	3	0.9	23	3.5	3	0.9	23	3.5	3	0.9
14 Wayne State U	13	3.8	13	3.8	3	0.9	1	0.3	3	0.9	1	0.3	1	0.3	1	0.3
15 Western Mich U	18	0.5	3	0.5	90	2.5	5	0.1	38	1.1	53	1.5	16	0.5	16	0.5
Total f & % <sup>c</sup>	18	0.5	3	0.5	90	2.5	5	0.1	38	1.1	53	1.5	16	0.5	16	0.5

Table continued

Table 17 - continued  
11 CCACHE Institutions

Institution	Subject <sup>a</sup>															Total Activities <sup>c</sup> F % b															
	Bus & Mgmt 05			Hlth Profess 12			Home Ec 13			Law 14			OTHER Mil Sci 18				Interis Studs 49			Bus & Com. Tech 50			Hlth Srvs Paramed 52			EDUCATION Educ 08			No Subjd on P.O.		
	f	%	b	f	%	b	f	%	b	f	%	b	f	%	b		f	%	b	f	%	b	f	%	b	f	%	b	f	%	b
01 Central Mich U	19	2.9	--	--	1.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	360	54.3	1	0.2	663	18.5			
02 Eastern Mich U	2	0.5	--	--	2.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	267	66.1	--	--	404	11.3				
04 Grand Valley S C	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	41.7	--	--	12	0.3				
05 Lake Superior S C	11	11.6	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	3.2	--	--	95	2.6				
06 Mich State U	10	1.4	1	0.1	2.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	458	63.3	8	1.1	723	20.1				
07 Mich Tech U	4	12.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	4	12.1	--	--	33	0.9				
08 Northern Mich U	9	16.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	6	10.7	--	--	56	1.6				
10 Seginaw Valley C	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	3.6	--	--	28	0.8				
11 U of M - Ann Arbor	2	0.4	10	1.8	1.2	5	0.9	0.9	0.5	13	46.4	--	--	--	--	--	--	--	--	--	--	253	44.4	2	0.4	570	15.9				
14 Wayne State U	6	0.9	2	0.3	8.1	--	--	--	--	--	--	--	--	--	25	3.8	--	--	--	--	--	216	32.8	--	--	658	18.3				
15 Western Mich U	13	3.7	--	--	0.6	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	134	38.6	--	--	347	9.7				
<b>Total f &amp; %<sup>c</sup></b>	<b>76</b>	<b>2.1</b>	<b>13</b>	<b>0.4</b>	<b>2.6</b>	<b>5</b>	<b>0.1</b>	<b>0.1</b>	<b>38</b>	<b>1.1</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>1707</b>	<b>47.6</b>	<b>11</b>	<b>0.3</b>	<b>3589</b>	<b>100.0</b>												

<sup>a</sup> Modified HEGIS categories

<sup>b</sup> Frequency and percentage of institution's activities

<sup>c</sup> Frequency and percentage of total activities = 3,589

<sup>d</sup> Incorrect or no subject on computer printout

Location of Activities  
(1971-72 Continuing Education Activities = 3,589)  
11 CCCHE Institutions

Institution	Location														
	Alcona 01	Allegan 03	Alpena 04	Antrim 05	Arcnac 06	Barry 08	Bay 09	Benzie 10	Berrien 11	Branch 12	Calhoun 13	Cass 14	Charlevoix 15		
01 Central Mich U	1		7	2	1		35		2		6		6		
02 Eastern Mich U	0.2		1.1	0.3	0.2		5.3		0.3		0.9		0.9		
04 Grand Valley S C															
05 Lake Superior S C			6		1		4		41		12	2	5		
06 Mich State U			0.8		0.1		0.6		5.7		1.7	0.3	0.7		
07 Mich Tech U															
08 Northern Mich U															
10 Saginaw Valley C			1	0.2			2								
11 U of M - Ann Arbor		3					0.4								
14 Wayne State U		1				1			19.3	1	30				
15 Western Mich U		0.3				0.3				0.3					
Total f & %	1	4	14	3	2	1	41	1	110	1	48	2	11		

Institution	Location														
	Cheboygan 16	Chippewa 17	Clare 18	Delta 21	Dickinson 22	Eaton 23	Emmet 24	Genesee 25	Gladwin 26	Grand Traverse 28	Gratiot 29	Hillsdale 30	Houghton 31		
01 Central Mich U	9		1				6	6	4	7	7				
02 Eastern Mich U	1.4		0.2				0.9	0.9	0.6	1.1	1.1				
04 Grand Valley S C								81		3					
05 Lake Superior S C		88					20.1	20.1		0.7					
06 Mich State U				2		3	1.0	6.4		4.7	3		1		
07 Mich Tech U				3.6	44		7	6.4		34	0.4		30		
08 Northern Mich U				0.2	78.6								90.9		
10 Saginaw Valley C				1				128					1		
11 U of M - Ann Arbor								3					0.2		
14 Wayne State U															
15 Western Mich U															
Total f & %	9	88	1	3	44	3	13	264	4	44	7	3	32		

Table continued



Table 18 - continued  
11 CCCHE Institutions

Location	Location															
	Huron 32 F %	Ingham 33 F %	Iosco 35 F %	Iron 36 F %	Isabella 37 F %	Jackson 38 F %	Kalamazoo 39 F %	Kent 41 F %	Keweenaw 42 F %	Lapeer 44 F %	Leelanau 45 F %	Lenawee 46 F %	Livingston 47 F %			
01 Central Mich U	10	1	28	4.2	26	3.9	27	6.7	19	2.9	6	1.5	5	1.2	9	2.2
02 Eastern Mich U					1	0.2			6	50.0						
04 Grand Valley S C																
05 Lake Superior S C																
06 Mich State U		30	4.1	1	31	4.3	3	0.4	2	6.1						
07 Mich Tech U		1	3.0													
08 Northern Mich U																
10 Saginaw Valley C																
11 U of M - Ann Arbor	4	0.7			3	0.5			76	13.3	2	0.4		1	0.2	
14 Wayne State U																
15 Western Mich U									13	3.7	84	24.2				
Total f & %	14	0.4	32	0.9	27	0.8	61	1.7	16	0.5	333	9.3	4	0.1	11	0.3

Location	Location																	
	Luce 48 F %	Macomb 50 F %	Marquette 52 F %	Mason 53 F %	Mecosta 54 F %	Midland 56 F %	Missaukee 57 F %	Monroe 58 F %	Montcalm 59 F %	Muskegon 61 F %	Oakland 63 F %	Ogemaw 65 F %	Osceola 67 F %					
01 Central Mich U	8	1.2		1	0.2	3	0.5	28	4.2	3	0.5	14	2.1	15	2.3	4	0.6	
02 Eastern Mich U	39	9.7														10	2.5	
04 Grand Valley S C																		
05 Lake Superior S C																		
06 Mich State U	7	7.4		5	0.7	2	0.3	15	2.1									
07 Mich Tech U																		
08 Northern Mich U																		
10 Saginaw Valley C																		
11 U of M - Ann Arbor																		
14 Wayne State U																		
15 Western Mich U																		
Total f & %	7	0.2	148	4.1	10	0.3	47	1.3	3	0.1	15	0.4	21	0.6	107	3.0	334	9.3

Table continued



Table 18 - continued

1 CCICHE Institutions

Institution	Location														
	Oscoda 68	Otsego 69	Ottawa 70	Presque Isle 71	Roscommon 72	Saginaw 73	St Clair 74	St Joseph 75	Sanilac 76	Schoolcraft 77	Shiawassee 78	Tuscola 79	Van Buren 80		
01 Central Mich U	f	f	f	f	f	f	f	f	f	f	f	f	f		
02 Eastern Mich U	%	%	%	%	%	%	%	%	%	%	%	%	%		
04 Grand Valley S C	f	f	f	f	f	f	f	f	f	f	f	f	f		
05 Lake Superior S C	%	%	%	%	%	%	%	%	%	%	%	%	%		
06 Mich State U	f	f	f	f	f	f	f	f	f	f	f	f	f		
07 Mich Tech U	%	%	%	%	%	%	%	%	%	%	%	%	%		
08 Northern Mich U	f	f	f	f	f	f	f	f	f	f	f	f	f		
10 Saginaw Valley C	%	%	%	%	%	%	%	%	%	%	%	%	%		
11 U of M - Ann Arbor	f	f	f	f	f	f	f	f	f	f	f	f	f		
14 Wayne State U	%	%	%	%	%	%	%	%	%	%	%	%	%		
15 Western Mich U	f	f	f	f	f	f	f	f	f	f	f	f	f		
Total f & % <sup>g</sup>	5	12	9	2	21	173	36	11	0.3	0.6	1	0.03	1	0.03	

<sup>a</sup>Within Michigan, but exact location cannot be specified because the activity may have been an internship, student teaching, etc. located at several places or schools.

<sup>b</sup>Outside of Michigan, but within the country, i.e. USA "proper" (excludes Alaska and Hawaii).

<sup>c</sup>Outside of the country, i.e. USA "proper" (outside includes Alaska and Hawaii).

<sup>d</sup>No specific location because the activity could take place anywhere, e.g., correspondence course or a similar activity.

<sup>e</sup>Incorrect or no location on computer printout.

<sup>f</sup>Frequency and percentage of institution's activities.

<sup>g</sup>Frequency and percentage of total activities = 3,589.

Institution	Location										Total Activities f %							
	Washtenaw 81	Wayne 82	Wexford 83	W/in Mich; Outside Loca not Mich; W/in Spec <sup>a</sup> Country <sup>b</sup>	97	98	99	No Locae on P.O. <sup>c</sup>	10	11								
01 Central Mich U	f	f	f	f	f	f	f	f	f	f	f	f						
02 Eastern Mich U	%	%	%	%	%	%	%	%	%	%	%	%						
04 Grand Valley S C	f	f	f	f	f	f	f	f	f	f	f	f						
05 Lake Superior S C	%	%	%	%	%	%	%	%	%	%	%	%						
06 Mich State U	f	f	f	f	f	f	f	f	f	f	f	f						
07 Mich Tech U	%	%	%	%	%	%	%	%	%	%	%	%						
08 Northern Mich U	f	f	f	f	f	f	f	f	f	f	f	f						
10 Saginaw Valley C	%	%	%	%	%	%	%	%	%	%	%	%						
11 U of M - Ann Arbor	f	f	f	f	f	f	f	f	f	f	f	f						
14 Wayne State U	%	%	%	%	%	%	%	%	%	%	%	%						
15 Western Mich U	f	f	f	f	f	f	f	f	f	f	f	f						
Total f & % <sup>g</sup>	34	1.0	682	19.0	19	0.5	193	5.4	29	0.8	73	2.0	196	5.5	18	0.5	3589	100.0

Location of Subject Matter Activities  
(1971-72 Continuing Education Activities = 3,589)  
11 CCCE Institutions

Subject	Location													
	Alcona 01 f % e %	Allegan 03 f % e %	Alpena 04 f % e %	Antrim 05 f % e %	Arenac 06 f % e %	Barry 08 f % e %	Bay 09 f % e %	Benzie 10 f % e %	Berrien 11 f % e %	Branch 12 f % e %	Calhoun 13 f % e %	Cass 14 f % e %	Charlevoix 15 f % e %	
<u>SOCIAL SCIENCES</u>														
03 Area Studs														
20 Psy	1	25.0	1	7.1	1	33.3	3	7.3	1	2.4	1	50.0	3	27.3
21 Pub Aff & Svcs														
22 Soc Sci	1	25.0					11	26.8	1	100.0				
55 Pub Srv Rel Tech														
<u>VERB-LING &amp; HUM</u>														
06 Comm														
10 Fine & Appl Arts														
11 Foreign Langs														
15 Letters														
16 Lib Sci														
<u>SCI, MATH, &amp; ENG</u>														
01 Ag & Nat Res														
02 Arch & Envr Des														
04 Bio Sci														
07 Compu & Info Sci														
09 Engin	1	25.0			2	66.7	2	4.9						
17 Math														
19 Phys Sci														
53 Mech & Erg Tech														
<u>OTHER</u>														
05 Bus & Mgmt														
12 Hlth Profess														
13 Home Ec														
14 Law														
18 Mil Sci														
49 Interdis Studs														
<u>EDUCATION</u>														
08 Educ	1	100.0	13	92.9			10	24.4			1	50.0	6	54.5
No Subj on P.O. d														
Total f & % <sup>f</sup>	1	0.03	4	0.1	14	0.4	3	0.1	2	0.1	1	0.03	11	0.3

Table continued

11 CCCHE Institutions

Subject	Location												
	Cheboygan 16 f % e	Chippewa 17 f % e	Clare 18 f % e	Delta 21 f % e	Dickinson 22 f % e	Eaton 23 f % e	Emmet 24 f % e	Genesee 25 f % e	Gladwin 26 f % e	Grand Traverse 28 f % e	Gratiot 29 f % e	Hillsdale 30 f % e	Houghton 31 f % e
SOCIAL SCIENCES													
03 Area Studs													
20 Psy	1 11.1	12 13.6			1 2.3			16 6.1		2 4.5			
21 Pub Aff & Svcs							9 3.4		2 4.5				
22 Soc Sci		29 33.0		2 66.7	11 25.0		30 11.4		5 11.4			12 37.5	
55 Pub Srv Rel Tech							1 0.4						
VERB-LING & HUM													
06 Comm							1 0.4						
10 Fine & Appl Arts					2 4.5	1 7.7	6 2.3		1 2.3			1 3.1	
11 Foreign Langs							1 0.4						
15 Letters					11 25.0	1 7.7	17 6.4		3 6.8			6 18.8	
16 Lib Sci							7 2.7						
SCI, MATH, & ENG													
01 Ag & Nat Res							1 0.4						
02 Arch & Envr Des							4 1.5		4 9.1			1 3.1	
04 Bio Sci					1 2.3							2 6.3	
07 Compu & Info Sci													
09 Engin							4 1.5					1 3.1	
17 Math		3 3.4	1 100.0		2 4.5		4 1.5						
19 Pbys Sci		2 2.3			2 4.5								
53 Mech & Eng Tech													
OTHER													
05 Bus & Mgmt		11 12.5			9 20.5		1 0.4					4 12.5	
12 Hlth Profess							2 0.8						
13 Home Ec							7 2.7		2 4.5				
14 Law							2 0.8						
18 Mtl Sci							2 0.8						
49 Interdis Studs													
EDUCATION													
08 Educ	8 88.9	3 3.4		1 33.3	5 11.4	3 100.0	10 76.9	149 56.4	4 100.0	25 56.8	7 100.0	3 100.0	5 15.6
No Subj on P.O. d							1 7.7						
Total f & % <sup>f</sup>	9 0.3	88 2.5	1 0.03	3 0.1	4 1.2	3 0.1	13 0.4	264 7.4	4 0.1	44 1.2	7 0.2	3 0.1	32 0.9

Table continued

## 11 CCICHE Institutions

Subj <sup>3</sup> ct	Location											
	Huron 32	Ingham 33	Iosco 35	Iron 36	Isabella 37	Jackson 38	Kalamazoo 39	Kent 41	Keweenaw 42	Lapeer 44	Leelanau 45	Lenawee 46
SOCIAL SCIENCES												
03 Area Studs												
20 Psy		1 3.1	4 13.8		1 3.7	2 3.3				1 9.1		
21 Pub Aff & Svcs		1 3.1			2 7.4	3 4.9				1 9.1		1 9.1
22 Soc Sci		3 9.4	5 17.2	2 100.0	2 7.4	6 1.6	2 12.5			1 9.1		
55 Pub Srv Rel Tech	1 7.7											
VERB-LING & HUM												
06 Comm												
10 Fine & Appl Arts		1 3.1	1 3.4									
11 Foreign Langs			2 6.9				1 6.3					
15 Letters						6 1.6						
16 Lib Sci								2 50.0				
SCI, MATH, & ENG												
01 Ag & Nat Res												
02 Arch & Envir Des												
04 Bio Sci		1 3.1	2 6.9		1 3.7	3 4.9				2 18.2		
07 Compu & Info Sci												
09 Engin												
17 Math		2 6.3	1 3.4									
19 Phys Sci												
53 Mech & Eng Tech												
OTHER												
05 Bus & Mgmt		1 3.1	3 10.3									
12 Hlth Profess												
13 Home Ec												
14 Law												
18 Mil Sci												
49 Interdis Studs												
EDUCATION												
08 Educ	13 92.6	22 68.8	11 37.9		21 77.8	40 65.6	12 75.0	180 54.1	2 50.0	5 45.5	9 81.8	
No Subj on P.O. <sup>d</sup>												
Total f & % <sup>f</sup>	14 0.4	32 0.9	29 0.8	2 0.1	27 0.8	61 1.7	16 0.5	333 9.3	4 0.1	11 0.3	1 0.03	11 0.3

Table continued

11 CCCHHE Institutions

Subject	Location																
	Livingston 47	Lucc 48	Macomb 50	Marquette 52	Mason 53	Mecosta 54	Midland 56	Missaukee 57	Monroe 58	Montcalm 59	Muskegon 61	Oakland 63	f		%e		
<b>SOCIAL SCIENCES</b>																	
03 Area Studs																	
20 Psy		4 57.1	6 4.1	3 27.3	1 14.3						1 0.9	8 2.4					
21 Pub Aff & Srvs			17 11.5	1 9.1							8 7.5	29 8.7					
22 Soc Sci		3 42.9	12 8.1	5 45.5	2 28.6						5 4.7	16 4.8					
55 Pub Srv Rel Tech			1 0.7								20 18.7	39 11.7					
<b>VERB-LING &amp; HUM</b>																	
06 Comm																	
10 Fine & Appl Arts			1 0.7								6 5.6	5 1.5					
11 Foreign Langs																	
15 Letters			8 5.4								10 9.3	28 8.4					
16 Lib Sci							1 2.1		1 6.7								
<b>SCI, MATH, &amp; ENG</b>																	
01 Ag & Nat Res			1 0.7														
02 Arch & Envr Des								1 6.7									
04 Bio Sci			3 2.0				2 4.3				4 3.7	1 0.3					
07 Compu & Info Sci	2 22.2																
09 Engin			5 3.4				2 4.3			4 19.0							
17 Math			2 1.4				1 2.1										
19 Phys Sci				1 9.1			6 12.8										
53 Mech & Eng Tech							3 6.4				1 0.9	5 1.5					
<b>OTHER</b>																	
05 Bus & Mgmt						1 10.0	12 25.5				3 2.8	6 1.8					
12 Hlth Profess																	
13 Home Ec			3 2.0	1 9.1			1 2.1				1 0.9	5 1.5					
14 Law																	
18 Mil Sci			2 1.4														
49 Interdis Studs																	
<b>EDUCATION</b>																	
08 Educ	7 77.8		87 58.8	11 50.0	4 57.1	9 90.0	17 36.2	3 100.0	13 86.7	16 76.2	48 44.9	171 51.2					
No Subj on P.O. d																	
Total f & % <sup>f</sup>	9 0.3	7 0.2	148 4.1	22 0.6	7 0.2	10 0.3	47 1.3	3 0.1	15 0.4	21 0.6	107 3.0	334 9.3					

Table continued

Appendix B  
Table 19 - continued  
11 CCICHE Institutions

Subject	Location											
	Ogemaw 65	Osceola 67	Oscoda 68	Otsego 69	Ottawa 70	Presque Isle 71	Roscommon 72	Saginaw 73	St Clair 74	St Joseph 75	Sanilac 76	Schoolcraft 77
SOCIAL SCIENCES												
03 Area Studs	1 50.0											
20 Psy			1 20.0	1 8.3				1 0.6	1 2.8	1 9.1		
21 Pub Aff & Srvs				2 16.7			8 4.6	4 11.1	4 36.4			
22 Soc Sci			1 8.3	1 8.3			16 9.2	2 5.6	4 36.4	1 4.3	1 100.0	
55 Pub Srv Rel Tech												
VERB-LING & HUM												
06 Comm				1 8.3	1 11.1		1 0.6					
10 Fine & Appl Arts							3 1.7					
11 Foreign Langs					1 11.1		1 0.6	1 2.8	1 9.1			
15 Letters					1 11.1		3 1.7					
16 Lib Sci		1 20.0										
SCI, MATH, & ENG												
01 Ag & Nat Res							1 4.8					
02 Arch & Envir Des							15 71.4					
04 Bio Sci				2 16.7	1 11.1		8 4.6	2 5.6				
07 Compu & Info Sci												
09 Engin					1 11.1		1 0.6	1 2.8				
17 Math												
19 Phys Sci												
53 Mech & Eng Tech												
OTHER												
05 Bus & Mgmt												
12 Hlt'n Profess										1 9.1		
13 Home Ec												
14 Law												
18 Mil Sci												
49 Interdis Studs												
EDUCATION												
08 Educ	1 50.0	4 80.0	4 80.0	5 41.7	5 55.6	2 100.0	5 23.8	100 57.8	24 66.7	4 36.4	22 95.7	
No Subj on P.O. d							1 0.6	1 2.8				
Total f & % <sup>f</sup>	2 0.1	5 0.1	5 0.1	12 0.3	9 0.3	2 0.1	21 0.6	173 4.8	36 1.0	11 0.3	23 0.6	1 0.03

Table continued

Appendix B

Table 19 - continued  
 11 CCCHE Institutions

Subject	Location												Total Activities	
	Shiawassee 78 f % <sup>e</sup>	Tuscola 79 f % <sup>e</sup>	Van Buren 80 f % <sup>e</sup>	Washtenaw 81 f % <sup>e</sup>	Wayne 82 f % <sup>e</sup>	Wexford 83 f % <sup>e</sup>	W/in Mich; Spec <sup>a</sup> 96 f % <sup>e</sup>	Outside Country 97 f % <sup>e</sup>	W/in Outside Country 98 f % <sup>e</sup>	No Spec <sup>b</sup> Loca 99 f % <sup>e</sup>	No Loca <sup>c</sup> on P.O. f % <sup>e</sup>	Total Activities f % <sup>e</sup>		
<u>SOCIAL SCIENCES</u>														
03 Area Studs				1 2.9					2 1.0			16 0.5		
20 Psy				2 5.9	43 6.3		1 0.5		10 5.1			195 5.4		
21 Pub Aff & Srvs		1 20.0		2 5.9	19 2.8		79 40.9		5 2.6			208 5.8		
22 Soc Sci				1 2.9	115 16.9	1 5.3	7 3.6	13 17.8	62 31.6			512 14.3		
55 Pub Srv Rel Tech												4 0.1		
<u>VERB-LING &amp; HUM</u>														
06 Comm					4 0.6				3 1.5			16 0.5		
10 Fine & Appl Arts					11 1.6	1 5.3	2 1.0	4 5.5	3 1.5			77 2.2		
11 Foreign Langs					2 0.3				5 2.6	2 11.1		19 0.5		
15 Letters			1 100.0		110 16.1		1 0.5		27 13.8	6 33.3		302 8.4		
16 Lib Sci					12 1.8							31 0.9		
<u>SCI, MATH, &amp; ENG</u>														
01 Ag & Nat Res				2 5.9	1 0.1					1 5.6		18 0.5		
02 Arch & Envr Des												3 0.1		
04 Bio Sci					3 0.4	2 10.5			3 4.1	11 5.6		90 2.5		
07-Compu & Info Sci												5 0.1		
09 Engin					14 2.1				1 0.5			38 1.1		
17 Math					1 0.1				10 5.1	8 44.4		39 1.1		
19 Phys Sci				2 5.9	43 6.3		1 0.5	18 62.1	1 1.4	2 1.0		53 1.5		
53 Mech & Eng Tech					5 0.7							16 0.5		
<u>OTHER</u>														
05 Bus & Mgmt		1 20.0		1 2.9	1 0.1				7 3.6			76 2.1		
12 Hlth Profess					8 1.2							13 0.4		
13 Home Ec				3 8.8	50 7.3	1 5.3		3 4.1	1 0.5			94 2.6		
14 Law					3 0.4							5 0.1		
18 Mil Sci					19 2.8							3 0.1		
49 Interdis Studs		1 20.0										38 1.1		
<u>EDUCATION</u>														
08 Educ	14 100.0	2 40.0		22 64.7	258 37.8	13 68.4	99 51.3	6 20.7	47 64.4	47 24.0	1 5.6	1707 47.6		
No Subj on P.O. <sup>d</sup>							1 0.5					11 0.3		
Total f & % <sup>f</sup>	14 0.4	5 0.1	1 0.03	34 1.0	682 19.0	19 0.5	193 5.4	29 0.8	73 2.0	196 5.5	18 0.5	3589 100.0		

<sup>a</sup> Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, etc. located at several places or schools.

<sup>b</sup> No specific location because the activity could take place anywhere, e.g. correspondence.

<sup>c</sup> Incorrect or no location on computer printout.

<sup>d</sup> Incorrect or no subject on computer printout.

<sup>e</sup> Percentage of total column frequency (e.g., in the Allegan county column, a frequency of 1 is 25% of 4).

<sup>f</sup> Interpretation: Of the 4 activities in Allegan county, 25% were Education subject activities.

<sup>g</sup> Frequency and percentage of total activities = 3,589.

Location of Subject Categories  
(1971-72 Continuing Education Activities = 3,500)  
11 CCCEME Institutions

Location <sup>a</sup>	Subject Category					Total Categories
	SOC SCIS	VERB-LING & NUM	SCI, MATH, & ENG	OTHER	EDUC	
01 Alcona					X	1
03 Allegan	X		X		X	3
04 Alpena	X		X		X	3
05 Antrim	X		X			2
07 Arenac				X	X	2
08 Barry			X			1
09 Bay	X	X	X	X	X	5
10 Benzie	X					1
11 Berrien	X	X	X	X	X	5
12 Branch					X	1
13 Calhoun		X		X	X	3
14 Cass	X			X		2
15 Charlevoix	X	X			X	3
16 Cheboygan	X				X	2
17 Chippewa	X	X	X	X	X	5
18 Clare			X			1
21 Delta	X				X	2
22 Dickinson	X	X	X	X	X	5
23 Eaton					X	1
24 Emmet		X			X	2
25 Genesee	X	X	X	X	X	5
26 Gladwin					X	1
27 Grand Traverse	X	X	X	X	X	5
29 Gratiot					X	1
30 Hillsdale				X	X	1
31 Houghton	X	X	X		X	5
32 Huron	X			X	X	2
33 Ingham	X	X	X	X	X	5
35 Iosco	X	X	X		X	5
36 Iron	X					1
37 Isabella	X		X		X	3
38 Jackson	X	X	X	X	X	5
39 Kalamazoo	X	X		X	X	4
41 Kent	X	X	X	X	X	5
42 Keweenaw		X			X	2
44 Leapeer	X		X		X	3
45 Leelanau		X				1
46 Lenawee	X		X		X	3
47 Livingston			X		X	2
48 Luce	X					1
50 Macomb	X	X	X	X	X	5
52 Marquette	X		X	X	X	4

Table continued



## 11 CCCME Institutions

Location <sup>a</sup>	Subject Category					Total Categories
	SOC SCIS	VERB-LING & HUM	SCI, MATH, & ENG	OTHER	EDUC	
53 Mason	X				X	2
54 Mecosta				X	X	2
56 Midland	X	X	X	X	X	5
57 Missaukee					X	1
58 Monroe		X	X		X	3
59 Montcalm			X		X	2
61 Muskegon	X	X	X	X	X	5
63 Oakland	X	X	X	X	X	5
65 Ogemaw	X				X	2
67 Osceola		X			X	2
68 Oscoda	X				X	2
69 Otsego	X	X	X		X	4
70 Ottawa		X	X		X	3
71 Presque Isle					X	1
72 Roscommon			X		X	2
73 Saginaw	X	X	X	X	X	5
74 St. Clair	X	X	X		X	4
75 St. Joseph	X	X			X	3
76 Sanilac	X			X	X	3
77 Schoolcraft	X					1
78 Shiawassee					X	1
79 Tuscola	X			X	X	3
80 Van Buren		X				1
81 Washtenaw	X		X	X	X	4
82 Wayne	X	X	X	X	X	5
83 Wexford	X	X	X	X	X	5
86 Within Mich; Loca Not Spec <sup>b</sup>	X	X	X		X	4
87 Outside Mich; W/in Country	X	X	X		X	4
88 Outside Country	X	X	X	X	X	5
89 No Spec Loca <sup>c</sup>	X	X	X	X	X	5
Total Counties	44	31	35	27	58	--
Total Locations	48	35	39	29	62	--

<sup>a</sup>N = 68 counties plus 4 additional locations.

<sup>b</sup>Within Michigan, but exact location not specifiable because the activity may have been an internship, student

teaching, etc. located at several places or schools.

<sup>c</sup>No specific location because the activity could take place anywhere, e.g., correspondence.

Appendix B

Table 21

Educational Level Restrictions on Activities  
(1971-72 Continuing Education Activities = 3,588)  
11 CCCCE Institutions

Institution	Undergrad		Grad <sup>a</sup> (Open) <sup>c</sup>		Grad (Spec Cond) <sup>b</sup>		NA <sup>c</sup>		Total Activities	
	f	%	f	%	f	%	f	%	f	%
01 Central Mich U	352	53.1	---	---	311	46.9	---	---	363	18.5
02 Eastern Mich U	88	21.8	---	---	313	77.7	2	0.5	403	11.3
04 Grand Valley S C	12	100.0	---	---	---	---	---	---	12	0.3
05 Lake Superior S C	95	100.0	---	---	---	---	---	---	95	2.6
06 Mich State U	193	26.7	445	61.5	85	11.8	---	---	723	20.1
07 Mich Tech U	32	97.0	---	---	1	3.0	---	---	33	0.9
08 Northern Mich U	48	85.7	8	14.3	---	---	---	---	56	1.6
10 Saginaw Valley C	28	100.0	---	---	---	---	---	---	28	0.8
11 U of M - Ann Arbor	29	5.1	---	---	529	92.8	12	2.1	570	15.9
14 Wayne State U	365	55.5	288	43.8	---	---	5	0.3	658	18.3
15 Western Mich U	153	44.1	186	53.6	8	2.3	---	---	347	9.7
Total f & % <sup>d</sup>	1395	38.9	927	25.8	1247	34.8	19	0.5	3588	100.0

<sup>a</sup> Graduate level activity which is usually open to some levels of undergraduates without restriction.

<sup>b</sup> Graduate level activity which is usually available to some levels of undergraduates who meet special conditions.

<sup>c</sup> Frequency and percentage of institution's activities.

<sup>d</sup> Frequency and percentage of total activities = 3,588.

Appendix B

Table 22

Educational Level of Activities  
(1971-72 Continuing Education Activities = 3,588)  
11 CCEH Institutions

Institution	Educational Level <sup>c</sup>										Total Activities f %
	Fr f %	Soph f %	Jr f %	Sr f %	Grad. f %						
01 Central Mich U	203 44.2	293 44.2	661 99.7	397 59.4	311 46.9	663 18.5					
02 Eastern Mich U	22 5.5	29 7.2	22 5.5	31 7.4	310 70.0	403 11.2					
04 Grand Valley S C	13 25.0	3 25.0	17 83.3	9 75.0	-- --	12 0.3					
05 Lake Superior S C	04 67.4	24 25.3	4 4.2	4 4.2	-- --	95 2.6					
06 Mich State U	-- --	-- --	26 5.0	227 31.4	529 73.2	723 20.2					
07 Mich Tech U	12 30.4	11 33.3	9 24.2	10 30.3	1 3.0	33 0.9					
08 Northern Mich U	25 44.0	15 26.8	14 25.0	9 16.1	8 14.3	56 1.6					
10 Saginaw Valley C	27 26.4	27 26.4	29 22.9	26 22.0	-- --	28 0.8					
11 U of M - Ann Arbor	11 3.2	13 3.2	5 1.4	27 4.7	542 25.1	570 15.9					
14 Wayne State U	269 30.5	277 42.1	433 65.8	331 50.3	296 45.3	658 18.3					
15 Western Mich U	57 16.4	56 16.1	76 21.9	215 62.0	193 55.0	347 9.7					
Total f & % <sup>d</sup>	781 21.8	740 20.9	1298 36.2	1275 35.5	2192 66.1	3588 100.0					

<sup>a</sup> Educational levels are not mutually exclusive categories; therefore, frequencies do not add to total activities and percentages do not total 100.

<sup>b</sup> Frequency and percentage of total activities = 3,588.

<sup>c</sup> Frequency and percentage of institution's activities at a given educational level.

<sup>d</sup> Frequency and percentage of total activities at a given educational level.

Educational Level Restriction on Subject Matter Activities  
(1971-72 Continuing Education Activities = 3,588)  
II CCCHE Institutions

Subject	Restriction on Educational Level						Total Activities f % <sup>d</sup>
	Undergrad f % <sup>c</sup>	Grad (Open) <sup>a</sup> f % <sup>c</sup>	Grad (Spec Cond) <sup>b</sup> f % <sup>c</sup>	NA f % <sup>c</sup>			
SOCIAL SCIENCES							
03 Area Studs	6 0.4	8 0.9	2 0.2	--	16 0.5		
20 Psy	97 7.0	23 2.5	73 5.9	2 10.5	195 5.4		
21 Pub Aff & Svcs	122 8.7	34 3.7	52 4.2	--	208 5.8		
22 Soc Sci	342 24.5	79 8.5	89 7.1	2 10.5	512 14.3		
55 Pub Srv Rel Tech	--	4 0.4	--	--	4 0.1		
VERB-LING & HUM							
06 Comm	7 0.5	2 0.2	7 0.6	--	16 0.5		
10 Fine & Appl Arts	38 2.7	5 0.5	34 2.7	--	77 2.2		
11 Foreign Lang	11 0.8	1 0.1	7 0.6	--	19 0.5		
15 Letters	217 15.6	33 3.6	50 4.0	2 10.5	302 8.4		
16 Lib Sci	2 0.1	1 0.1	28 2.2	--	31 0.9		
SCT, MATH, & ENG							
01 Ag & Nat Res	6 0.4	1 0.1	11 0.9	--	18 0.5		
02 Arch & Envr Des	--	--	3 0.2	--	3 0.1		
04 Bio Sci	41 2.9	21 2.3	27 2.2	--	89 2.5		
07 Compu & Info Sci	2 0.1	3 0.3	--	--	5 0.1		
09 Engin	12 0.9	23 2.5	3 0.9	--	38 1.1		
17 Math	28 2.0	3 0.2	9 0.7	--	39 1.1		
19 Phys Sci	25 1.8	17 1.8	11 0.9	--	53 1.5		
53 Mech & Eng Tech	4 0.3	1 0.1	11 0.9	--	16 0.5		
OTHER							
05 Bus & Mgmt	54 3.9	18 1.9	4 0.3	--	76 2.1		
12 Hlth Profess	2 0.1	1 0.1	10 0.8	--	13 0.4		
13 Home Ec	53 3.8	19 2.0	22 1.8	--	94 2.6		
14 Law	--	--	5 0.4	--	5 0.1		
18 Mil Sci	--	--	3 0.2	--	3 0.1		
49 Interdis Studs	34 2.4	4 0.4	--	--	38 1.1		
EDUCATION							
08 Educ	291 20.9	627 67.6	776 62.2	13 68.4	1707 47.6		
No Subj on P.O. <sup>e</sup>	1 0.1	--	10 0.8	--	11 0.3		
Total f & % <sup>d</sup>	1395	928 25.8	1247 34.8	19 0.5	3588 100.0		

<sup>a</sup> A graduate level activity which is usually open to some levels of undergraduates without restriction.

<sup>b</sup> A graduate level activity which is usually available to some levels of undergraduates who meet special conditions.

<sup>c</sup> Percentage of total column frequency (e.g., in the "Undergrad" column, a frequency of 6 is 0.4% of 1,395).

Interpretation: Of the 1,395 Undergraduate activities, 0.4% are Agriculture Natural Resources subject activities.

<sup>d</sup> Frequency and percentage of total activities = 3,588.

<sup>e</sup> Incorrect or no subject on computer printout.

Educational Level of Subject Matter Categories  
(1971-72 Continuing Education Activities = 3,588)  
11 CCACHE Institutions

Subject	Educational Level <sup>a</sup>										Total Activities <sup>b</sup> f %
	Fr f %	Soph f %	Jr f %	Sr f %	Grad f %	Total f %					
SOCIAL SCIENCES											
03 Area Studs	1	0.1	13	1.0	8	0.6	10	0.5	16	0.5	
20 Psy	47	6.0	50	3.9	59	4.6	97	4.4	195	5.4	
21 Pub Aff & Svcs	79	10.1	142	10.9	66	5.2	85	3.9	208	5.8	
22 Soc Sci	194	24.8	179	13.8	194	15.2	169	7.7	512	14.3	
55 Pub Srv Rel Tech	--	--	--	--	--	--	4	0.2	4	0.1	
VERB-LING & HUM											
06 Comm	--	--	7	0.5	13	1.0	8	0.4	16	0.5	
10 Fine & Appl Arts	21	2.7	19	1.5	39	3.1	39	1.8	77	2.2	
11 Foreign Langs	10	1.3	7	0.5	5	0.4	8	0.4	19	0.5	
15 Letters	150	19.2	94	7.2	59	4.6	84	3.8	302	8.4	
16 Lib Sci	3	0.4	7	0.5	8	0.6	29	1.3	31	0.9	
SCI, MATH, & ENG											
01 Ag & Nat Res	--	--	--	--	7	0.5	11	0.5	18	0.5	
02 Arch & Envr Des	--	--	--	--	--	--	3	0.1	3	0.1	
04 Bio Sci	23	2.9	33	2.5	48	3.8	46	2.1	89	2.5	
07 Compu & Info Sci	2	0.3	3	0.2	3	0.2	3	0.1	5	0.1	
09 Engin	3	0.4	31	2.4	21	1.6	28	1.3	38	1.1	
17 Math	21	2.7	16	1.2	10	0.8	11	0.5	38	1.1	
19 Phys Sci	11	1.4	16	1.2	19	1.5	27	1.2	53	1.5	
53 Mech & Eng Tech	--	--	--	--	3	0.2	13	0.6	16	0.5	
OTHER											
05 Bus & Mgmt	32	4.1	33	2.5	21	1.6	22	1.0	76	2.1	
12 Hlth Profess	--	--	--	--	1	0.1	10	0.5	13	0.4	
13 Home Ec	43	5.5	20	1.5	74	5.7	37	1.7	94	2.6	
14 Law	--	--	--	--	--	--	5	0.2	5	0.1	
18 Mil Sci	--	--	--	--	--	--	3	0.1	3	0.1	
49 Interdis Studs	30	3.8	28	2.2	18	1.4	4	0.2	39	1.1	
EDUCATION											
08 Educ	111	14.2	599	46.1	647	50.7	1426	65.1	1707	47.6	
No Subj on P.O. <sup>e</sup>	--	--	1	0.1	2	0.2	10	0.5	11	0.3	
Total f & % <sup>d</sup>	781	21.8	1298	36.2	1275	35.5	2192	61.1	3588	100.0	

<sup>a</sup>Educational levels are not mutually exclusive categories.

<sup>d</sup>Frequency and percentage of total activities (3,588) at a given educational level.

<sup>b</sup>Actual observed frequency and percentage of total activities = 3,588.

<sup>e</sup>Incorrect or no subject on computer printout.

<sup>c</sup>Frequency and percentage of subject activities at a given educational level.

Location of Activities by Educational Level  
(1971-72 Continuing Education Activities = 3,589)  
11 CCGHE Institutions

Educational Level <sup>a</sup>	Location																											
	Alcona 01		Allegan 03		Alpena 04		Antrim 05		Arenac 06		Barry 08		Bay 09		Benzie 10		Berrien 11		Branch 12		Calhoun 13		Cass 14		Charlevoix 15			
	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C
Fr	--	--	2	50.0	--	--	1	33.3	--	--	--	--	33	80.5	--	--	9	8.2	--	--	--	--	1	2.1	--	--	--	--
Soph	--	--	2	50.0	--	--	1	33.3	--	--	--	--	33	80.5	--	--	8	7.3	--	--	--	--	1	2.1	--	--	--	--
Jr	1	100.0	1	25.0	7	50.0	2	66.7	--	--	--	--	35	85.4	1	100.0	23	20.9	--	--	--	--	11	22.9	--	--	7	63.6
Sr	1	100.0	1	25.0	8	57.1	2	66.7	--	--	--	--	4	9.8	1	100.0	61	55.5	--	--	1	100.0	32	66.7	1	50.0	10	90.9
Grad	1	100.0	2	50.0	14	100.0	2	66.7	2	100.0	2	100.0	1	100.0	8	19.5	1	100.0	61	55.5	1	100.0	38	79.2	2	100.0	7	63.6
Total f & % <sup>b</sup>	1	0.03	4	0.1	14	0.4	3	0.1	2	0.1	1	0.03	41	1.1	1	0.03	110	3.1	1	0.03	48	1.3	2	0.1	11	0.3		

Educational Level <sup>a</sup>	Location																											
	Cheboygan 16		Chippewa 17		Clare 18		Delta 21		Dickinson 22		Eaton 23		Emmet 24		Genesee 25		Gladwin 26		Grand Traverse 28		Gratiot 29		Hillsdale 30		Houghton 31			
	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C	f	%C
Fr	1	11.1	58	65.9	--	--	--	--	21	47.7	--	--	1	7.7	9	3.4	--	--	1	2.3	--	--	--	--	--	--	10	31.3
Soph	1	11.1	23	26.1	--	--	--	--	12	27.3	--	--	1	7.7	4	1.5	--	--	1	2.3	--	--	--	--	--	--	11	34.4
Jr	9	100.0	5	5.7	--	--	2	66.7	10	22.7	--	--	5	38.5	8	3.0	4	100.0	7	100.0	10	22.7	7	100.0	--	--	7	21.9
Sr	8	88.9	4	4.5	1	100.0	2	66.7	4	9.1	9.1	33.3	1	33.3	8	61.5	30	11.4	4	100.0	24	54.5	7	100.0	--	--	9	28.1
Grad	8	88.9	--	--	1	100.0	3	100.0	4	9.1	4	9.1	2	66.7	10	76.9	241	91.3	4	100.0	26	59.1	7	100.0	3	100.0	3	9.4
Total f & % <sup>b</sup>	9	0.3	88	2.5	1	0.03	3	0.1	44	1.2	3	0.1	13	0.4	264	7.4	4	0.1	44	1.2	7	0.2	3	0.1	32	0.9		

Table continued

Table 25 - continued

11 CCCHE Institutions

Educational Level <sup>a</sup>	Location															
	Huron 32	Ingham 33	Iosco 35	Iron 36	Isabella 37	Jackson 38	Kalamazoo 39	Kent 41	Keweenaw 42	Lapeer 44	Leelanau 45	Lenawee 46	Livingston 47			
Fr	1	1	14	1	8	2	2	11	2	1	1	1	1			
Soph	1	1	14	1	8	2	2	11	2	1	1	1	1			
Jr	10	71.4	14	1	25	10	16.4	12	3.6	1	9.1	2	22.2			
Sr	8	57.1	28	1	19	10	16.4	52	15.6	2	18.2	1	50.0			
Grad	12	85.7	10	1	19	41	67.2	131	39.3	4	36.4	1	22.2			
Total f & % <sup>b</sup>	14	0.4	29	0.8	27	0.8	1.7	16	0.5	11	0.3	11	0.3			

Educational Level <sup>a</sup>	Location															
	Luce 48	Macomb 50	Marquette 52	Mason 53	Mecosta 54	Midland Missaukee 56	Monroe 58	Montcalm 59	Muskegon 61	Oakland 63	Ogemaw 65	Oscoda 67				
Fr	6	4.1	3	1	1	14	29.8	4	19.0	23	21.5	31	9.3			
Soph	1	14.3	2	1	1	14	29.8	4	19.0	23	21.5	53	15.9			
Jr	80	54.1	1	1	3	30.0	63.8	14	66.7	34	31.8	165	49.4			
Sr	73	49.3	1	4	3	30.0	63.8	10	47.6	64	59.8	172	51.5			
Grad	112	75.7	15	5	10	100.0	48.9	81.0	58	54.2	232	69.5				
Total f & % <sup>b</sup>	7	0.2	22	0.6	10	0.3	1.3	21	0.6	107	3.0	334	9.3			

Table continued

11 CCCHE Institutions

Educational Level	Location																							
	Oscoda 68		Otsego 69		Ottawa 70		Presque Isle 71		Roscommon 72		Saginaw 73		St Clair 74		St Joseph 75		Sanilac 76		Schoolcraft 77		Shiawassee 78			
	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>
Fr	--	--	5	41.7	1	11.1	--	--	--	--	31	17.9	--	--	1	9.1	--	--	--	--	--	--	--	--
Soph	--	--	5	41.7	--	--	--	--	2	9.5	32	18.5	--	--	1	9.1	--	--	--	--	--	--	--	--
Jr	--	--	9	75.0	4	44.4	2	100.0	11	52.4	108	62.4	10	27.8	2	18.2	11	47.8	1	100.0	1	100.0	2	14.3
Sr	1	20.0	6	50.0	4	44.4	2	100.0	11	52.4	111	64.2	13	36.1	8	72.7	11	47.8	1	100.0	1	100.0	3	21.4
Grad	5	100.0	6	50.0	4	44.4	2	100.0	19	90.5	124	71.7	31	86.1	8	72.7	18	78.3	1	100.0	13	92.9		
Total f & % <sup>b</sup>	5	0.1	12	0.3	9	0.3	2	0.1	21	0.6	173	4.8	36	1.0	11	0.3	23	0.6	1	0.03	14	0.4		

Educational Level <sup>a</sup>	Location																					
	Tuscola 79		Van Buren 80		Washtenaw 81		Wayne 82		Wexford 83		W/in Mich; Outside Loca not Spec 96		W/in Mich; Outside Country 97		W/in Mich; Outside Country 98		No Spcc Loca on P.O. <sup>g</sup> 99		Total Activities			
	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>c</sup>	f	% <sup>d</sup>
Fr	1	20.0	--	--	1	2.9	222	32.6	4	21.1	119	61.7	3	10.3	2	2.7	113	57.7	4	22.2	781	21.8
Soph	--	--	--	--	1	2.9	201	29.5	4	21.1	119	61.7	3	10.3	3	4.1	108	55.1	4	22.2	748	20.9
Jr	2	40.0	--	--	1	2.9	160	23.5	19	100.0	154	79.8	14	48.3	53	72.6	113	57.7	9	50.0	1298	36.2
Sr	2	40.0	1	100.0	2	5.9	121	17.7	16	84.2	37	19.2	12	41.4	61	83.6	42	21.4	6	33.3	1275	35.5
Grad	4	80.0	1	100.0	31	91.2	396	58.1	11	57.9	68	35.2	22	75.9	63	86.3	13	6.6	12	66.7	2192	61.1
Total f & % <sup>b</sup>	5	0.1	1	0.03	34	1.0	682	19.0	19	0.5	193	5.4	29	0.8	73	2.0	196	5.5	18	0.5	3588	---

<sup>a</sup>Educational levels are not mutually exclusive categories.

<sup>b</sup>Actual observed frequency and percentage of activities in a given location (of the total activities = 3,588).

<sup>c</sup>Percentage of total column frequency (e.g., in the Allegan county column, a frequency of 2 is 50% of 4).

<sup>d</sup>Interpretation: Of the 4 activities located in Allegan county, 50% were Freshman level activities.

<sup>e</sup>Frequency and percentage of activities at a given educational level.

<sup>f</sup>Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, etc. located at several places or schools.

<sup>g</sup>No specific location because the activity could take place anywhere, e.g. correspondence.

<sup>h</sup>Incorrect or no location on computer printout.



On- and Off-Campus Location of Activities  
(1971-72 Continuing Education Activities = 3,588)  
11 CCCE Institutions

Institution	On- or Off-Campus						Total Activities f %	
	On		Off (Speci Loca) <sup>a</sup>		Off (Non-Spec) <sup>b</sup>			NA
	f	%	f	%	f	%	f	%
01 Central Mich U	5	0.8	577	87.5	61	12.2	---	---
02 Eastern Mich U	3	0.7	357	83.6	43	10.7	---	---
04 Grand Valley S C	3	25.0	5	75.0	---	---	---	---
05 Lake Superior S C	59	62.1	36	37.9	---	---	---	---
06 Mich State U	18	2.5	792	97.1	1	0.1	2	0.2
07 Mich Tech U	25	75.0	8	24.2	---	---	---	---
08 Northern Mich U	---	---	54	96.4	2	3.6	---	---
10 Saginaw Valley C	24	35.7	4	14.3	---	---	---	---
11 U of M - Ann Arbor	48	8.4	495	86.8	27	4.7	---	---
14 Wayne State U	42	6.4	612	93.7	3	0.5	1	0.2
15 Western Mich U	---	---	379	86.5	47	13.5	---	---
Total f & % <sup>d</sup>	227	6.3	3154	87.9	274	5.7	3	0.1
							3588	100.0

<sup>a</sup>Off-campus from one of the sponsoring CCCE institutions and in a specific location such as an extension center, high school, or the campus of a non-CCCE institution.

<sup>b</sup>Off-campus in a non-specific location (i.e., activity could take place anywhere because correspondence or similar activity).

<sup>c</sup>Frequency and percentage of institution's activities.

<sup>d</sup>Frequency and percentage of total activities = 3,588.

On- and Off-Campus Location of Subject Matter Activities  
(1971-72 Continuing Education Activities = 3,588)  
11 CCICHE Institutions

Subject	On- or Off-Campus				NA f %d	Total Activities f %c
	On f %d	Off (Spec Cond) <sup>a</sup> f %d	Off (Non-Spec) <sup>b</sup> f %d	Off (Non-Spec) <sup>b</sup> f %d		
SOCIAL SCIENCES						
03 Area Studs	--	13 0.4	3 1.5	--	16 0.5	
20 Psy	7 3.1	178 5.6	10 4.9	--	195 5.4	
21 Pub Aff & Srvs	7 3.1	196 6.2	5 2.5	--	208 5.8	
22 Soc Sci	37 16.3	412 13.1	63 30.9	--	512 14.3	
55 Pub Srv Rel Tech	--	3 0.1	--	1 33.3	4 0.1	
VERB-LING & HUM						
06 Comm	1 0.4	12 0.4	3 1.5	--	16 0.5	
10 Fine & Appl Arts	4 1.8	70 2.2	3 1.5	--	77 2.2	
11 Foreign Langs	5 2.2	9 0.3	5 2.5	--	19 0.5	
15 Letters	32 14.1	241 7.6	28 13.7	1 33.3	302 8.4	
16 Lib Sci	8 3.5	21 0.7	2 1.0	--	31 0.9	
SCI, MATH, & ENG						
01 Ag & Nat Res	--	17 0.5	--	1 33.3	18 0.5	
02 Arch & Envr Des	--	3 0.1	--	--	3 0.1	
04 Bio Sci	6 2.6	72 2.3	11 5.4	--	89 2.5	
07 Compu & Info Sci	2 0.9	3 0.1	--	--	5 0.1	
09 Engin	1 0.4	34 1.1	3 1.5	--	38 1.1	
17 Math	10 4.4	19 0.6	10 4.9	--	39 1.1	
19 Phys Sci	1 0.4	50 1.6	2 1.0	--	53 1.5	
53 Mech & Eng Tech	2 0.8	14 0.4	--	--	16 0.5	
OTHER						
05 Bus & Mgmt	13 5.7	56 1.8	7 3.4	--	76 2.1	
12 Hlth Profess	--	13 0.4	--	--	13 0.4	
13 Home Ec	26 11.5	67 2.1	1 0.5	--	94 2.6	
14 Law	--	5 0.2	--	--	5 0.1	
18 Mil Sci	--	3 0.1	--	--	3 0.1	
49 Interdis Studs	13 5.7	25 0.8	--	--	38 1.1	
EDUCATION						
08 Educ	52 22.9	1608 51.0	47 23.0	--	1707 47.6	
No Subj on P.O. <sup>e</sup>	--	10 0.3	1 0.5	--	11 0.3	
Total f & % <sup>c</sup>	227 6.3	3154 87.9	204 5.7	3 0.1	3588 100.0	

<sup>a</sup>Off-campus from one of the sponsoring CCICHE institutions and in a specific location such as an extension center, high school, or the campus of a non-CCICHE institution.

<sup>b</sup>Off-campus in a non-specific location (e.g., activity could take place anywhere because correspondence or similar activity.

<sup>c</sup>Percentage of total activities = 3,588.

<sup>d</sup>Percentage of total column frequency (e.g., in the "On" column, a frequency of 6 is 2.6% of 227).

Interpretation: Of the 227 On-Campus activities, 2.6% were Biological Sciences subject activities.

<sup>e</sup>Incorrect or no subject on computer printout.

Appendix B

Table 28

Location of On- and Off-Campus Activities  
(1971-72 Continuing Education Activities = 3,588  
11 CCCE Institutions

On-Off Campus	Location														
	Alcona 01	Allegan 03	Alpena 04	Antrim 05	Arenac 06	Barry 08	Bay 09	Benzie 10	Berrien 11	Branch 12	Calhoun 13	Cass 14	Charlevoix 15		
On	1	4	14	3	2	1	40	1	110	1	3	2	11		
Off - specific <sup>a</sup>	100.0	100.0	100.0	100.0	100.0	100.0	97.6	100.0	100.0	100.0	6.3	100.0	100.0		
Off - anywhere <sup>b</sup>	--	--	--	--	--	--	2.4	--	--	--	45	--	--		
NA	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total f & % <sup>c</sup>	1	4	14	3	2	1	41	1	110	1	48	2	11		

On-Off Campus	Location														
	Cheboygan 16	Chippewa 17	Ciara 18	Delta 21	Dickinson 22	Eaton 23	Emmet 24	Genesee 25	Gladwin 26	Grand Traverse 28	Gratiot 29	Hillsdale 30	Houghton 31		
On	9	59	1	1	44	3	1	13	4	44	7	3	26		
Off - specific <sup>a</sup>	100.0	67.0	100.0	33.3	100.0	100.0	7.7	4.9	100.0	100.0	100.0	100.0	100.0		
Off - anywhere <sup>b</sup>	--	29	1	2	44	3	12	251	4	44	7	3	6		
NA	--	33.0	--	66.7	--	--	92.3	95.1	--	--	--	--	--		
Total f & % <sup>c</sup>	9	88	1	3	44	3	13	264	4	44	7	3	32		

Table continued

Table 28 - continued  
 11 CCOCHE Institutions

On-Off Campus	Location													
	Huron	Ingham	Iosco	Iron	Isabella	Jackson	Kalamazoo	Kent	Keveenaw	Lapeer	Leelanau	Lenawee	Livingston	
On	32	33	35	36	37	38	39	41	42	44	45	46	47	
Off - specific <sup>a</sup>	14	31	29	2	27	60	16	322	2	10	1	11	9	
Off - anywhere <sup>b</sup>	--	--	--	--	--	60	100.0	96.7	50.0	90.0	100.0	100.0	100.0	
Off - anywhere	--	--	--	--	--	--	--	0.9	--	--	--	--	--	
NA	--	--	--	--	--	--	--	0.3	--	1	--	--	--	
Total f & % <sup>g</sup>	14	32	29	2	27	61	16	333	4	11	1	11	9	0.3

On-Off Campus	Location													
	Luce	Macomb	Marquette	Mason	Mecosta	Midland	Missaukee	Monroe	Montcalm	Muskegon	Oakland	Ogemaw	Osceola	
On	48	50	52	53	54	56	57	58	59	61	63	65	67	
Off - specific <sup>a</sup>	7	147	21	100.0	9	47	3	14	21	107	326	2	5	
Off - anywhere <sup>b</sup>	--	--	--	--	--	--	--	--	--	--	--	--	--	
Off - anywhere	--	--	--	--	--	--	--	--	--	--	--	--	--	
NA	--	--	--	--	--	--	--	--	--	--	--	--	--	
Total f & % <sup>g</sup>	7	148	22	7	10	47	3	15	21	107	334	2	5	0.1

Table continued

Table 28 - continued  
11 CCCHE Institutions

On-Off Campus	Location																	
	Oscoda 68	Otsego 69	Ottawa 70	Presque Isle 71	Roscommon 72	Saginaw 73	St Clair 74	St Joseph 75	Saniac 76	Schoolcraft 77	Shiawassee 78	f	%	f	%			
On	--	--	4	44.4	--	25	14.5	--	--	--	--	--	--	--	--			
Off - specific <sup>a</sup>	5	100.0	5	55.6	21	100.0	148	85.5	36	100.0	23	100.0	1	100.0	14	100.0		
Off - anywhere <sup>b</sup>	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
NA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total f & % <sup>g</sup>	5	0.1	12	0.3	21	0.6	173	4.8	36	1.0	11	0.3	23	0.6	1	0.03	14	0.4

On-Off Campus	Location																			
	Tuscola 79	Van Buren 80	Washtenaw 81	Wayne 82	Wexford 83	W/in Mich; Outside Loca Spec 96	Country 97	W/in Outside Country 98	No Spgc Loca 99	No Loca on P.O. 100	Total Activities	f	%	f	%					
On	--	--	13	35.3	48	7.0	--	--	--	--	--	13	72.2	227	6.3					
Off - specific <sup>a</sup>	5	100.0	21	61.8	631	92.5	19	100.0	192	99.5	29	100.0	73	100.0	5	27.8	3154	87.9		
Off - anywhere <sup>b</sup>	--	--	--	--	2	0.3	--	--	1	0.5	--	--	--	196	100.0	--	--	204	5.7	
NA	--	--	--	--	1	0.1	--	--	--	--	--	--	--	--	--	--	--	3	0.1	
Total f & % <sup>g</sup>	5	0.1	34	1.0	682	19.0	19	0.5	193	5.4	29	0.8	73	2.0	196	5.5	18	0.5	3588	100.0

<sup>a</sup>Off-campus from one of the sponsoring CCCHE institutions and in a specific center, school, or the campus of a non-CCCHE institution.

<sup>b</sup>Off-campus and in a non-specific location (e.g., the activity could take place anywhere because correspondence or similar activity).

<sup>c</sup>Within Michigan, but exact location not specifiable because the activity may have been an internship, or student teaching, or similar activity located at several places or schools.

<sup>d</sup>No specific location because the activity could take place anywhere, e.g. independent study.

<sup>e</sup>Incorrect or no location on computer printout.

<sup>f</sup>Percentage of total column frequency (e.g., in the Bay county column, a frequency of 40 is 97.6% of 41). Interpretation: Of the 41 Bay county activities, 97.6% were Off-Campus in a specific location.

<sup>g</sup>Frequency and percentage of total activities = 3,588.

Type of Term Credits Offered for the Activities  
(1971-72 Continuing Education Activities = 3,500)  
11 CCICHE Institutions

Institution	Type of Credits				Total Activities f %
	Quarter f %	Semester f %	NA f %		
01 Central Mich U	9 1.4	654 20.6	---	---	663 18.5
02 Eastern Mich U	---	403 10.0	---	---	403 11.2
04 Grand Valley S C	12 100.0	---	---	---	12 0.3
05 Leke Superior S C	95 100.0	---	---	---	95 2.6
06 Mich State U	722 92.9	1 0.1	---	---	723 20.2
07 Mich Tech U	33 100.0	---	---	---	33 0.9
08 Northern Mich U	---	56 100.0	---	---	56 1.6
10 Saginaw Valley C	---	28 100.0	---	---	28 0.8
11 U of M - Ann Arbor	---	550 27.9	12 2.1	---	570 15.9
14 Wayne State U	657 92.9	1 0.2	---	---	658 18.3
15 Western Mich U	---	347 100.0	---	---	347 9.7
Total f & % <sup>b</sup>	1520 42.0	204 57.1	12 1.3	---	3508 100.0

<sup>a</sup>Frequency and percentage of institution's activities.

<sup>b</sup>Frequency and percentage of total activities = 3,500.

Appendix B

Table 30

Number of Credits Given for the Activities  
(1971-72 Continuing Education Activities = 3,589)  
11 CCCE Institutions

Institution	Number of Credits												Total Activities			
	01	02	03	04	05	06	07,08,09	20	33,42,43	44,63	Variable <sup>a</sup>	NA	f	% <sup>c</sup>		
	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>c</sup>
01 Central Mich U	89	13.4	178	26.8	311	46.9	46	6.9	27	4.1	1	0.2	1	0.2	663	18.5
02 Eastern Mich U	11	2.7	321	79.5	57	14.1	12	3.0	--	--	3	0.7	--	--	404	11.3
04 Grand Valley S C	--	--	--	--	--	--	--	--	8	66.7	2	16.7	--	--	12	0.3
05 Lake Superior S C	3	3.2	2	2.1	63	66.3	27	28.4	--	--	--	--	--	--	95	2.6
06 Mich State U	6	0.8	15	2.1	640	88.5	16	2.2	--	--	23	3.2	--	--	723	20.1
07 Mich Tech U	--	--	4	12.1	24	72.7	4	12.1	--	--	--	--	--	--	33	0.9
08 Northern Mich U	--	--	--	--	3	5.4	53	94.6	--	--	--	--	--	--	56	1.6
10 Saginaw Valley C	26	92.9	--	--	1	3.6	1	3.6	--	--	--	--	--	--	28	0.8
11 U of M - Ann Arbor	4	0.7	503	88.2	31	5.4	20	3.5	--	--	--	--	9	1.6	570	15.9
14 Wayne State U	7	1.1	19	2.9	75	11.4	513	78.0	16	2.4	8	1.2	5	0.8	658	18.3
15 Western Mich U	--	--	88	25.4	192	55.3	65	18.7	2	0.6	--	--	--	--	347	9.7
Total f & % <sup>c</sup>	146	4.1	1130	31.5	1397	38.9	757	21.1	53	1.5	37	1.0	7	0.2	3589	100.0

<sup>a</sup>Credit given was variable.

<sup>b</sup>Frequency and percentage of institution's activities.

<sup>c</sup>Frequency and percentage of total activities = 3,589.

Number of Credits Offered for the Subject Matter Activities  
(1971-72 Continuing Education Activities = 3,589)  
11 CCDE Institutions

Subject	Number of Credits												Total Activities											
	01	02	03	04	05	06	07,08,09	20	32,42,43	Variable <sup>a</sup>	NA	f	%	f	%									
<b>SOCIAL SCIENCES</b>																								
03 Area Studs				14	1.8												16	0.5						
20 Psy		2	0.2	75	6.1	5	0.4	6	0.8	1	1.9						195	5.4						
21 Pub Aff & Svcs	22	15.1	55	4.9	59	4.2	53	7.0		18	48.6						208	5.8						
22 Soc Sci	12	8.2	84	7.6	238	17.0	158	20.9	18	33.9							512	14.3						
55 Pub Srv Rel Tech			4	0.3													4	0.1						
<b>VERB-LING &amp; HUM</b>																								
06 Comm		4	0.4	5	0.4	5	0.4	6	0.8	1	1.9						16	0.5						
10 Fine & Appl Arts		28	2.5	35	2.5	7	0.9										77	2.2						
11 Foreign Langs		4	0.4	1	0.1	10	1.3										19	0.5						
15 Letters	2	1.4	47	4.3	95	6.8	150	19.8	1	1.9							302	8.4						
16 Lib Sci		9	0.8	20	1.4	2	0.3										31	0.9						
<b>SCI, MATH, &amp; ENG</b>																								
01 Ag & Nat Res																		18	0.5					
02 Arch & Envr Des		3	0.3														3	0.1						
04 Bio Sci	18	12.3	21	1.9	45	3.2	4	0.5	1	2.7	14.3						90	2.5						
07 Compu & Info Sci		2	0.2														5	0.1						
09 Engin	4	2.7	1	0.1	17	1.2	15	1.9									38	1.1						
17 Math	2	1.4	16	1.5	11	0.8	10	1.3									39	1.1						
19 Phys Sci		9	0.8	32	2.3	10	1.5										53	1.5						
53 Mech & Eng Tech	1	0.7	5	0.5	9	0.6	1	0.1									16	0.5						
<b>OTHER</b>																								
05 Bus & Mgmt		1	0.1	52	3.7	23	3.0										76	2.1						
12 Hlth Profess		9	0.8	3	0.2	1	0.1										13	0.4						
13 Home Ec	8	5.5	22	1.9	25	1.8	39	5.2									94	2.6						
14 Law		5	0.5														5	0.1						
18 Mil Sci		3	0.3														3	0.1						
49 Interdis Studs	12	8.2	1	0.1													38	1.1						
<b>EDUCATION</b>																								
08 Educ	65	44.5	716	64.9	661	47.3	175	23.1	30	56.6	17	45.9	3	42.9	9	100.0	4	80.0	23	63.9	4	33.3		
No Subj on P.O. <sup>d</sup>			1	0.1	10	0.7																		
Total f & % <sup>c</sup>	146	4.1	1130	31.5	1397	38.9	757	21.1	53	1.5	37	1.0	7	0.2	9	0.3	5	0.1	36	1.0	12	0.3	3589	100.0

<sup>a</sup>Credit given was variable.

<sup>b</sup>Percentage of total credit frequency (e.g., in the 01 credit column, a frequency of 18 is 12.3% of 146).

Interpretation: Of the 146 activities offered for 1 credit each, 12.3% were Biological Sciences subject activities.

<sup>c</sup>f-frequency and percentage of total activities = 3,589.

<sup>d</sup>Incorrect or no subject on computer printout.



Primary Instructional Technique Used to Deliver the Activities  
(1971-72 Continuing Education Activities  
11 CCICHE Institutions)

Institution	Instructional Technique <sup>a</sup>																		Total Activities		
	Field Study, Wrksp, Insti, Course						Closed Circ or Brdcast TV						Wrk-Stdy, Travel-Stdy, Internsp						NA	f	% <sup>d</sup>
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17				
01 Central Mich U	515	77.7	--	--	84	12.7	43	6.5	--	--	--	21	3.2	--	--	--	--	663	18.5		
02 Eastern Mich U	340	84.2	--	--	43	10.6	1	0.2	--	--	--	20	5.0	--	--	--	--	404	11.3		
04 Grand Valley S C	10	83.3	--	--	--	--	--	--	--	--	--	2	16.7	--	--	--	--	12	0.3		
05 Lake Superior S C	94	98.9	--	--	--	--	1	1.1	--	--	--	--	--	--	--	--	--	95	2.6		
06 Mich State U	640	88.5	45	6.2	2	0.3	17	2.4	3 <sup>b</sup>	0.4	2	0.3	11	1.5	--	3	0.4	723	20.1		
07 Mich Tech U	33	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	33	0.9		
08 Northern Mich U	54	96.4	--	--	--	--	2	3.6	--	--	--	--	--	--	--	--	--	56	1.6		
10 Saginaw Valley C	25	89.3	3	10.7	--	--	--	--	--	--	--	--	--	--	--	--	--	28	0.8		
11 U of M - Ann Arbor	532	93.3	2	0.4	24	4.2	--	--	--	--	--	9	1.6	3	0.5	--	--	570	15.9		
14 Wayne State U	614	93.3	18	2.7	--	--	10	1.5	--	--	--	11	1.7	--	--	--	--	638	18.3		
15 Western Mich U	299	86.2	--	--	47	13.5	1	0.3	--	--	--	--	--	--	--	--	--	347	9.7		
Total f & % <sup>d</sup>	3156	87.9	68	1.9	200	5.6	75	2.1	3	0.1	2	0.1	22	0.6	57	1.6	6	0.2	3589	100.0	

<sup>a</sup>Credit by Exam, Closed Circuit Audio, and Broadcast Radio were not utilized as instructional techniques.

<sup>b</sup>Closed Circuit TV = 2 and Broadcast TV = 1.

<sup>c</sup>Frequency and percentage of institution's activities.

<sup>d</sup>Frequency and percentage of total activities = 3,589.



Table 34

Beginning Month of Activities  
(1971-72 Continuing Education Activities = 3,589)  
11 CCICHE Institutions

Institution	Beginning Month												Total f	Total % <sup>b</sup>			
	Jan f % <sup>b</sup>	Feb f % <sup>b</sup>	Mar f % <sup>b</sup>	Apr f % <sup>b</sup>	May f % <sup>b</sup>	Jun f % <sup>b</sup>	Jul f % <sup>b</sup>	Aug f % <sup>b</sup>									
01 Central Mich U	214 32.3	--	--	--	227 34.2	--	--	--	--	22	5.4	--	--	16	0.5	135	3.8
02 Eastern Mich U	140 34.7	1 0.2	--	--	41 10.1	34 8.4	--	--	--	--	--	--	--	8	1.4	--	--
04 Grand Valley S C	1 8.3	--	--	2 16.7	5 41.7	--	--	--	--	--	--	--	--	--	--	--	--
05 Lake Superior S C	25 26.3	--	--	17 17.9	18 18.9	6 6.3	--	--	--	6	0.8	--	--	--	--	--	--
06 Mich State U	144 19.9	--	198 27.4	--	208 28.8	6 0.8	--	--	--	2	2.1	1 3.0	--	--	--	--	--
07 Mich Tech U	5 15.2	1 3.0	3.0	10 30.3	5 15.2	2 2.1	1 3.0	--	--	--	--	--	--	--	--	--	--
08 Northern Mich U	--	20 35.7	--	--	12 21.4	--	--	--	--	--	--	--	--	--	--	--	--
10 Saginaw Valley C	17 60.7	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
11 U of M - Ann Arbor	187 32.8	20 3.5	1 0.2	2 0.4	64 11.2	44 7.7	2 0.4	8 1.4	--	--	--	--	--	--	--	--	--
14 Wayne State U	206 31.3	--	--	177 26.9	63 9.6	--	--	--	--	--	--	--	--	--	--	--	--
15 Western Mich U	64 18.4	--	--	--	68 19.6	64 18.4	--	--	--	--	--	--	--	104	30.0	--	--
Total f & % <sup>c</sup>	1003 28.0	42 1.2	200 5.6	208 5.8	173 4.8	680 19.0	16 0.5	135 3.8	--	--	--	--	--	--	--	--	--

<sup>a</sup>Any. = Anytime.

<sup>b</sup>Frequency and percentage of institution's activities.

<sup>c</sup>Frequency and percentage of total activities = 3,589.

Institution	Beginning Month												Total f	Total % <sup>c</sup>
	Sep f % <sup>b</sup>	Oct f % <sup>b</sup>	Nov f % <sup>b</sup>	Dec f % <sup>b</sup>	Any. <sup>a</sup> f % <sup>b</sup>	NA f % <sup>b</sup>								
01 Central Mich U	131 19.8	--	1 0.2	--	80 12.1	10 1.6	663 18.5							
02 Eastern Mich U	123 30.4	--	--	--	43 10.6	--	404 11.3							
04 Grand Valley C	4 33.3	--	--	--	--	--	12 0.3							
05 Lake Superior S C	29 30.5	--	--	--	--	--	95 2.6							
06 Mich State U	167 23.1	--	--	1 3.0	--	--	723 20.1							
07 Mich Tech U	7 21.2	--	--	--	--	--	33 0.9							
08 Northern Mich U	22 39.3	--	--	--	2 3.6	--	56 1.6							
10 Saginaw Valley C	11 39.3	--	--	--	--	--	28 0.8							
11 U of M - Ann Arbor	202 35.4	2 0.4	1 0.2	1 0.2	24 4.2	12 2.1	570 15.9							
14 Wayne State U	211 32.1	--	--	--	--	1 0.2	658 18.3							
15 Western Mich U	--	--	--	--	47 13.5	--	347 9.7							
Total f & % <sup>c</sup>	907 25.3	2 0.1	2 0.1	2 0.1	196 5.5	23 0.6	3589 100.0							

Beginning Month of Subject Matter Activities  
(1971-72 Continuing Education Activities = 3,589)  
11 CCCHE Institutions

Subject	Beginning Month												
	Jan f % b	Feb f % b	Mar f % b	Apr f % b	May f % b	June f % b	July f % b	Aug f % b					
<b>SOCIAL SCIENCES</b>													
03 Area Studs	2 0.2	--	--	2 0.9	2 1.2	--	--	--	4 2.9				
20 Psy	48 4.8	7 16.7	8 4.0	18 8.7	14 8.1	33 4.9	2 12.5	10 7.4					
21 Pub Aff & Srvs	48 4.8	--	6 3.0	8 3.8	5 2.9	92 13.5	1 6.3	4 2.8					
22 Soc Sci	127 12.2	11 26.2	14 7.0	38 18.3	30 17.3	84 12.4	3 18.8	28 20.7					
55 Pub Srv Rel Tech	1 0.1	--	3 1.5	--	--	--	--	--					
<b>VERB-LING &amp; HUM</b>													
06 Comm	9 0.9	--	--	--	--	1 0.1	--	3 2.2					
10 Fine & Appl Arts	19 1.9	--	5 2.5	1 0.5	4 2.3	20 2.9	1 6.3	3 2.2					
11 Foreign Langs	2 0.2	--	--	1 0.5	--	6 0.9	--	--					
15 Letters	68 6.8	4 9.5	4 2.0	36 17.3	15 8.7	38 5.6	8 50.0	15 11.1					
16 Lib Sci	13 1.3	--	--	1 0.5	--	1 0.1	--	--					
<b>SCI, MATH, &amp; ENG</b>													
01 Ag & Nat Res	5 0.5	--	1 0.5	1 0.5	1 0.6	3 0.4	--	--					
02 Arch & Envr Des	1 0.1	--	--	--	1 0.6	--	--	--					
04 Bio Sci	20 2.0	1 2.4	6 3.0	--	8 4.6	21 3.1	--	5 3.7					
07 Compu & Info Sci	1 0.1	--	--	3 1.4	--	--	--	--					
09 Engin	13 1.3	--	4 2.0	5 2.4	--	7 1.0	--	--					
17 Math	11 1.1	1 2.4	--	1 0.5	--	4 0.6	--	--					
19 Phys Sci	10 1.0	--	3 1.5	--	--	24 3.5	--	1 0.7					
53 Mech & Eng Tech	8 0.8	--	--	--	--	2 0.3	--	--					
<b>OTHER</b>													
05 Bus & Mgmt	17 1.7	3 7.1	5 2.5	5 2.4	2 1.2	8 1.2	1 6.3	6 4.4					
12 Hlth Profess	4 0.4	1 2.4	1 0.5	--	1 0.6	2 0.3	--	--					
13 Home Ec	30 3.0	--	7 3.5	19 9.1	2 1.2	5 0.7	--	--					
14 Law	4 0.4	--	--	--	--	--	--	--					
18 Mil Sci	3 0.3	--	--	--	--	--	--	--					
49 Interdis Studs	15 1.5	--	--	7 3.4	--	--	--	--					
<b>EDUCATION</b>													
08 Educ	519 51.7	13 30.9	133 66.5	62 29.8	88 50.9	327 48.1	--	56 41.5					
No Subj on P.O. <sup>d</sup>	5 0.5	1 2.4	--	--	--	2 0.3	--	--					
Total f & % <sup>c</sup>	1003 28.0	42 1.2	200 5.6	208 5.8	173 4.8	680 19.0	16 0.5	135 3.8					

Table continued

## 11 CCCHE Institutions

Subject	Sept		Oct		Nov		Dec		Any. a		NA		Total Activities %C	
	f	%b	f	%b	f	%b	f	%b	f	%b	f	%b	f	%b
<b>SOCIAL SCIENCES</b>														
03 Area Studs	4	0.4	--	--	--	--	--	--	2	1.0	--	--	16	0.5
20 Psy	44	4.9	--	--	1	50.0	--	--	10	5.1	--	--	195	5.4
21 Pub Aff & Svcs	38	4.2	1	50.0	--	--	--	--	5	2.6	--	--	208	5.8
22 Soc Sci	113	12.7	--	--	1	50.0	--	--	62	31.6	1	4.3	512	14.3
55 Pub Srv Rel Tech	--	--	--	--	--	--	--	--	--	--	--	--	4	0.1
<b>VERB-LING &amp; HUM</b>														
06 Comm	--	--	--	--	--	--	--	--	3	1.5	--	--	16	0.5
10 Fine & Appl Arts	21	2.5	--	--	--	--	--	--	3	1.5	--	--	77	2.2
11 Foreign Langs	3	0.3	--	--	--	--	--	--	5	2.6	2	8.7	19	0.5
15 Letters	81	8.9	--	--	--	--	--	--	27	13.8	6	26.1	302	8.4
16 Lib Sci	16	1.8	--	--	--	--	--	--	--	--	--	--	31	0.9
<b>SCI, MATH, &amp; ENG</b>														
01 Ag & Nat Res	7	0.8	--	--	--	--	--	--	--	--	--	--	18	0.5
02 Arch & Envr Des	1	0.1	--	--	--	--	--	--	--	--	--	--	3	0.1
04 Bio Sci	18	1.9	--	--	--	--	--	--	11	5.6	--	--	90	2.5
07 Compu & Info Sci	1	0.1	--	--	--	--	--	--	--	--	--	--	5	0.1
09 Engin	8	0.9	--	--	--	--	--	--	1	0.5	--	--	38	1.1
17 Math	12	1.3	--	--	--	--	--	--	10	5.1	--	--	39	1.1
19 Phys Sci	13	1.4	--	--	--	--	--	--	2	1.0	--	--	53	1.5
53 Mech & Eng Tech	6	0.7	--	--	--	--	--	--	--	--	--	--	16	0.5
<b>OTHER</b>														
05 Bus & Mgmt	21	2.3	--	--	--	--	--	--	7	3.6	1	4.3	76	2.1
12 Hlth Profess	4	0.4	--	--	--	--	--	--	--	--	--	--	13	0.4
13 Home Ec	30	3.3	--	--	--	--	--	--	1	0.5	--	--	94	2.6
14 Law	1	0.1	--	--	--	--	--	--	--	--	--	--	5	0.1
18 Mil Sci	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1
49 Interdis Studs	16	1.8	--	--	--	--	--	--	--	--	--	--	38	1.1
<b>EDUCATION</b>														
08 Educ	446	49.2	1	50.0	--	--	2	100.0	47	23.9	13	56.5	1707	47.6
No Subj on P.O. d	3	0.3	--	--	--	--	--	--	--	--	--	--	11	0.3
<b>Total f &amp; %<sup>c</sup></b>	<b>907</b>	<b>25.3</b>	<b>2</b>	<b>0.1</b>	<b>2</b>	<b>0.1</b>	<b>2</b>	<b>0.1</b>	<b>196</b>	<b>5.5</b>	<b>23</b>	<b>0.6</b>	<b>3589</b>	<b>100.0</b>

<sup>a</sup>Any. = Anytime.

<sup>b</sup>Percentage of total column frequency (e.g., in the "Jan" column, a frequency of 5 is 0.5% of 1,003).

Interpretation: Of the 1,003 activities which occurred in January, 0.5% were Agriculture and Natural Resources subject activities.

<sup>c</sup>Frequency and percentage of total activities = 3,589.

<sup>d</sup>Incorrect or no subject on computer printout.

Co-Sponsorship of Activities  
(1971-72 Continuing Education Activities = 3,589)  
11 CCCHE Institutions

Institution	Sponsorship						Total Activities f %
	Not Jointly Sponsored f %	Spons'd by 2+ CCCHE Institus f %	Spons'd by 2+ Institus; CCCHE & Non-CCCHE f %	HA f %	HA f %	HA f %	
01 Central Mich U	597 90.0	14 2.1	43 6.5	9 1.4	663 100.0		
02 Eastern Mich U	366 90.8	36 8.9	---	1 0.2	403 99.9		
04 Grand Valley S C	10 83.3	3 16.7	---	---	12 100.0		
05 Lake Superior S C	95 100.0	---	---	---	95 100.0		
06 Mich State U	679 93.9	19 2.6	5 0.7	20 2.8	723 100.0		
07 Mich Tech U	33 100.0	---	---	---	33 100.0		
08 Northern Mich U	56 100.0	---	---	---	56 100.0		
10 Saginaw Valley C	28 100.0	---	---	---	28 100.0		
11 U of M - Ann Arbor	546 95.8	18 3.2	---	6 1.1	570 100.1		
14 Wayne State U	655 99.5	2 0.3	---	1 0.2	658 100.0		
15 Western Mich U	347 100.0	---	---	---	347 100.0		
Total f & % <sup>c</sup>	3412 95.1	91 2.5	48 1.3	37 1.0	3582 100.0		

<sup>a</sup> CCCHE = Coordinating Council for Continuing Higher Education. The MCCSP institutions are members of CCCHE.

<sup>b</sup> Frequency and percentage of institution's activities.

<sup>c</sup> Frequency and percentage of total activities = 3,588.

CCCHE<sup>a</sup> Institutional Co-Sponsorship of Activities  
(1971-72 Continuing Education Activities = 3,589)  
11 CCCHE Institutions

Institution	Number of Sponsoring CCCHE Institutions														Total Activities f %C
	Own f %b	+1 f %B	Own f %B	+2 f %B	Own f %B	+3 f %B	Own f %B	+4 f %B	Own f %B	+5 f %B	Own f %B	+6 f %B	Own f %B	+11 f %B	
01 Central Mich U	611 92.2	14 2.1	9 1.4	--	--	--	--	--	--	--	--	--	--	29 4.4	663 18.5
02 Eastern Mich U	367 90.8	31 7.7	--	--	--	--	--	--	6 1.5	--	--	--	--	--	404 11.3
04 Grand Valley S C	10 83.3	2 16.7	--	--	--	--	--	--	--	--	--	--	--	--	12 0.3
05 Lake Superior S C	95 100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	95 2.6
06 Mich State U	701 97.0	9 1.2	2 0.3	4 0.6	--	--	--	--	2 0.3	4 0.6	--	--	1 0.1	723 20.1	
07 Mich Tech U	33 100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	33 0.9
08 Northern Mich U	56 100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	56 1.6
10 Saginaw Valley C	28 100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	28 0.8
11 U of M - Ann Arbor	527 92.5	--	16 2.8	--	1 0.2	--	--	--	--	--	--	6 1.1	20 3.6	570 15.9	
14 Wayne State U	655 99.5	--	--	2 0.3	--	--	--	--	--	--	--	--	1 0.2	658 18.3	
15 Western Mich U	347 100.0	--	--	--	--	--	--	--	--	--	--	--	--	347 9.7	
Total f & % <sup>c</sup>	3430 95.6	56 1.6	27 0.8	6 0.2	1 0.03	8 0.2	4 0.1	6 0.2	51 1.4	3589 100.0					

<sup>a</sup>CCCHE = Coordinating Council of Higher Education.

<sup>b</sup>Frequency and percentage of institution's activities.

<sup>c</sup>Frequency and percentage of total activities = 3,589.

CCCHE<sup>a</sup> Institutional Co-Sponsorship of Subject Matter Activities  
(1971-72 Continuing Education Activities = 3,589)  
11 CCCHE Institutions

Subject	Number of Co-Sponsoring CCCHE Institutions											Total Activities f % <sup>c</sup>											
	Own f % <sup>b</sup>	+1 f %	Own f %	CCCHE f %	+3 f %	Own f %	CCCHE f %	+4 f %	Own f %	CCCHE f %	+5 f %		Own f %	CCCHE f %	+6 f %	Own f %	CCCHE f %	+11 f %	Own f %	CCCHE f %	NA f % <sup>b</sup>		
<b>SOCIAL SCIENCES</b>																							
03 Area Studs	16	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	16	0.5
20 Psy	194	5.7	1	1.8	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	195	5.4
21 Pub Aff & Srvs	205	5.9	1	1.8	2	7.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	208	5.8	
22 Soc Sci	502	14.6	3	5.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	7	13.7	512	14.3
55 Pub Srv Rel Tech	4	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	4	0.1	
<b>VERB-LING &amp; HUM</b>																							
06 Comm	16	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	16	0.5
10 Fine & Appl Arts	76	2.8	--	--	1	3.7	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	77	2.2
11 Foreign Langs	17	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	3.9	19	0.5
15 Letters	296	8.6	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	6	11.8	302	8.4
16 Lib Sci	19	0.6	--	--	3	11.1	--	--	--	--	--	--	--	--	--	--	--	--	--	9	19.6	31	0.9
<b>SCI, MATH &amp; ENG</b>																							
01 Ag & Nat Res	18	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	18	0.5
02 Arch & Envr Des	3	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1
04 Bio Sci	72	2.1	1	1.8	9	33.3	--	--	6	75.0	--	--	--	--	--	--	--	--	--	2	3.9	90	2.5
07 Compu & Info Sci	5	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	0.1
09 Engin.	38	1.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	38	1.1
17 Math	39	1.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	39	1.1
19 Phys Sci	51	1.5	1	1.8	1	3.7	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	53	1.5
53 Mech & Eng Tech	16	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	16	0.5
<b>OTHER</b>																							
05 Bus & Mgmt	76	2.2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	76	2.1
12 Hlth Profess	13	0.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	13	0.4
13 Home Ec	93	2.7	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	1.9	94	2.6
14 Law	5	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	0.1
18 Mil Sci	3	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1
49 Interdis Studs	38	1.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	38	1.1
<b>EDUCATION</b>																							
08 Educ	1606	46.8	49	87.5	10	37.0	6	100.0	1	100.0	2	25.0	4	100.0	6	100.0	23	45.1	1707	47.6			
No Subj on P.O. <sup>d</sup>	9	0.3	--	--	1	3.7	--	--	--	--	--	--	--	--	--	--	--	--	--	1	1.9	11	0.3
Total f & % <sup>c</sup>	3430	95.6	56	1.6	27	0.8	6	0.2	1	0.03	8	0.2	4	0.1	6	0.2	51	1.4	3589	100.0			

<sup>a</sup>CCCHE = Coordinating Council of Continuing Higher Education.

<sup>b</sup>Percentage of total column frequency (e.g., a frequency of 16 in the "Own" column is 0.5% of 3,430).

Interpretation: Of the 3,430 activities sponsored by "Own" institution, i.e. one or another of the CCCHE institutions, 0.5% were Area Studies subject activities.

<sup>c</sup>Frequency and percentage of total activities = 3,589.

<sup>d</sup>Incorrect or no subject on computer printout.



Type of Faculty Used to Teach or Monitor the Activities  
(1971-72 Continuing Education Activities = 3,500)  
11 CCCME Institutions

Institution	Faculty									
	Institutional		Supplementary		Both		NA		Total Activities	
	f	%	f	%	f	%	f	%	f	%
1 Central Mich U	543	62.7	100	100	---	---	9	1.4	663	18.5
2 Eastern Mich U	313	77.7	30	22.3	---	---	---	---	403	11.2
4 Grand Valley S C	11	91.7	1	8.3	---	---	---	---	12	0.3
5 Lake Superior S C	63	66.3	32	33.7	---	---	---	---	95	2.6
6 Mich State U	513	77.9	127	17.5	33	4.6	---	---	723	20.2
7 Mich Tech U	32	27.9	1	3.3	---	---	---	---	33	0.9
8 Northern Mich U	57	100	---	---	---	---	---	---	56	1.6
10 Saginaw Valley C	22	78.6	6	21.4	---	---	---	---	28	0.8
11 U of M - Ann Arbor	443	77.7	125	21.9	1	1.2	1	1.2	570	15.9
14 Wayne State U	209	43.9	331	51.3	35	5.8	---	---	658	18.3
15 Western Mich U	347	100	---	---	---	---	---	---	347	9.7
Total f & % <sup>b</sup>	2607	74.9	819	22.5	72	2.3	10	1.3	3500	100.0

<sup>a</sup>Frequency and percentage of institution's activities.

<sup>b</sup>Frequency and percentage of total activities = 3,500.

Usual Frequency of Offering Activities in Specified Location  
(1971-72 Continuing Education Activities = 3,588)  
11 CCCHE Institutions

Institution	Usual Frequency of Offering in Specified Location															Total Activities f %											
	1 Term			2 Terms			3 Terms			All Yr/4+ Terms			1 Term				2 Terms			All Yr/4+ Sporadically or On Demand			NA f %				
	Ea f	Yr %	a	Ea f	Yr %	a	Ea f	Yr %	a	Ea f	Yr %	a	Ev f	Oth %	Yr %		a	Ev f	Oth %	Yr %	a	Ev f		Oth %	Yr %	a	
01 Central Mich U	120	18.1		34	5.1		12	1.8		80	12.1						5	0.8		408	61.5		4	0.6		663	18.5
02 Eastern Mich U	16	4.0								43	10.7									343	85.1					403	11.3
04 Grand Valley S C	4	33.3																		8	66.7					12	0.3
05 Lake Superior S C	41	43.2		54	56.8																					95	2.6
06 Mich State U	144	19.9		22	3.0		54	7.5		8	1.1									485	67.1		1	0.1		723	20.1
07 Mich Tech U	7	21.2																		11	33.3					33	0.9
08 Northern Mich U	56	100.0																								56	1.6
10 Saginaw Valley C																				27	96.4					28	0.8
11 U of M - Ann Arbor	136	23.9		90	15.8					24	4.2									296	51.9					570	15.9
14 Wayne State U	223	33.9		39	5.9		60	9.1		197	29.9									125	19.0		2	0.3		658	18.3
15 Western Mich U										47	13.5									300	86.5					347	9.7
Total f & % <sup>b</sup>	747	20.8		240	6.7		126	3.5		399	11.1						5	0.1		2003	55.8		7	0.2		3588	100.0

<sup>a</sup>Frequency and percentage of institution's activities.

<sup>b</sup>Frequency and percentage of total activities = 3,588.

Usual Frequency of Offering of Subject Matter Activities  
(1971-72 Continuing Education Activities = 3,588)  
11 CCCHE Institutions

Subject	Usual Frequency of Offering in Specified Location												Total Activities f % <sup>b</sup>							
	1 Term Ea Yr f % <sup>a</sup>		2 Terms Ea Yr f % <sup>a</sup>		3 Terms Ea Yr f % <sup>a</sup>		All Yr/4+ Terms Ea Yr f % <sup>a</sup>		1 Term Ev Oth Yr f % <sup>a</sup>		2 Terms Ev Oth Yr f % <sup>a</sup>			All Yr/4+ Sporadically or On Demand f % <sup>a</sup>		NA f % <sup>a</sup>				
SOCIAL SCIENCES																				
03 Area Studs	4	0.5	--	--	--	--	--	--	2	0.5	--	--	10	0.5	--	--	16	0.5		
20 Psy	29	3.9	15	6.3	3	2.4	22	5.5	2	3.3	--	--	124	6.2	--	--	195	5.4		
21 Pub Aff & Srvs	100	13.4	7	2.9	5	3.9	5	1.3	4	6.7	--	--	87	4.3	--	--	208	5.8		
22 Soc Sci	72	9.6	35	14.6	11	8.7	133	33.3	17	28.3	--	--	243	12.1	1	14.3	512	14.3		
55 Pub Srv Rel Tech	--	--	--	--	--	--	--	--	--	--	--	--	4	0.2	--	--	4	0.1		
VERB-LING & HUM																				
06 Comm	1	0.1	--	--	--	--	3	0.8	--	--	--	--	12	0.6	--	--	16	0.5		
10 Fine & Appl Arts	12	1.6	14	5.8	--	--	11	2.6	--	--	--	--	40	1.9	--	--	77	2.2		
11 Foreign Langs	7	0.9	--	--	--	--	5	1.3	--	--	--	--	5	0.2	2	28.6	19	0.5		
15 Letters	27	3.6	26	10.8	4	3.2	106	26.6	10	16.7	--	4 80.0	123	6.1	2	28.6	302	8.4		
16 Lib Sci	--	--	--	--	--	--	--	--	23	38.3	--	--	8	0.4	--	--	31	0.9		
SCI, MATH, & ENG																				
01 Ag & Nat Res	--	--	5	2.1	1	0.8	--	--	--	--	--	--	12	0.6	--	--	18	0.5		
02 Arch & Envr Des	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1	--	--	3	0.1		
04 Bio Sci	15	2.0	2	2.1	1	0.8	11	2.6	--	--	--	--	60	2.9	--	--	89	2.5		
07 Compu & Info Sci	2	0.3	--	--	3	2.4	--	--	--	--	--	--	--	--	--	--	5	0.1		
09 Engin.	4	0.5	--	--	6	4.8	1	0.3	--	--	--	--	27	1.3	--	--	38	1.1		
17 Math	4	0.5	7	2.9	2	1.6	10	2.5	--	--	--	--	16	0.8	--	--	39	1.1		
19 Phys Sci	28	3.7	--	--	1	0.8	2	0.5	--	--	--	--	22	1.1	--	--	53	1.5		
53 Mech & Eng Tech	4	0.5	--	--	--	--	--	--	--	--	--	--	12	0.6	--	--	16	0.5		
OTHER																				
05 Bus & Mgmt	24	3.2	9	3.8	11	8.7	7	1.8	--	--	--	--	25	1.2	--	--	76	2.1		
12 Hlth Profess	--	--	2	2.1	--	--	2	0.5	--	--	--	--	7	0.4	--	--	13	0.4		
13 Home Ec	3	0.4	9	3.8	20	15.9	15	3.8	--	--	--	--	47	2.3	--	--	94	2.6		
14 Law	--	--	--	--	--	--	--	--	--	--	--	--	5	0.2	--	--	5	0.1		
18 Mil Sci	3	0.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1		
49 Interdis Studs	3	0.4	3	1.3	1	0.8	12	3.0	--	--	--	--	19	0.9	--	--	38	1.1		
EDUCATION																				
08 Educ	405	54.2	106	44.2	57	45.2	52	13.0	3	5.0	1	100.0	1	20.0	1080	53.9	2	28.6	1707	47.6
No Subj on P.O. <sup>b</sup>	--	--	--	--	--	--	--	--	1	1.7	--	--	--	--	10	0.5	--	--	11	0.3
Total f & % <sup>b</sup>	747	20.8	240	6.7	126	3.5	399	11.1	60	1.7	1	0.03	5	0.1	2003	55.8	7	0.03	3588	100.0

<sup>a</sup> Percentage of total column frequency (e.g., in the "1 Term Ea Yr" column, a frequency of 4 is 0.5% of 747).

<sup>b</sup> Frequency and percentage of total activities = 3,589.  
<sup>c</sup> Incorrect or no subject on computer printout.

Interpretation: Of the 747 activities offered one term each year, 0.5% Area Studies subject activities.

1971-72 Activities Offered in Specified Locations During 1969-70 and 1970-71  
(1971-72 Continuing Education Activities = 3,588)  
11 CCCNE Institutions

Institution	1969-70						1970-71						Total Activities F % <sup>a</sup>
	Yes F % <sup>b</sup>	No F % <sup>b</sup>	DK F % <sup>b</sup>	NA F % <sup>b</sup>	Yes F % <sup>c</sup>	No F % <sup>c</sup>	DK F % <sup>c</sup>	NA F % <sup>c</sup>	Yes F % <sup>c</sup>	No F % <sup>c</sup>	DK F % <sup>c</sup>	NA F % <sup>c</sup>	
01 Central Mich U	220 33.2	441 66.5	--	2 0.3	290 43.7	369 55.7	--	4 0.6	663 18.5				
02 Eastern Mich U	79 19.6	324 80.4	--	--	86 21.3	316 78.4	1 0.2	--	403 11.3				
04 Grand Valley S C	2 16.7	10 83.3	--	--	3 25.0	8 66.7	1 8.3	--	12 0.3				
05 Lake Superior S C	93 97.9	2 2.1	--	--	93 97.9	2 2.1	--	--	95 2.6				
06 Mich State U	18 2.5	--	705 97.5	--	18 2.5	--	705 97.5	--	723 20.1				
07 Mich Tech U	11 33.3	22 66.7	--	--	10 30.3	23 69.7	--	--	33 0.9				
08 Northern Mich U	56 100.0	--	--	--	56 100.0	--	--	--	56 1.6				
10 Saginaw Valley C	--	--	28 100.0	--	--	--	28 100.0	--	28 0.8				
11 U of M -- Ann Arbor	369 64.7	197 34.6	3 0.5	1 0.2	318 55.8	246 43.2	--	6 1.1	570 15.9				
14 Wayne State U	226 34.3	415 63.1	13 2.0	4 0.6	530 80.5	125 19.0	--	3 0.5	658 18.3				
15 Western Mich U	74 21.3	273 78.7	--	--	103 29.7	244 70.3	--	--	347 9.7				
Total f & % <sup>d</sup>	1148 32.0	1684 46.9	749 20.9	7 0.2	1507 42.0	1333 37.2	735 20.5	13 0.4	3588 100.0				

<sup>a</sup>Total 1971-72 activities are the same for each academic year, 1969-70 and 1970-71 (3,588).

<sup>b</sup>Frequency and percentage of institution's 1971-72 activities for 1969-70.

<sup>c</sup>Frequency and percentage of institution's 1971-72 activities for 1970-71.

<sup>d</sup>Frequency and percentage of total activities = 3,588.

Plans to Offer 1971-72 Activities in Specified Location During 1972-73, 1973-74, and 1974-75  
(1971-72 Continuing Education Activities = 3,588)  
11 CCCHE Institutions

Institution	Plans to Offer in Specified Location																		Total Activities <sup>a</sup> f %							
	1972-73						1973-74						1974-75													
	Yes f %	No f %	DK f %	NA <sup>c</sup> f %	Yes <sup>d</sup> f %	No <sup>d</sup> f %	DK <sup>d</sup> f %	NA <sup>d</sup> f %	Yes <sup>e</sup> f %	No <sup>e</sup> f %	DK <sup>e</sup> f %	NA <sup>e</sup> f %	Yes <sup>e</sup> f %	No <sup>e</sup> f %	DK <sup>e</sup> f %	NA <sup>e</sup> f %										
01 Central Mich U	279	42.1	337	50.8	43	6.5	4	0.6	168	25.3	76	11.5	419	63.2	--	--	168	25.3	75	11.3	420	63.3	--	--	663	18.5
02 Eastern Mich U	89	22.1	151	37.5	161	40.0	2	0.5	10	2.5	2	0.5	391	97.0	--	--	5	1.2	2	0.5	396	98.3	--	--	403	11.3
04 Grand Valley S C	4	33.3	--	--	4	33.3	--	--	4	33.3	--	--	8	66.7	--	--	4	33.3	--	--	8	66.7	--	--	12	0.3
05 Lake Superior S C	93	97.9	--	--	2	2.1	--	--	83	87.4	--	--	12	12.6	--	--	83	87.4	--	--	12	12.6	--	--	95	2.6
06 Mich State U	--	--	--	--	723	100.0	--	--	--	--	--	--	723	100.0	--	--	--	--	--	--	723	100.0	--	--	723	20.1
07 Mich Tech U	14	42.4	19	57.6	--	--	--	--	15	45.5	15	45.5	3	9.1	--	--	18	54.5	11	33.3	4	12.1	--	--	33	0.9
08 Northern Mich U	56	100.0	--	--	--	--	--	--	56	100.0	--	--	--	--	--	--	56	100.0	--	--	--	--	--	--	56	1.6
10 Saginaw Valley C	--	--	--	--	28	100.0	--	--	--	--	--	--	28	100.0	--	--	--	--	--	--	28	100.0	--	--	28	0.8
11 U of M - Ann Arbor	284	49.8	45	7.9	232	40.7	9	1.6	278	48.8	19	3.3	272	47.7	1	0.2	278	48.8	19	3.3	272	47.7	1	0.2	570	15.9
14 Wayne State U	499	75.8	146	22.2	11	1.7	2	0.3	412	62.6	46	7.0	198	30.1	2	0.3	403	61.2	40	6.1	211	32.1	4	0.6	658	18.3
15 Western Mich U	113	32.6	97	28.0	135	38.9	2	0.6	63	18.2	9	2.6	271	78.1	4	1.2	47	13.5	--	--	300	86.5	--	--	347	9.7
Total f & % <sup>b</sup>	1431	39.9	795	22.2	1343	37.4	19	0.5	1089	30.4	167	4.7	2325	64.8	--	--	1062	29.6	147	4.1	2374	66.2	5	0.1	3588	100.0

<sup>a</sup>Total 1971-72 activities are the same for each academic year - 1972-73, 1973-74, and 1974-75 (3,588).

<sup>b</sup>Frequency and percentage of total activities = 3,588.

<sup>c</sup>Frequency and percentage of institution's 1971-72 activities in 1972-73.

<sup>d</sup>Frequency and percentage of institution's 1971-72 activities in 1973-74.

<sup>e</sup>Frequency and percentage of institution's 1971-72 activities in 1974-75.



APPENDIX C

FINDINGS: RESOURCES AVAILABLE TO AN  
EXTERNAL DEGREE PROGRAM THROUGH THE  
REGULAR INSTRUCTIONAL PROGRAMS

## APPENDIX C

FINDINGS: RESOURCES AVAILABLE TO AN  
EXTERNAL DEGREE PROGRAM THROUGH THE  
REGULAR INSTRUCTIONAL PROGRAMS

This chapter presents data about the resources available to an external degree program through the regular instructional programs of the member institutions of the Michigan Council of State College Presidents (MCSCP). Most of the tables which provide these data are located at the end of this Appendix; one table is presented with the text.<sup>1</sup>

"Activities" were defined as "courses and similar educational activities." Fourteen of the 15 MCSCP institutions returned completed survey forms concerning activities available for credit to undergraduates for an external degree program through their regular instructional programs. (One institution returned their information several months too late to be included in the analyses.) During 1971-72, these 14 MCSCP institutions offered 2,982<sup>2</sup> such activities (see Table 45).

The four institutions which offered the largest number of these activities were, in descending rank order: Michigan State (offered 29% of these activities), Wayne State (14.4%), Central (13.9%), and Western (9.3%).

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<sup>1</sup>Tables containing the analyses of the data for each single institution are in the files of the MCSCP office, 1222 Commerce Center Bldg., Lansing, Michigan 48933

<sup>2</sup>An additional 1,738 activities (beyond the 2,982) were absolutely restricted to only graduate students and have not been included in any of these analyses. (See Table 46.)



Table 45

Activities Available for Credit to Undergraduates  
for an External Degree Program  
Through the Regular Instructional Program  
of Fourteen MCSCP<sup>a</sup> Institutions During 1971-72

Institution	Activities	
	f	%
01 Central Michigan U	414	13.9%
02 Eastern Michigan U	155	5.2
03 Ferris State C	92	3.1
04 Grand Valley S C	101	3.4
05 Lake Superior S C	17	0.6
06 Michigan State U	867	29.0
07 Michigan Technological U	62	2.1
08 Northern Michigan U	103	3.5
09 Oakland U	151	5.1
10 Saginaw Valley C	88	2.9
11 U of M - Ann Arbor	177	5.9
12 U of M - Dearborn	50	1.7
14 Wayne State U	428	14.4
15 Western Michigan U	277	9.3
All Institutions	2,982	100.0

<sup>a</sup>MCSCP - Michigan Council of State College Presidents

#### A. PBES CATEGORY

The 2,982 activities were designated in PBES<sup>3</sup> categories to indicate their broad curricular areas. The three most frequent PBES category designations were "Arts, Humanities, and Letters" (for 26% of the total activities); "Social Sciences, Area Studies, Human Service, and Public Affairs" (for 21% of the activities); and "Education" (for 16% of the activities). (See Table 47.)

Other PBES designations of activities included "Other Disciplines" (8%); "Physical Sciences and Mathematics" (7%); "Business, Management, and Commerce" (6%); "Biological Sciences" (6%); "Engineering, Architecture, and Related Technical Fields" (4%); "Agriculture and Natural Resources" (3%); and "Health Sciences Professions" (2%).

Less than 1% of the activities were designated in the "Computer and Information Sciences" category.

No activities were designated in the "Law" category.

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<sup>3</sup> PBES - Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

PBES categories to designate departments and similar units have been incorporated in the budgeting system of each MCSCP institution. Data concerning PBES categories were included here as information for future use in the possible implementation of an external degree program.

## B. SUBJECT MATTER AREAS

The 2,982 activities were offered in 28 different subject<sup>4</sup> areas. (See Table 48.) Activities were offered most frequently in the Education subject area (19%), followed by the Social Science subject area (15%), Fine and Applied Arts (9%), Letters (8%), Foreign Languages (6%), Physical Sciences (6%), Business and Management (5%), and Biological Sciences (5%).

The 28 subject areas have been grouped into five broader categories (not related to PBES categories) to provide an interpretation meaningful to an external degree program. The kinds of activities offered using these broad categories were, in rank order: Verbal-Linguistic and Humanities (25.7% of the total activities); Social Sciences (23.4%); Education (18.5%); Sciences, Mathematics, and Engineering (17.9%); and Other (14.0%). The five broad categories and their respective subject areas are listed below.

<u>Category</u>	<u>% of Total Activities</u>
<u>Verbal-Linguistic and Humanities - 25.7%</u>	
Fine and Applied Arts	8.9%
Letters	7.6
Foreign Languages	6.1
Communications	2.6
Library Science	0.5
<u>Social Sciences - 23.4%</u>	
Social Sciences	15.3%
Psychology	3.9
Public Affairs and Services	2.2
Area Studies	1.2
Public Service Related Technologies	0.8

<sup>4</sup>Subject matter categories used were modified REGIS categories (see Chapter III, Procedures). For definitions of the subject matter areas, see the Instructions in Appendix E.

<u>Category</u>	<u>% of Total Activities</u>
<u>Education - 18.5%</u>	
Education	18.5%
<u>Sciences, Mathematics, and Engineering - 17.9%</u>	
Physical Sciences	6.0%
Biological Sciences	5.3
Mathematics	1.8
Agriculture and Natural Resources	1.2
Engineering	1.0
Natural Science Technologies	0.8
Mechanical and Engineering Technologies	0.7
Computer and Information Sciences	0.6
Architecture and Environmental Design	0.4
Data Processing Technologies	0.1
<u>Other - 14.0%</u>	
Business and Management	5.4%
Home Economics	3.6
Health Professions	2.2
Interdisciplinary Studies	1.9
Business and Commerce Technologies	0.6
Health Services and Paramedical Technologies	0.3
Military Sciences	0.03

The five broad subject categories are listed below, in rank order for each institution, to provide an idea of the subject matter covered by the offerings of each institution.

<u>Institution and Subject Category</u>	<u>% of Institution's Activities</u>
<u>Central</u>	
Education	37%
Social Sciences	27
Verbal-Linguistic and Humanities	21
Sciences, Math, and Engineering	10
Other	5

<u>Institution and Subject Category</u>	<u>% of Institution's Activities</u>
<u>Eastern</u>	
Verbal-Linguistic and Humanities	36%
Social Sciences	34
Education	12
Sciences, Math, and Engineering	9
Other	8
<u>Ferris</u>	
Other	41%
Education	36
Sciences, Math, and Engineering	12
Verbal-Linguistic and Humanities	7
Social Sciences	4
<u>Grand Valley</u>	
Sciences, Math, and Engineering	41%
Verbal-Linguistic and Humanities	29
Other	16
Social Sciences	15
Education	--
<u>Lake Superior</u>	
Sciences, Math, and Engineering	71%
Social Sciences	12
Other	12
Verbal-Linguistic and Humanities	6
Education	--
<u>Michigan State</u>	
Verbal-Linguistic and Humanities	27%
Social Sciences	24
Sciences, Math, and Engineering	21
Other	21
Education	6
<u>Michigan Tech</u>	
Sciences, Math, and Engineering	87%
Verbal-Linguistic and Humanities	13
Social Sciences	--
Education	--
Other	--

<u>Institution and Subject Category</u>	<u>% of Institution's Activities</u>
<u>Northern</u>	
Verbal-Linguistic and Humanities	33%
Education	25
Sciences, Math, and Engineering	16
Other	15
Social Sciences	12
<u>Oakland</u>	
Verbal-Linguistic and Humanities	38%
Social Sciences	36
Education	11
Other	9
Sciences, Math, and Engineering	5
<u>Saginaw</u>	
Verbal-Linguistic and Humanities	35%
Social Sciences	34
Other	13
Sciences, Math, and Engineering	12
Education	7
<u>U of M - Ann Arbor</u>	
Social Sciences	35%
Verbal-Linguistic and Humanities	29
Sciences, Math, and Engineering	18
Education	12
Other	3
<u>U of M - Dearborn</u>	
Social Sciences	38%
Sciences, Math, and Engineering	38
Verbal-Linguistic and Humanities	24
Education	--
Other	---
<u>Wayne State</u>	
Education	39%
Verbal-Linguistic and Humanities	24
Social Sciences	19
Sciences, Math, and Engineering	10
Other	8

Institution and Subject Category% of Institution's  
ActivitiesWestern

Education	21%
Verbal-Linguistic and Humanities	20
Sciences, Math, and Engineering	18
Social Sciences	18
Other	15

C. LOCATION1. Location of Activities

Activities occurred in 13 of Michigan's 83 counties, as well as in four other locations. (See Table 49.) Locations in which two percent or more of the 2,982 activities occurred were as follows, in rank order:

<u>Location</u>	<u>% of Total Activities</u>
No Specific Location (Activity was independent study or a similar activity)	74.9%
Within Michigan - Exact Location Not Specifiable (e.g., activity may have been an internship, student teaching, etc., which could be located at several places)	18.1
Oakland County	4.5

Less than one percent of the activities were held in each of the following 12 counties: Alcona, Allegan, Benzie, Charlevoix, Genesee, Gratiot, Houghton, Ingham, Isabella, Kent, Roscommon, and Saginaw.

Less than one percent of the activities also occurred "Outside of Michigan, but Within the Country", as well as "Outside of the Country."

No activities occurred in 70 of Michigan's 83 counties.

Locations where activities of each of the institutions, except two, occurred most frequently and second most frequently were "No Specific Location", and "Within Michigan, but the Exact Location not Specifiable." The two exceptions were Michigan Tech whose most frequent locations were "No Specific Location" and Houghton County; and Oakland whose most frequent locations were Oakland County and "Within Michigan, but Exact Location not Specifiable."



## 2. Location of Subject Matter Activities

Locations of the subject matter activities are provided in Tables 50 and 51. These locations are presented here in terms of the five broad categories previously established in Section B of this chapter.

### a. Social Sciences

Activities which fell in the broad category of Social Sciences (Area Studies, Psychology, Public Affairs and Services, Social Sciences, Public Service Related Technologies) occurred in three Michigan counties: Alcona, Benzie, and Oakland.

Social Science type activities also occurred "Within Michigan in Non-specifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location" (activity could occur anywhere because it was independent study or a similar activity).

### b. Verbal-Linguistic and Humanities

Activities which fell in the broad category of Verbal-Linguistic and Humanities (Communications, Fine and Applied Arts, Foreign Languages, Letters, Library Science) occurred in three Michigan counties: Houghton, Isabella, and Oakland.

Verbal-Linguistic and Humanities type activities also occurred "Within Michigan in Non-specifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location."

### c. Science, Mathematics, and Engineering

Activities which fell in the broad category of Sciences, Mathematics, and Engineering (Agriculture and Natural Resources, Architecture and Environmental Design, Behavioral Sciences, Computer and Information Sciences, Engineering, Mathematics, Physical Sciences, Data Processing Technologies, Mechanical and

Engineering Technologies, Natural Science Technologies) occurred in six Michigan counties: Allegan, Charlevoix, Gratiot, Houghton, Oakland, and Roscommon.

Science, Mathematics, and Engineering type activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location."

d. Other

Activities which fell in the broad category of Other (Business and Management, Health Professions, Home Economics, Military Science, Interdisciplinary Studies, Business and Commerce Technologies, Health Sciences and Paramedical Technologies) occurred in five Michigan counties: Genesee, Ingham, Kent, Oakland, and Saginaw.

"Other" category activities also occurred "Within Michigan in Nonspecifiable Locations"; and in "No Specific Location."

e. Education

Activities which fell in the Education category occurred in one county: Oakland.

Education activities also occurred "Within Michigan in Nonspecifiable Locations"; and in "No Specific Location".

## D. EDUCATIONAL LEVEL

### 1. Educational Level of Activities

Activities available for credit to undergraduates numbered 2,982<sup>5</sup>, and of these, 65% were specifically designated as undergraduate level activities; 9% as graduate level activities generally open to some levels of undergraduates without restriction; and 26% as graduate level activities generally available to some levels of undergraduates who meet special conditions. Thus, most of the available activities were designed for the undergraduate level; and the remaining activities were designed for the graduate level although they were available to undergraduates. (See Table 52.)

The specific educational levels of the 2,982 activities were as follows: 2% were classified at the freshman level; 0% at the sophomore level; 35% junior level; 68% senior level; and 38% at the graduate level. (These percentages total more than 100% as the educational levels were not mutually exclusive categories. (See Table 53.)

Those institutions which included in their offerings the largest proportion of activities which were specifically for undergraduates were, in descending rank order:

Ferris (100%) (Most were senior level.)

Grand Valley (100%) (Most were senior level and then junior.)

Superior (100%) (Most were senior level.)

Saginaw Valley (100%) (Most were senior level.)

6

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<sup>5</sup> An additional 1,738 activities (beyond the 2,982) were *absolutely* restricted to only graduate students and have not been included in any of these analyses. (See Table 46.)

Wayne State (95%) (Most were senior and junior levels.)  
 U of M - Dearborn (92%) (All were senior and junior levels.)  
 Oakland (88%) (Most were senior level.)  
 Eastern (87%) (Most were senior level.)  
 Michigan Tech (85%) (Most were senior level.)  
 Michigan State (57%) (Most were senior level.)  
 U of M - Ann Arbor (54%) (Most were senior level.)

In general, the institutions had few activities designated at the freshman level. Four institutions (Lake Superior, Oakland, U of M - Dearborn, and Western) had none; and four others (Saginaw, U of M - Ann Arbor, Wayne State, and Grand Valley) had three or less.

Activities designated as sophomore were more plentiful although one institution (U of M - Dearborn) had none, while three others (Saginaw, Lake Superior, and Grand Valley) had three percent or less of sophomore level activities.

Institutions which offered the largest proportion of graduate activities that were also available to undergraduates were, in rank order: Central (75%), Northern (55%), and Western (51%).

## 2. Educational Level of Subject Matter Activities

Educational levels of the subject matter activities are presented in Tables 54 and 55. These levels are presented here in terms of the five broad categories of subject matter activities.

### a. Undergraduate

Undergraduate activities numbered 1,950, and of these, in rank order, 28% were in the broad category of Verbal-Linguistic and Humanities; 23% were in Social Sciences; 17% in Education; 17% in Science, Mathematics, and Engineering; and 15% in the broad category of Other.

The percentage of each broad subject matter category which fell into each specific educational level of freshman through senior are listed below in rank order by educational level (specific educational levels were not treated as mutually exclusive categories).

<u>Level</u>	<u>% of Each Level</u>
<u>Freshman (N=70)</u>	
Verbal-Linguistic and Humanities	61%
Science, Math, and Engineering	23
Social Sciences	14
Other	6
Education	3
<u>Sophomore (N=229)</u>	
Verbal-Linguistic and Humanities	51%
Social Sciences	22
Other	16
Education	6
Science, Math, and Engineering	--
<u>Junior (N=1056)</u>	
Verbal-Linguistic and Humanities	28%
Education	24
Social Sciences	21
Science, Math, and Engineering	16
Other	11
<u>Senior (N=2026)</u>	
Verbal-Linguistic and Humanities	26%
Social Sciences	22
Science, Math, and Engineering	19
Education	19
Other	14

b. Graduate (Available to Undergraduates)

(1) Open. Graduate level activities generally open to undergraduates numbered 267, and of these, in rank order, 27% were in the Verbal-Linguistic and Humanities category; 25% in Education; 23% in Social Sciences; 15% in Science, Mathematics, and Engineering; and 10% were in the broad category of Other.

(2) Special Conditions. Activities generally available to some levels of undergraduates who meet special conditions numbered 765, and of these, in rank order, 29% were in the Social Sciences; 24% in Science, Mathematics, and Engineering; 19% in Verbal-Linguistic and Humanities; 13% in Other; and 9% were in Education.

The percentage of each broad subject matter category which fell into the specific educational level of graduate (in the freshman through graduate level categories analysis) were: Science, Mathematics, and Engineering - 34%; Social Sciences - 25%; Education - 23%; Verbal-Linguistic and Humanities - 21%; and Other - 12%.

### 3. Locations of Specific Educational Level Activities

Locations of the lower division, upper division, and graduate level activities are presented in Table 56.

#### a. Freshman and Sophomore

Freshman and Sophomore activities were located in 2 of the 13 Michigan counties that had activities: Houghton and Oakland.

Freshman and Sophomore level activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; and in "No Specific Location".

#### b. Junior and Senior

Junior and Senior level activities were located in 8 of the 13 counties that had activities: Alcona, Benzie, Charlevoix, Gratiot, Houghton, Isabella, Oakland, and Roscommon.

Junior and Senior level activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

c. Graduate

Graduate level activities (available to undergraduates) were located in 11 of the 13 counties with activities: Allegan, Benzie, Genesee, Gratiot, Houghton, Ingham, Isabella, Kent, Oakland, Roscommon, and Saginaw.

Graduate level activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

## E. ON- OR OFF-CAMPUS

### 1. On- or Off-Campus Activities

Almost all (94%) of the activities occurred off-campus in either non-specific locations (75%) or in specific locations (19%). (See Table 57.) "Non-specific" locations signified that the activities occurred anywhere because they were independent study or similar activities. Ten of the 14 institutions had the largest proportion of their activities occurring off-campus in non-specific locations; Ferris had the largest proportion occurring off-campus in a specific location.

A small percentage (6%) of the activities occurred on-campus. Nine institutions had none of their activities occurring on-campus in contrast to Oakland where 94% of its activities took place on-campus. However, an examination of the listing of activities which could actually take place off-campus (and should have been recorded as off-campus activities when the data was collected).

### 2. On- or Off-Campus of Subject Matter Activities

The on- or off-campus locations of the subject matter activities are presented in Table 58. The on- or off-campus locations are presented here in terms of the five broad categories of subject activities.

#### a. Off-Campus (Non-Specific Locations)

The 2,228 activities located off-campus in non-specific locations fell, in rank order, into the following broad subject matter categories: Verbal-Linguistic and Humanities - 29%; Social Sciences - 24%; Science, Mathematics, and Engineering - 21%; Other - 14%; and Education - 11%.

#### b. Off-Campus (Specific Locations)

The 565 activities located off-campus in specific locations covered the subject categories in the following way, in rank order: Education - 49%;



Other - 20%; Social Sciences - 18%; Science, Mathematics, and Engineering - 7%; and Verbal-Linguistic and Humanities - 6%.

c. On-Campus

The 175 activities located on-campus fell into the following broad subject matter categories: Verbal-Linguistic and Humanities - 47%; Social Sciences - 29%; Science, Mathematics, and Engineering - 11%; Education - 7%; and Other - 6%.

3. Location of On- and Off-Campus Activities

Locations of the on- and off-campus activities are presented in Table 59.

a. Off-Campus (Specific Locations)

The 565 activities located off-campus in specific locations were located in 7 of the 13 Michigan counties with activities: Charlevoix, Genesee, Gratiot, Ingham, Kent, Roscommon, and Saginaw.

Off-campus activities in specific locations also were located "Within Michigan in Nonspecific Locations" (not contradictory in that the locations of these activities could not be specified exactly for this study, but they did take place in several specific places, centers, or schools): "Outside of Michigan, but Within the Country"; and "Outside of the Country".

b. On-Campus

The 175 on-campus activities were located in 3 of the 13 Michigan counties that had activities: Houghton, Isabella, and Oakland.

## F. TYPE AND NUMBER OF CREDITS OFFERED

### 1. Type and Number of Credits

The type of credits offered for these activities was quarter credit (50.4% of the activities) and semester credit (49.5%). (See Table 60.)

The number of credits offered ranged from 1 to 95 plus variable credit. Approximately 67% of the total activities were offered for variable credit; 9% for four credits; 7% for three credits; 5% for two credits; 4% for one credit; 2% for eight credits; and 2% for six credits. (See Table 61.)

### 2. Number of Credits Offered for the Subject Matter Activities

Data concerning the amount of credit offered for the subject activities are presented below in terms of the broad subject categories and in rank order according to the largest percentage of activities being offered for a given number of credits, e.g., the greatest proportion of activities were offered for variable credit each. Only the more frequent credit offerings are presented below. (See Table 62.)

#### a. Variable Credit

The 1,988 activities which were offered each for variable credit were distributed among the broad subject matter categories in the following rank order manner: Social Sciences - 24%; Verbal-Linguistic and Humanities - 24%; Other - 16%; Education - 15%; and Science, Mathematics, and Engineering - 14%.

#### b. Four Credits

The 265 activities which were each offered for four credits fell into the following subject categories: Social Sciences - 35%; Verbal-Linguistic and Humanities - 35%; Other - 11%; Education - 10%; and Science, Mathematics, and Engineering - 4%.

c. Three Credits

The 204 activities each offered for three credits were distributed across the subject categories as follows: Verbal-Linguistic and Humanities -- 33%; Social Sciences - 27%; Other - 16%; Education - 12%; Science, Mathematics, and Engineering - 8%.

d. Two Credits

The 190 activities each offered for two credits fell into the following subject categories: Education - 42%; Verbal-Linguistic and Humanities - 18%; Social Sciences - 12%; Science, Mathematics, and Engineering - 11%; and Other -- 7%.

e. One Credit

The 127 activities offered for one credit were distributed across subject categories as follows: Verbal-Linguistic and Humanities - 51%; Social Sciences - 20%; Education - 11%; Other - 10%; and Science, Mathematics, and Engineering - 6%.

## G. INSTRUCTIONAL TECHNIQUE

### 1. Instructional Technique

The vast majority (79%) of the activities were delivered using the "Independent Study" technique. (Definitions of the instructional techniques have been included in Chapter III - Procedures.) All 14 institutions made use of the "Independent Study" delivery method. (See Table 63.)

Other delivery methods used, in rank order of the frequency with which they were used, were:

<u>Technique</u>	<u>% of Total Activities</u>
Work Study, Internship	15.6%
Field Study, Workshop, Institute, Conference	3.0
Travel-Study	0.9
Other	0.5
Course	0.4
Broadcast Radio	0.4
Credit by Exam	0.2
Correspondence	0.1

Eastern was the one institution which made use of the "Broadcast Radio" technique; and Western the one institution to use the "Correspondence" method.

Two institutions (Central and Oakland) used the "Credit by Exam" technique; and two others (Michigan Tech and Western) used the "Course" method.

Five institutions (Central, Grand Valley, Michigan State, Michigan Tech, and Western) made use of the "Travel-Study" technique. "Field Study, Workshop, Institute, Conference" method was used by nine institutions (Central, Eastern,

Michigan State, Michigan Tech, Northern, Oakland, U of M - Ann Arbor, Wayne State, and Western).

The "Work-Study, Internship" method was used by ten institutions (Central, Ferris, Grand Valley, Lake Superior, Michigan State, Michigan Tech, Northern, Oakland, Saginaw, U of M - Ann Arbor, Wayne State, and Western).

None of the institutions used "Closed Circuit TV," "Closed Circuit Radio," "Broadcast TV," nor "Learning Packages" as instructional techniques for delivery of the activities offered during 1971-72.

## 2. Instructional Technique of the Subject Matter Activities

Data concerning the instructional technique used to deliver the subject matter activities are provided in Table 64. These data are presented here for those most frequently used and in terms of the five broad subject categories.

### a. Independent Study

The 2,342 activities which were delivered using the "Independent Study" instructional technique were distributed among the broad subject matter categories in the following rank order manner: Verbal-Linguistic and Humanities - 30%; Social Sciences - 25%; Science, Mathematics, and Engineering - 21%; Other - 12%; and Education - 11%.

### b. Work Study, Internship

The 464 activities which used the "Work Study, Internship" delivery method fell into the following subject categories: Education - 54%; Other - 24%; Social Sciences - 15%; Verbal-Linguistic and Humanities - 4%; and Science, Mathematics, and Engineering - 3%.

c. Field Study, Workshop, Institute, Conference

The 90 activities using the "Field Study, Workshop, Institute, Conference" instructional technique were distributed among the subject categories in the following manner: Education - 29%; Social Sciences - 27%; Science, Mathematics, and Engineering - 24%; Other - 17%; and Verbal-Linguistic and Humanities - 3%.

## H. BEGINNING MONTH

### 1. Beginning Month

The four months in which the 1971-72 activities most frequently began were January (26% of the total activities), September (23%), June (14%), and March (13%). Another 12% of the activities began at 'Anytime' during the year. (See Table 65.)

April was the beginning month of 5% of the activities, August for 4%; and May, 1%.

Less than 1% of the activities occurred in the months of February and July.

None of the activities began in the months of October, November, and December.

The majority of activities of two institutions (Central and Northern) began 'Anytime' during the year. September and January were the months in which the majority of activities began for four institutions (Oakland, Saginaw, U of M - Ann Arbor, and U of M - Dearborn).

Most of Eastern's activities began during January, June, and August; Ferris during January, March, June, and September; Grand Valley during January, April, and September; Lake Superior, January, March, and Anytime; Michigan State, January, March, and September; Michigan Tech, January, April, June, and September; and Wayne State's activities during January and August.

### 2. Beginning Month of Subject Matter Activities

Data concerning the beginning months of the subject matter activities are provided in Table 66. These data are presented here for the more active months in terms of the five broad categories of subject activities.

a. January

The greater proportion of the 785 beginning January activities were in the categories of Verbal-Linguistic and Humanities (28.4%), and Social Sciences (23.2%). These were followed less frequently by Education (17.6%); Science, Mathematics, and Engineering (16.4%); and Other (13.7%).

b. September

The greater proportion of the 672 beginning September activities also were in Verbal-Linguistic and Humanities (27%) and Social Sciences (23.1%), followed by Science, Mathematics, and Engineering (18.5%); Other (15.3%); and Education (15.3%).

c. June

The 406 beginning June activities were, in rank order: Social Sciences (22.9%); Science, Mathematics, and Engineering (21.3%); Verbal-Linguistic and Humanities (20.1%); Other (18.8%); and Education (16.5%).

d. March

The greater proportion of the 389 activities initiating in March were in the categories of Verbal-Linguistic and Humanities (26.7%), and Social Sciences (21.4%). These were followed less frequently by Other (17.8%); Science, Mathematics, and Engineering (17.3%); and Education (16.7%).

e. Anytime

The larger percentage of the activities beginning at "Anytime" during the year were in Education (31.6%). The categories of Verbal-Linguistic and Humanities, and Social Sciences (23.7% and 23%, respectively) were the next most frequent, followed by Science, Mathematics, and Engineering (13.3%) and Other (8.4%).



## I. CO-SPONSORSHIP

### 1. Co-Sponsorship

Almost all (99.5%) of the activities were sponsored by a single institution, i.e., one or another of the 14 institutions. (See Tables 67 and 68.)

Less than one percent of the activities were co-sponsored by two or more Council institutions; and less than one percent by two or more institutions Council and non-Council.

The four institutions which indicated co-sponsorship of some of their activities (one activity at each institution) were Ferris, Northern, Oakland, and Western.

### 2. Council Co-Sponsorship of Subject Matter Activities

An analysis for all institutions combined concerning Council co-sponsorship of the subject matter activities was not done because, as stated above, almost all of the activities were sponsored by a single institution, i.e., one or another of the 14 institutions. Such an analysis is available, however, for each separate institution.<sup>6</sup>

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<sup>6</sup>These tables are in the files of the Michigan Council of State College Presidents, 1222 Commerce Center Bldg., Lansing, Michigan 48933.

## J. FACULTY

The majority of the activities (84%) were taught or monitored by faculty working for the sponsoring institution ("institutional" faculty). Less than 1% were taught or monitored by supplementary faculty procured elsewhere; and 15% by "Both" institutional and supplementary faculty. (See Table 69.)

One institution, Ferris, used "Both" institutional and supplementary faculty to teach or monitor over half (56.5%) of their activities.

Two institutions, Eastern and U of M - Dearborn, used only institutional faculty; and six others (Grand Valley, Lake Superior, Michigan State, Michigan Tech, Oakland, and Saginaw) used almost only institutional faculty.

Institutional faculty taught 84% to 88% of the activities at Central, Northern, and U of M - Dearborn; and 66-67% of the activities at Wayne State and Western.

## K. USUAL FREQUENCY OF OFFERING

### 1. Usual Frequency of Offering in Specified Location

Approximately half (49%) of the activities are usually offered "all year or four or more terms each year" in the specified location while 23% are usually offered "three terms each year." Another 12% of the activities are usually offered "sporadically or on demand" in the specified location; 11% are offered "two terms each year"; and 6% "one term each year". (See Table 70.)

Two institutions offer the majority of their activities "sporadically or on demand": Northern (80% of its activities) and Central (54%).

Eastern usually offers all of its activities "all year or four or more terms each year"; while four institutions (Ferris, Grand Valley, Michigan State, and Western) usually offer the majority of their activities "all year or four or more terms each year". Michigan Tech and Oakland offer a sizable percentage of their activities in this manner.

Two institutions (Saginaw and U of M - Dearborn) offer the majority of their activities "three terms each year".

Wayne State offers most of its activities "three terms each year" and "all year or four or more terms each year". U of M - Ann Arbor offers more than one-third of its activities "one term each year", and more than one-third "three terms each year". Lake Superior offers more than one-third of its activities "one term each year" and more than one-third "three terms each year".

### 2. Usual Frequency of Offering Subject Matter Activities

Data concerning the usual frequency of offering of the subject matter activities in the specified locations are provided in Table 71. These data are

presented here for the major findings and in terms of the five broad subject categories.

a. All Year or Four or More Terms Each Year

The 1,445 activities usually offered "all year or four or more terms each year" in the specified location were distributed across the subject categories in the following manner: Social Sciences - 25%; Verbal-Linguistic and Humanities - 21%; Other - 19%; Science, Mathematics, and Engineering - 19% and Education - 15%.

b. Three Terms Each Year

The 680 activities usually offered "three terms each year" fell into the following subject categories: Verbal-Linguistic and Humanities - 37%; Social Sciences - 25%; Science, Mathematics, and Engineering - 15%; Education - 12%, and Other - 8%.

c. Sporadically or On Demand

The 347 activities usually offered "sporadically or on demand" were distributed among subject categories as follows: Education - 32%; Verbal-Linguistic and Humanities - 23%; Social Sciences - 23%; Science, Mathematics, and Engineering - 15%; and Other - 6%.

d. Two Terms Each Year

Activities offered two terms each year numbered 330, and fell into the following subject categories: Education - 31%; Verbal-Linguistic and Humanities - 28%; Social Sciences - 22%; Science, Mathematics and Engineering - 14%, and Other - 7%.

e. One Term Each Year

Activities offered "one term each year" were 170 distributed in the following manner: Science, Mathematics, and Engineering - 28%; Verbal-Linguistic and Humanities - 23%; Social Sciences - 22%; Education - 19%; and Other - 9%.

#### L. ACTIVITY OFFERED IN 1969-70 AND 1970-71

In the 1969-70 academic year, 76% of the 1971-72 activities were offered in the specified location, 17% were not, and it was uncertain as to whether or not 7% of the activities were offered.

In the academic year 1970-71, 79% of the 1971-72 activities were offered in the specified location, 15% were not, and 4% were uncertain. (See Table 72.)

Lake Superior did not offer most of the 1971-72 activities in 1969-70 and 1970-71; and U of M - Dearborn was uncertain whether or not all or most of its 1971-72 activities were offered in 1969-70 and 1970-71. The other 12 institutions offered the majority of their 1971-72 activities in both 1969-70 and 1970-71.

## 11. PLANS TO OFFER ACTIVITIES IN THE FUTURE

### 1. Plans to Offer

Plans to offer the 1971-72 activities in the specified locations were positively indicated for three academic years: 99% of the activities in 1972-73; 59% in 1973-74; and 59% in 1974-75. (See Table 73.)

It was uncertain as to whether or not 40% of the activities would be offered in 1973-74; and whether or not 41% would be offered in the specified location during 1974-75.

All 14 institutions planned to offer all or the majority of their activities in the specified locations in 1972-73; and all (with the exceptions of Michigan State, Oakland, and U of M - Ann Arbor) planned to offer the majority of their activities during 1973-74 and 1974-75. Michigan State, Oakland, and U of M - Ann Arbor were uncertain as to whether or not all or most of their activities would be offered in these years.

### 2. Plans to Offer Subject Matter Activities

Information concerning plans to offer the subject matter activities in the specified locations during 1972-73, 1973-74, and 1974-75 is provided in Table 74. These data are presented here for the positive plans for 1972-73 and for both the positive and uncertain plans for 1973-74 and 1974-75 in terms of the five broad subject categories.

#### a. 1972-73

(1) Yes. Plans to offer the 2,982 1971-72 activities in 1972-73 were positively indicated for 2,955 activities. These 2,955 activities were distributed across the five subject categories as follows: Verbal-Linguistic and

Humanities - 26%; Social Sciences - 24%; Education - 19%; Science, Mathematics, and Engineering - 18%; and Other 14%.

b. 1973-74

(1) Yes. Plans to offer the 1971-72 activities during 1973-74 were positively indicated for 1,752 activities distributed as follows: Education - 26%; Verbal-Linguistic and Humanities - 24%; Social Sciences - 22%; Science, Mathematics, and Engineering - 17%; and Other - 12%.

(2) Don't Know. The 1973-74 plans were uncertain for 1,205 activities: Science, Mathematics, and Engineering - 19%; Other - 18%; Verbal-Linguistic and Humanities - 9%; Education - 8%; and Social Sciences - 7%.

c. 1974-75

(1) Yes. Plans to offer the 1971-72 activities during 1974-75 were positively indicated for 1,750 activities. These activities were distributed among the subject categories in the following manner: Science, Mathematics, and Engineering - 33%; Education - 26%; Verbal-Linguistic and Humanities - 20%; Social Sciences - 22%; and Other - 12%.

(2) Don't Know. The 1974-75 plans were uncertain for 1,209 activities distributed as follows: Verbal-Linguistic and Humanities - 32%; Social Sciences - 26%; Science, Mathematics, and Engineering - 19%; Other - 18%; and Education - 8%.



## II. SUMMARY

### Resources Available to an External Degree Program Through the Regular Instructional Programs

The major findings concerning the resources available to an external degree program through the regular instructional programs are summarized below. The summary follows the format of this chapter for ease in reading as well as in referral back to the chapter or to similar summary sections of the other findings in Appendices B and D.

Fourteen of the 15 MCSCP Institutions had 2,982 activities available for credit to undergraduates for an external degree program through their regular instructional programs.

The four institutions which offered the greater proportion of these activities were, in rank order: Michigan State, Wayne State, Central, and Western.

#### A. PBES CATEGORY

The three most frequent PBES category designations were, in rank order: "Arts, Humanities, and Letters"; "Social Sciences, Area Studies, Human Service, and Public Affairs"; and "Education".

#### B. SUBJECT MATTER AREAS

The 2,982 activities were offered in 28 different subject areas the most frequent (19% to 5%) being, in rank order: Education, Social Science, Fine and Applied Arts, Letters, Foreign Languages, Physical Sciences, Business and Management, and Biological Sciences.

The 28 subject matter areas were grouped into five broader subject categories and the kinds of activities offered using these categories were: Verbal-Linguistic and Humanities (25.7%); Social Sciences (23.4%); Education (18.5%); Science, Mathematics, and Engineering (17.9%); and Other (14%).

### C. LOCATION

1. Location of Activities. Activities occurred in 13 of Michigan's 83 counties as well as in four additional locations. Activities occurred most frequently in: "No Specific Location" (74.9%); "Within Michigan in Nonspecifiable Locations" (18.1%); and in Oakland County (4.5%).

Less than one percent of the activities occurred in each of 12 Michigan counties as well as "Outside of Michigan, but Within the Country", and "Outside of the Country".

No activities occurred in 70 of Michigan's 83 counties.

2. Location of Subject Matter Activities. Activities which fell in the broad category of Social Sciences occurred in three Michigan counties; Verbal-Linguistic and Humanities in three counties; Science, Mathematics, and Engineering in six counties; Other in five counties; and Education in one county. Social Science, Verbal-Linguistic and Humanities, and Science, Mathematics, and Engineering activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location". Other and Education activities also occurred "Within Michigan in Nonspecifiable Location" and in "No Specific Location".

#### D. EDUCATIONAL LEVEL

1. Educational Level of Activities. Most (65%) of the 2,982 activities available for credit to undergraduates were designed for the undergraduate level; and the remaining activities were designed for the graduate level, but were available to undergraduates (9% were generally open to some levels of undergraduates without restriction; and 26% were generally available to some levels of undergraduates who meet special conditions).

Fewer activities were available at the lower division level (2% freshman and 3% sophomore) than at the upper division (35% junior and 68% senior) or graduate (38%) levels.

The eleven institutions which included in their offerings the largest proportion of activities designed specifically for undergraduates were, in rank order: Ferris, Grand Valley, Lake Superior, Saginaw Valley, Wayne State, U of M -- Dearborn, Oakland, Eastern, Michigan Tech, and U of M -- Ann Arbor.

2. Educational Level of Subject Matter Activities. The 1,950 undergraduate level activities were in the broad category of Verbal-Linguistic and Humanities (28%); Social Sciences (23%); Education (17%); Science, Mathematics, and Engineering (17%); and Other (15%).

The 267 graduate-level activities generally open to some levels of undergraduates were in: Verbal-Linguistic and Humanities (27%); Education (25%); Social Sciences (23%); Science, Mathematics, and Engineering (15%); and Other (10%).

The 765 graduate-level activities generally available to some levels of undergraduates who meet special conditions were in: Social Sciences (29%); Science, Mathematics, and Engineering (24%); Verbal-Linguistic and Humanities (19%); Other (13%); and Education (9%).

3. Locations of Specific Educational Level Activities. Lower division activities were located in two of the 13 Michigan counties with activities; upper division activities were located in 8 counties; and graduate level activities in 11 counties. All level activities also were located "Within Michigan in Non-specifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

#### E. ON- OR OFF-CAMPUS

1. On- or Off-Campus Activities. Almost all (94%) of the activities occurred off-campus primarily in non-specific locations (75%), and less frequently in specific locations (19%). A small percentage of the activities occurred on-campus (6%).

2. On- and Off-Campus Location of Subject Matter Activities. The 2,229 off-campus (nonspecific locations) activities were in rank order: Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics and Engineering, Other and Education.

The 565 off-campus (specific locations) activities, in rank order were: Other, Social Sciences, Science, Mathematics, and Engineering, and Verbal-Linguistic and Humanities.

The 175 on-campus activities in rank order were: Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics and Engineering; Education and Other.

3. Location of On- and Off-Campus Activities. Activities were located on-campus in 3 of the 13 counties with activities; and off-campus in specific locations in 7 counties as well as "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; and "Outside of the Country".

#### F. TYPE AND NUMBER OF CREDITS

Quarter credit (50.4% of the activities) and semester credit (49.5%) were offered for the activities. The number of credits ranged from 1 to 95 plus variable credit. The majority of the total activities were offered for variable credit; and the other activities most frequently for four and three credits.

#### G. INSTRUCTIONAL TECHNIQUE

The vast majority (79%) of the activities were delivered using the "Independent Study" instructional technique. Other delivery methods used, in rank order of the frequency with which they were used (15.6% to 0.1%), were: Work-Study, Internship; Field Study, Workshop, Institute, Conference; Travel-Study; Other; Course; Broadcast Radio; Credit by Exam; and Correspondence.

#### H. BEGINNING MONTH

The 1971-72 activities most frequently began in January (26%); September (23%); June (14%); and March (13%); as well as "Anytime" (12%) during the year. Other months or times when activities started, in rank order according to the frequency of beginning activities were: April, August, May (5% , 4%, and 1% respectively); and February and July (each less than 1%). None of the activities began in the months of October, November, and December.

## I. CO-SPONSORSHIP

Almost all (99.5%) of the activities were sponsored by a single institution, i.e., one or another of the 14 institutions. Co-sponsorship was limited: less than one percent of the activities were co-sponsored by two or more Council institutions; and less than one percent by two or more institutions Council and non-Council. Co-sponsorship was indicated by Ferris, Northern, Oakland, and Western.

## J. FACULTY

The majority of the activities were taught or monitored by institutional faculty - 84%. Supplementary faculty procured elsewhere taught or monitored 1% of the activities; and "Both" institutional and supplementary faculty - 15%.

## K. USUAL FREQUENCY OF OFFERING

1. Usual Frequency of Offering Activities in Specified Location. "All year or four or more terms each year" in the specified location is the usual frequency of offering for almost half (49%) of the activities. Other usual offerings, in rank order, are: "Three terms each year" - 23%; "Sporadically or on demand" - 12%; "Two terms each year" - 11%; and "One term each year" - 6%.

A majority or a sizable percentage of their activities are offered "All year or four or more terms each year" by 7 institutions; "Three terms each year" by 2 institutions; and "Sporadically or on demand" by two institutions. The remaining four institutions vary among themselves in the alternative usual offerings of a majority of their activities.

2. Usual Frequency of Offering Subject Matter Activities. The 1,445 activities usually offered, "all year or four or more terms each year", were, in rank order: Social Sciences, Verbal-Linguistic and Humanities, Other, Science, Mathematics, and Engineering, and Education.

The 680 activities offered "three terms each year" were, in rank order: Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics, and Engineering, Education, and Other.

The 347 activities offered "Sporadically or on demand" were, in rank order: Education, Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics, and Engineering, and Other.

The 330 activities offered "two terms each year" were, in rank order: Education, Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics, and Engineering, and Other.

The 170 activities offered "one term each year" were, in rank order: Science, Mathematics, and Engineering, Verbal-Linguistic and Humanities, Social Sciences, Education, and Other.

#### L. ACTIVITY OFFERED IN 1969-70 AND 1970-71

In the 1969-70 and 1970-71 academic years, the percentages of 1971-72 activities offered in the specified locations were 76% and 79%, respectively; not offered - 17% and 15%, respectively; and uncertain as to whether or not they were offered - 7% and 4%, respectively.

## II. PLANS TO OFFER ACTIVITIES IN THE FUTURE

1. Plans to Offer Activities. Plans to offer the 1971-72 activities in the specified locations in 1972-73, 1973-74, and 1974-75 were as follows: Positive - 99%, 59%, and 59%, respectively; and Uncertain - 40% (1973-74) and 41% (1974-75).

All 14 institutions plan to offer the majority of their activities in 1972-73 and 11 institutions in 1973-74 and 1974-75 (Michigan State, Oakland, and U of M - Ann Arbor were uncertain for these years).

2. Plans to Offer Subject Matter Activities. Positive plans to offer the activities in 1972-73 were most frequent for Verbal-Linguistic and Humanities activities followed, in rank order, by Social Sciences, Education, Science, Mathematics, and Engineering, and Other; in 1973-74 - Education, Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics, and Engineering, and Other; in 1974-75 - Science, Mathematics, and Engineering, Education, Verbal-Linguistic and Humanities, Social Sciences, and Other.

Uncertain plans in 1973-74 were most frequent for Science, Mathematics, and Engineering activities followed; in rank order by Other, Verbal-Linguistic and Humanities, Education, and Social Sciences; in 1974-75 - Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics, and Engineering, Other, and Education.



Graduate Level Activities Absolutely Restricted to Only Graduate Students  
(1971-72 Regular Instructional Program Activities)  
14 Council Institutions

Institution	Activities <sup>a</sup>	
	f	%
01 Central Mich U	--	--
02 Eastern Mich U	235	13.5
03 Ferris State C	--	--
04 Grand Valley S C	--	--
05 Lake Superior S C	--	--
06 Mich State U	330	19.0
07 Mich Tech U	52	3.0
08 Northern Mich U	--	--
09 Oakland U	--	--
10 Saginaw Valley C	--	--
11 U of M - Ann Arbor	389	22.4
12 U of M - Dearborn	3	0.2
14 Wayne State U	666	38.3
15 Western Mich U	63	3.6
Total	1730	100.0

<sup>a</sup>These activities were not included in the analyses of data for the undergraduate external degree program study.

PBES Category Designation of Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Institution	Ag & Nat Res		Arts, Hum, Letters		Bio Sci		Bus, Mgmt, Commer		Compu & Info Sci		Educ		Eng, Arch, & Rel Tech Flds		Hlth Sci Profess		Phys Sci & Math		Soc Sci, Area Studs, Hum Serv, Pub Aff		Other		NA		Total Activities	
	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>
01 Central Mich U	76	18.4	15	3.6	18	4.3	--	--	123	29.7	21	5.1	--	--	--	--	25	6.0	108	26.1	27	6.5	1	0.2	414	13.9
02 Eastern Mich U	46	29.7	2	1.3	--	--	--	--	25	16.1	--	--	--	--	--	--	12	7.7	49	31.6	5	3.2	16	10.3	155	5.2
03 Ferris State C	6	6.5	4	4.3	12	13.0	--	--	33	35.9	3	3.3	14	15.2	4	4.3	4	4.3	16	17.4	--	--	--	--	92	3.1
04 Grand Valley S C	29	28.7	17	16.8	8	7.9	--	--	--	--	--	--	8	7.9	24	23.8	6	35.3	15	14.9	--	--	--	--	101	3.4
05 Lake Superior S C	1	5.9	6	35.3	2	11.8	--	--	--	--	--	--	--	--	--	--	6	35.3	2	11.8	--	--	--	--	17	0.6
06 Mich State U	40	4.6	185	21.3	71	8.2	57	6.6	10	1.2	20	2.3	18	2.1	70	8.1	172	19.8	164	18.9	7	0.8	867	29.1		
07 Mich Tech U	2	3.2	8	12.9	5	8.1	--	--	--	--	33	53.2	3	4.8	10	16.1	--	--	1	1.6	--	--	--	--	62	2.1
08 Northern Mich U	--	--	41	39.8	10	9.7	6	5.8	--	--	--	--	--	--	7	6.8	11	10.7	--	--	--	--	--	103	3.5	
09 Oakland U	--	--	58	38.4	--	--	5	3.3	--	--	16	10.6	--	--	8	5.3	51	33.8	13	8.6	--	--	--	--	151	5.1
10 Saginaw Valley C	--	--	37	42.0	3	3.4	2	2.3	2	2.3	6	6.8	10	11.4	--	--	4	4.5	24	27.3	--	--	--	--	88	2.9
11 U of M - Ann Arbor	8	4.5	71	40.1	7	3.9	2	1.1	2	1.1	9	5.1	--	--	--	--	15	8.5	55	31.1	3	1.7	5	2.8	177	5.9
12 U of M - Dearborn	--	--	12	24.0	6	12.0	--	--	--	--	8	16.0	--	--	--	--	5	10.0	19	38.0	--	--	--	--	50	1.7
14 Wayne State U	25	5.8	151	35.3	13	3.0	22	5.1	3	0.7	141	32.9	--	--	--	--	12	2.8	42	9.8	3	0.7	16	3.7	428	14.4
15 Western Mich U	1	0.4	42	15.2	12	4.3	48	17.3	23	8.3	48	17.3	14	5.1	14	5.1	20	7.2	49	17.7	20	7.2	--	--	277	9.2
Total f & % <sup>c</sup>	76	2.5	763	25.6	171	5.7	182	6.1	17	0.6	482	16.2	118	3.9	57	1.9	222	7.4	613	20.6	236	7.9	45	1.5	2982	100.1

<sup>a</sup>PBES = Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

<sup>b</sup>Frequency and percentage of institution's activities.

<sup>c</sup>Frequency and percentage of total activities = 2,982.

Subject Matter Categories of Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Institution	Subject <sup>a</sup>																	
	SOCIAL SCIENCES							VERBAL-LINGUISTIC & HUMANITIES										
	Area Studs 03	Psy 20	Pub Aff & Svcs 21	Soc Sci 22	Pub Srv Rel Tech 55	Comm 06	Fine & Appl Arts 10	Foreign Langs 11	Letters 15	Lib Sci 16	f	% <sup>b</sup>	f	% <sup>b</sup>				
01 Central Mich U	29	7.0	--	62	15.0	19	4.6	14	3.4	35	8.5	4	1.0	30	7.3	5	1.2	
02 Eastern Mich U	16	10.3	--	36	23.2	--	--	12	7.7	34	21.9	--	--	10	6.5	--	--	
03 Ferris State C	--	--	--	--	--	4	4.3	--	--	--	--	--	--	--	--	6	6.5	
04 Grand Valley S C	3	3.0	--	12	11.9	--	--	--	--	18	17.8	11	10.9	--	--	--	--	
05 Lake Superior S C	--	--	1	5.9	1	5.9	--	--	--	1	5.9	--	--	--	--	--	--	
06 Mich State U	4	0.5	16	1.8	23	2.7	166	19.1	33	3.8	6.8	61	7.0	82	9.5	--	--	
07 Mich Tech U	--	--	--	--	--	--	--	--	--	--	--	3	4.8	5	8.1	--	--	
08 Northern Mich U	--	--	1	1.0	2	1.9	9	8.7	--	--	25	24.3	2	1.9	7	6.8	--	
09 Oakland U	6	3.9	4	2.7	5	3.3	40	26.5	--	--	9	5.9	31	20.5	18	11.9	--	
10 Saginaw Valley C	--	--	6	6.8	--	--	24	27.3	--	--	16	18.2	6	6.8	9	10.2	--	
11 U of M - Ann Arbor	18	10.2	7	3.9	--	--	37	20.9	2	1.1	4	2.3	23	12.9	23	12.9	--	
12 U of M - Dearborn	--	--	10	20.0	--	--	9	18.0	--	--	--	--	--	12	24.0	--	--	
14 Wayne State U	6	1.4	17	4.0	21	5.0	35	8.2	7	1.6	48	11.2	33	7.7	13	3.0	--	
15 Western Mich U	2	0.7	6	2.2	15	5.4	26	9.4	8	2.9	17	6.1	9	3.3	16	5.8	4	1.4
Total f & % <sup>c</sup>	36	1.2	115	3.9	67	2.2	457	15.3	23	0.8	266	8.9	183	6.1	225	7.6	15	0.5

Table continued

Appendix C  
Table 48 - continued  
14 Council Institutions

Institution	Subject <sup>a</sup>																			
	SCIENCE, MATH, & ENGINEERING																			
Ag & Nat Res	Arch & Envr Des		Bio Sci		Compu & Info Sci		Engin		Math		Phys Sci		Data Proc Tech Eng		Mech & Eng Tech		Nat Sci Tech			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
01 Central Mich U	2	0.5	15	3.6	--	--	--	--	8	1.9	17	4.1	--	--	--	--	--	--		
02 Eastern Mich U	--	--	2	1.3	--	--	--	--	--	--	12	7.7	--	--	--	--	--	--		
03 Ferris State C	--	--	4	4.3	--	--	--	--	--	--	4	4.3	--	--	3	3.3	--	--		
04 Grand Valley S C	--	--	17	16.8	--	--	--	--	4	4.0	20	19.8	--	--	--	--	--	--		
05 Lake Superior S C	--	--	6	35.3	--	--	--	--	3	17.6	3	17.6	--	--	--	--	--	--		
06 Mich State U	28	3.2	8	0.9	10	1.2	23	37.1	10	1.2	49	5.7	--	--	--	--	20	2.3		
07 Mich Tech U	--	--	8	12.9	--	--	--	--	6	9.7	14	22.6	--	--	--	--	3	4.8		
08 Northern Mich U	--	--	9	8.7	--	--	--	--	--	--	7	6.8	--	--	--	--	--	--		
09 Oakland U	--	--	--	--	--	--	--	--	8	5.3	--	--	--	--	--	--	--	--		
10 Saginaw Valley C	--	--	4	4.6	2	2.3	--	--	2	2.3	2	2.3	--	--	--	--	--	--		
11 U of M - Ann Arbor	6	3.4	2	1.1	2	1.1	--	--	1	0.6	14	7.9	--	--	--	--	--	--		
12 U of M - Dearborn	--	--	6	12.0	--	--	8	16.0	3	6.0	2	4.0	--	--	--	--	--	--		
14 Wayne State U	--	--	10	2.3	3	0.7	--	--	4	0.9	20	4.7	4	0.9	--	--	--	--		
15 Western Mich U	1	0.4	--	--	12	4.3	--	--	4	1.4	16	5.8	--	--	17	6.1	--	--		
Total f & % <sup>c</sup>	35	1.2	13	0.4	159	5.3	17	0.6	31	1.0	53	1.8	180	6.0	4	0.1	20	0.7	23	0.8

Table continued

## 14 Council Institutions

Institution	Subject <sup>a</sup>																				Total Activities <sup>c</sup>			
	OTHER										Hlth Svcs & Paramed Tech					EDUCATION					No Subj'd on P.O.		f	%
	Bus & Mgmt 05		Hlth Profess 12		Home Ec 13		Mil Sci 18		Interdis Studs 49		Bus & Com Tech 50		Hlth Svcs & Paramed Tech 52		Educ 08		f	%						
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f			%					
01 Central Mich U	7	1.7	3	0.7	10	2.4	1	0.2	--	--	--	--	--	--	153	37.0	--	--	414	13.9				
02 Eastern Mich U	--	--	10	6.5	2	1.3	--	--	--	--	--	--	--	--	18	11.6	3	1.9	155	5.2				
03 Ferris State C	24	26.1	4	4.3	--	--	--	--	--	--	10	10.9	--	--	33	35.9	--	--	92	3.1				
04 Grand Valley S C	6	8.0	8	7.9	--	--	--	--	--	--	--	--	--	--	--	--	--	--	101	3.4				
05 Lake Superior S C	2	11.8	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	17	0.6				
06 Mich State U	53	6.1	28	3.2	70	8.1	--	--	33	3.8	--	--	--	--	54	6.2	1	0.1	867	29.1				
07 Mich Tech U	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	62	2.1				
08 Northern Mich U	6	5.8	--	--	9	8.7	--	--	--	--	--	--	--	--	26	25.2	--	--	103	3.5				
09 Oakland U	5	3.3	--	--	--	--	--	--	9	5.9	--	--	--	--	16	10.6	--	--	151	5.1				
10 Saginaw Valley C	2	2.3	--	--	--	--	--	--	9	10.2	--	--	--	--	6	6.8	--	--	88	2.9				
11 U of M - Ann Arbor	2	1.1	--	--	--	--	--	--	3	1.7	1	0.6	--	--	21	11.9	4	2.3	177	5.9				
12 U of M - Dearborn	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	50	1.7				
14 Wayne State U	21	4.9	--	--	11	2.6	--	--	3	0.7	--	--	--	--	166	38.8	5	1.2	428	14.4				
15 Western Mich U	30	10.8	14	5.1	4	1.4	--	--	--	--	18	6.5	--	--	58	20.9	--	--	277	9.2				
Total f & % <sup>c</sup>	160	5.4	67	2.2	106	3.6	1	0.03	57	1.9	19	0.6	10	0.3	551	18.5	13	0.4	2982	100.1				

<sup>a</sup>Modified HEGIS categories.<sup>b</sup>Frequency and percentage of institution's activities.<sup>c</sup>Frequency and percentage of total activities = 2,982.<sup>d</sup>Incorrect or no subject on computer printout.

Location of Activities  
 (1971-72 Regular Instructional Program Activities = 2,982)  
 14 Council Institutions

Institution	Location													
	Alcona 01 f %f	Allegan 03 f %f	Benzie 10 f %f	Charlevoix 15 f %f	Genesee 25 f %f	Gratiot 29 f %f	Houghton 31 f %f	Ingham 33 f %f	Isabella 37 f %f	Kent 41 f %f				
01 Central Mich U			1 0.2	1 0.2					8 1.9					
02 Eastern Mich U														
03 Ferris State C														
04 Grand Valley S C														
05 Lake Superior S C														
06 Mich State U	1 0.1	2 0.2			1 0.1	15 24.2	1 0.1			1 0.1				
07 Mich Tech U														
08 Northern Mich U														
09 Oakland U														
10 Saginaw Valley C														
11 U of M - Ann Arbor														
12 U of M - Dearborn														
14 Wayne State U														
15 Western Mich U					1 0.4									
Total f & %	1 0.03	2 0.07	1 0.03	1 0.03	1 0.03	15 0.5	1 0.03	8 0.3	1 0.03	1 0.03				

Table continued

Appendix C  
Table 49 - continued  
14 Council Institutions

Institution	Location																	
	Oakland		Roscommon		Saginaw		W/in Mich; Outside Loca ngt Mich; W/in Outside Country <sup>b</sup>		97		98		No Spgc Loca		No Loca on P.O. <sup>e</sup>		Total Activities	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
01 Central Mich U			2	0.5			73	17.6	16	3.9	7	1.7	306	73.9	414	13.9		
02 Eastern Mich U							9	5.8					145	94.2	155	5.2		
03 Ferris State C							52	56.5			1	1.0	40	43.5	92	3.1		
04 Grand Valley S C							4	4.0					96	95.0	101	3.4		
05 Lake Superior S C							2	11.8			4	0.5	15	88.2	17	0.6		
06 Mich State U			1	0.1			84	9.7					771	88.9	867	29.1		
07 Mich Tech U							8	12.9	1	1.6			38	61.3	62	2.1		
08 Northern Mich U							8	7.8					95	92.2	103	3.5		
09 Oakland U	134	88.7					17	11.3					77	87.5	151	5.1		
10 Saginaw Valley C							11	12.5					139	78.5	88	2.9		
11 U of M - Ann Arbor							38	21.5					50	100.0	177	5.9		
12 U of M - Dearborn							149	34.8	1	0.2	3	1.1	272	63.6	50	1.7		
14 Wayne State U							84	30.3					188	67.9	428	14.4		
15 Western Mich U															277	9.2		
Total f & % <sup>g</sup>	134	4.5	2	0.07	1	0.03	539	18.1	18	0.6	15	0.5	2233	74.9	8	0.3	2982	100.1

<sup>a</sup> Within Michigan, but the exact location cannot be specified because the activity may be an internship, student teaching, etc. located at several places or schools.

<sup>b</sup> Outside of Michigan, but within the country, i.e. USA "proper" (excludes Alaska and Hawaii).

<sup>c</sup> Outside of the country, i.e. USA "proper" (outside excludes Alaska and Hawaii).

<sup>d</sup> No specific location because the activity could take place anywhere, e.g. independent study or similar activity.

<sup>e</sup> Incorrect or no location on computer printout.

<sup>f</sup> Frequency and percentage of institution's activities.

<sup>g</sup> Frequency and percentage of total activities = 2,982.

Table 50 - continued

14 Council Institutions

Subject	Location												Total Activities			
	Saginaw 73		W/in Mich; Loca ngt Spec 96		Outside Mich; W/in Country 97		Outside Country 98		No Spec Loca 99		No Loca on P.O. c		F	%	F	%
<b>SOCIAL SCIENCES</b>																
03 Area Studs																
20 Psy																
21 Pub Aff & Srvs																
22 Soc Sci																
55 Pub Srv Rel Tech																
<b>VERB-LING &amp; HUN</b>																
06 Comm																
10 Fine & Appl Arts																
11 Foreign Langs																
15 Letters																
16 Lib Sci																
<b>SCI, MATH, &amp; ENG</b>																
01 Ag & Nat Res																
02 Arch & Envr Des																
04 Bio Sci																
09 Compu & Info Sci																
07 Engin																
17 Math																
19 Phys Sci																
51 Data Proc Tech																
53 Mech & Eng Tech																
54 Nat Sci Tech																
<b>OTHER</b>																
05 Bus & Mgmt																
12 Hlth Profess																
13 Home Ec																
18 Mil Sci																
49 Interdis Studs																
50 Bus & Comr Tech																
52 Hlth Srvs & Paramed Tech																
<b>EDUCATION</b>																
08 Educ																
No Subj on P.O. d																
<b>Total f &amp; %<sup>f</sup></b>	1	0.03	539	18.1	18	0.6	15	0.5	2233	74.9	8	0.3	2982	100.1		

<sup>a</sup> Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, etc. located at several places or schools.

<sup>b</sup> No specific location because the activity could take place anywhere, e.g., independent study.

<sup>c</sup> Incorrect or no location on computer printout.

<sup>d</sup> Incorrect or no subject on computer printout.

<sup>e</sup> Percentage of total column frequency (e.g., in the Houghton county column, a frequency of 4 is 26.7% of 15).

Interpretation: Of the 15 activities in Houghton county, 26.7% were Letters activities.

<sup>f</sup> Frequency and percentage of total activities = 2,982.



Location of Subject Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Subject	Location													
	Alcona 01 f %e	Allegan 03 f %e	Benzie 10 f %e	Charlevoix 15 f %e	Genesee 25 f %e	Graiot 29 f %e	Houghton 31 f %e	Ingham 33 f %e	Isabella 37 f %e	Kent 41 f %e	Oakland 63 f %e	Roscomm. 72 f %e		
<u>SOCIAL SCIENCES</u>														
03 Area Studs											6	4.5		
20 Psy											4	3.0		
21 Pub Aff & Srvs														
22 Soc Sci			1	100.0							36	26.9		
55 Pub Srv Rel Tech														
<u>VERB-LING &amp; HUM</u>														
06 Comm														
10 Fine & Appl Arts									8	100.0				
11 Foreign Langs														
15 Letters														
16 Lib Sci														
<u>SCI, MATH. &amp; ENG</u>														
01 Ag & Nat Res														
02 Arch & Envr Des														
04 Bio Sci														
07 Compu & Info Sci		2	100.0			1	100.0							2
09 Engin														
17 Math														
19 Phys Sci														
51 Data Proc Tech														
53 Mech & Eng Tech														
54 Nat Sci Tech														
<u>OTHER</u>														
05 Bus & Mgmt														
12 Hlth Profess														
13 Home Ec														
18 Mil Sci														
49 Interdis Studs														
50 Bus & Comr Tech														
52 Hlth Srvs & Paramed Tech														
<u>EDUCATION</u>														
08 Educ														
No Subj on P.O. d														
Total f & % <sup>f</sup>	1	2	1	1	1	1	15	1	8	1	134	2	4.5	0.07

Location of Subject Categories  
(1971-72 Regular Instructional Program Activities = 2,932)  
14 Council Institutions

Location <sup>a</sup>	Subject Category					Total Categories
	SOC SCIS	VERB-LING & HUM	SCI, MATH, & ENG	OTHER	EEUC	
01 Alcona	X					1
03 Allegan			X			1
10 Benzie	X					1
15 Charlevoix			X			1
25 Genesee				X		1
29 Gratiot			X			1
31 Houghton		X	X			2
33 Ingham				X		1
37 Isabella		X				1
41 Kent				X		1
63 Oakland	X	X	X	X	X	5
72 Roscommon			X			1
73 Saginaw				X		1
96 Within Mich; Loca Not Spec <sup>b</sup>	X	X	X	X	X	5
97 Outside Mich; W/in Country	X	X	X			3
98 Outside Country	X	X	X			3
99 No Spec Loca <sup>c</sup>	X	X	X	X	X	5
Total Counties	3	3	6	4	1	--
Total Locations	7	7	7	6	3	--

<sup>a</sup>N = 13 counties plus 4 additional locations.

<sup>b</sup>Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, etc. located at several places or schools.

<sup>c</sup>No specific location because the activity could take place anywhere, e.g., correspondence.

Educational Level Restrictions on Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Institution	Restriction				Total Activities f %
	Undergrad f %	Grad (Open) <sup>a</sup> f %	Grad (Spec Cond) <sup>b</sup> f %	Total f %	
01 Central Mich U	105	114	195	414	13.9
02 Eastern Mich U	134	21	---	155	5.2
03 Ferris State C	92	---	---	92	3.1
04 Grand Valley S C	101	---	---	101	3.4
05 Lake Superior S C	17	---	---	17	0.6
06 Mich State U	494	---	373	867	29.1
07 Mich Tech U	53	---	9	62	2.1
08 Northern Mich U	46	13	44	103	3.5
09 Oakland U	134	---	17	151	5.1
10 Saginaw Valley C	88	---	---	88	2.9
11 U of M - Ann Arbor	96	2	79	177	5.9
12 U of M - Dearborn	46	2	2	50	1.7
14 Wayne State U	407	21	---	428	14.4
15 Western Mich U	137	94	46	277	9.2
Total f & % <sup>d</sup>	1950	267	765	2982	100.1

<sup>a</sup> Graduate level activity which is usually open to some levels of undergraduates without restriction.

<sup>b</sup> Graduate level activity which is usually available to some levels of undergraduates who meet special conditions.

<sup>c</sup> Frequency and percentage of institution's activities.

Educational Level of the Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Institution	Educational Level <sup>c</sup>												Total Activities f %	
	Fr		Soph		Jr		Sr		Grad		C			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
01 Central Mich U	5	1.2	17	4.1	201	48.5	197	47.5	311	75.1	414	13.9		
02 Eastern Mich U	18	11.8	17	11.0	27	17.4	113	72.9	21	13.5	155	5.2		
03 Ferris State C	6	6.5	22	23.9	13	14.1	73	76.1	--	--	92	3.1		
04 Grand Valley S C	1	1.0	1	1.0	54	53.5	101	100.0	--	--	101	3.4		
05 Lake Superior S C	--	--	1	5.9	1	5.9	10	24.1	--	--	17	0.6		
06 Mich State U	14	1.8	93	10.7	197	22.7	385	44.4	377	43.5	867	29.1		
07 Mich Tech U	1	16.1	12	19.4	12	19.4	47	75.8	13	21.0	62	2.1		
08 Northern Mich U	3	7.8	11	15.7	46	44.7	61	59.2	94	71.3	103	3.4		
09 Oakland U	--	--	21	13.9	25	17.6	66	57.9	10	12.6	151	5.1		
10 Saginaw Valley C	3	3.4	3	3.4	10	11.4	72	81.8	--	--	88	2.9		
11 U of M - Ann Arbor	3	1.7	10	5.6	53	29.9	181	91.9	86	43.6	177	5.9		
12 U of M - Dearborn	--	--	--	--	42	34.9	50	100.0	4	8.3	50	1.7		
14 Wayne State U	2	6.5	15	3.5	352	82.2	394	92.1	63	14.7	428	14.3		
15 Western Mich U	--	--	6	2.2	23	5.3	263	94.9	140	50.5	277	9.3		
Total f & % <sup>d</sup>	70	2.3	229	7.7	1056	35.4	2026	67.9	1120	37.8	2982	100.0		

<sup>a</sup> Educational levels are not mutually exclusive categories. Therefore, frequencies do not add to total activities and percentages do not total 100.

<sup>b</sup> Frequency and percentage of total activities = 2,982.

<sup>c</sup> Frequency and percentage of institution's activities at a given educational level.

<sup>d</sup> Frequency and percentage of total activities at a given educational level.

Educational Level Restriction on Subject Matter Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Subject	Level and Restriction						Total Activities f %
	Undergrad f % <sup>c</sup>	Grad (Open) f % <sup>c</sup>	Grad (Spec Cond) f % <sup>b</sup>				
<u>SOCIAL SCIENCES</u>							
03 Area Studs	29 1.5	2 0.7	5 0.7	36 1.2			
20 Psy	67 3.4	18 6.7	30 4.0	115 3.9			
21 Pub Aff & Srvs	46 2.4	6 2.2	15 2.0	67 2.2			
22 Soc Sci	269 13.8	34 12.7	154 20.1	457 15.3			
55 Pub Srv Rel Tech	12 0.6	3 1.1	8 1.0	23 0.8			
<u>VERB-LING &amp; HUM</u>							
06 Comm	46 2.4	9 3.4	21 2.7	75 2.6			
10 Fine & Appl Arts	197 10.1	36 13.5	33 4.3	266 8.9			
11 Foreign Langs	146 7.5	11 4.1	26 3.4	183 6.1			
15 Letters	156 8.0	9 3.4	60 7.8	225 7.6			
16 Lib Sci	6 0.3	6 2.2	3 0.4	15 0.5			
<u>SCI, MATH, &amp; ENG</u>							
01 Ag & Nat Res	13 0.7	-- --	22 2.9	35 1.2			
02 Arch & Envr Des	5 0.3	-- --	8 1.0	13 0.4			
04 Bio Sci	90 4.6	20 7.5	49 6.4	159 5.3			
07 Compu & Info Sci	9 0.5	-- --	8 1.0	17 0.6			
09 Engin	25 1.3	2 0.7	4 0.5	31 1.0			
17 Math	33 1.7	-- --	20 2.6	53 1.8			
19 Phys Sci	128 6.6	14 5.2	38 5.0	180 6.0			
51 Data Proc Tech	4 0.2	-- --	-- --	4 0.1			
53 Mech & Eng Tech	16 0.8	4 1.5	-- --	20 0.7			
54 Nat Sci Tech	7 0.4	-- --	16 2.1	23 0.8			
<u>OTHER</u>							
05 Bus & Mgmt	122 6.3	8 3.0	30 3.9	160 5.4			
12 Hlth Profess	45 2.3	-- --	22 2.9	67 2.2			
13 Home Ec	47 2.4	13 4.9	46 6.0	106 3.6			
18 Mil Sci	-- --	1 0.4	-- --	1 0.03			
49 Interdis Studs	55 2.8	-- --	2 0.3	57 1.9			
50 Bus & Comr Tech	15 0.8	4 1.5	-- --	19 0.6			
52 Hlth Srvs & Paramed Tech	10 0.5	-- --	-- --	10 0.3			
<u>EDUCATION</u>							
08 Educ	339 17.4	67 25.1	145 19.0	551 18.5			
No Subj on P.O. <sup>e</sup>	13 0.7	-- --	-- --	13 0.4			
Total f & % <sup>d</sup>	1950 65.4	267 9.0	765 25.7	2982 100.0			

<sup>a</sup> Graduate level activity which is usually open to some levels of undergraduates without restriction.

<sup>b</sup> Graduate level activity which is usually available to some levels of undergraduates who meet special conditions.

<sup>c</sup> Percentage of total column frequency (e.g., in the "Undergrad" column, a frequency of 29 is 1.5% of 1,950).

Interpretation: Of the 1,950 undergraduate activities 1.5% are "Area Studies" activities.

<sup>d</sup> Frequency and percentage of total activities = 2,982.

<sup>e</sup> Incorrect or no subject on computer printout.

Educational Level of Subject Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Subject	Educational Level <sup>a</sup>												Total Activities f %	
	Fr f % <sup>c</sup>	Soph f % <sup>c</sup>	Jr f % <sup>c</sup>	Sr f % <sup>c</sup>	Grad f % <sup>c</sup>									
<u>SOCIAL SCIENCES</u>														
03 Area Studs	1	1.4	--	17	1.6	32	1.6	8	0.7	36	1.2			
20 Psy	--	--	50	4.8	4.7	57	2.8	49	4.3	115	3.9			
21 Pub Aff & Srvs	--	4.4	10	4.4	0.9	39	1.9	24	2.1	67	2.2			
22 Soc Sci	5	7.1	132	10.5	12.5	301	14.9	192	17.0	457	15.3			
55 Pub Srvc Rel Tech	4	5.7	10	2.2	0.9	10	0.5	11	1.0	23	0.8			
<u>VERB-LING &amp; HUN</u>														
06 Comm	4	5.7	8	3.5	2.7	42	2.1	30	2.7	76	2.6			
10 Fine & Appl Arts	24	34.3	125	17.0	11.8	205	10.2	87	7.7	266	8.9			
11 Foreign Langs	7	10.0	57	11.4	5.4	132	6.5	46	4.1	183	6.1			
15 Letters	8	11.4	82	16.6	7.8	143	7.1	69	6.1	225	7.6			
16 Lib Sci	--	--	2	2.6	0.2	6	0.3	9	0.8	15	0.5			
<u>SCI, MATH, &amp; ENG</u>														
01 Ag & Nat Res	--	--	8	0.8	0.8	19	0.9	22	2.0	35	1.2			
02 Arch & Envr Des	--	--	1	0.1	0.3	7	0.3	8	0.7	13	0.4			
04 Bio Sci	1	1.4	69	6.5	6.5	116	5.8	71	6.3	159	5.3			
07 Compu & Info Sci	--	--	7	0.7	0.7	11	0.5	8	0.7	17	0.6			
09 Engin	4	5.7	5	1.7	0.5	25	1.2	10	0.9	31	1.0			
17 Math	--	--	11	1.0	1.8	37	1.8	22	2.0	53	1.8			
19 Phys Sci	4	5.7	53	5.0	7.2	146	7.2	54	4.8	180	6.0			
51 Data Proc Tech	--	--	4	0.4	0.2	4	0.2	--	--	4	0.1			
53 Mech & Eng Tech	2	2.9	5	0.9	0.9	18	0.9	4	0.4	20	0.7			
54 Nat Sci Tech	--	--	4	0.4	0.4	5	0.2	16	1.4	23	0.8			
<u>OTHER</u>														
05 Bus & Mgmt	--	--	50	4.7	6.2	125	6.2	42	3.7	160	5.4			
12 Hlth Profess	--	--	30	0.9	2.0	41	2.0	22	2.0	67	2.2			
13 Home Ec	1	1.4	36	3.4	2.0	58	2.0	59	5.2	106	3.6			
18 Mil Sci	--	--	1	0.1	0.0	1	0.0	1	0.1	1	0.03			
49 Interdis Studs	3	4.3	16	1.5	1.3	26	1.3	2	0.2	57	1.9			
50 Bus & Comr Tech	--	--	4	0.4	0.8	16	0.8	4	0.4	19	0.6			
52 Hlth Srvc & Paramed Tech	--	--	--	--	0.2	4	0.2	--	--	10	0.3			
<u>EDUCATION</u>														
08 Educ	2	2.9	13	5.7	23.6	381	18.9	258	22.9	551	18.5			
No Subj on P.O. <sup>e</sup>	--	--	4	1.7	0.9	19	0.9	--	--	13	0.4			
Total f & % <sup>d</sup>	70	2.3	229	7.7	35.4	2026	67.9	1128	37.8	2982	99.9			

<sup>a</sup>Educational levels are not mutually exclusive categories.

<sup>b</sup>Actual observed frequency and percentage of total subject activities = 2,982.

<sup>c</sup>Frequency and percentage of subject activities at a given educational level.

<sup>d</sup>Frequency and percentage of total activities (2,982) at a given educational level.

<sup>e</sup>Incorrect or no subject on computer printout.



On- and Off-Campus Location of Activities  
(1971-72 Regular Instructional Program Activities = 2,932)  
14 Council Institutions

Institution	On- or Off-Campus						Total Activities f %
	On f %	Off (Spec Loca) <sup>a</sup> f %	Off (Non-Spec) <sup>b</sup> f %	NA f %	Off f %	Total f %	
01 Central Mich U	14	96	303	1	414	13.9	
02 Eastern Mich U	---	7	143	---	155	5.2	
03 Ferris State C	---	52	40	---	92	3.1	
04 Grand Valley S C	---	3	93	---	101	3.4	
05 Lake Superior S C	---	1	16	---	17	0.6	
06 Mich State U	---	92	775	---	867	29.1	
07 Mich Tech U	7	2	46	---	62	2.1	
08 Northern Mich U	13	13	61	2	103	3.4	
09 Oakland U	132	13	---	---	151	5.1	
10 Saginaw Valley C	---	3	85	---	88	2.9	
11 U of M - Ann Arbor	---	37	147	---	177	5.9	
12 U of M - Dearborn	---	---	53	---	50	1.7	
14 Wayne State U	6	151	271	---	428	14.3	
15 Western Mich U	---	36	181	13	277	9.3	
Total f & % <sup>d</sup>	175	565	2220	13	2982	100.0	

<sup>a</sup>Off-campus from off of the sponsoring council institutions and in a specific location, such as a high school, or the campus of a non-council institution.

<sup>b</sup>Off-campus in a non-specific location (i.e., activity could take place anywhere because institution).

pendent study of a similar activity).

<sup>c</sup>Frequency and percentage of institution's activities.

<sup>d</sup>Frequency and percentage of total activities = 2,932.



On- and Off-Campus Location of Subject Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Subject	On		Off (Specific) <sup>a</sup>		Off (Non-Spec) <sup>b</sup>		NA	Total Activities	
	f	% <sup>d</sup>	f	% <sup>d</sup>	f	% <sup>d</sup>		f	% <sup>c</sup>
<b>SOCIAL SCIENCES</b>									
03 Area Studs	6	3.4	7	1.2	23	1.0	--	36	1.2
20 Psy	4	2.3	16	2.8	95	4.3	--	115	3.9
21 Pub Aff & Srvs	--	--	33	5.8	34	1.5	--	67	2.2
22 Soc Sci	40	22.9	37	6.5	379	17.0	1	457	15.3
55 Pub Srv Kel Tech	--	--	11	1.9	12	0.5	--	23	0.8
<b>VERB-LING &amp; HON</b>									
06 Comm	2	1.1	3	0.5	71	3.2	--	76	2.6
10 Fine & Appl Arts	27	15.4	12	2.1	225	10.1	2	266	8.9
11 Foreign Langs	31	17.7	6	1.1	146	6.6	--	183	6.1
15 Letters	23	13.1	6	1.1	196	8.8	--	225	7.6
16 Lib Sci	--	--	6	1.1	9	0.4	--	15	0.5
<b>SCI, MATH, &amp; ENG</b>									
01 Ag & Nat Res	--	--	--	--	35	1.6	--	35	1.2
02 Arch & Envr Des	--	--	--	--	13	0.6	--	13	0.4
04 Bio Sci	5	2.9	11	2.0	143	6.4	--	159	5.3
07 Compu & Info Sci	--	--	--	--	17	0.8	--	17	0.6
09 Engin	3	1.7	1	0.2	27	1.2	--	31	1.0
17 Math	8	4.6	--	--	45	2.0	--	53	1.8
19 Phys Sci	3	1.7	16	2.8	161	7.2	--	180	6.0
51 Data Proc Tech	--	--	--	--	4	0.2	--	4	0.1
53 Mech & Eng Tech	--	--	8	1.4	12	0.5	--	20	0.7
54 Nat Sci Tech	--	--	2	0.4	21	0.9	--	23	0.8
<b>OTHER</b>									
35 Bus & Mgmt	5	2.9	46	8.1	106	4.8	3	160	5.4
42 Hlth Profess	--	--	19	3.4	48	2.2	--	67	2.2
43 Home Ec	--	--	24	4.3	82	3.7	--	106	3.6
48 Mil Sci	--	--	--	--	1	0.0	--	1	0.03
49 Interdis Studs	6	3.4	5	0.9	46	2.1	--	57	1.9
50 Bus & Comr Tech	--	--	11	1.9	8	0.4	--	19	0.6
52 Hlth Srvs & Paramed Tech	--	--	6	1.1	4	0.2	--	10	0.3
<b>EDUCATION</b>									
08 Educ	13	7.4	279	49.4	252	11.3	7	551	18.5
No Subj on P.O. <sup>e</sup>	--	--	--	--	13	0.6	--	13	0.4
<b>Total f &amp; %<sup>c</sup></b>	<b>176</b>	<b>5.9</b>	<b>565</b>	<b>18.9</b>	<b>2228</b>	<b>74.7</b>	<b>13</b>	<b>2982</b>	<b>99.9</b>

<sup>a</sup>Off-campus from one of the sponsoring Council institutions, and in a specific location such as a center, high school, or the campus of a non-Council institution.

<sup>b</sup>Off-campus in a non-specific location (e.g., independent study or similar activity).

<sup>c</sup>Percentage of total activities = 2,982.

<sup>d</sup>Percentage of total column frequency (e.g., in the "On" column, a frequency of 6 is 3.4% of 175).

Interpretation: Of the 175 On-Campus activities, 3.4% were Area Studies subject activities.

<sup>e</sup>Incorrect or no subject on computer printout.

Location of On- and Off-Campus Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

On-Off Campus	Location													
	Alcona 01	Allegan 03	Benzie 10	Charlevoix 15	Genesee 25	Gratiot 29	Houghton 31	Ingham 33	Isabella 37	Kent 41				
On	1	2	1	1	1	1	6	1	8	1				
Off - specific <sup>a</sup>														
Off - anywhere														
N.A.														
Total f & % <sup>g</sup>	1 0.03	2 0.07	1 0.03	1 0.03	1 0.03	1 0.03	15 0.5	1 0.03	8 0.3	1 0.03				

On-Off Campus	Location														
	Oakland 63	Roscommon 72	Saginaw 73	W/in Mich; No Loca 96	Outside Mich; W/in Country 97	Outside Country 98	No Spcc Loca 99	No Locca on P.O. f %	Total Activities f % <sup>g</sup>						
On	134	2	1	8	18	15	13	6	175	5.7					
Off - specific <sup>a</sup>									565	18.6					
Off - anywhere									2229	73.3					
N.A.									73	2.4					
Total f & % <sup>g</sup>	134 4.5	2 0.4	1 0.03	539 18.1	18 0.6	15 0.5	2233 74.9	8 0.3	2982	100.0					

<sup>a</sup> Off-campus from one of the sponsoring Council institutions, and in a specific center, school, or the campus of a non-Council institution.

<sup>b</sup> Off-campus in a non-specific location (e.g., the activity could take place anywhere because independent study or similar activity).

<sup>c</sup> Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, or similar activity located at several places or schools.

<sup>d</sup> No specific location because the activity could take place anywhere, e.g., independent study. The data are inconsistent for 39 of these activities.

<sup>e</sup> Incorrect or no location on computer printout.  
<sup>f</sup> Percentage of total column frequency (e.g., in the Houghton county column, a frequency of 6 is 40% of 15).  
Interpretation: Of the 15 Houghton county activities, 40% were On-Campus.

<sup>g</sup> Frequency and percentage of total activities = 2,982.

Type of Credits Offered for the Activities  
 (1971-72 Regular Instructional Program Activities = 2,982)  
 14 Council Institutions

Institution	Type of Credits				Total Activities f % <sup>b</sup>
	Quarter f % <sup>a</sup>	Semester f % <sup>a</sup>	MA f % <sup>a</sup>		
11 Central Mich U	--	414 100.0	--	--	414 13.9
22 Eastern Mich U	--	155 100.0	--	--	155 5.2
33 Ferris State C	92 100.0	--	--	--	92 3.1
14 Grand Valley S C	101 100.0	--	--	--	101 3.4
15 Lake Superior S C	17 100.0	--	--	--	17 0.6
26 Mich State U	866 99.9	--	1 0.1	--	867 29.1
17 Mich Tech U	--	62 100.0	--	--	62 2.1
20 Northern Mich U	--	103 100.0	--	--	103 3.4
29 Oakland U	--	151 100.0	1 0.7	--	151 5.1
10 Saginaw Valley C	--	88 100.0	--	--	88 2.9
11 U of M - Ann Arbor	--	177 99.4	1 0.6	--	177 5.9
12 U of M - Dearborn	--	50 100.0	--	--	50 1.7
14 Wayne State U	428 100.0	--	--	--	428 14.3
15 Western Mich U	--	277 100.0	--	--	277 9.3
Total f & % <sup>b</sup>	1574 50.4	1475 49.5	3 0.1	--	2982 100.0

<sup>a</sup>Frequency and percentage of institution's activities.

<sup>b</sup>Frequency and percentage of total activities = 2,982.

Appendix C

Table 61

Number of Credits Offered for the Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Institution	Number of Credits																		
	01	02	03	04	05	06	08	09	10,11	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>				
01 Central Mich U	27	6.5	16.4	48	11.6	23	5.6	10	2.4	50	12.1	1	0.2						
02 Eastern Mich U	27	17.4	22	14.2	1	0.6													
03 Ferris State C	--	6	6.5			8	8.7	2	2.2			3	6.5	13	14.1				
04 Grand Valley S C	--	3	3.0			--	--	6	5.9										
05 Lake Superior S C	--	--	--	6	35.3	5	29.4												
06 Mich State U	48	5.5	4	0.5	23	2.7	20	2.3											
07 Mich Tech U	3	4.8	4	6.5	8	12.9						2	3.2						
08 Northern Mich U	9	8.7	18	17.5	10	9.7	50	48.5											
09 Oakland U	--	--	--	--	--	51	33.8					10	6.6	1	0.7				
10 Saginaw Valley C	--	--	--	--	29	33.0													
11 U of M - Ann Arbor	12	6.8	21	11.9	29	16.4	8	4.5											
12 U of M - Dearborn	--	--	6	12.0															
14 Wayne State U	--	10	2.3	10	2.3	96	22.4	5	1.2			44	10.3			1	0.2		
15 Western Mich U	1	0.4	28	10.1	40	14.4	4	1.4							2	0.7			
Total f & % <sup>c</sup>	127	4.3	190	6.4	204	6.8	265	8.9	27	0.9	50	1.7	63	2.1	16	0.5	3	0.1	

Institution	Number of Credits														Total Activities f	% <sup>c</sup>		
	12,13	15	17,18	20,22	40,42,49	80,90,95	Variable <sup>a</sup>	NA	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>				
01 Central Mich U	1	0.2	1	0.2	--	--	--	--	--	1	0.2	183	44.2	1	0.3	414	13.9	
02 Eastern Mich U	--	--	--	--	--	--	--	--	--	--	--	105	67.7	--	--	155	5.2	
03 Ferris State C	9	9.8	4	4.3	--	--	--	--	--	--	--	44	47.8	--	--	92	3.1	
04 Grand Valley S C	--	--	--	--	1	1.0	--	--	--	--	--	91	90.1	--	--	101	3.4	
05 Lake Superior S C	--	--	--	--	--	--	--	--	--	--	--	6	35.3	--	--	17	0.6	
06 Mich State U	--	3	0.3	7	0.8	--	--	--	--	4	0.5	757	87.3	--	--	867	29.1	
07 Mich Tech U	--	2	3.2	--	--	1	1.6	--	--	--	--	41	66.1	--	--	62	2.1	
08 Northern Mich U	--	--	--	--	--	--	--	--	--	--	--	16	15.5	--	--	103	3.5	
09 Oakland U	3	2.0	--	--	--	--	--	--	--	--	--	86	57.0	--	--	151	5.1	
10 Saginaw Valley C	--	--	--	--	--	--	--	--	--	1	1.1	58	65.9	--	--	88	2.9	
11 U of M - Ann Arbor	--	1	0.6	--	--	1	0.6	--	--	--	--	105	59.3	--	--	177	5.9	
12 U of M - Dearborn	--	--	--	--	5	1.2	--	--	--	--	--	44	88.0	--	--	50	1.7	
14 Wayne State U	3	0.7	--	--	--	--	--	--	--	--	--	254	59.3	--	--	38	14.4	
15 Western Mich U	--	--	--	--	--	--	--	--	--	--	--	198	71.5	--	--	277	9.2	
Total f & % <sup>c</sup>	16	0.5	11	0.4	7	0.2	3	0.1	5	0.2	6	0.2	1988	66.7	1	0.03	2982	100.1

<sup>a</sup>Credit given was variable.

<sup>b</sup>Frequency and percentage of institution's activities.

<sup>c</sup>Frequency and percentage of total activities = 2,982.

Number of Credits Offered for the Subject Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Subject	Number of Credits																		
	01 f	01 b %	02 f	02 b %	03 f	03 b %	04 f	04 b %	05 f	05 b %	06 f	06 b %	08 f	08 b %	09 f	09 b %	10,11 f	10,11 b %	
<b>SOCIAL SCIENCES</b>																			
03 Area Studs	5	3.9	3	1.6	4	2.0	35	13.2			11	22.0					1	33.3	
20 Psy					16	7.8	5	1.9					5	7.9			1	33.3	
21 Pub Aff & Srvs	16	12.6	17	8.9	27	13.2	41	15.5	1	3.7	4	8.0					1	33.3	
22 Soc Sci	4	3.1	2	1.1			5	1.9			2	4.0							
55 Pub Srv Rel Tech																			
<b>VEP-LING &amp; HUN</b>																			
06 Com	11	8.7	3	1.6	2	1.0	4	1.5			2	4.0							
10 Fine & Appl Arts	23	18.1	18	9.5	22	10.8	54	20.4			1	2.0							
11 Foreign Langs	3	2.4	5	2.6	11	5.4	14	5.3	6	22.2									
15 Letters	27	21.3			32	15.7	20	7.5			4	8.0			1	6.3			
16 Lib Sci			9	4.7	1	0.5													
<b>SCI, MATH, &amp; ENG</b>																			
01 Ag & Nat Res			1	0.5															
02 Arch & Envr Des			2	1.1															
04 Bio Sci	7	5.5	8	4.2	8	3.9	10	3.8			1	2.0							
07 Compu & Info Sci																			
09 Engin			4	2.1	1	0.5													
17 Math					3	1.5					1	2.0							
19 Phys Sci	5	3.9	21	11.1	4	2.0	14	5.3			2	4.0	1	1.6					
51 Data Proc Tech			5	2.6	4	2.0			2	7.4									
53 Mech & Eng Tech																			
54 Nat Sci Tech													1	1.6			1	33.3	
<b>OTHER</b>																			
05 Bus & Mgmt	2	1.6	4	2.1	8	3.9	17	6.4			1	2.0	4	6.3					
12 Hlth Profess	1	0.8	3	1.6	9	4.4													
13 Home Ec			5	2.6			3	1.1			1	2.0							
18 Mil Sci			1	0.5															
49 Interdis Studs	9	7.1			9	4.4	9	3.4											
50 Bus & Comr Tech					7	3.4													
52 Hlth Srvs & Paramed Tech													2	3.2					
<b>EDUCATION</b>																			
08 Educ	14	11.0	79	41.6	24	11.8	27	10.2	18	66.7	20	40.0	50	79.4	15	93.8			
No Subj on P.O. <sup>d</sup>					4	2.0	1	0.4											
Total f & % <sup>c</sup>	127	4.3	190	6.4	204	6.8	265	8.9	27	0.9	50	1.7	63	2.1	16	0.5	3	0.1	

Table continued

Appendix C  
Table 62 - continued  
14 Council Institution

Subject	12.13		15		17.18		20,22		40,42,49		80,90,95		Variable <sup>a</sup>		NA		Total		
	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>c</sup>	
<u>SOCIAL SCIENCES</u>																			
03 Area Studs													22	1.1				36	1.2
20 Psy													57	2.9				115	3.9
21 Pub Aff & Srvs													40	2.0				67	2.2
22 Soc Sci	1	6.3	3	27.3									346	17.4				457	15.3
55 Pub Srv Rel Tech													10	0.5				23	0.8
<u>VERB-LING &amp; HUM</u>																			
06 Comm													54	2.7				76	2.6
10 Fine & Appl Arts													148	7.4				266	8.9
11 Foreign Langs										4	66.7		140	7.0				783	6.1
15 Letters										1	16.7		140	7.0				225	7.6
16 Lib Sci													4	0.2	1	100.0		15	0.5
<u>SCI, MATH, &amp; ENG</u>																			
01 Ag & Nat Res													34	1.7				35	1.2
02 Arch & Envr Des													11	0.6				13	0.4
04 Bio Sci			2	18.2			1	33.3	5	100.0			117	5.9				159	5.3
07 Compu & Info Sci											1	16.7	16	0.8				17	0.5
09 Engin													26	1.3				31	1.0
17 Math													49	2.5				53	1.8
19 Phys Sci													133	6.7				180	6.0
51 Data Proc Tech													4	0.2				4	0.1
53 Mech & Eng Tech													8	0.4				20	0.7
54 Nat Sci Tech	1 <sup>e</sup>	6.3											21	1.1				23	0.8
<u>OTHER</u>																			
05 Bus & Mgmt	4	25.0					1	33.3					119	6.0				160	5.4
12 Hlth Profess					4	57.1							50	2.5				67	2.2
13 Home Ec													97	4.9				106	3.6
18 Mil Sci																		1	0.03
49 Interdis Studs	3	18.8											27	1.4				57	1.9
50 Bus & Comr Tech													12	0.6				19	0.6
52 Hlth Srvs & Paramed Tech	4	25.0											4	0.2				10	0.3
<u>EDUCATION</u>																			
08 Educ	3	18.8	6	54.5	3	42.9	1	33.3					291	14.6				551	18.5
No Subj on P.O. <sup>d</sup>													8	0.4				13	0.4
Total f & % <sup>c</sup>	16	0.5	11	0.4	7	0.2	3	0.1	5	0.2	6	0.2	1988	66.7	1	0.03	2982	29.93	

<sup>a</sup>Credit given was variable.

<sup>b</sup>Percentage of total column frequency (e.g., in the 01 credit column, a frequency of 7 is 5.5% of 127).

Interpretation: Of the 127 activities offered for 1 credit, 5.5% were Biological Sciences subject activities.

<sup>c</sup>Frequency and percentage of total activities = 2,982.

<sup>d</sup>Incorrect or no subject on computer printout.

Primary Instructional Technique Used to Deliver the Activity  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Courail Institutions

Institution	Instructional Technique <sup>a</sup>												Total Activities			
	Field Study, Wrksp, Insti,			Indep Study			Cr by Broadcast Wrk Study, Travel- Internsp			Other			NA		Total Activities	
Course	01	02	03	04	05	09	11	12	13	13	13	f	% <sup>b</sup>	f	% <sup>c</sup>	
f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>b</sup>	f	% <sup>c</sup>	
01 Central Mich U	25	6.0	303	73.2	3	0.7	59	14.5	21	5.1	2	0.5	1	0.2	414	13.9
02 Eastern Mich U	3	1.9	125	80.6							13	8.4	2	1.3	155	5.2
03 Ferris State C			40	43.5			52	56.5							92	3.1
04 Grand Valley S C			96	95.0			4	4.0	1	1.0					101	3.4
05 Lake Superior S C			16	94.1			1	5.9							17	0.6
06 Mich State U	18	2.1	767	88.5			74	8.5	4	0.5			4	0.5	867	29.1
07 Mich Tech U	3	4.8	46	74.2			7	11.3	1	1.6					52	2.1
08 Northern Mich U			94	91.3			7	6.8							103	3.5
09 Oakland U			131	86.8	3	2.0	5	3.3							151	5.1
10 Saginaw Valley C			77	87.5			11	12.5							88	2.9
11 U of M - Ann Arbor			149	84.1			24	13.6					1	0.6	177	5.9
12 U of M - Dearborn			49	98.0							1	2.0			50	1.7
14 Wayne State U			265	61.9			144	33.6							428	14.4
15 Western Mich U	8	2.9	184	66.4			76	27.4	2	0.7					277	9.2
Total f & % <sup>c</sup>	11	0.4	2342	78.5	6	0.2	12	0.4	29	0.9	16	0.5	5	0.3	2982	100.1

<sup>a</sup>Closed Circuit TV, Closed Circuit Audio, Broadcast TV, and Learning Packages were not utilized as instructional techniques.

<sup>b</sup>Frequency and percentage of institution's activities.

<sup>c</sup>Frequency and percentage of total activities = 2,982.

Primary Instructional Technique Used to Deliver the Subject Matter Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Subject	Instructional Technique														Total Activities				
	Course 01		Field Study, Wrksp, Insti, Conf. 02		Corresp Study 03		Indep Study 04		Cr by Exam 05		Brdcast Wrk-Study, Travel-Intersp 09		Other 13			NA			
	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>b</sup>	
<b>SOCIAL SCIENCES</b>																			
03 Area Studs			5	5.3									2	0.4				36	
20 Psy			3	3.3			29	1.2					13	2.8				111	
21 Pub Aff & Svcs			5	5.3			99	4.2					29	6.3				67	
22 Soc Sci			15	16.7			33	1.4					13	2.8			3	457	
55 Pub Srv Rel Tech							415	17.7					11	44.0				15.3	
<b>VERB-LING &amp; HUM</b>							12	0.5					11	2.4				23	
06 Comm							59	2.5					4	0.9				76	
10 Fine & Appl Arts			2	2.2			240	10.2					3	0.6				266	
11 Foreign Langs			1	1.1			176	7.5					8	66.7			4	183	
15 Letters	3	27.3					216	9.0					4	0.9				225	
16 Lib Sci							9	0.4					6	1.3				15	
<b>SCI, MATH, &amp; ENG</b>																			
01 Ag & Nat Res							35	1.5										35	
02 Arch & Envr Des							13	0.6										13	
04 Bio Sci			8	8.9			148	6.3					3	0.6				159	
07 Compu & Info Sci							17	0.7										17	
09 Engin							25	1.1					4	0.9				31	
17 Math							53	2.3										53	
19 Phys Sci			12	13.3			165	7.0					1	0.2			1	180	
51 Data Proc Tech							4	0.2										4	
53 Mech & Eng Tech							12	0.5										20	
54 Nat Sci Tech			2	2.2			21	0.9										23	
<b>OTHER</b>																			
05 Bus & Mgmt			1	1.1			104	4.4					55	11.9				160	
12 Hlth Profess			1	1.1			48	2.0					18	3.9				67	
13 Home Ec			10	11.1			75	3.2					21	4.5				106	
18 Mil Sci							1	0.0										1	
49 Interdis Studs			3	3.3			51	2.2										57	
50 Bus & Comr Tech							8	0.3					11	2.4				19	
52 Hlth Svcs & Paramed Tech							4	0.2					6	1.3				10	
<b>EDUCATION</b>																			
08 Educ	8	72.7	26	28.9	4	100.0	257	11.0	3	50.0			252	54.3				551	
No Subj on P.O. <sup>c</sup>							13	0.6										13	
<b>Total f &amp; %<sup>b</sup></b>	11	0.4	94	3.0	4	0.1	2342	78.5	6	0.2	12	0.4	464	15.6	16	0.5	8	0.3	2982
																		100.0	

<sup>a</sup>percentage of total column frequency (e.g., in the "Course" column, a frequency of 8 is 72.7% of 11).

Interpretation: Of the 11 activities delivered by the "Course" technique, 72.7% were Education subject activities.

<sup>b</sup>Frequency and percentage of total activities = 2,982.

<sup>c</sup>Incorrect or no subject on computer printout.



Beginning Month of Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Institution	Month Started <sup>a</sup>												Total Activities <sup>d</sup>											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Any.	NA	f	%	f	%									
01 Central Mich U	90	21.7	--	--	1	0.2	14	3.4	86	20.8	--	--	222	53.6	1	0.2	414	13.9						
02 Eastern Mich U	43	27.7	--	25	16.1	42	27.1	45	29.0	--	--	--	--	--	--	--	155	5.2						
03 Ferris State C	22	23.9	24	26.1	--	24	26.1	--	--	22	23.9	--	--	--	--	--	92	3.1						
04 Grand Valley S C	26	25.7	--	27	26.7	18	17.8	--	--	26	25.7	--	--	--	4	4.0	101	3.4						
05 Lake Superior S C	4	23.5	--	5	29.4	--	--	--	--	3	17.6	--	--	--	--	--	17	0.6						
06 Mich State U	238	27.5	--	240	27.7	--	154	17.8	--	233	26.9	--	--	--	2	0.2	867	29.1						
07 Mich Tech U	12	19.4	--	2	3.2	13	21.0	--	--	14	22.6	9	14.5	--	--	--	62	2.1						
08 Northern Mich U	1	1.0	8	7.8	--	1	1.0	--	--	13	12.6	80	77.7	--	--	--	103	3.5						
09 Oakland U	45	29.8	1	0.7	--	29	19.2	--	--	47	31.1	--	--	--	--	--	151	5.1						
10 Saginaw Valley C	36	40.9	--	--	16	18.2	--	--	--	36	40.9	--	--	--	--	--	88	2.9						
11 U of M - Ann Arbor	54	30.5	--	--	25	14.1	--	--	--	74	41.8	9	5.1	--	--	--	177	5.9						
12 U of N - Dearborn	15	30.0	--	--	--	--	15	8.5	--	15	30.6	--	--	--	8	16.0	50	1.7						
14 Wayne State U	116	27.1	--	118	27.6	--	54	12.6	--	116	27.1	19	4.4	--	--	--	428	14.4						
15 Western Mich U	83	30.0	--	62	22.4	58	20.9	--	--	73	26.4	1	0.4	--	--	--	277	9.2						
Total f & % <sup>d</sup>	785	26.3	9	0.3	389	13.0	156	5.2	42	1.4	406	13.6	17	0.9	131	4.4	672	22.5	345	11.6	20	0.7	2982	f

<sup>a</sup>No activities began in Oct., Nov., or Dec.

<sup>b</sup>Any. = Anytime.

<sup>c</sup>Frequency and percentage of institution's activities.

<sup>d</sup>Frequency and percentage to total activities = 2,982.



Co-Sponsorship of Activities  
 (1971-72 Regular Instructional Program Activities = 2,982)  
 14 Council Institutions

Institution	Not Jointly Sponsored				Sponsorship				Total Activities f %	
	f	%	f	%	Sponsored by 2+ Council Institutions f % <sup>a</sup>	Jointly by Council & Non-Council f % <sup>a</sup>	Sponsored by 2+ Institutions f % <sup>a</sup>	NA f % <sup>a</sup>		
01 Central Mich U	409	98.3	--	--	--	--	5	1.2	414	100.0
02 Eastern Mich U	155	100.0	--	--	--	--	--	--	155	100.0
03 Ferris State C	91	98.3	1	1.1	--	--	--	--	92	100.0
04 Grand Valley S C	101	100.0	--	--	--	--	--	--	101	100.0
05 Lake Superior S C	17	100.0	--	--	--	--	--	--	17	100.0
06 Mich State U	866	99.9	--	--	--	--	1	0.1	867	100.0
07 Mich Tech U	62	100.0	--	--	--	--	--	--	62	100.0
08 Northern Mich U	102	99.0	1	1.0	--	--	--	--	103	100.0
09 Oakland U	150	99.3	1	0.7	--	--	--	--	151	100.0
10 Saginaw Valley C	88	100.0	--	--	--	--	--	--	88	100.0
11 U of M - Ann Arbor	176	99.4	--	--	--	--	1	0.6	177	100.0
12 U of M - Dearborn	59	100.0	--	--	--	--	--	--	59	100.0
14 Wayne State U	428	100.0	--	--	--	--	--	--	428	100.0
15 Western Mich U	279	97.5	--	--	1	0.4	6	2.2	277	100.1
Total f & % <sup>b</sup>	2966	99.5	3	0.1	1	0.03	13	0.4	2982	100.1

<sup>a</sup>Frequency and percentage of institution's activities.

<sup>b</sup>Frequency and percentage of total activities = 2,982.

Council Institutional Co-Sponsorship of Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Institution	Number of Sponsoring Council Institutions														Total Activities				
	f	% <sup>a</sup>	Own Council 01	f	% <sup>a</sup>	Own Council 02	f	% <sup>a</sup>	Own Council 03	f	% <sup>a</sup>	Own Council 11	f	% <sup>a</sup>	Own Council 13	f	% <sup>a</sup>	f	% <sup>b</sup>
01 Central Mich U	409	98.8	--	--	--	--	--	--	--	--	--	--	--	--	--	5	1.2	414	13.9
02 Eastern Mich U	155	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	155	5.2
03 Ferris State C	91	98.9	--	--	1	1.1	--	--	--	--	--	--	--	--	--	--	--	92	3.1
04 Grand Valley S C	101	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	101	3.4
05 Lake Superior S C	17	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	17	0.6
06 Mich State U	867	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	867	29.1
07 Mich Tech U	62	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	62	2.1
08 Northern Mich U	102	99.0	1	1.3	--	--	--	--	--	--	--	--	--	--	--	--	--	103	3.4
09 Oakland U	159	99.3	--	--	--	--	1	0.7	--	--	--	--	--	--	--	--	--	151	5.1
10 Saginaw Valley C	88	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	88	2.9
11 U of M - Ann Arbor	176	99.4	--	--	--	--	--	--	--	--	--	--	--	--	1	0.6	177	5.9	
12 U of M - Dearborn	50	100.0	--	--	--	--	--	--	--	--	--	--	--	--	5	1.2	50	1.7	
14 Wayne State U	423	98.8	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	428	14.3
15 Western Mich U	269	97.1	--	--	1	0.4	--	--	1	0.4	--	--	--	--	7	2.5	277	9.3	
Total f & % <sup>b</sup>	2960	99.3	1	0.03	2	0.1	1	0.03	5	0.2	12	0.4	2982	100.0					

<sup>a</sup>Frequency and percentage of institution's activities.

<sup>b</sup>Frequency and percentage of total activities = 2,982.

Type of Faculty Teaching or Monitoring the Activities  
(1971-72 Regular Instructional Program Activities = 2,932)  
14 Council Institutions

Institution	Faculty						Total Activities f %
	Institutional f %	Supplementary f %	Both f %	NA f %	NA f %		
01 Central Mich U	357	54.5	53	14.2	--	414	13.9
02 Eastern Mich U	155	100.0	--	--	--	155	5.2
03 Ferris State C	47	43.5	52	56.5	--	92	3.1
04 Grand Valley S C	27	96.0	4	4.0	--	101	3.4
05 Lake Superior S C	16	24.1	1	5.9	--	17	0.6
06 Mich State U	725	91.7	72	8.3	--	867	29.1
07 Mich Tech U	59	95.2	3	4.8	--	62	2.1
08 Northern Mich U	91	88.3	4	3.9	--	103	3.4
09 Oakland U	145	27.0	5	3.3	1	151	5.1
10 Saginaw Valley C	85	26.6	3	3.4	--	88	2.9
11 U of M - Ann Arbor	147	84.2	28	15.8	--	177	5.9
12 U of M - Dearborn	50	100.0	--	--	--	50	1.7
14 Wayne State U	202	65.0	146	34.1	--	428	14.3
15 Western Mich U	15	26.8	54	31.3	3	277	9.3
Total f & % <sup>b</sup>	2499	83.4	460	15.4	3	2982	100.0

<sup>a</sup>Frequency and percentage of institution's activities.

<sup>b</sup>Frequency and percentage of total activities = 2,932.

Appendix C

Table 70

Usual Frequency of Offering Activities in Specified Location  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Institution	Usual Frequency of Offering in Specified Location														Total Activities f %
	1 Term Ea Yr f % <sup>a</sup>	2 Terms Ea Yr f % <sup>a</sup>	3 Terms Ea Yr f % <sup>a</sup>	All Yr/4+ Terms Ea Yr f % <sup>a</sup>	1 Term Ev Oth Yr f % <sup>a</sup>	1 Term Sporadically or On Demand f %	MA f % <sup>a</sup>								
01 Central Mich U	27 6.5	164 39.6	---	---	---	222 53.6	1 0.2	414 13.9							
02 Eastern Mich U	---	---	---	155 100.0	---	---	---	155 5.2							
03 Ferris State C	4 4.3	2 2.2	6 6.5	79 85.9	---	---	1 1.1	92 3.1							
04 Grand Valley S C	5 5.0	---	27 26.7	68 67.3	---	1 1.0	---	101 3.4							
05 Lake Superior S C	6 35.3	---	6 35.3	---	---	5 29.4	---	17 0.6							
06 Mich State U	10 1.2	9 1.0	221 25.5	627 72.3	---	---	---	887 29.1							
07 Mich Tech U	24 38.7	---	2 3.2	27 43.5	---	9 14.5	---	82 2.1							
08 Northern Mich U	1 1.0	18 17.5	---	---	2 1.9	82 79.6	---	103 3.5							
09 Oakland U	6 7.0	19 12.6	52 34.4	74 49.0	---	---	---	151 5.1							
10 Seginaw Valley C	?	38 43.2	48 54.5	---	---	---	---	88 2.9							
11 U of M - Ann Arbor	56 31.6	33 18.6	46 26.0	32 18.1	---	9 5.1	1 0.6	177 5.9							
12 U of M - Dearborn	---	6 12.0	44 88.0	---	---	---	---	50 1.7							
14 Wayne State U	18 4.2	13 3.0	133 42.8	195 45.6	---	18 4.2	1 0.2	428 14.4							
15 Western Mich U	11 4.0	28 10.1	45 16.2	188 67.9	4 1.4	1 0.4	---	277 9.2							
Total f & % <sup>b</sup>	170 5.7	330 11.1	680 22.8	1445 48.5	6 0.2	347 11.6	4 0.1	2982 100.1							

<sup>a</sup>Frequency and percentage of institution's activities.

<sup>b</sup>Frequency and percentage of total activities = 2,982.

Table 71

Usual Frequency of Offering of Subject Matter Activities  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Subject	Usual Frequency of Offering in Specified Location												Sporadically or On Demand	NA	Total Activities	
	1 Term Ea Yr		2 Terms Ea Yr		3 Terms Ea Yr		All Yr/4+ Terms Ea Yr		1 Term Ea Yr		Sporadically or On Demand					
	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>
<b>SOCIAL SCIENCES</b>																
03 Area Studs	7	4.1	4	1.2	9	1.3	16	1.1	--	--	--	--	--	--	36	1.2
20 Psy.	4	2.4	22	6.7	42	6.2	37	2.6	--	10	2.9	--	--	115	3.9	
21 Pub Aff & Srvs	1	0.6	2	0.6	6	0.9	56	3.9	--	2	0.6	--	--	67	2.2	
22 Soc Sci	22	12.9	33	10.0	114	16.8	226	15.6	--	62	17.9	--	--	457	15.3	
55 Pub Srv Rel-Tech	3	1.8	12	3.6	--	--	4	0.3	--	4	1.2	--	--	23	0.8	
<b>VERB-LING &amp; HUM</b>																
06 Comm	3	1.8	6	1.8	3	0.4	56	3.9	--	8	2.3	--	--	76	2.6	
10 Fine & Appl Arts	5	2.9	23	7.0	74	10.9	117	8.1	--	47	13.5	--	--	266	8.9	
11 Foreign Langs	22	12.9	34	10.3	69	10.2	48	3.3	--	9	2.6	1	25.0	183	6.1	
15 Letters	9	5.3	28	8.5	99	14.6	78	5.4	--	11	3.2	--	--	225	7.6	
16 Lib Sci	--	--	--	--	6	0.9	4	0.3	--	5	1.4	--	--	15	0.5	
<b>SCI, MATH, &amp; ENG</b>																
01 Ag & Nat Res	--	--	--	--	6	0.9	28	1.9	--	1	0.3	--	--	35	1.2	
02 Arch & Envr Des	--	--	4	1.2	--	--	9	0.6	--	--	--	--	--	13	0.4	
04 Bio Sci	19	11.2	18	5.5	30	4.4	80	5.5	4	66.7	11	3.2	1	25.0	159	5.3
07 Compu & Info Sci	1	0.6	4	1.2	3	0.4	9	0.6	--	--	--	--	--	17	0.6	
09 Engin	9	5.3	--	--	8	1.2	12	1.0	--	--	--	--	--	31	1.0	
17 Math	7	4.1	5	1.5	9	1.3	24	1.7	--	8	2.3	--	--	53	1.8	
19 Phys Sci	5	2.9	6	1.8	47	6.9	93	6.4	--	29	8.4	--	--	180	6.0	
51 Data Proc Tech	--	--	--	--	--	--	4	0.3	--	--	--	--	--	4	0.1	
53 Mech & Eng Tech	4	2.4	4	1.2	--	--	12	0.8	--	--	--	--	--	20	0.7	
54 Nat Sci Tech	2	1.2	--	--	--	--	20	1.4	--	1	0.3	--	--	23	0.8	
<b>OTHER</b>																
05 Bus & Mgmt	7	4.1	14	4.2	21	0.1	103	7.1	--	11	3.2	--	--	160	5.4	
12 Hlth Profess	1	0.6	4	1.2	3	0.4	58	4.0	--	1	0.3	--	--	67	2.2	
13 Home Ec	--	--	2	0.6	3	0.4	82	5.7	2	33.3	7	2.0	--	106	3.6	
18 Mil Sci	1	0.6	--	--	--	--	--	--	--	--	--	--	--	1	0.03	
49 Interdis Studs	6	3.5	--	--	39	5.7	12	0.8	--	--	--	--	--	57	1.9	
50 Bus & Comr Tech	--	--	1	0.3	6	0.9	12	0.8	--	--	--	--	--	19	0.6	
52 Hlth Srvs & Paramed Tech	--	--	2	0.6	--	--	8	0.6	--	--	--	--	--	10	0.3	
<b>EDUCATION</b>																
08 Educ	32	18.8	101	30.6	83	12.2	223	15.4	--	110	31.7	2	50.0	551	18.5	
No Subj on P.O. <sup>c</sup>	--	--	1	0.3	--	--	12	0.8	--	--	--	--	--	13	0.4	
Total f & % <sup>b</sup>	170	5.7	330	11.1	680	22.8	1445	48.5	6	0.2	347	11.6	4	0.1	2982	99.9

<sup>a</sup>Percentage of total column frequency (e.g., in the "1 Term Ea Yr" column, a frequency of 19 is 11.2% of 170).

Interpretation: Of the 170 activities offered one term each year, 11.2% were Biological Sciences subject activities.

<sup>b</sup>Frequency and percentage of total activities = 2,982.

<sup>c</sup>Incorrect or no subject on computer printout.

1971-72 Activities Offered in Specified Locations During 1969-1970 and 1970-71  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Institution	1969-70						1970-71						Total Activities <sup>a</sup>	
	f	% <sup>b</sup>	No	% <sup>b</sup>	DK	NA	f	% <sup>c</sup>	No	% <sup>c</sup>	DK	NA	f	% <sup>d</sup>
01 Central Mich U	326	78.7	87	21.0	--	1	0.2	86	20.8	1	0.2	1	4.4	13.9
02 Eastern Mich U	155	100.0	--	--	--	--	--	--	--	--	--	--	155	5.2
03 Ferris State C	71	77.2	21	22.8	--	--	--	17	18.5	--	--	--	92	3.1
04 Grand Valley S C	57	56.4	27	26.7	17	16.8	--	8	7.9	1	1.0	--	101	3.4
05 Lake Superior S C	1	5.9	16	94.1	--	--	--	1	5.9	16	94.1	--	17	0.6
06 Mich State U	608	70.1	212	24.5	46	5.3	1	0.1	204	23.5	20	2.3	867	29.1
07 Mich Tech U	39	62.9	21	33.9	--	2	3.2	45	72.6	15	24.2	--	62	2.1
08 Northern Mich U	90	87.4	--	--	8	7.8	5	4.9	72	69.9	8	7.8	103	3.5
09 Oakland U	151	100.0	--	--	--	--	--	151	100.0	--	--	--	151	5.1
10 Saginaw Valley C	55	62.5	17	19.3	6	8.6	10	11.4	9	10.2	--	20	22.7	2.9
11 U of M - Ann Arbor	129	72.9	47	26.6	1	0.6	--	136	76.8	37	20.9	3	1.7	5.9
12 U of M - Dearborn	--	--	--	--	50	100.0	--	2	4.0	--	--	48	96.0	1.7
14 Wayne State U	369	86.2	51	11.9	4	0.9	4	0.9	377	88.1	51	11.9	428	14.4
15 Western Mich U	203	73.3	--	--	66	23.8	8	2.9	224	80.9	45	16.2	277	9.2
Total f & % <sup>d</sup>	2254	75.6	499	16.7	198	6.6	31	1.0	2358	79.1	443	14.9	2982	100.1

<sup>a</sup>Total 1971-72 activities are the same for each academic year, 1969-70 and 1970-71 (2,982).

<sup>b</sup>Frequency and percentage of institution's 1971-72 activities for 1969-70.

<sup>c</sup>Frequency and percentage of institution's 1971-72 activities for 1970-71.

<sup>d</sup>Frequency and percentage of total activities = 2,982.



Plans to Offer 1971-72 Activities in 1972-73, 1973-74, and 1974-75  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Institution	Plans to Offer in Specified Location												Total Activities <sup>a</sup> f %
	1972-73				1973-74				1974-75				
	Yes f % <sup>c</sup>	No f % <sup>c</sup>	DK f % <sup>c</sup>	NA f % <sup>c</sup>	Yes f % <sup>d</sup>	No f % <sup>d</sup>	DK f % <sup>d</sup>	NA f % <sup>d</sup>	Yes f % <sup>e</sup>	No f % <sup>e</sup>	DK f % <sup>e</sup>	NA f % <sup>e</sup>	
01 Central Mich U	414 100.0	--	--	--	414 100.0	--	--	--	413 99.8	--	--	1 0.2	414 13.9
02 Eastern Mich U	155 100.0	--	--	--	155 100.0	--	--	--	155 100.0	--	--	--	155 5.2
03 Ferris State C	92 100.0	--	--	--	92 100.0	--	--	--	92 100.0	--	--	--	92 3.1
04 Grand Valley S C	100 99.0	--	1 1.0	--	100 99.0	--	--	--	100 99.0	--	1 1.0	--	101 3.4
05 Lake Superior S C	17 100.0	--	--	--	17 100.0	--	--	--	17 100.0	--	--	--	17 0.6
06 Mich State U	864 99.7	2 0.2	--	1 0.1	867 100.0	--	--	--	867 100.0	--	--	--	867 29.1
07 Mich Tech U	47 75.8	15 24.2	--	--	42 66.7	12 19.4	6 9.7	2 3.2	41 66.1	9 14.5	10 16.1	2 3.2	62 2.1
08 Northern Mich U	101 98.1	2 1.9	--	--	95 92.2	2 1.9	6 5.8	--	95 92.2	2 1.9	6 5.8	--	103 3.5
09 Oakland U	151 100.0	--	--	--	7 4.6	144 95.4	--	--	7 4.6	--	144 95.4	--	151 5.1
10 Saginaw Valley C	88 100.0	--	--	--	85 96.6	--	3 3.4	--	85 96.6	--	3 3.4	--	88 2.9
11 U of M - Ann Arbor	177 100.0	--	--	--	--	--	177 100.0	--	--	--	177 100.0	--	177 5.9
12 U of M - Dearborn	50 100.0	--	--	--	50 100.0	--	--	--	50 100.0	--	--	--	50 1.7
14 Wayne State U	424 99.1	4 0.9	--	--	428 100.0	--	--	--	428 100.0	--	--	--	428 14.4
15 Western Mich U	275 99.3	--	--	2 0.7	267 96.4	--	1 0.4	9 3.2	267 96.4	--	1 0.4	9 3.2	277 9.2
Total f & % <sup>b</sup>	2955 99.1	23 0.7	1 0.03	3 0.1	1752 58.8	14 0.5	1205 40.4	11 0.4	1750 58.7	11 0.4	1209 40.5	12 0.4	2992 100.1

<sup>a</sup>Total 1971-72 activities are the same for each academic year - 1972-73, 1973-74, and 1974-75 (2,982).

<sup>b</sup>Frequency and percentage of total activities = 2,982.

<sup>c</sup>Frequency and percentage of institution's 1971-72 activities in 1972-73.

<sup>d</sup>Frequency and percentage of institution's 1971-72 activities in 1973-74.

<sup>e</sup>Frequency and percentage of institution's 1971-72 activities in 1974-75.

Plans to Offer 1971-72 Subject Matter Activities in Specified Locations During 1972-73, 1973-74, and 1974-75  
(1971-72 Regular Instructional Program Activities = 2,982)  
14 Council Institutions

Subject	Plans to Offer in Specified Location												Total Activities <sup>a</sup> f %		
	1972-73			1973-74			1974-75			NA f %	Total f %				
	Yes f %	No f %	DK f %	Yes f %	No f %	DK f %	Yes f %	No f %	DK f %						
<b>SOCIAL SCIENCES</b>															
03 Area Studs	36 1.2	--	--	8 0.5	--	28 2.3	--	--	28 2.3	--	8 0.5	--	28 2.3	--	36 1.2
20 Psy	115 3.9	--	--	88 5.0	--	27 2.2	--	--	27 2.2	--	88 5.0	--	27 2.2	--	115 3.9
21 Pub Aff & Svcs	66 2.2	--	--	39 2.2	--	28 2.3	--	--	28 2.3	--	39 2.2	--	28 2.3	--	66 2.2
22 Soc Sci	455 15.4	2 8.7	--	221 12.6	--	236 19.6	--	--	236 19.6	--	220 12.6	1 8.3	235 19.4	1 8.3	457 15.3
55 Pub Srv Rel Tech	23 0.8	--	--	23 1.3	--	--	--	--	--	--	23 1.3	--	--	--	23 0.8
<b>VERB-LING &amp; HUM</b>															
06 Comm	76 2.6	--	--	41 2.3	--	35 2.9	--	--	35 2.9	--	41 2.3	--	35 2.9	--	76 2.6
10 Fine & Appl Arts	266 9.0	--	--	194 11.1	--	72 6.0	--	--	72 6.0	--	194 11.1	--	72 6.0	--	266 9.0
11 Foreign Langs	179 6.1	3 13.0	--	64 3.7	3 21.4	115 9.5	1 9.1	--	118 9.8	1 8.3	64 3.7	1 8.3	118 9.8	1 8.3	183 6.1
15 Letters	222 7.5	3 13.0	--	99 5.7	--	126 10.5	--	--	127 10.5	--	98 5.6	--	127 10.5	--	225 7.6
16 Lib Sci	15 0.5	--	--	15 0.9	--	--	--	--	--	--	15 0.9	--	--	--	15 0.5
<b>SCI, MATH, &amp; ENG</b>															
01 Ag & Nat Res	35 1.2	--	--	--	--	34 2.8	1 9.1	--	34 2.8	1 8.3	--	--	34 2.8	1 8.3	35 1.2
02 Arch & Envr Des	13 0.4	--	--	3 0.2	--	10 0.8	--	--	10 0.8	--	3 0.2	--	10 0.8	--	13 0.4
04 Bio Sci	150 5.1	8 34.8	1 100.0	82 4.7	4 28.6	67 5.6	6 54.5	--	67 5.6	6 50.0	82 4.7	6 50.0	67 5.6	6 50.0	159 5.3
07 Compu & Info Sci	17 0.6	--	--	5 0.3	--	12 1.0	--	--	12 1.0	--	5 0.3	--	12 1.0	--	17 0.6
09 Engin	30 1.0	1 4.3	--	25 1.4	1 7.1	3 0.2	2 18.2	--	3 0.2	2 16.7	25 1.4	1 9.1	3 0.2	2 16.7	31 1.0
17 Math	53 1.8	--	--	34 2.0	--	19 1.6	--	--	19 1.6	--	34 2.0	--	19 1.6	--	53 1.8
19 Phys Sci	176 6.0	4 17.4	--	112 6.4	4 28.6	64 5.3	--	--	64 5.3	--	112 6.4	4 36.4	64 5.3	--	180 6.0
51 Data Proc Tech	4 0.1	--	--	4 0.2	--	--	--	--	--	--	4 0.2	--	--	--	4 0.1
53 Mech & Eng Tech	20 0.7	--	--	20 1.2	--	--	--	--	--	--	20 1.1	--	--	--	20 0.7
54 Nat Sci Tech	23 0.8	--	--	3 0.2	--	20 1.7	--	--	20 1.7	--	3 0.1	--	20 1.7	--	23 0.8
<b>OTHER</b>															
05 Bus & Mgmt	159 5.4	--	--	93 5.3	--	66 5.5	1 9.1	--	66 5.5	--	94 5.4	--	66 5.5	--	160 5.4
12 Hlth Profess	67 2.3	--	--	39 2.2	--	28 2.3	--	--	28 2.3	--	39 2.2	--	28 2.3	--	67 2.2
13 Home Ec	106 2.6	--	--	36 2.1	--	70 5.8	--	--	70 5.8	--	36 2.1	--	70 5.8	--	106 3.6
18 Mil Sci	1 0.0	--	--	1 0.1	--	--	--	--	--	--	1 0.1	--	--	--	1 0.03
49 Interdis Studs	57 1.9	--	--	9 0.5	--	48 4.0	--	--	48 4.0	--	9 0.5	--	48 4.0	--	57 1.9
50 Bus & Comr Tech	19 0.6	--	--	18 1.0	--	1 0.1	--	--	1 0.1	--	18 1.0	--	1 0.1	--	19 0.6
52 Hlth Svcs & Paramed Tech	10 0.3	--	--	10 0.6	--	--	--	--	--	--	10 0.6	--	--	--	10 0.3
<b>EDUCATION</b>															
08 Educ	549 18.6	2 8.7	--	458 26.1	2 14.3	91 7.6	--	--	91 7.6	--	457 26.1	2 18.2	91 7.5	1 8.3	551 18.5
No Subj on P.O. <sup>d</sup>	13 0.4	--	--	8 0.5	--	5 0.4	--	--	5 0.4	--	8 0.5	--	5 0.4	--	13 0.4
Total f & % <sup>c</sup>	2955 99.1	23 0.7	1 0.03	1752 58.8	14 0.5	1205 40.4	11 0.4	1750 58.7	1209 40.5	12 0.4	1750 58.7	11 0.4	1209 40.5	12 0.4	2982 99.9

<sup>a</sup>Number of activities in each subject. The number is the same for each Resources subject activities.  
academic year.

<sup>b</sup>Percentage of total column frequency (e.g., in the 1972-73 "Yes" column, a frequency of 35 is 1.2% of 2,955).

<sup>c</sup>Frequency and percentage of total activities = 2,982. Total 1971-72 activities are the same for each academic year - 1972-73, 1973-74, and 1974-75 (2,982).

<sup>d</sup>Incorrect or no subject on computer printout.

APPENDIX D

FINDINGS: TOTAL RESOURCES

AVAILABLE TO AN

EXTERNAL DEGREE PROGRAM

## APPENDIX D

### FINDINGS: TOTAL RESOURCES AVAILABLE TO AN EXTERNAL DEGREE PROGRAM

This chapter combines the major findings in Appendices A, B, and C concerning resources available to an external degree program through the continuing education and extension divisions and through the regular instructional programs of the member institutions of the Michigan Council of State College Presidents (MCSCP). Most of the tables which provide summary data are located in the back of this Appendix; one table is presented with the text.

#### 1. "Activities"

"Activities" were defined as "courses and similar educational activities." The 14 MCSCP institutions, in 1971-72, had a total of 6,571<sup>1</sup> activities available for credit to undergraduates for an external degree program (see Table 75).<sup>2</sup>

The six institutions which offered the largest proportion of these activities were, in descending rank order: Michigan State (24.2%); Wayne State (16.5%); Central (16.4%); U of M-Ann Arbor (11.4%); Western (9.5%); and Eastern (8.5%).

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<sup>1</sup>An additional 2,412 activities (beyond the 6,571) were absolutely restricted to only graduate students and were not included in any of the "activities" Analyses. (See Table 76.)

<sup>2</sup>This figure does not include activities available at one institution which returned their information too late to be included in the analyses.

## 2. Other Educational Alternatives

The 15 MCSCP institutions also had other educational alternatives for earning undergraduate college credit that were available for an external degree program.

These include, but were not limited to, the following:

- a. Institutionally developed proficiency examinations (13 institutions).
- b. Standardized proficiency examinations (14 institutions).
- c. Learning packages (4 institutions).
- c. Life experiences (4 institutions).

Table 75  
 Activities Available for Credit to Undergraduates  
 For an External Degree Program  
 Through the Member Institutions of the  
 Michigan Council of State College Presidents  
 During 1971-72

Institution	Activities			Total f	Total %
	Cont'g. Ed. & Ext. f	Cont'g. Ed. & Ext. %	Reg. Instr. Prog. f		
01 Central Michigan U	663	18.5	414	1,077	16.4
02 Eastern Michigan U	404	11.3	155	559	8.5
03 Ferris State C	--	--	92	92	1.4
04 Grand Valley SC	12	0.3	101	113	1.7
05 Lake Superior SC	95	2.6	17	112	1.7
06 Michigan State U	723	20.1	867	1,590	24.2
07 Michigan Technological U	33	0.9	62	95	1.4
08 Northern Michigan U	56	1.6	103	159	2.4
09 Oakland U	--	--	151	151	2.3
10 Saginaw Valley C	28	0.8	88	116	1.8
11 U of M - Ann Arbor	570	15.9	177	747	11.4
12 U of M - Dearborn	--	--	50	50	0.8
14 Wayne State U	658	18.3	428	1,086	16.5
15 Western Michigan U	347	9.7	277	624	9.5
All Institutions	3,589	100.0	2,982	6,571	100.0

## B. SUBJECT CATEGORIES

The continuing education and extension activities were offered in 25 different subject matter areas<sup>4</sup>; and the regular instructional program activities in 28 different subject areas.

Continuing education activities were offered most frequently in the following subject matter areas: Education (48%), Social Sciences (14%), Letters (8%), Public Affairs and Services (6%), and Psychology (5%). Regular Instructional Program activities were most frequently offered in: Education (19%), Social Science (15%), Fine and Applied Arts (9%), Letters (8%), Foreign Languages (6%), Physical Sciences (6%), Business and Management (5%), and Biological Sciences (5%).

When all of the activities were combined, the 6,571 activities were offered in 29 different subject areas. These subject areas were grouped into five broader categories (not related to PBES categories) to be more meaningful to an external degree program. The kinds of activities offered using these broad categories, were, in rank order: Education (34.4% of the total activities); Social Sciences (24.9%); Verbal-Linguistic and Humanities (18.4%); Science, Mathematics, and Engineering (12.1%); and Other (9.9%). (See Table 78.)

Activities in Education numbered 2,258; and of these, the larger proportion were offered by six institutions: in rank order, Central (offered 22.7% of the total Education activities); Michigan State (22.7%); Wayne State (16.8%); Eastern (12.6%); U of M - Ann Arbor (12.1%); and Western (8.5%).

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<sup>4</sup>Subject matter areas were modified HEGIS categories (See Chapter III, Procedures).

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<sup>4</sup>Subject matter areas were modified HEGIS categories (See Chapter III, Procedures).



Social Science type activities numbered 1,633. The larger proportion of these were offered by six institutions: Michigan State (19.5%); Central (17.8%); Wayne State (17.1%); U of M - Ann Arbor (13.2%); Western (11.0%); Eastern (7.3%).

Verbal-Linguistic and Humanities type activities numbered 1,210. The larger proportion of these were offered by six institutions: Michigan State (23.5%); Wayne State (18.2%); U of M - Ann Arbor (11.8%); Central (11.2%); Western (8.7%); and Eastern (7.4%).

Science, Mathematics, and Engineering type activities numbered 797, and of these the larger proportion were offered by six institutions: Michigan State (32.2%); Central (11.3%); Wayne State (9.9%); U of M - Ann Arbor (9.4%); Western (8.4%); and Michigan Tech (7.3%).

"Other" activities numbered 649. The larger proportion of these were offered by four institutions: Michigan State (32.4%); Wayne State (18.6%); Western (12.5%); and Central (7.2%). The five broad subject categories are listed below, in rank order for each institution, to provide an idea of the subject matter covered by the offerings of each institution.

<u>Institution and Subject Category</u>	<u>% of Institution's Activities</u>
<u>Central</u>	
Education	47.6%
Social Sciences	27.0
Verbal-Linguistic and Humanities	12.5
Science, Math, and Engineering	8.4
Other	4.4
<u>Eastern</u>	
Education	51.0%
Social Sciences	21.3
Verbal-Linguistic and Humanities	16.1
Science, Math, and Engineering	6.8
Other	4.3

<u>Institution and Subject Category</u>	<u>% of Institution's Activities</u>
<u>Ferris</u>	
Other	41.3%
Education	35.9
Science, Math, and Engineering	12.0
Verbal-Linguistic and Humanities	6.5
Social Sciences	4.3
<u>Grand Valley</u>	
Science, Math, and Engineering	38.1%
Verbal-Linguistic and Humanities	28.3
Social Sciences	15.0
Other	14.2
Education	4.4
<u>Lake Superior</u>	
Social Sciences	44.6%
Verbal-Linguistic and Humanities	25.9
Science, Math, and Engineering	15.2
Other	11.6
Education	2.7
<u>Michigan State</u>	
Education	32.2%
Social Sciences	20.0
Verbal-Linguistic and Humanities	17.9
Science, Math, and Engineering	16.2
Other	13.2
<u>Michigan Tech</u>	
Science, Math, and Engineering	61.1%
Verbal-Linguistic and Humanities	17.9
Social Sciences	12.6
Other	4.2
Education	4.2

<u>Institution and Subject Category</u>	<u>% of Institution's Activities</u>
<u>Northern</u>	
Verbal-Linguistic and Humanities	30.2%
Social Sciences	21.4
Education	20.1
Other	15.1
Science, Math, and Engineering	13.2
<u>Oakland</u>	
Verbal-Linguistic and Humanities	34.5%
Social Sciences	26.4
Education	10.6
Other	9.3
Science, Math, and Engineering	5.3
<u>Saginaw</u>	
Social Sciences	34.5%
Verbal-Linguistic and Humanities	26.7
Other	20.7
Science, Math, and Engineering	12.1
Education	6.0
<u>U of M - Ann Arbor</u>	
Education	36.7%
Social Sciences	28.9
Verbal-Linguistic and Humanities	19.1
Science, Math, and Engineering	10.0
Other	4.4
<u>U of M - Dearborn</u>	
Social Sciences	38.0%
Science, Math, and Engineering	38.0
Verbal-Linguistic and Humanities	24.0
Other	--
Education	--

<u>Institution and Subject Category</u>	<u>% of Institution's Activities</u>
<u>Wayne State</u>	
Education	35.2%
Social Sciences	25.7
Verbal-Linguistic and Humanities	20.3
Other	11.1
Science, Math, and Engineering	7.3
<u>Western</u>	
Education	30.8%
Social Sciences	28.7
Verbal-Linguistic and Humanities	16.8
Other	13.0
Science, Math, and Engineering	10.7

## C. LOCATION

### 1. Location of Activities

The 6,571 activities occurred in 68<sup>5</sup> of Michigan's 83 counties as well as in four other locations. (See Table 18 in Appendix B, and Table 49 in Appendix C.) Counties in which activities tended to occur most frequently were: Wayne, Oakland, Kent, Genesee, Saginaw, Macomb, Barrien, Muskegon, and Chippewa. Activities also tended to occur most frequently in "No Specific Location" (activity was a correspondence course, independent study, or similar activity); "Within Michigan in Nonspecifiable Locations"; and "Outside of the Country".

Less than one percent of the total activities occurred in each of the following 42 counties: Alpena, Antrim, Arenac, Barry, Branch, Cass, Cheboygan, Clare, Delta, Eaton, Emmet, Gladwin, Hillsdale, Hiron, Iosco, Iron, Kalamazoo, Keweenaw, Lapeer, Leelanau, Lenawee, Livingston, Luce, Marquette, Mason, Mecosta, Missaukee, Monroe, Montcalm, Ogemaw, Osceola, Oscoda, Otsego, Ottawa, Presque Isle, St. Joseph, Sanilac, Schoolcraft, Shiawasee, Tuscola, Van Buren, and Wexford.

None of the 6,571 activities occurred in 15 of Michigan's 83 counties: Alger, Baraga, Clinton, Crawford, Gogebic, Ionia, Kalkaska, Lake, Mackinac, Manistee, Menominee, Montmorency, Newaygo, Oceana, and Ontonagon.

### 2. Location of Subject Categories

Locations are presented here for the five broad subject categories referred to in Section A of this chapter. (See Table 79.)

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<sup>5</sup>Most of these were counties in which continuing education and extension activities occurred.

a. Social Sciences

Activities which fell in the Social Sciences category (Area Studies, Psychology, Public Affairs and Services, Social Sciences, Public Service Related Technologies) occurred in 45 Michigan counties: Alcona, Allegan, Alpena, Antrim, Bay, Benzie, Berrien, Cass, Charlevoix, Cheboygan, Chippewa, Delta, Dickinson, Genesee, Grand Traverse, Houghton, Huron, Ingham, Iosco, Iron, Isabella, Jackson, Kalamazoo, Kent, Lapeer, Lenawee, Luce, Macomb, Marquette, Mason, Midland, Muskegon, Oakland, Ogemaw, Oscoda, Otsego, Saginaw, St. Clair, St. Joseph, Sanilac, Schoolcraft, Tuscola, Washtenaw, Wayne, and Wexford.

Social Science type activities also occurred "Within Michigan in Non-specifiable Locations"; "Outside of Michigan but Within the Country"; "Outside of the Country"; and in "No Specific Location."

b. Verbal-Linguistic and Humanities

Activities which fell in the broad category of Verbal-Linguistic and Humanities (Communications, Fine and Applied Arts, Foreign Languages, Letters, Library Science) occurred in 32 Michigan counties: Bay, Berrien, Calhoun, Charlevoix, Chippewa, Dickinson, Emmet, Genesee, Grand Traverse, Houghton, Ingham, Iosco, Isabella, Jackson, Kalamazoo, Kent, Keweenaw, Leelanau, Macomb, Midland, Monroe, Muskegon, Oakland, Isceola, Otsego, Otsego, Ottawa, Saginaw, St. Clair, St. Joseph, Van Buren, Wayne, and Wexford.

Verbal-Linguistic and Humanities type activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location."

c. Science, Mathematics, and Engineering

Activities which fell in the broad category of Science, Mathematics, and Engineering (Agriculture and Natural Resources, Architecture and Environmental Design, Biological Sciences, Computer and Information Sciences, Engineering, Mathematics, Physical Science, Data Processing Technologies, Mechanical and Engineering Technologies, Natural Science Technologies) occurred in 37 Michigan counties: Allegan, Alpena, Antrim, Barry, Bay, Berrien, Charlevoix, Chippewa, Clare, Dickinson, Genesee, Grand Traverse, Gratiot, Houghton, Ingham, Iosco, Isabella, Jackson, Kent, Lapeer, Lenawee, Livingston, Macomb, Marquette, Midland, Monroe, Montcalm, Muskegon, Oakland, Otsego, Ottawa, Roscommon, Saginaw, St. Clair, Washtenaw, Wayne, and Wexford.

Science, Mathematics, and Engineering type activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan but Within the Country"; "Outside of the Country"; and in "No Specific Location."

d. Other

Activities which fell in the broad category of Other (Business and Management, Health Professions, Home Economics, Military Science, Interdisciplinary Studies, Business and Commerce Technologies, Health Sciences and Paramedical Technologies) occurred in 27 Michigan counties: Arenac, Bay, Berrien, Calhoun, Cass, Chippewa, Dickinson, Genesee, Grand Traverse, Houghton, Ingham, Iosco, Jackson, Kalamazoo, Kent, Macomb, Marquette, Mecosta, Midland, Muskegon, Oakland, Saginaw, Sanilac, Tuscola, Washtenaw, Wayne, and Wexford.

"Other" category activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of the Country"; and in "No Specific Location."

e. Education

Activities which fell in the Education category occurred in 58 Michigan counties as well as "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location."



## D. EDUCATIONAL LEVEL

### 1. Educational Level of Activities

Activities available for credit to undergraduates numbered 6,571<sup>6</sup> and of these 51% were specifically designated as undergraduate level activities; 18% as graduate level activities generally open to some levels of undergraduates without restriction; and 31% as graduate level activities generally only available to some grade levels of undergraduates who meet special conditions. Thus, over half of the available activities were designed for the undergraduate level; and the remaining activities were designed for the graduate level although they were available to undergraduates. (See Table 80.)

The specific educational levels of the 6,571 activities were as follows: 13% were classified at the freshman level; 15% at the sophomore level; 36% junior level; 50% senior level and 51% at the graduate level. (These percentages total more than 100% as the educational levels are not mutually exclusive categories.) (See Table 81.)

Those institutions which included in their offerings the largest proportion of activities which were specifically for undergraduates were, in descending rank order:

Ferris (100%) (Most were senior level.)

Grand Valley (100%) (Most were senior and junior levels.)

Lake Superior (100%) (Most were freshman level.)

Saginaw (100%) (Most were senior level.)

---

<sup>6</sup>An additional 2,412 activities (beyond the 6,571) were absolutely restricted to only graduate students and were not included in any of the analyses.

U of M - Dearborn (92%) (Most were senior and junior levels.)

Michigan Tech (90%) (Most were senior level.)

Oakland (89%) (Most were senior level.)

Wayne State (71%) (Most were senior and junior levels.)

Northern (59%) (Most were senior and junior levels.)

Institutions which offered the largest proportion of graduate activities that were also available to undergraduates were, in rank order: U of M - Ann Arbor (83% of its activities were graduate level but available to undergraduates); Eastern (60%); Central (58%); Michigan State (57%); and Western (54%).

## 2. Educational Level of Subject Categories

Educational levels of the broad subject categories are presented in Tables 82 and 83.

### a. Undergraduate

Undergraduate level activities numbered 3,345 and of these, in rank order, 30% were in the broad category of Social Sciences; 25% were in Verbal-Linguistic and Humanities; 19% in Education; 13% in Science, Mathematics, and Engineering; and 13% were in the broad category of Other.

The percentage of each broad subject matter category which fell into each specific educational level of freshman through senior are listed below in rank order by education level (specific educational levels are not mutually exclusive categories),

<u>Level</u>	<u>% of Each Level</u>
--------------	------------------------

Freshman (N = 70)

Social Sciences	39%
Verbal-Linguistic and Humanities	27
Education	13
Other	13
Science, Math, and Engineering	8

Sophomore (N = 977)

Social Sciences	22%
Verbal-Linguistic and Humanities	13
Other	9
Education	7
Science, Math, and Engineering	4

Junior (N = 2,354)

Education	36%
Social Sciences	26
Verbal-Linguistic and Humanities	18
Science, Math, and Engineering	11
Other	8

Senior (N = 2,016)

Education	31%
Social Sciences	23
Verbal-Linguistic and Humanities	20
Science, Math, and Engineering	15
Other	10

b. Graduate (Available to Undergraduates)

(1) Open. Graduate level activities generally open to some levels of undergraduates without restrictions numbered 1,194, and of these, in rank order, 59% were in the Education category; 18% were in Social Sciences; 10% in Verbal-Linguistic and Humanities; 9% in Science, Mathematics, and Engineering; and 5% were in the Other category.

(2) Special Conditions. Activities generally available to some levels of undergraduates who meet special conditions numbered 2,012, and of these, in rank order, 46% were in the Education category; 21% were Social Sciences; 13% were Verbal-Linguistic and Humanities; 12% were Science, Mathematics, and Engineering; and 7% were in the Other category.

The percentage of each broad subject matter category which fell into the specific educational level of graduate (in the freshman through graduate level categories analysis) were: Education - 51%; Social Sciences - 20%; Verbal-Linguistic and Humanities - 12%; Science, Mathematics, and Engineering - 11%; and Other - 6%.

### 3. Locations of Specific Educational Level Activities

#### a. Freshman and Sophomore

Freshman and Sophomore activities were located in 38 of the 68 Michigan counties that had activities: Allegan, Antrim, Bay, Berrien, Calhoun, Cheboygan, Chippewa, Dickinson, Emmet, Genesee, Grand Traverse, Houghton, Huron, Iosco, Iron, Isabella, Jackson, Kent, Keweenaw, Lapeer, Livingston, Luce, Macomb, Marquette, Mason, Midland, Montcalm, Mushegon, Oakland, Otsego, Ottawa, Roscommon, Saginaw, St. Joseph, Tuscola, Washtenaw, Wayne, and Wexford.

Freshman and Sophomore activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

#### b. Junior and Senior

Junior and Senior level activities were located in 62 of the 68 Michigan counties that had activities. (Arenac, Hillsdale, Iron, Keweenaw, Luce, and Monroe counties had no upper division level activities.) Junior and senior

activities also were located "Within Michigan, but in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location."

c. Graduate

Graduate level activities (available to undergraduates) were located in 66 of the 68 counties with activities. (Chippewa, Iron, Leelanau, and Luce had no graduate level activities.) Graduate activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

## E. ON- OR OFF-CAMPUS

### 1. On- or Off-Campus

Continuing education and extension activities occurred primarily off-campus in specific locations (e.g., extension center, school, etc.,) whereas regular instructional program activities occurred off-campus in non-specific locations.

Almost all (94%) of the total 6,571 activities occurred off-campus in specific locations (56.6%) or in non-specific locations (37%). (See Table 84.) "Non-specific" locations signified that the activities occurred anywhere because they were independent study, correspondence, or similar activities. Twelve of the 14 institutions had the largest proportion of their activities occurring off-campus.

A small percentage (6.1%) of the activities occurred on-campus. Three institutions had none of their activities occurring on-campus. Two institutions had the larger proportion of their activities occurring on-campus; Lake Superior (52.7%) and Oakland (91.4%). Lake Superior's on-campus activities took place in the evenings or on Saturdays. Oakland's on-campus activities were offered through the regular instructional program but an examination of the listing of activities for Oakland indicated that these were activities which could actually take place off-campus.

### 2. On- and Off-Campus Location of Subject Categories

The on- or off-campus locations of the five broad subject categories are provided in Table 85.

#### a. Off-Campus (Specific Locations)

The 3,719 activities located off-campus in specific locations were distributed among the five broad subject categories in the following rank order:

Education - 50.7%; Social Sciences - 24.4%; Verbal-Linguistic and Humanities - 10.4%; Other - 7.5%; and Science, Mathematics, and Engineering - 6.7%.

b. Off-Campus (Non-Specific Locations)

The 2,433 activities located off-campus in non-specific locations covered the subject categories in the following manner: Verbal-Linguistic and Humanities - 28.3%; Social Sciences - 25.6%; Science, Mathematics, and Engineering - 20.7%; Other - 12.5%; and Education - 12.3%.

c. On-Campus

The 402 activities located on-campus fell in the following broad subject categories: Verbal-Linguistic and Humanities - 33.1%; Social Sciences - 25.1%; Education - 16.2%; Other - 15.7%; and Science, Mathematics, and Engineering - 10.2%.

3. Location of On- and Off-Campus Activities

a. Off-Campus (Specific Locations)

The 3,719 activities located off-campus were located in all 68 counties having activities. Off-campus activities in specified locations also were located "Within Michigan in Nonspecifiable Locations" (not contradictory in that the locations of these activities could not be specified exactly for this study, but they did take place in several specific places, centers, or schools); "Outside of Michigan, but Within the Country"; and "Outside of the Country".

b. On-Campus

The 402 on-campus activities were located in 20 of Michigan's 68 counties with activities: Calhoun, Chippewa, Delta, Emmet, Genesee, Houghton, Ingham, Isabella, Jackson, Kent, Keweenaw, Macomb, Marquette, Mecosta, Monroe, Oakland, Ottawa, Saginaw, Washtenaw, and Wayne.

#### F. TYPE AND NUMBER OF CREDITS OFFERED

The type of credits offered for the 6,571 activities was semester credit (53.6% of the activities); and quarter credit (46.1%). (See Table 86.)

Most of the continuing education activities were offered for three, two, and four credits, whereas, most of the regular instructional program activities were offered for variable credit.

The number of credits offered for the total 6,571 activities ranged from 1 to 95 plus variable credit. Variable credit was given for 31% of the 6,571 activities; and the greater proportion of the remaining activities were offered for 2, 3, or 4 credits.



### G. INSTRUCTIONAL TECHNIQUE

The vast majority (88%) of the 3,589 continuing education activities were delivered using the "Course" instructional technique. (Definitions of the instructional techniques have been included in Chapter III - Procedures.) An additional 5.6% of the activities utilized the "Correspondence" technique; 2.1% "Independent Study"; 1.9% "Field Study, Workshop, Institute, Conference"; and 1.6% "Travel-Study".

In contrast, the vast majority (79%) of the regular instructional program activities were delivered using the "Independent Study" technique. Another 15.6% of the activities utilized the "Work Study, Internship" technique; and 3% the "Field Study, Workshop, Institute, Conference" technique.

The delivery methods used, in rank order of the frequency with which they were used for all 6,571 activities were:

<u>Technique</u>	<u>% of Total Activities</u>
Course	48.2%
Independent Study	36.8
Work Study, Internship	7.4
Correspondence	3.1
Field Study, Workshop, Institute, Conference	2.4
Travel-Study	1.3
Broadcast Radio	0.2
Other	0.2
Credit by Exam	0.1
Closed Circuit or Broadcast TV	0.04
Learning Package	0.03

Eastern was the one institution which made use of the "Broadcast Radio" technique; and Michigan State the one institution which used "Closed Circuit or Broadcast TV".

"Travel-Study" was used by eight institutions: Central, Eastern, Grand Valley, Michigan State, Michigan Tech, U of M - Ann Arbor, Wayne State, and Western.

"Field-Study, Workshop, Institute, Conference" was utilized by ten institutions: Central, Eastern, Michigan State, Michigan Tech, Northern, Oakland, Saginaw, U of M - Ann Arbor, Wayne State and Western.

The "Correspondence" delivery method was used by five institutions: Central, Eastern, Michigan State, U of M - Ann Arbor, and Western.

All 14 institutions used the "Independent Study" instructional technique.

The "Course" method was utilized by 11 institutions: Central, Eastern, Grand Valley, Lake Superior, Michigan State, Michigan Tech, Northern, Saginaw Valley, U of M - Ann Arbor, Wayne State and Western. (See Table 87.)

## H. BEGINNING MONTH

The three months in which the 6,571 activities in 1971-72 most frequently began were, in rank order: January (27.2% of the total activities); September (24%); and June (16.5%). (See Table 88.)

March was the beginning month for 9% of the activities; and "Anytime" during the year, 8.2%.

April was the beginning month for 5.5% of the activities; August for 4%; and May 3.3%.

Less than 1% of the activities began in the months of February, October, November, and December.

Over half (51.6%) of Northern's activities began "Anytime" during the year, and their remaining activities began primarily in September and February.

The activities of Eastern and Western most frequently began in January, June, and September. Central's activities also began most frequently in January, June, and September as well as "Anytime" during the year.

January, March, June and September were the most frequent beginning months of activities for Ferris, Michigan State, and Wayne State.

January, April, June, and September were the most frequent beginning months of activities for Grand Valley, Lake Superior, Michigan Tech, and Oakland.

Activities of Saginaw and U of M - Ann Arbor most frequently began in January, September and May; and those of U of M - Dearborn in January, September and July.

## I. CO-SPONSORSHIP

Almost all of the activities (96% of the continuing education and extension, and 99.5% of the regular instructional program) were sponsored by a single institution; i.e., one or another of the MCSCP institutions.

Ten of the 14 MCSCP institutions indicated some co-sponsorship of a few of their activities. Those institutions which indicated co-sponsorship (CCCHE and/or non-CCCHE) of some of their continuing education and extension activities were: Central, Eastern, Grand Valley, Michigan State, U of M - Ann Arbor, and Wayne State. Institutions which indicated co-sponsorship (Council and non-Council) of some of their regular instructional program activities were Ferris, Northern, Oakland, and Western.

## J. FACULTY

Continuing education and extension activities as well as regular instructional program activities were primarily taught or monitored by faculty working for the institution ("Institutional" faculty) - 74.9% and 83.8%, respectively. "Supplementary" faculty (procured elsewhere) taught or monitored 22.8% of the continuing education and extension activities; whereas, "Both" institutional and supplementary faculty were used for 15.4% of the regular instructional program activities.

When all the activities were combined to total 6,571, the following was true of the types of faculty utilized to teach or monitor the activities (see Table 89). The majority (78.9%) of the 6,571 activities were taught or monitored by institutional faculty. An additional 12.7% were taught by supplementary faculty; and 8.1% by "Both" institutional and supplementary faculty.

Ferris used "Both" institutional and supplementary faculty to teach or monitor over half (56.5%) of their reported activities; and institutional faculty for the other 43.5%.

U of M - Dearborn used only institutional faculty; and five institutions (Grand Valley, Michigan Tech, Northern Michigan, Oakland, and Saginaw) used almost exclusively institutional faculty. Institutional faculty taught 83% to 85% of the activities at Central, Eastern, Michigan State, and Western; and 71% to 79% of the activities at Lake Superior and U of M - Ann Arbor.

Institutional faculty taught or monitored 52.6% of the activities at Wayne State; and supplementary faculty, 30.5%.

### K. USUAL FREQUENCY OF OFFERING

Over half (56%) of the continuing education and extension activities are usually offered "sporadically or on demand" in the specified location. Another 21% are usually offered "one term each year"; 11% - "all year or four or more terms each year"; and 7% - "two terms each year".

In contrast, approximately half (49%) of the regular instructional program activities are usually offered "all year or four or more terms each year" in the specified location. Another 23% are usually offered "three terms each year"; 12% - "sporadically or on demand"; 11% - "two terms each year"; and 6% - "one term each year".

When all the activities were combined to total 6,571 the following distribution of offering of the activities in the specified location was found (also see Table 90):

"Sporadically or on demand" is the usual frequency of offering for 35.8% of the activities. An additional 28.1% are usually offered "All year or four or more terms each year"; 14% - "one term each year"; 12.3% - "three terms each year"; and 8.7% - "two terms each year".

Three institutions offer the largest proportion of their activities "sporadically or on demand": Eastern (61.4% of its activities); Central (58.4%); and Northern (51.6%).

Two institutions offer a sizeable proportion of their activities "sporadically or on demand" and another sizeable proportion "all year or four or more terms each year": Western (48.2% and 37.7%, respectively); and Michigan State (30.5% and 39.9%, respectively).

Two institutions offer the majority of their activities "all year or four or more terms each year": Ferris (85.9%); and Grand Valley (60.2%).

Oakland usually offers its activities "all year or four or more terms each year" (49%) and "three terms each year" (34.4%).

U of M - Dearborn offers most (88%) of its activities "three terms each year."

Wayne State usually offers its activities "all year or four or more terms each year" (36.1%), "three terms each year" (22.4%), and "one term each year" (22.2%).

Saginaw offers its activities "three terms each year" (41.4%), and "two terms each year" (33.6%).

Lake Superior usually offers its activities "two terms each year" (48.2%), and "one term each year" (42%).

### L. ACTIVITY OFFERED IN 1969-70 AND 1970-71

During the academic years 1969-70 and 1970-71, roughly one-third of the continuing education and extension activities were offered (32% and 42%, respectively); over one-third were not offered (47% and 37%, respectively); and for slightly less than the remaining one-third, it was uncertain as to whether or not they were offered (21% each year).

In contrast, over three-fourths of the regular instructional program activities were offered during 1969-70 and 1970-71 (76% and 79%, respectively); less than one-fourth were not offered (17% and 15%, respectively); and it was uncertain for very few activities (7% and 4%, respectively).



## II. PLANS TO OFFER ACTIVITIES IN THE FUTURE

### 1. Plans to Offer Activities

Plans to offer the 1971-72 continuing education and extension activities in 1972-73, 1973-74, and 1974-75 were positively indicated for 40%, 30%, and 30%, respectively, of the activities. Plans were uncertain for 37%, 65%, and 66%, respectively, of the activities; and 22%, 4% and 4%, respectively, will not be offered.

In contrast, plans to offer the 1971-72 regular instructional program activities in 1972-73, 1973-74, and 1974-75 were positively indicated for 99%, 59%, and 59%, respectively, of the activities. Plans were uncertain for less than 1%, 40%, and 41%, respectively, of the activities.

When the activities were combined to total 6,571 the plans to offer were as follows: (See Table 91.)

Plans to offer the total 1971-72 activities in 1972-73, 1973-74, and 1974-75 were positively indicated for 66.8%, 43.2%, and 42.8%, respectively, of the activities. Plans were uncertain for 20.5%, 53.7%, and 54.5%, respectively, of the activities; and 12.5%, 2.8%, and 2.4%, respectively, will not be offered.

Thirteen of the 14 institutions planned to offer the majority of their activities in 1972-73. Eastern indicated positive plans for 43.6% of its activities; uncertain plans for 28.3%; and negative plans for 27%.

Ten institutions plan to offer the majority of their activities in 1973-74. Four institutions (Eastern, Michigan State, Oakland, and U of M - Ann Arbor) indicated uncertainty for the majority of their activities.

Nine institutions plan to offer a majority of their activities in 1974-75; and one institution plans to offer 50%. Four institutions (Eastern, Michigan State, Oakland, and U of M - Ann Arbor) indicated uncertainty for the majority of their activities.

## 2. Plans to Offer Subject Categories

Information concerning plans to offer the subject categories in the specified locations during 1972-73, 1973-74, and 1974-75 is provided in Table 92. These data are presented here for the positive, negative, and uncertain plans for 1972-73; and for the positive and uncertain plans for 1973-74 and 1974-75.

### a. 1972-73

(1) Yes. Plans to offer the 1971-72 activities in 1972-73 were positively indicated for 4,386 activities. These 4,386 activities were distributed across the five broad subject categories as follows, in rank order: Social Sciences - 26%; Education - 25%; Verbal-Linguistic and Humanities - 23%; Science, Mathematics, and Engineering - 14%; and Other - 13%.

(2) Don't Know. 1972-73 plans were uncertain for 1,344 activities: Education - 46%; Social Sciences - 28%; Science, Mathematics, and Engineering - 10%; Verbal-Linguistic and Humanities - 10%; and Other - 5%.

(3) No. Plans were negative for 818 activities: Education - 64%; Social Sciences - 14%; Verbal-Linguistic and Humanities - 9%; Science, Mathematics, and Engineering - 8%; and Other - 5%.

### b. 1973-74

(1) Yes. Plans to offer the 1971-72 activities in 1973-74 were positively indicated for 2,841 activities distributed across the subject categories as follows, in rank order: Education - 31%; Social Sciences - 25%;

Verbal-Linguistic and Humanities - 22%; Science, Mathematics, and Engineering - 12%; and Other - 11%.

(2) Don't Know. 1973-74 plans were uncertain for 3,530 activities: Education - 37%; Social Sciences - 26%; Verbal-Linguistic and Humanities - 16%; Science, Mathematics, and Engineering - 12%; and Other - 9%.

c. 1974-75

(1) Yes. Plans to offer the 1971-72 activities in 1974-75 were positively indicated for 2,812 activities distributed among the subject categories as follows, in rank order: Education - 30%; Social Sciences - 25%; Verbal-Linguistic and Humanities - 22%; Science, Mathematics, and Engineering - 12%; and Other - 11%.

(2) Don't Know. 1974-75 plans were uncertain for 3,583 activities: Education - 37%; Social Sciences - 26%; Verbal-Linguistic and Humanities - 16%; Science, Mathematics, and Engineering - 11%; and Other - 9%.

## II. SUMMARY

### Findings: Total Resources Available To an External Degree Program

The major findings concerning the total resources available to an external degree program through the continuing education and extension divisions and through the regular instructional programs are summarized below. The summary follows the format of this chapter for ease in reading as well as in referral back in the chapter.

1. Activities. Fourteen of the 15 MCSCP institutions had a total of 6,571 activities available for credit to undergraduates for an external degree program.

The six institutions which offered the greater proportion of these activities were, in rank order: Michigan State, Wayne State, Central, U of M - Ann Arbor, Western, and Eastern.

2. Other Educational Alternatives. Educational alternatives available to an external degree program included, but were not limited to, the earning of college credit through institutionally developed proficiency examination, learning packages, and life experiences.

#### A. PBES CATEGORY

The three most frequent PBES categories were, in rank order: "Education"; "Social Sciences, Area Studies, Human Service, and Public Affairs"; and "Arts, Humanities, and Letters."

#### B. SUBJECT CATEGORIES

The 6,571 activities were offered in 29 different subject matter areas. These subject matter areas were grouped into five broader categories and the

kinds of activities offered using these broad categories were: Education (34.4%), Social Sciences (24.9%); Verbal-Linguistic and Humanities (18.4%); Science, Mathematics, and Engineering (12.1%); and Other (9.9%).

### C. LOCATION

1. Location of Activities. The 6,571 activities occurred in 68 of Michigan's 83 counties as well as in four additional locations. Activities occurred most frequently in the counties of Wayne, Oakland, Kent, Genesee, Saginaw, Macomb, Berrien, Muskegon, and Chippewa as well as in "No Specific Location;" "Within Michigan in Nonspecifiable Locations;" and "Outside of the Country."

Less than one percent of the activities occurred in each of 42 counties.

None of the activities occurred in 15 counties: Alger, Baraga, Clinton, Crawford, Gogebic, Ionia, Kalkaska, Lake, Mackinac, Manistee, Menominee, Montmorency, Newaygo, Oceana, and Ontonagon.

2. Location of Subject Matter Activities. Activities which fell in the broad category of Social Sciences occurred in 45 Michigan counties; Verbal-Linguistic and Humanities in 32 counties; Science, Mathematics, and Engineering in 37 counties; Other in 27 counties; and Education in 58 counties. All the activities, with the exception of Other, also occurred "Within Michigan in Nonspecifiable Locations;" "Outside of Michigan, but Within the Country;" "Outside of the Country;" and in "No Specific Location." Other category activities occurred in three of the four additional locations, but not "Outside of Michigan, but Within the Country."

#### D. EDUCATIONAL LEVEL

1. Educational Level of Activities. Over half (51%) of the 6,571 activities available for credit to undergraduates were designed for the undergraduate level; and the remaining activities were designed for the graduate level, but were available to undergraduates (18% were generally open to some levels of undergraduates without restriction; and 31% were generally available to some levels of undergraduates who meet special conditions).

Fewer activities were available at the lower division level (13% freshman and 15% sophomores) than at the upper division (36% junior and 50% senior) or graduate (51%) levels. (Percentages total more than 100% as the educational levels are not mutually exclusive categories.)

The nine institutions which included in their offerings the largest proportion of activities specifically designed for undergraduates were, in rank order: Ferris, Grand Valley, Lake Superior, Saginaw, U of M - Dearborn, Michigan Tech, Oakland, Wayne State, and Northern. Most of these undergraduate offerings were at the senior and/or junior, except at Lake Superior, where most were at the freshman level.

2. Educational Level of Subject Categories. The 3,345 undergraduate level activities were, in rank order, in the broad category of Social Sciences - 30%; Verbal-Linguistic and Humanities - 25%; Education - 19%; Science, Mathematics, and Engineering - 13%; and Other - 13%.

The 1,194 graduate level activities generally open to some levels of undergraduates were primarily in Education - 59%. These were followed by Social Sciences - 18%; Verbal-Linguistic and Humanities - 10%; Science, Mathematics, and Engineering - 9%; and Other - 5%.

The 2,012 graduate level activities generally available to some levels of undergraduates who meet special conditions were primarily in Education - 46%; and followed by Social Sciences - 21%; Verbal-Linguistic and Humanities - 13%; Science, Mathematics, and Engineering - 12%; and Other - 7%.

3. Locations of Specific Educational Level Activities. Lower division activities were located in over half of the Michigan counties with activities (38 out of 68); whereas upper division and graduate-level activities were in most of the counties with activities (62 and 68 counties, respectively). All level activities also were located "Within Michigan in Nonspecifiable Locations;" "Outside of Michigan, but Within the Country;" "Outside of the Country;" and in "No Specific Location."

#### E. ON- OR OFF-CAMPUS

1. On- or Off-Campus Activities. Almost all (94%) of the 6,571 activities occurred off-campus primarily in specific locations (56.6%), and less frequently in non-specific locations (37%). A small percentage (6.1%) occurred on-campus. (These were mainly evening and Saturday activities, as well as activities which could actually take place off-campus.)

2. On- and Off-Campus Location of Subject Categories. The 3,719 off-campus (specific Location) activities were, in rank order: Education, Social Sciences, Verbal-Linguistic and Humanities, Other, and Science, Mathematics, and Engineering.

The 2,493 off-campus (non-specific locations) activities, in rank order, were: Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics, and Engineering, Other, and Education.

The 402 on-campus activities, in rank order, were: Verbal-Linguistic and Humanities, Social Sciences, Education, Other, and Science, Mathematics and Engineering.

3. Location of On- and Off-Campus Activities. Activities were located on-campus in 20 of Michigan's 68 counties with activities; and off-campus in specific locations in all 68 counties as well as "Within Michigan in Nonspecifiable Locations;" "Outside of Michigan, but Within the Country;" and "Outside of the Country."

#### F. TYPE AND NUMBER OF CREDITS

Semester credit (53.6%) and quarter credit (46.1%) were offered for the activities. The number of credits ranged 1 to 95 plus variable credit. Variable credit was given for 31% of the activities; and the remaining activities were most frequently offered for two, three, or four credits.

#### G. INSTRUCTIONAL TECHNIQUE

The greater proportion of the total 6,571 activities were delivered using the "Course" (48.2%) and the "Independent Study" (36.8%) instructional techniques. Other delivery methods used, in descending rank order of the frequency with which they were used (7.4% to 0.03%) were: "Work Study, Internship;" "Correspondence;" "Field Study, Workshop, Institute, Conference;" "Travel-Study;" "Broadcast Radio;" "Other;" "Credit by Exam;" "Closed Circuit or Broadcast TV;" and "Learning Package."

#### H. BEGINNING MONTH

The three months in which the 1971-72 activities most frequently began were January (27%), September (24%), and June (17%). Other months or times when



activities started, in rank order according to the frequency of beginning activities, were: March (9%); "Anytime" (8%); and April, August, May (6%, 4%, 3%, respectively). Less than 1% of the activities began in February, October, November, and December.

#### I. CO-SPONSORSHIP

Almost all of the activities were sponsored by a single institution; i.e., one or another of the MCSCP institutions. Ten of the 14 MCSCP institutions indicated some, but limited, co-sponsorship of a few of their activities.

#### J. FACULTY

The majority of the activities were taught or monitored by institutional faculty (79%). Supplementary faculty procured elsewhere, taught or monitored 13%; and "Both" institutional and supplementary faculty - 8%.

#### K. USUAL FREQUENCY OF OFFERING

"Sporadically or on demand" is the usual frequency of offering for over one-third (35.8%) of the activities. Other usual offerings, in rank order, are: "all year or four or more terms each year" - 28%; "one term each year" - 14%; "three terms each year" - 12%; and "two terms each year" - 9%.

Three institutions offer the majority of their activities "sporadically or on demand;" and five other institutions "sporadically or on demand" and "all year or four or more terms each year." The remaining six institutions vary among themselves in the alternative usual offerings of a majority of their activities.

#### II. PLANS TO OFFER ACTIVITIES IN THE FUTURE

1. Plans to Offer Activities. Plans to offer the total 1971-72 activities in the specified locations in 1972-73, 1973-74 and 1974-75 were as follows: Positive - 67%, 43%, and 43%, respectively; Negative - 13%, 3%, and 2%, respectively; and Uncertain - 21%, 54%, and 55%, respectively.

Thirteen institutions plan to offer the majority of their activities in 1972-73; and ten institutions in 1973-74 as well as in 1974-75. The other institutions generally indicated uncertainty of plans to offer the majority of their activities.

2. Plans to Offer Subject Categories. Positive plans to offer the activities in 1972-73 were most frequent for Social Sciences activities, followed, in rank order, by Education, Verbal-Linguistic and Humanities, Science, Mathematics, and Engineering, and Other. Positive plans in 1973-74, as well as in 1974-75 were most frequent for Education, followed in rank order, by Social Sciences, Verbal-Linguistic and Humanities, Science, Mathematics and Engineering, and Other.

Uncertain plans in 1972-73 were most frequent for Education activities followed, in rank order, by Social Sciences, Science, Mathematics, and Engineering, Verbal-Linguistic and Humanities, and Other. Uncertain plans in 1973-74, as well as in 1974-75 were most frequent for Education, followed in descending order by Social Science, Verbal-Linguistic and Humanities, Science, Mathematics, and Engineering, and Other.

Graduate Level Activities Absolutely Restricted to Only Graduate Students  
(1971-72 Activities)  
14 MCSCP Institutions

Institution	Activities <sup>a</sup>	
	f	%
01 Central Mich U	299	12.4
02 Eastern Mich U	235	9.7
03 Ferris State C	--	--
04 Grand Valley S C	--	--
05 Lake Superior S C	--	--
06 Mich State U	353	14.6
07 Mich Tech U	56	2.3
08 Northern Mich U	11	0.5
09 Oakland U	--	--
10 Saginaw Valley C	--	--
11 U of M - Ann Arbor	389	16.1
12 U of M - Dearborn	3	0.1
14 Wayne State U	890	36.9
15 Western Mich U	176	7.3
Total	2412	100.0

<sup>a</sup>These activities were not included in the analyses of data for the undergraduate external degree program study.

Table 77

PBES Category Designation of Activities  
(1971-72 Activities = 6,571)  
14 MCSCP Institutions

Institution	PBES Category <sup>a</sup>														Total Activities f %											
	Ag & Nat Res f %	Arts, Hum, Letters f %	Bio Sci f %	Bus, Mgmt, Commer f %	Compu & Info Sci f %	Educ f %	Eng, Arch, & Rel Tech f %	Hlth Sci Profess & Math f %	Phys Sci & Math f %	Soc Sci, Area Studs, Hum Serv, Pub Aff f %	Other f %	NA f %														
01 Central Mich U		113	10.5	42	3.9	37	3.4	5	0.5	506	47.0	21	1.9			46	4.3	271	25.2	34	3.2	2	0.2	1077	16.4	
02 Eastern Mich U		83	14.8	25	4.5	2	0.4			275	49.2					27	4.8	116	20.8	15	2.7	16	2.9	539	8.5	
03 Ferris State C		6	6.5	4	4.3	12	13.0			33	35.9	3	3.3	14	15.2	4	4.3	16	17.4					92	1.4	
04 Grand Valley S C		32	28.3	18	15.9	8	7.1			5	4.4					25	22.1	17	15.0					113	1.7	
05 Lake Superior S C		29	25.9	6	5.4	13	11.6			3	2.7	2	1.8			9	8.0	50	44.6					112	1.7	
06 Mich State U	56	3.5	233	14.7	74	4.7	57	3.6	10	0.6	529	33.3	35	2.2	20	1.3	119	7.5	252	15.8	190	11.9	15	0.9	1590	24.2
07 Mich Tech U	2	2.1	17	17.9	6	6.3	7	7.4	2	2.1	4	4.2	33	34.7	3	3.2	11	11.6	9	9.5	1	1.1			95	1.4
08 Northern Mich U		55	34.6	11	6.9	15	9.4			34	21.4					12	7.5	32	20.1					129	2.4	
09 Oakland U		58	38.4			5	3.3			16	10.6					8	5.3	51	33.8	13	8.6			151	2.3	
10 Saginaw Valley C		50	43.1	7	6.0	2	1.7	2	1.7	7	6.0	10	8.6			4	3.4	34	29.3					116	1.8	
11 U of M - Ann Arbor	19	2.5	137	18.3	9	1.2	11	1.5	25	3.3	265	35.5	15	2.0	10	1.3	30	4.0	204	27.3	12	1.6	10	1.3	747	11.4
12 U of M - Dearborn		12	24.0	6	12.0								8	16.0			5	10.0	19	38.0					50	0.8
14 Wayne State U	25	2.3	284	26.2	13	1.2	28	2.6	6	0.6	357	32.9	24	2.2	2	0.2	23	2.1	246	22.7	62	5.7	16	1.5	1086	16.5
15 Western Mich U	1	0.2	87	13.9	25	4.0	64	10.3			179	28.7	26	4.2	16	2.6	21	3.4	154	24.7	51	8.2			624	9.5
<b>Total f &amp; %<sup>c</sup></b>	<b>103</b>	<b>1.6</b>	<b>1196</b>	<b>18.2</b>	<b>246</b>	<b>3.7</b>	<b>261</b>	<b>4.0</b>	<b>50</b>	<b>0.8</b>	<b>2213</b>	<b>33.7</b>	<b>177</b>	<b>2.7</b>	<b>73</b>	<b>1.1</b>	<b>344</b>	<b>5.2</b>	<b>1471</b>	<b>22.4</b>	<b>378</b>	<b>5.8</b>	<b>59</b>	<b>0.9</b>	<b>6571</b>	<b>100.0</b>

<sup>a</sup>PBES = Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

<sup>b</sup>Frequency and percentage of institution's activities.

<sup>c</sup>Frequency and percentage of total activities = 6,571.

Table 78

Subject Categories  
(1971-72 Activities = 6,571)  
14 MCSCP Institutions

Institution	Subject Category											Total Activities f %					
	SOC SCI f % <sup>a</sup> (1633)	% of SS (1633)	VERB-LING & HUM f % <sup>a</sup> (1210)	SCI, MATH, % of & ENC f % <sup>a</sup> (797)	OTHER <sup>a</sup> f % <sup>a</sup> (649)	% of O (649)	EDUC f % <sup>a</sup> (2258)	% of E (2258)	No Subj on P.O. f % <sup>a</sup>	% of NSPO (24)							
01 Central Mich U	291	27.0	17.8	90	8.4	11.3	47	4.4	7.2	513	47.6	22.7	1	0.1	4.2	1077	16.4
02 Eastern Mich U	119	21.3	7.3	38	6.8	4.8	24	4.3	3.7	285	51.0	12.6	3	0.5	12.5	559	8.5
03 Ferris State C	4	4.3	0.2	11	12.0	1.4	38	41.3	5.9	33	35.9	1.5	-	-	-	92	1.4
04 Grand Valley S C	17	15.0	1.0	43	38.1	5.4	16	14.2	2.5	5	4.4	0.2	-	-	-	113	1.7
05 Lake Superior S C	50	44.6	3.1	17	15.2	2.1	13	11.6	2.0	3	2.7	0.1	-	-	-	112	1.7
06 Mich State U	318	20.0	19.5	257	16.2	32.2	210	13.2	32.4	512	32.2	22.7	9	0.6	37.5	1590	24.2
07 Mich Tech U	12	12.6	0.7	58	61.1	7.3	4	4.2	0.6	4	4.2	0.2	-	-	-	95	1.4
08 Northern Mich U	34	21.4	2.1	21	13.2	2.6	24	15.1	3.7	32	20.1	1.4	-	-	-	159	2.4
09 Oakland U	55	36.4	3.7	8	5.3	1.0	14	9.3	2.2	16	10.6	0.7	-	-	-	151	2.3
10 Saginaw Valley C	40	34.5	2.4	14	12.1	1.8	24	13.7	3.7	7	6.0	0.3	-	-	-	116	1.8
11 U of M - Ann Arbor	216	28.9	13.2	75	10.0	9.4	33	4.4	5.1	274	36.7	12.1	6	0.8	25.0	747	11.4
12 U of M - Dearborn	19	38.0	1.2	19	38.0	2.4	-	-	-	-	-	-	-	-	-	50	0.8
14 Wayne State U	279	25.7	17.1	79	7.3	9.9	121	11.1	18.6	382	35.2	16.9	5	0.5	20.8	1086	16.5
15 Western Mich U	179	28.7	11.0	67	10.7	8.4	81	13.0	12.5	192	30.8	8.5	-	-	-	624	9.5
Total f & % <sup>b</sup>	1633	24.9	100.0	797	12.1	100.0	649	9.9	100.1	2258	34.4	99.9	24	0.4	100.0	6571	100.0

<sup>a</sup>Frequency and percentage of institution's activities.

<sup>b</sup>Frequency and percentage of total activities = 6,571.

<sup>c</sup>Incorrect or no subject on computer printout.

Location of Subject Categories  
 (1971-72 Activities = (,570)  
 14 MCSCP Institutions

Location <sup>a</sup>	Subject Category					Total Categories
	SOC SCIS	VERB-LING & HUM	SCI, MATH, & ENG	OTHER	EDUC	
01 Alcona	X				X	2
02 Allegan	X		X		X	3
04 Alpena	X		X		X	3
05 Antrim	X		X			2
06 Arenac				X	X	2
08 Barry			X			1
09 Bay	X		X	X	X	5
10 Benzie	X	X				1
11 Berrien	X		X	X	X	5
12 Branch		X			X	1
13 Calhoun				X	X	3
14 Cass	X	X		X		2
15 Charlevoix	X		X		X	4
16 Cheboygan	X	X			X	2
17 Chippewa	X		X	X	X	5
18 Clare		X	X			1
21 Delta	X				X	2
22 Dickinson	X	X	X	X	X	5
23 Eaton					X	1
24 Emmet		X			X	2
25 Genesee	X	X	X	X	X	5
26 Gladwin					X	1
28 Grand Traverse	X	X	X	X	X	5
29 Gratiot			X		X	2
30 Hillsdale					X	1
31 Houghton	X	X	X	X	X	5
32 Huron	X				X	2
33 Ingham	X	X	X	X	X	5
35 Iosco	X	X	X	X	X	5
36 Iron	X					1
37 Isabella	X	X	X		X	4
38 Jackson	X	X	X	X	X	5
39 Kalamazoo	X	X		X	X	4
41 Kent	X	X	X	X	X	5
42 Keweenaw		X			X	2
44 Lapeer	X		X		X	3
45 Leelanau		X				1
46 Lenawee	X		X		X	3
47 Livingston			X		X	2
48 Luce	X					1
50 Macomb	X	X	X	X	X	5
52 Marquette	X		X	X	X	4

Table continued

Table 79- continued  
14 MCSOP Institutions

Location <sup>a</sup>	Subject Category					Total Categories
	SOC SCIS	VERB-LING & HUM	SCI, MATH, & ENG	OTHER	EDUC	
53 Mason	X				X	2
54 Macosta				X	X	2
56 Midland	X	X	X	X	X	5
57 Missaukee					X	1
58 Monroe		X	X		X	3
59 Montcalm			X		X	2
61 Muskegon	X	X	X	X	X	5
63 Oakland	X	X	X	X	X	5
65 Ogenaw	X				X	2
67 Osceola		X			X	2
68 Osceola	X				X	2
69 Otsego	X	X	X		X	4
70 Ottawa		X	X		X	3
71 Presque Isle					X	1
72 Roscommon			X		X	2
73 Saginaw	X	X	X	X	X	5
74 St. Clair	X	X	X		X	4
75 St. Joseph	X	X			X	3
76 Sanilac	X			X	X	3
77 Schoolcraft	X					1
78 Shiawassee					X	1
79 Tuscola	X			X	X	3
80 Van Buren		X				1
81 Washtenaw	X		X	X	X	4
82 Wayne	X	X	X	X	X	5
83 Wexford	X	X	X	X	X	5
96 Within Mich; Loca Not Spec <sup>b</sup>	X	X	X	X	X	5
97 Outside Mich; W/in Country	X	X	X		X	4
98 Outside Country	X	X	X	X	X	5
99 No Spec Loca <sup>c</sup>	X	X	X	X	X	5
Total Counties	45	32	37	27	50	--
Total Locations	49	36	41	30	61	--

<sup>a</sup>N = 50 counties plus 4 additional locations.

<sup>b</sup>Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, etc. located at several places or schools.

<sup>c</sup>No specific location because the activity could take place anywhere, e.g., correspondence.

Educational Level Restrictions on Activities  
(1971-72 Activities = 6,570)  
14 MCSCP Institutions

Institution	Restriction						Total Activities f %
	Undergrad f %	Grad (Open) f %	Grad (Spec Cond) f %	MA f %	Total Activities f %		
01 Central Mich U	457	114	506	--	1577	16.4	
02 Eastern Mich U	222	21	313	0.4	558	8.5	
03 Ferris State C	92	--	--	--	92	1.4	
04 Grand Valley S C	113	--	--	--	113	1.7	
05 Lake Superior S C	112	--	--	--	112	1.7	
06 Mich State U	687	445	458	--	1590	24.2	
07 Mich Tech U	85	--	10	--	95	1.4	
08 Northern Mich U	94	21	44	--	152	2.4	
09 Oakland U	134	--	17	--	151	2.3	
10 Saginaw Valley C	116	--	--	--	116	1.8	
11 U of M - Ann Arbor	125	2	608	1.6	747	11.4	
12 U of M - Dearborn	46	2	2	--	50	0.8	
14 Wayne State U	772	309	--	0.5	1086	16.5	
15 Western Mich U	290	280	54	--	624	9.5	
Total f & % <sup>d</sup>	3345	1194	2012	19	6570	100.0	

<sup>a</sup> Graduate level activity which is usually open to some levels of undergraduates without restriction.

<sup>c</sup> Frequency and percentage of institution's activities.

<sup>b</sup> Graduate level activity which is usually available to some levels of undergraduates who meet special conditions.

<sup>d</sup> Frequency and percentage of total activities = 6,570.



Table 31

Educational Levels of Activities  
(1971-72 Activities = 6,570)  
14 MCSCP Institutions

Institution	Educational Level <sup>a</sup>										Total Activities <sup>b</sup>	
	Fr	Soph	Jr	Sr	Grad	Total	f	%	f	%	f	%
01 Central Mich U	293	310	362	584	622	1077	27.7	26.8	80.0	54.2	57.8	15.4
02 Eastern Mich U	40	46	49	143	331	558	7.2	8.2	8.9	25.6	59.3	3.5
03 Ferris State C	6	22	13	70	--	92	6.5	23.9	14.1	76.1	--	1.4
04 Grand Valley S C	4	4	64	110	--	113	3.5	3.5	56.6	97.3	--	1.7
05 Lake Superior S C	64	25	5	29	--	112	57.1	22.3	4.5	17.9	--	1.7
06 Mich State U	14	93	233	612	906	1590	0.9	5.8	14.7	38.5	57.0	24.2
07 Mich Tech U	22	23	20	57	14	95	23.2	24.2	21.1	60.0	14.7	1.4
08 Northern Mich U	33	25	59	70	102	159	20.8	13.4	37.7	44.0	64.2	2.4
09 Oakland U	--	21	25	36	19	151	--	13.9	16.6	57.0	12.6	2.3
10 Saginaw Valley C	30	30	36	98	--	116	25.9	25.9	31.0	84.5	--	1.8
11 U of M - Ann Arbor	21	23	51	188	628	747	2.8	3.1	3.2	25.2	84.1	11.4
12 U of M - Dearborn	--	--	42	50	4	50	--	--	100.0	8.0	--	0.8
14 Wayne State U	262	292	785	725	361	1086	24.1	26.9	72.3	66.8	33.2	16.5
15 Western Mich U	57	62	99	478	333	624	9.1	9.9	15.9	76.6	53.4	9.5
Total f & % <sup>d</sup>	351	977	2354	3301	3320	6570	13.0	14.9	35.8	50.2	50.5	100.0

<sup>a</sup>Educational levels were not treated as mutually exclusive categories; therefore, frequencies do not add to total activities and percentages do not total 100.

<sup>b</sup>Frequency and percentage of total activities = 6,570.

<sup>c</sup>Frequency and percentage of institution's activities at a given educational level.

<sup>d</sup>Frequency and percentage of total activities at a given educational level.

Educational Level Restrictions on Subject Categories  
(1971-72 Activities = 6,570)  
14 MCSCP Institutions

Subject Category	Restriction						Total Activities f %
	Undergrad f %	Grad (Open) <sup>a</sup> f %	Grad (Spec Cond) <sup>b</sup> f %	NA f %	Total Activities f %		
SOCIAL SCIENCES	990 30.0	211 17.7	428 21.3	4 21.1	1633 24.9		
VERB-LING & HUM	826 24.7	113 9.5	269 13.4	2 10.5	1210 18.4		
SCI, MATH, & ENG	448 13.4	108 8.0	240 11.9	--	996 12.1		
OTHER	437 13.1	64 5.4	148 7.4	--	649 9.9		
EDUCATION	630 18.8	698 58.5	917 45.6	13 68.4	2258 34.4		
No Subj on P.O. <sup>c</sup>	14 0.4	--	10 0.5	--	24 0.4		
Total f & % <sup>d</sup>	3345 50.9	1194 18.2	2012 30.6	19 0.3	6570 100.1		

<sup>a</sup> A graduate level activity which is usually open to some levels of undergraduates without restriction.

<sup>b</sup> A graduate level activity which is usually available to some levels of undergraduates who meet special conditions.

<sup>c</sup> Percentage of total column frequency (e.g., in the "Undergrad" column, a frequency of 990 is

30% of 3,3345).

Interpretation: Of the 3,345 Undergraduate activities, 30% are in the Social Sciences.

<sup>d</sup> Frequency and percentage of total activities = 6,570.

<sup>e</sup> Incorrect or no subject on computer print-

out.

Educational Level of Subject Categories  
(1971-72 Activities = 6,570)  
14 MCSCP Institutions

Subject Category	Educational Level <sup>a</sup>										Total Activities <sup>b</sup>	
	Fr f	% <sup>c</sup>	Soph f	% <sup>c</sup>	Jr f	% <sup>c</sup>	Sr f	% <sup>c</sup>	Grad f	% <sup>c</sup>	f	%
SOCIAL SCIENCES	331	38.9	401	21.9	603	25.6	766	23.2	649	19.5	1633	24.9
VERB-LING & HUM	227	36.7	235	12.9	428	18.1	652	19.8	402	12.3	1210	18.4
SCI, MATH, & ENG	71	8.9	67	3.7	266	11.3	499	15.1	357	10.8	796	12.1
OTHER	109	12.8	142	7.8	198	8.4	327	9.9	211	6.4	649	9.9
EDUCATION	113	13.3	128	7.0	848	36.0	1028	31.1	1684	50.7	2258	34.4
No Subj on P.O. <sup>e</sup>	--	--	4	0.2	11	0.5	21	0.6	10	0.3	24	0.4
Total f & % <sup>d</sup>	851	13.0	977	14.9	2354	35.8	3301	50.2	3320	50.5	6570	100.1

<sup>a</sup>Educational levels are not mutually exclusive categories.

<sup>b</sup>Actual observed frequency and percentage of subject categories (of the total activities = 6,570).

<sup>c</sup>Frequency and percentage of subject activities at a given educational level.

<sup>d</sup>Frequency and percentage of total activities (6,570) at a given educational level.

<sup>e</sup>Incorrect or no subject on computer printout.

On- and Off-Campus Location of Activities  
(1971-72 Activities = 6,577)  
14 MCSCP Institutions

Institution	On-Campus		Off-Campus		Off (Non-Spec) <sup>c</sup>		Total Activities	
	f	% <sup>d</sup>	f	% <sup>d</sup>	f	% <sup>d</sup>	f	% <sup>d</sup>
01 Central Mich U	10	1.5	079	12.5	304	35.7	1977	16.4
02 Eastern Mich U	3	0.5	374	35.2	191	34.2	558	8.5
03 Ferris State C	--	--	52	50.5	49	43.5	92	1.4
04 Grand Valley S C	3	2.7	17	15.0	93	32.3	113	1.7
05 Lake Superior S C	50	52.7	37	33.0	15	14.3	112	1.7
06 Mich State U	15	1.1	704	49.9	770	45.1	1590	24.2
07 Mich Tech U	32	33.7	17	17.0	4	43.4	95	1.4
08 Northern Mich U	1	0.3	54	43.3	53	52.2	159	2.4
09 Oakland U	139	51.4	13	5.0	--	--	151	2.3
10 Saginaw Valley C	21	20.7	7	5.0	35	73.3	116	1.8
11 U of M - Ann Arbor	40	6.4	532	71.2	177	22.4	747	11.4
12 U of I - Dearborn	--	--	--	--	50	100.0	50	0.8
14 Wayne State U	40	4.4	703	79.3	274	25.2	1086	16.5
15 Western Mich U	--	--	300	61.0	221	36.5	624	9.5
Total f & % <sup>e</sup>	492	6.1	3719	54.6	2433	37.0	6570	100.0

<sup>a</sup> Activities on-campus include evening and Saturday activities.

<sup>b</sup> Off-campus from one of the sponsoring MCSCP institutions and in a specific location, such as a center, high school, or the campus of a non-MCSCP institution.

<sup>c</sup> Off-campus in a non-specific location (i.e., could take place anywhere because independent study, correspondence, or similar activity).

<sup>d</sup> Frequency and percentage of institution's activities.

<sup>e</sup> Frequency and percentage of total activities = 6,577.

On- or Off-Campus Locations of Subject Categories  
(1971-72 Activities = 6,579)  
14 MCSCP Institutions

Institution	On- or Off-Campus						Total Activities f % <sup>c</sup>
	On f % <sup>d</sup>	Off (Spec) <sup>a</sup> f % <sup>d</sup>	Off (Non-Spec) <sup>b</sup> f % <sup>d</sup>	NA f % <sup>d</sup>	Total Activities f % <sup>c</sup>		
SOCIAL SCIENCES	11 25.1	206 24.4	624 25.6	2 12.5	1633 24.9		
VERB-LING & HUM	133 33.1	336 16.4	630 23.3	6 37.5	1210 18.4		
SCI, MATH, & ENG	41 13.2	250 6.7	594 23.7	1 6.3	756 12.1		
OTHER	53 15.7	209 7.5	313 12.5	-- --	649 9.9		
EDUCATION	65 16.2	1327 51.7	209 12.3	7 43.6	2258 34.4		
No Subj on P.O. <sup>c</sup>	-- --	1 0.3	14 1.6	-- --	24 0.4		
Total f & % <sup>c</sup>	473 6.1	3719 56.6	2432 37.1	16 0.2	6579 100.0		

<sup>a</sup>Off-campus in a specific location (e.g., a center or high school).

<sup>b</sup>Off-campus in a non-specific location (i.e., activity could occur anywhere because independent study, correspondence, or similar activities).

<sup>c</sup>Percentage of total activities = 6,579.

<sup>d</sup>Percentage of total column frequency (e.g., in the "On" column, a frequency of 11 is 25.1% of 43).

Interpretation: Of the 42 On-Campus activities, 25.1% were activities in the Social Sciences.

<sup>e</sup>Incorrect or no subject on computer print-out.

Type of Credits Offered for the Activities  
(1971-72 Activities = 6,573)  
14 MCSCP Institutions

Institution	Type of Credits						Total Activities f	Total Activities %
	Quarter %		Semester %		MA %			
	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>a</sup>	f	% <sup>b</sup>
01-Central Mich U	5	2.3	100	39.2	--	--	1077	16.4
02 Eastern Mich U	--	--	550	177.0	--	--	550	3.5
03 Ferris State C	92	139.3	--	--	--	--	92	1.4
04 Grand Valley S C	113	172.9	--	--	--	--	113	1.7
05 Lake Superior S C	112	171.8	--	--	--	--	112	1.7
06 Mich State U	1500	228.2	1	3.1	1	3.1	1590	24.2
07 Mich Tech U	33	34.7	12	65.3	--	--	95	1.4
08 Northern Mich U	--	--	150	177.0	--	--	159	2.4
09 Oakland U	--	--	150	22.3	1	2.7	151	2.3
10 Saginaw Valley C	--	--	110	137.5	--	--	115	1.8
11 U of M - Ann Arbor	--	--	734	93.3	13	1.6	747	11.4
12 U of M - Dearborn	--	--	50	100.0	--	--	50	0.8
14 Wayne State U	1005	22.9	1	3.1	--	--	1036	16.5
15 Western Mich U	--	--	624	100.0	--	--	624	9.5
Total f & % <sup>b</sup>	332	46.1	3523	53.6	15	2.2	6570	100.0

<sup>a</sup>Frequency and percentage of institution's activities.

<sup>b</sup>Frequency and percentage of total activities = 6,573.

Primary Instructional Technique Used to Deliver the Activity  
(1971-72 Activities = 6,571)  
14 NCSCP Institutions

Institution	Instructional Technique <sup>a</sup>															Total Activities									
	Field Study, Wrksp, Insti,					Cldd Circ					Instructional Technique <sup>a</sup>					f	%c								
	Course 01	Conf 02	Corresp 03	Indep Study 04	Exam 05	TV 06, 08	Broadcast 09	Radio 10	Lrng Pkg 11	Wrk-Study, Internsp 12	Travel-Study 13	Other 14	NA 15	f	%c										
01 Central Mich U	515	47.8	25	2.3	84	7.8	346	32.1	3	0.3	--	--	--	59	5.5	42	3.9	2	0.2	1	0.1	1077	16.4		
02 Eastern Mich U	340	60.8	3	0.5	43	7.7	126	22.5	--	--	12	2.1	--	--	--	20	3.6	13	2.3	2	0.4	559	8.5		
03 Ferris State C	--	--	--	--	--	--	40	43.5	--	--	--	--	--	52	56.5	--	--	--	--	--	--	--	92	1.4	
04 Grand Valley C	10	8.8	--	--	--	--	96	85.0	--	--	--	--	--	4	3.5	3	2.7	--	--	--	--	--	113	1.7	
05 Lake Superior S C	94	84.9	--	--	--	--	17	15.2	--	--	--	--	--	1	0.9	--	--	--	--	--	--	--	112	1.7	
06 Mich State U	640	40.3	63	4.0	2	0.1	784	49.3	--	--	3	0.2	2	0.1	85	5.3	4	0.3	--	--	7	0.4	1590	24.2	
07 Mich Tech U	36	37.9	5	5.3	--	--	46	48.4	--	--	--	--	--	7	7.4	1	1.1	--	--	--	--	--	95	1.4	
08 Northern Mich U	54	34.0	2	1.3	--	--	96	60.4	--	--	--	--	--	7	4.4	--	--	--	--	--	--	--	159	2.4	
09 Oakland U	--	--	12	7.9	--	--	131	86.8	3	2.0	--	--	--	5	3.3	--	--	--	--	--	--	--	151	2.3	
10 Saginaw Valley C	25	21.6	3	2.6	--	--	77	66.4	--	--	--	--	--	11	9.5	--	--	--	--	--	--	--	116	1.8	
11 U of M - Ann Arbor	532	71.2	5	0.7	24	3.2	149	19.9	--	--	--	--	--	24	3.2	9	1.2	--	--	1	2.0	4	0.5	747	11.4
12 U of M - Dearborn	--	--	--	--	--	--	49	98.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	50	0.8	
14 Wayne State U	614	56.5	37	3.4	--	--	275	25.3	--	--	--	--	--	155	14.3	5	0.5	--	--	--	--	--	1086	16.5	
15 Western Mich U	307	49.2	3	0.5	51	8.2	185	29.6	--	--	--	--	--	76	12.2	2	0.5	--	--	--	--	--	624	9.5	
Total f & % <sup>c</sup>	3167	48.2	158	2.4	204	3.1	2417	36.8	6	0.1	3	0.04	12	0.03	2	0.03	86	1.3	16	0.2	14	0.2	6571	100.0	

<sup>a</sup>Closed Circuit Audio was not utilized as an instructional technique.

<sup>b</sup>Frequency and percentage of institution's activities.

<sup>c</sup>Frequency and percentage of total activities = 6,571.

Table 83

Beginning Month of Activities  
(1971-72 Activities = 6,571)  
14 MCSCP Institutions

Institution	Beginning Month																	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		
	f	%	b	f	%	b	f	%	b	f	%	b	f	%	b	f	%	b
01 Central Mich U	304	28.2	2	--	--	--	25	4.5	41	0.1	241	22.4	--	--	--	86	8.0	--
02 Eastern Mich U	183	32.7	1	0.2	--	--	24	26.1	--	--	76	13.6	--	--	--	67	12.0	--
03 Ferris State C	22	23.9	--	--	--	--	29	25.7	--	--	23	20.4	--	--	--	--	--	--
04 Grand Valley S C	27	23.9	--	--	--	5	4.5	17	15.2	--	18	16.1	6	5.4	--	--	--	--
05 Lake Superior S C	29	25.9	--	--	438	27.5	--	--	--	--	362	22.8	6	0.4	--	--	--	--
06 Mich State U	312	24.0	--	--	1	1.1	3	3.2	23	24.2	17	17.9	2	2.1	1	1.1	--	--
07 Mich Tech U	17	17.9	1	1.1	3	3.2	23	24.2	--	--	13	8.2	--	--	--	--	--	--
08 Northern Mich U	1	0.6	28	17.6	--	--	20	19.2	--	--	29	19.2	--	--	--	--	--	--
09 Oakland U	45	29.8	1	0.7	--	--	--	--	--	16	13.8	--	--	--	--	--	--	--
10 Saginaw Valley C	53	45.7	--	--	--	--	2	0.3	89	11.9	44	5.9	--	--	--	--	--	--
11 U of M - Ann Arbor	241	32.7	20	2.8	1	0.1	2	0.3	117	16.3	117	10.8	12	24.0	8	1.1	--	--
12 U of M - Dearborn	15	30.0	--	--	118	10.9	62	9.9	68	10.9	122	19.6	--	--	--	--	--	--
14 Wayne State U	322	29.7	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
15 Western Mich U	147	23.6	--	--	--	--	--	--	--	--	--	--	--	--	104	16.7	--	--
Total f & % <sup>c</sup>	1788	27.2	51	0.8	589	9.0	364	5.5	215	3.3	1086	16.5	43	0.7	266	4.0	--	--

Institution	Beginning Month												Total Activities	
	Sep	Oct	Nov	Dec	Any.	NA	f	%	f	%				
	f	%	b	f	%	b	f	%	b	f	%			
01 Central Mich U	131	12.2	--	--	--	302	28.0	11	1.0	1077	16.4			
02 Eastern Mich U	123	22.0	--	--	43	7.7	--	--	--	559	8.5			
03 Ferris State C	22	23.9	--	--	--	--	--	--	--	92	1.4			
04 Grand Valley S C	30	26.5	--	--	--	--	4	3.5	--	113	1.7			
05 Lake Superior S C	32	28.6	--	--	5	4.5	--	--	--	112	1.7			
06 Mich State U	400	25.2	--	--	--	--	2	0.1	--	1590	24.2			
07 Mich Tech U	21	22.1	--	1	1.1	9	9.5	--	--	95	1.4			
08 Northern Mich U	35	22.0	--	--	82	51.6	--	--	--	159	2.4			
09 Oakland U	47	31.1	--	--	--	--	--	--	--	151	2.3			
10 Saginaw Valley C	47	40.5	--	--	--	--	--	--	--	116	1.8			
11 U of M - Ann Arbor	276	36.9	2	0.3	1	0.1	33	4.4	12	1.6	747	11.4		
12 U of M - Dearborn	15	30.0	--	--	--	--	--	--	8	16.0	50	0.8		
14 Wayne State U	327	30.1	--	--	--	--	19	1.7	6	0.6	1086	16.5		
15 Western Mich U	73	11.7	--	--	--	48	7.7	--	--	624	9.5			
Total f & % <sup>c</sup>	1579	24.0	2	0.03	2	0.03	541	8.2	43	0.7	6571	100.0		

<sup>a</sup> Any. = Anytime.

<sup>b</sup> Frequency and percentage of institution's activities.

<sup>c</sup> Frequency and percentage of total activities = 6,571.



Table 69

Type of Faculty Used to Teach or Monitor the Activities  
(1971-72 Activities = 6,573)  
14 MGSCP Institutions

Institution	Faculty						Total Activities f %
	Institutional f %	Supplementary f %	Both f %	MA f %	Total Activities f %		
1 Central Mich U	101	112	51	9	1077	16.4	
2 Eastern Mich U	468	20	--	--	558	8.5	
3 Ferris State C	43	--	52	--	92	1.4	
4 Grand Valley S C	178	1	4	--	113	1.7	
5 Lake Superior S C	79	32	1	--	112	1.7	
6 Mich State U	155	127	15	--	1590	24.2	
7 Mich Tech U	1	1	3	--	95	1.4	
8 Northern Mich U	147	5	4	--	159	2.4	
9 Oakland U	145	--	5	1	151	2.3	
10 Saginaw Valley C	17	1	3	--	116	1.8	
11 U of M - Ann Arbor	502	125	27	1	747	11.4	
12 U of M - Dearborn	50	--	--	--	50	0.8	
14 Wayne State U	571	331	104	--	1036	16.5	
15 Western Mich U	532	--	4	9	624	9.5	
Total f & % <sup>b</sup>	5106	533	532	19	6573	100.0	

<sup>a</sup>Frequency and percentage of institution's activities.

<sup>b</sup>Frequency and percentage of total activities = 6,573.

Usual Frequency of Offering of Activities in Specified Location  
(1971-72 Activities = 6,570)  
14 MCSCP Institutions

Institution	Usual Frequency of Offering in Specified Location														Total Activities f %					
	1 Term		2 Terms		3 Terms		All Yr/4+		1 Term		2 Terms		All Yr/4+ Sporadically or On Demand			NA % <sup>a</sup>				
	Ea Yr f % <sup>a</sup>	Ea Yr f % <sup>a</sup>	Ea Yr f % <sup>a</sup>	Ea Yr f % <sup>a</sup>	Ea Yr f % <sup>a</sup>	Ea Yr f % <sup>a</sup>	Ev Oth Yr f % <sup>a</sup>	Ev Oth Yr f % <sup>a</sup>	Ev Oth Yr f % <sup>a</sup>	Ev Oth Yr f % <sup>a</sup>	Ev Oth Yr f % <sup>a</sup>	Ev Oth Yr f % <sup>a</sup>	Ev Oth Yr f % <sup>a</sup>	Ev Oth Yr f % <sup>a</sup>						
01 Central Mich U	147	13.6	198	18.4	12	1.1	80	7.4	--	--	--	5	0.5	630	58.5	5	0.5	1077	16.4	
02 Eastern Mich U	16	2.9	--	--	--	--	198	35.4	--	1	0.2	--	--	343	61.4	--	--	558	8.5	
03 Ferris State C	4	4.3	2	2.2	6	6.5	79	85.9	--	--	--	--	--	--	--	1	1.1	92	1.4	
04 Grand Valley S C	9	8.0	--	--	27	23.9	68	60.2	--	--	--	--	--	9	8.0	--	--	113	1.7	
05 Lake Superior S C	47	42.0	54	48.2	6	5.4	--	--	--	--	--	--	--	5	4.7	--	--	112	1.7	
06 Mich State U	154	10.0	31	1.9	275	17.3	635	39.9	9	0.6	--	--	--	485	30.5	1	0.1	1590	24.2	
07 Mich Tech U	31	32.6	--	--	2	2.1	27	28.4	15	15.8	--	--	--	20	21.1	--	--	95	1.4	
08 Northern Mich U	57	35.8	18	11.3	--	--	--	--	2	1.3	--	--	--	82	51.6	--	--	159	2.4	
09 Oakland U	6	4.0	19	12.6	52	34.4	74	49.0	--	--	--	--	--	--	--	--	--	151	2.3	
10 Saginaw Valley U	2	1.7	39	33.6	48	41.4	--	--	--	--	--	--	--	27	23.3	--	--	116	1.8	
11 U of M - Ann Arbor	192	25.7	123	16.5	46	6.2	56	7.5	24	3.2	--	--	--	305	40.8	1	0.1	747	11.4	
12 U of M - Dearborn	--	--	6	12.0	44	88.0	--	--	--	--	--	--	--	--	--	--	--	50	0.8	
14 Wayne State U	241	22.2	52	4.8	243	22.4	392	36.1	12	1.1	--	--	--	143	13.2	3	0.3	1086	16.5	
15 Western Mich U	11	1.8	28	4.5	45	7.2	235	37.7	4	0.6	--	--	--	301	48.2	--	--	624	9.5	
Total f & % <sup>b</sup>	917	14.0	570	8.7	806	12.3	1844	28.1	66	1.0	1	0.01	5	0.1	2350	35.8	11	0.2	6570	100.0

<sup>a</sup> Frequency and percentage of institution's activities.

<sup>b</sup> Frequency and percentage of total activities = 6,570.

Plans to Offer 1971-72 Activities in Specified Location During 1972-73, 1973-74, and 1974-75  
(1971-72 Activities = 6,570)  
14 MGSCP Institutions

Institution	Plans to Offer in Specified Location																		Total Activities <sup>a</sup> f %							
	1972-73						1973-74						1974-75													
	f	% <sup>c</sup>	No	% <sup>c</sup>	DK	NA	f	% <sup>d</sup>	No	% <sup>d</sup>	DK	NA	f	% <sup>e</sup>	No	% <sup>e</sup>	DK	NA								
01 Central Mich U	693	64.3	337	31.3	43	4.0	4	0.4	582	54.0	76	7.1	419	38.9	--	--	581	53.9	75	7.0	420	39.0	1	0.1	1077	16.4
02 Eastern Mich U	244	43.6	151	27.0	161	28.8	2	0.4	165	29.5	2	0.4	391	69.9	--	--	160	28.6	2	0.4	396	70.8	--	--	559	8.5
03 Ferris State C	92	100.0	--	--	--	--	--	--	92	100.0	--	--	--	--	--	--	92	100.0	--	--	--	--	--	--	92	1.4
04 Grand Valley S C	104	92.0	--	--	9	8.0	--	--	104	92.0	--	--	9	8.0	--	--	104	92.0	--	--	9	8.0	--	--	113	1.7
05 Lake Superior S C	110	98.2	--	--	2	1.8	--	--	100	89.3	--	--	12	10.7	--	--	100	89.3	--	--	12	10.7	--	--	112	1.7
06 Mich State U	864	54.3	2	0.1	723	45.5	1	0.1	--	--	--	--	1590	100.0	--	--	--	--	--	--	1590	100.0	--	--	1590	24.2
07 Mich Tech U	61	64.2	34	35.8	--	--	--	--	57	60.0	27	28.4	9	9.5	2	2.1	59	62.1	20	21.1	14	14.7	2	2.1	95	1.4
08 Northern Mich U	157	98.7	2	1.3	--	--	--	--	151	95.0	2	1.3	6	3.8	--	--	151	95.0	2	1.3	6	3.8	--	--	159	2.4
09 Oakland U	151	100.0	--	--	--	--	--	--	7	4.6	--	--	144	95.4	--	--	7	4.6	--	--	144	95.4	--	--	151	2.3
10 Saginaw Valley C	88	75.9	--	--	28	24.1	--	--	85	73.3	--	--	31	26.7	--	--	85	73.3	--	--	31	26.7	--	--	116	1.8
11 U of M - Ann Arbor	461	61.7	45	6.0	232	31.1	9	1.2	278	37.2	19	2.5	449	60.1	1	0.1	278	37.2	19	2.5	449	60.1	1	0.1	747	11.4
12 U of M - Dearborn	50	100.0	--	--	--	--	--	--	50	100.0	--	--	--	--	--	--	50	100.0	--	--	--	--	--	--	50	0.8
14 Wayne State U	923	85.0	150	13.8	11	1.0	2	0.2	840	77.3	46	4.2	198	18.2	2	0.2	831	76.5	40	3.7	211	19.4	4	0.4	1086	16.5
15 Western Mich U	388	62.2	97	15.5	135	21.6	4	0.6	330	52.9	9	1.4	272	43.6	13	2.1	314	50.3	--	--	301	48.2	9	1.4	624	9.5
Total f & % <sup>b</sup>	4386	66.8	818	12.5	1344	20.5	22	0.3	2841	43.2	181	2.8	3530	53.7	18	0.3	2812	42.8	158	2.4	3583	54.5	17	0.3	6570	100.0

<sup>a</sup>Total 1971-72 activities are the same for each academic year - 1972-73, 1973-74, and 1974-75 (6,570).

<sup>b</sup>Frequency and percentage of total activities = 6,570.

<sup>c</sup>Frequency and percentage of institution's 1971-72 activities in 1972-73.

<sup>d</sup>Frequency and percentage of institution's 1971-72 activities in 1973-74.

<sup>e</sup>Frequency and percentage of institution's 1971-72 activities in 1974-75.

Plans to Offer 1971-72 Subject Activities in Specified Location During 1972-73, 1973-74, and 1974-75  
(1971-72 Activities = 6,570)  
14 MCSCP Institutions

Subject Category	Plans to Offer in Specified Location												Total Activities <sup>a</sup>													
	1972-73				1973-74				1974-75				f	%												
	Yes f	No f	DK f	NA f	Yes f	No f	DK f	NA f	Yes f	No f	DK f	NA f														
SOCIAL SCIENCES	1132	25.8	113	13.8	375	27.9	13	59.1	698	24.6	17	9.4	913	25.9	5	27.8	392	24.6	12	7.6	925	25.8	3	17.6	1633	24.9
VERB-LING & HUM	998	22.8	76	9.3	131	9.7	5	22.7	610	21.5	22	11.6	577	16.3	1	5.6	608	21.6	18	12.0	583	16.3	1	5.6	1210	18.4
SCI, MATH, & ENG	592	13.5	65	7.9	139	10.3	--	--	337	11.9	32	17.7	418	11.8	9	50.0	335	11.9	32	20.3	420	11.7	9	52.9	796	12.1
OTHER	544	12.4	37	4.5	67	5.0	1	4.5	314	11.1	14	7.7	320	9.1	1	5.6	313	11.1	14	8.9	322	9.0	--	--	649	9.9
EDUCATION	1106	25.2	527	64.4	622	46.3	3	13.6	873	30.7	96	53.0	1287	36.5	2	11.1	855	30.4	82	51.9	1317	36.8	4	23.5	2258	34.4
No Subj on P.O. <sup>d</sup>	14	0.3	--	--	10	0.7	--	--	9	0.3	--	--	15	0.4	--	--	9	0.3	--	--	15	0.4	--	--	24	0.4
Total f & % <sup>c</sup>	4386	66.8	818	12.5	1344	20.5	22	0.3	2841	43.2	181	2.8	3530	53.7	18	0.3	2812	42.8	158	2.4	3583	54.5	17	0.3	6570	100.0

<sup>a</sup>Number of activities in each subject category. The number is the same for each academic year.

<sup>b</sup>Percentage of total column frequency (e.g., in the 1972-73 "Yes" column, a frequency of 998 is 22.8% of 4,386). Interpretation: Of the 4,386 activities positively indicated as planned for offering in 1972-73, 22.8% are in the Verbal-Linguistic and Humanities subject category.

<sup>c</sup>Frequency and percentage of total activities = 6,570. Total 1971-72 activities (6,570) are the same for each academic year - 1972-73, 1973-74, and 1974-75.

<sup>d</sup>Incorrect or no subject on computer printout.

APPENDIX E

INSTRUMENTS, INSTRUCTIONS,  
MEMORANDA, CODING FORMS

## APPENDIX E

### CONTENTS: ORDER OF APPEARANCE

1. Letter (dated August 3, 1972) sent to academic officers and enclosed with survey form (gold) entitled "Survey of Undergraduate Degree Requirements and Educational Alternatives for Acquiring College Credit."
2. Survey form (gold) entitled "Survey of Undergraduate Degree Requirements and Educational Alternatives for Acquiring College Credit."
3. Letter (dated October 11, 1972) sent (with tables) to academic officers requesting corrections and additions in the enclosed tables that presented data from their responses to the "Survey of Undergraduate Degree Requirements and Educational Alternatives for Acquiring College Credit."
4. Letter (dated August 25, 1972) sent to the Directors of continuing education and extension divisions and enclosed with: (1) a preliminary draft of the instrument to survey continuing education and extension activities, and (2) the form (blue) entitled "Supplementary Questions."
5. Survey form (blue) entitled "Supplementary Questions."
6. Letter (dated October 23, 1972) sent to the Directors of continuing education and extension divisions and enclosed with a set of the "Instructions" (green) and with survey forms (green) entitled "Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension and Similar Services During 1971-72."
7. Survey form (green) entitled "Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension and Similar Services During 1971-72."
8. "Instructions" (green) for Completing the Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension, and Similar Services During 1971-72.
9. "Addenda" to the Instructions (dated October 26, 1972).
10. Letter sent to the academic officers and enclosed with a set of "Instructions" (green) and with survey forms (green) entitled "Survey of Non-Campus Undergraduate and Graduate Activities Available for Credit Through the Regular Instructional Programs During 1971-72."
11. NOTE: Green Survey Form and "Instructions" for Academic Officers and the Regular Instructional Program Activities.
12. Clarification in Instructions (dated November 16, 1972) for completion of the survey forms sent to the academic officers.
13. Coding Information for responses to the green survey forms.  
Data Card Layout for responses to the green survey forms.

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

August 3, 1972

TO: Academic Officers  
FROM: Patricia S. Faunce

I need your wise assistance!

Some of the important data which need to be collected for the External Degree Program study include information concerning undergraduate degree requirements as well as educational alternatives for acquiring college credit at your institution.

Enclosed is a survey form in which are asked questions pertinent to these two areas of needed information. Your answers to these questions for your institution will be exceedingly beneficial in studying the feasibility of an external degree program among the member institutions of the Michigan Council of State College Presidents. (I am conducting another survey of a different type of the continuing education and extension divisions.)

The form is not as long as it appears in that a fair amount of space has been provided for your answers.

I would be most thankful if you could complete the form as soon as possible and return it to me by August 11.

Please contact me if you have questions.

Thank you for your assistance!

Sincerely,



Patricia S. Faunce, Ph.D.  
Project Director, External Degree Program Study

e

Encl: 1

SURVEY OF UNDERGRADUATE DEGREE REQUIREMENTS  
AND  
EDUCATIONAL ALTERNATIVES FOR ACQUIRING COLLEGE CREDIT

Michigan Council of State College Presidents

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This survey form has been developed to collect necessary information for the study concerning the feasibility of an external degree program among the institutions represented on the Michigan Council of State College Presidents.

The form has two parts. Part I asks questions about the undergraduate degree requirements at your institution. Part II contains questions about the undergraduate educational alternatives for acquiring college credit at your institution.

Please read through the entire form before you complete it. Such a preliminary reading will provide you with an idea of the kinds of information needed which, in turn, will enable you to answer the questions quickly and efficiently.

Your efforts, time, and information are greatly appreciated. Thank you!

*Patricia S. Faunce*  
-----  
Patricia S. Faunce, Project Director  
External Degree Program Study

-----

Please complete the questions below.

Institution: \_\_\_\_\_

Type of Calendar System (check one):     quarter     semester     other (specify) \_\_\_\_\_

Individual(s) Reporting Information (name & position): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



PART I. UNDERGRADUATE DEGREE REQUIREMENTS

A.\* What baccalaureate degrees are offered by your institution?  
(Please describe below)

\* If you require more space to answer any question in this Survey, please use as many additional sheets of paper as necessary.

- B. What are the General Education requirements for graduation from your institution?  
(Please describe below)

Note: If these requirements differ between colleges or departments, please note all different requirements.

C. Are there any "special" requirements for graduation from your institution? (e.g., every student must take a data processing course; every student must take four credits of physical education, etc.) (check one)

No.

Yes. If Yes, what are these special graduation requirements?  
(Please describe below)

Note: If these requirements differ between colleges or departments, please note all different requirements.

- D. What are the residency requirements for graduation from your institution?  
(Please describe below)

Note: If these requirements differ between colleges or departments, please note all different requirements.

PART II. UNDERGRADUATE EDUCATIONAL ALTERNATIVES FOR ACQUIRING COLLEGE CREDIT

A. As part of the undergraduate academic curriculum,\*\* does your institution offer ON-CAMPUS Evening classes#?

(First read through each alternative listed below. Then go back and make a check mark for each.)

1. ON-CAMPUS Evening classes through the institution's continuing education and extension division.  Yes  No

2. ON-CAMPUS Evening classes through other departments or divisions of the institution.  Yes  No

If Yes, which departments or divisions? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. ON-CAMPUS Evening classes through a joint arrangement between continuing education and extension, and other departments or divisions of the institution.  Yes  No

If Yes, please note the units involved and describe their arrangements. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\* "undergraduate academic curriculum" = the curriculum followed by regularly enrolled on-campus ( "day" ) students.



# Classes for college credit.

4. ON-CAMPUS Evening classes through other methods or arrangements.

\_\_\_ Yes \_\_\_ No

If Yes, please describe these other methods or arrangements and the units involved. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. As part of the undergraduate academic curriculum,\*\* does your institution offer ON-CAMPUS Saturday classes#?

(First read through each alternative listed below. Then go back and make a check mark for each.)

1. ON-CAMPUS Saturday classes through the institution's continuing education and extension division.  Yes  No

2. ON-CAMPUS Saturday classes through other departments or divisions of the institution.  Yes  No

If Yes, which departments or divisions? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. ON-CAMPUS Saturday classes through a joint arrangement between continuing education and extension, and other departments or divisions of the institution.  Yes  No

If Yes, please note the units involved and describe their arrangements. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\* "undergraduate academic curriculum" = see page 6, bottom.

# Classes for college credit.



4. ON-CAMPUS Saturday classes through other methods or arrangements.

\_\_\_ Yes \_\_\_ No

If Yes, please describe these other methods or arrangements and the units involved. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- C. As part of the undergraduate academic curriculum,\*\* does your institution offer OFF-CAMPUS day-time classes#?

(First read through each alternative listed below. Then go back and make a check mark for each.)

1. OFF-CAMPUS day-time classes through the institution's continuing education and extension division. \_\_\_Yes \_\_\_No
  
2. OFF-CAMPUS day-time classes through other departments or divisions of the institution. \_\_\_Yes \_\_\_No

If Yes, which departments or divisions? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. OFF-CAMPUS day-time classes through a joint arrangement between continuing education and extension, and other departments or divisions of the institution. \_\_\_Yes \_\_\_No

If Yes, please note the units involved and describe their arrangements. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\*\* "undergraduate academic curriculum" = see page 6, bottom.

# Classes for college credit.

4. OFF-CAMPUS day-time classes through other methods or arrangements.

\_\_\_ Yes \_\_\_ No

If Yes, please describe these other methods or arrangements and the units involved. \_\_\_\_\_

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D. As part of the undergraduate academic curriculum,\*\* does your institution offer OFF-CAMPUS Evening classes#?

(First read through each alternative listed below. Then go back and make a check mark for each.)

1. OFF-CAMPUS Evening classes through the institution's continuing education and extension division.  Yes  No

2. OFF-CAMPUS Evening classes through other departments or divisions of the institution.  Yes  No

If Yes, which departments or divisions? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. OFF-CAMPUS Evening classes through a joint arrangement between continuing education and extension, and other departments or divisions of the institution.  Yes  No

If Yes, please note the units involved and describe their arrangements. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\* "undergraduate academic curriculum" = see page 6, bottom.

# Classes for college credit.



4. OFF-CAMPUS Evening classes through other methods or arrangements.

Yes  No

If Yes, please describe these other methods or arrangements and the units involved. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

E. As part of the undergraduate academic curriculum,\*\* does your institution offer OFF-CAMPUS Saturday classes#?

(First read through each alternative listed below. Then go back and make a check mark for each.)

1. OFF-CAMPUS Saturday classes through the institution's continuing education and extension division.  Yes  No

2. OFF-CAMPUS Saturday classes through other departments or divisions of the institution?  Yes  No

If Yes, which departments or divisions? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. OFF-CAMPUS Saturday classes through a joint arrangement between continuing education and extension, and other departments or divisions of the institution.  Yes  No

If Yes, please note the units involved and describe their arrangements. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\* "undergraduate academic curriculum" = see page 6, bottom.

# Classes for college credit.



4. OFF-CAMPUS Saturday classes through other methods or arrangements.

\_\_\_ Yes \_\_\_ No

If Yes, please describe these other methods or arrangements and the units involved. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

F. Does your institution give college credit by examination through its own proficiency examinations? (check one)  Yes  No

If YES: 1. Please describe the institution's proficiency examination program.

2. What are the requirements, if any, for an individual to be eligible to take these proficiency examinations for credit? (Please describe below)

3. What are the maximum credits, earned through proficiency examinations, that one can use toward graduation from your institution? \_\_\_\_\_

If NO: Does your institution anticipate, for the future, giving college credit through its own proficiency examinations? (check one)

Yes. When? \_\_\_\_\_

No.

Don't know.

- G. Does your institution give credit by examination through such programs as CLEP (College Level Examination Program) or similar programs? (check one)  Yes  No

If YES: 1. Please list which examinations for college credit are used, and for which areas, disciplines or courses these exams are used.

2. What are the requirements, if any, for an individual to be eligible to take these examinations for college credit? (Please describe below)

3. What are the maximum credits, earned through such examinations as CLEP, that one can use toward graduation from your institution? \_\_\_\_\_

If NO: Does your institution anticipate, for the future, giving college credit through such examination programs as CLEP (check one)

Yes. When? \_\_\_\_\_

No.

Don't know.



H. Does your institution give "life experience" credits (e.g., for job experience, training experience, etc.)? (check one)

If YES: 1. Please describe the institution's program or method of evaluating "experiences" and awarding credits.

2. What are the requirements, if any, for an individual to seek/apply for "life experience" credits? (Please describe below)

3. What are the maximum credits, earned through "life experiences," that one can use toward graduation from your institution? \_\_\_\_\_

If NO: Does your institution anticipate, for the future, giving life experience credits? (check one)

\_\_\_ Yes. When? \_\_\_\_\_

\_\_\_ No.

\_\_\_ Don't know.

- I. Does your institution have any "learning packages" that an individual may utilize for self-study in order to receive credit? (check one)  Yes  No

If YES: 1. Please describe the program involving learning packages.

2. What are the requirements, if any, for an individual to utilize these learning packages for credit? (Please describe below)

3. What are the maximum credits, earned through learning packages, that one can use toward graduation from your institution? \_\_\_\_\_

If NO: Does your institution anticipate, for the future, developing such learning packages? (check one)

Yes. When? \_\_\_\_\_

No.

Don't know.

J. As part of the undergraduate academic curriculum,\*\* does your institution offer any other educational alternatives for acquiring undergraduate college credits (e.g., independent study) over and beyond those which have already been mentioned above? (check one)

If YES: 1. Please describe these other educational alternatives.

2. What are the requirements, if any, for an individual to be eligible for these other educational alternatives?  
(Please describe below)

3. What are the maximum credits earned through these other alternatives, that one can use toward graduation from your institution? \_\_\_\_\_

If NO: Does your institution anticipate developing other educational alternatives/programs in the future? (check one)

\_\_\_ Yes. When? \_\_\_\_\_

What types of educational alternatives? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_ No.

\_\_\_ Don't know.

K. Comments: Please make any additional comments about educational alternatives for college credit at your institution.

L. Do you anticipate any problems in developing an external degree program on an inter-institutional basis? (check one)  Yes  No

If Yes, please describe these problems.

M. Do you anticipate any problems in the actual program itself if an external degree program is established? (check one)       Yes       No

If Yes, please describe these problems.

THANK YOU FOR YOUR HELP!!!

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

October 11, 1972

MEMORANDUM

TO: Academic Officers

FROM: Patricia S. Faunce, Project Director, External Degree Program Study

RE: Request for Corrections and Additional Information about Undergraduate Degree Requirements and Educational Alternatives for Acquiring College Credit.

As you will recall, at the beginning of August you were sent a survey form to complete. The form consisted of questions concerning undergraduate degree requirements as well as educational alternatives for acquiring college credit at your institution. Such information is a vital part of the external degree program study.

I wish to emphasize that the information sought from you was that pertaining only to the programs and offerings for which the Academic Affairs Office is responsible. (Please note that I am also conducting a survey of all the credit courses and activities for which the Continuing Education and Extension Service is responsible.)

Enclosed you will find 14 tables and two lists which contain information derived from your responses to the survey and from your institutional catalogs.

Please review carefully the information for your institution in each table. Note for each table whether or not:

1. information is totally lacking for your institution.
2. information is incomplete for your institution.
3. information is incorrect for your institution.

For each table supply the correct and/or lacking information. Please do this in a letter to me and/or on the enclosed survey form which is identical to the one sent to you previously. Return your letter, survey form, lists and tables to me no later than October 27.

All of this information will become part of the final report concerning the feasibility of an external degree program so I need complete and accurate information from you.

The following observations and questions will be of help to you in supplying the necessary information for the enclosed tables and lists.

1. The table numbers are identical to the question numbers in the survey form (except for the table concerning calendar systems--Table III).

2. Table I A includes information asked in question I A about baccalaureate degrees offered by your institution. Are all baccalaureate degrees included for your institution? Are those that are included accurate? (Please distinguish between programs of study within a degree and the proper degree name. We want only the degree name.)
3. Table I B includes information asked in questions I B and I C about the general educational requirements and other special graduation requirements of your institution. The contents of the table reflect what appear to be the norm and/or minimum requirements for each institution. Please review carefully whether or not the minimum or norm requirements for your institution are accurate and complete.
4. Table I D summarizes the undergraduate residency requirements and the number of units which must be earned through your institution. Is the summary accurate for your institution?

(a) The first column lists the minimum number of units which must be earned through your institution. (b) Column two summarizes the minimum TOTAL units required in residence on campus at your institution. (c) Column three summarizes the minimum FINAL units required in residence. (d) Column four indicates whether or not correspondence credits can be applied towards the residency requirement. (e) Column five provides further explanations of the data in the previous columns.

For example, Central Michigan University requires that 15 semester hours be earned in residence. Of these, 10 must be earned in residence during the final 30 hours of degree work. Lake Superior State College requires that 48 hours be earned in residence and that these 48 must be the final 48 hours of degree work. Western Michigan University requires 10 semester hours in residence, and these 10 must be earned in residence during the final 30 hours of degree work.

5. Tables II A, B, C, D, E, include information asked in questions II A, B, C, D, E about the undergraduate academic curriculum at your institution, that is, the curriculum followed by regularly enrolled on-campus ("day") students. Please keep this in mind as you supply additional and/or correct information for these tables.
6. Table II F and List II E, concerning proficiency examinations, need for more complete information with regard to such examinations at your institution as well as information on requirements and maximum credits (earned through proficiency exams) that a student can apply toward graduation from your institution. Please distinguish these proficiency exam credits from the standardized examination (e.g., CLEP) credits (see Table and List II G).
7. Table II G and List II G, concerning standardized exams (such as CLEP) through which a student may earn college credit, need much more information with regard to such exam programs, requirements, and credits at your institution.



8. Table II H, "Life Experience Credits" summarizes information based on the definition footnoted below the table. Use this definition as you review, add, or correct the data for your institution. More detailed information in any way, shape or form is needed!
9. Table II I, "Learning Packages" summarizes information based on the definition footnoted below the table. Use this definition as you review, add, or correct the data for your institution. More detailed information in any way, shape or form is needed!
10. Table II J contains information sought in questions II J and II K, about other educational alternatives for acquiring college credit. These are alternatives which have not been summarized in the previous tables. Is the information for your institution accurate and complete?

I do need your reactions, additions and corrections to these tables and lists as soon as possible, and no later than October 27.

Please contact me if you have questions.

I truly appreciate all your help. Thank you!

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

August 25, 1972

MEMORANDUM

TO: Directors of Continuing Education

FROM: Patricia S. Faunce  
Project Director, External Degree Program Study

RE: Preliminary Draft: "Survey of Undergraduate Activities Offered for Credit Through the Continuing Education and Extension Services During the 1971-72 Academic Year"

A necessary first phase of the External Degree Program Study is a survey of the off-campus courses offered through the continuing education and extension services of the member institutions of the Michigan Council of State College Presidents.

Enclosed are drafts of the survey form including instructions for its completion. As you will note, the form appears, extensive, complex and very rough in this draft. The form is to be revised for the SURVEY itself and will be printed and reduced in size. The form will thus become manageable and easy to complete.

I have sent you these drafts because I need your assistance in "pre-testing" the form and the instructions. Through this pre-test the final survey form, questions, and instructions can be made more appropriate and clear.

I am therefore asking that you please:

1. Complete the form for a representative sample of five of the undergraduate activities\* offered for credit by the continuing education and extension division of your institution during the 1971-72 academic year.

Read the instructions for each item I through XVI before filling in the answers for each activity.

\*Activities=courses and similar activities

August 25, 1972

Page 2

2. Please make comments and suggestions (on the form, instructions, and/or in a letter) that will aid me in revising the form and the instructions. Your candor will be appreciated. Your comments should include but not be limited to such considerations as: Are the questions clear? Are the alternative responses for each item appropriate? Are there questions which should be deleted, or any questions which should be added? Are the instructions clear? etc., etc., etc.

Also enclosed is a set of "SUPPLEMENTARY QUESTIONS" relevant to the SURVEY. Your responses to these supplementary questions will be helpful in determining the final form and conduct of the survey.

Needless to say, I need to have your responses, comments and suggestions as well as the enclosed materials as soon as possible, but not later than September 1.

Please contact me if you have any questions.

Thank you very much. Your efforts and time are greatly appreciated.

SUPPLEMENTARY QUESTIONS

The following questions relate to undergraduate activities\* offered for credit through the continuing education and extension division.

Your responses to these questions will contribute significantly to the final form and conduct of the forthcoming Survey of off-campus courses which is a vital first phase of the External Degree Program Study.

Thank you.

Patricia S. Faunce  
Patricia S. Faunce, Project Director  
External Degree Program Study

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Please complete the questions below

Institution: \_\_\_\_\_

Unit: \_\_\_\_\_

Individual(s) Reporting Information (name & position): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\* Activities = courses and similar activities

SUPPLEMENTARY QUESTIONS

- I. Approximately how many 1971-72 activities\* offered for credit through the continuing education and extension division do you anticipate reporting upon in the actual forthcoming "Survey of Undergraduate Activities Offered For Credit Through the Continuing Education and Extension Division During the 1971-72 Academic Year"?

Number of activities to be reported upon \_\_\_\_\_

- II. Approximately how many 1971-72 undergraduate credit activities\* offered through continuing education and extension were sponsored in the following ways? (Indicate the approximate number and percent of total activities for each alternative.)

<u>SPONSORED</u>	<u>NUMBER OF ACTIVITIES</u>	<u>PERCENT OF TOTAL ACTIVITIES</u>
1. By your institution only	_____	_____%
2. By your institution and one or more CCCE member institutions	_____	_____%
3. By your institution and one or more <u>non</u> -CCCE member institutions	_____	_____%
4. By your institution, one or more CCCE institutions, and one or more <u>non</u> -CCCE institutions	_____	_____%
	_____	_____
TOTAL		100 %

\* Activities = courses and similar activities

III. Which three CCCHE member institutions most frequently co-sponsored undergraduate credit activities with the continuing education and extension unit at your institution during 1971-72? (Please list the three CCCHE institutions below.)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

IV. The following questions are designed to gather information about the course numbering system used by the continuing education and extension division at your institution.

A. Which digits are used in the course numbering system? What is the meaning or definition of each digit, and/or combination of digits, e.g. 0-99 Remedial - no credit; 100-199 Freshman; 200-299 Sophomores; etc (Please list below.)

<u>DIGIT(S)</u>	<u>MEANING/DEFINITION</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What is the maximum number of numeric characters used in a single course number at your institution, e.g. 206 = 3 numeric characters.

Max. numeric characters used \_\_\_\_\_

C. Are alphabetic characters (e.g. A, B, H, Z, etc.) used in the course numbering system at your institution? (In this context, reference is not being made to course abbreviations such as ENG., but rather to such "letter numbering" as 101A or M203.)

\_\_\_\_\_ No.

\_\_\_\_\_ Yes. If Yes: 1. Which alphabetic characters are used and what is the meaning or definition of each? (list below)

ALPHABETIC  
CHARACTERS

MEANING/DEFINITION

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is the maximum number of alphabetic characters used in a single course number at your institution?

Max. alphabetic characters used \_\_\_\_\_

D. What is the maximum number of alpha-numeric characters used in a single course number at your institution?

Max. Alpha-numeric characters used \_\_\_\_\_

E. Please list three examples of the numbering for an activity/course at your institution and translate or explain the meaning of each example.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



F. At your institution does an activity/course receive a different "numbering" if it is offered for variable credit, e.g. an applied music course may have variable credit and be assigned 2 digits with a prefix such as a letter "H" or "Z" (instead of the 3 digits assigned to non-variable activities/courses)?

\_\_\_ No.

\_\_\_ Yes. If Yes, please explain the numbering system for variable credit activities/courses, and give examples. \_\_\_\_\_

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G. Is the course numbering system used by the continuing education and extension at your institution the same as that used by the non-continuing education and non-extension units at your institution?

\_\_\_ Yes.

\_\_\_ No. If No, please explain how the systems differ.

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MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

October 23, 1972

MEMORANDUM

TO: Directors of Continuing Education

FROM: Patricia S. Faunce, Project Director  
External Degree Program Study

RE: Survey Forms to Complete

Here it is! That which you have been waiting for all fall! The promised "Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension and Similar Services During 1971-72."

The survey form folds out in an accordion-like fashion into five pages printed on both sides. TEN ACTIVITIES OR OFFERINGS can be REPORTED on EACH SURVEY FORM.

The lines on which to report the 10 activities/offerings are numbered from 1 to 10 on each page. The numbering from 1 to 10 is to help you keep your place as you fill out a form. Thus, line #1 on each page is used for the first activity you report on a survey form. Line #2 is used on each page for the second activity you report on a survey form, and so on through line #10 which is used for the tenth activity you report on a survey form.

Please REPORT EVERY SINGLE OFFERING IN 1971-72. For example, if a given course had 20 sections offered, then report each section as a separate offering or activity. You would fill up two survey forms in reporting the 20 offerings (10 offerings per survey form). In the situation where you have a given correspondence course or similar activity, that correspondence course is considered as one activity.

For EACH OFFERING, 18 ITEMS OR QUESTIONS (I-XVIII) must be COMPLETED.

You are asked to REPORT both UNDERGRADUATE and GRADUATE offerings/activities in 1971-72.

Please REPORT the offerings BY DEPARTMENT. For example, first report all Anthropology offerings; second, report all Biology offerings; third, all English offerings; and so on, department by department. You may use any order of departments you wish.

Before you do anything at all - please READ THE INSTRUCTIONS!!!! And then, refer to the instructions as you complete each item on the survey form. You will avoid making errors as well as trouble for yourself (and Me) if you first read and then make constant use of the Instructions.

Time is of the essence! It is absolutely necessary to have your completed forms returned to me as soon as possible as all the responses must be key punched and computer analyzed before I can further analyze them and write the final report.

Please complete and return the survey forms no later than November 8 and preferably before then. (Also, return any unused survey forms. We need them for other purposes.)

If you need more survey forms, please let me know. (You should have one form for every 10 activities you will report.) If you have any questions, don't guess; call me.

/ I gratefully thank you for your cooperation, effort, and persistent spirit  
/ in this important endeavor.

Encls: Instructions; \_\_\_\_\_ Survey Forms

SURVEY OF UNDERGRADUATE AND GRADUATE ACTIVITIES<sup>a</sup>  
AVAILABLE FOR CREDIT THROUGH  
CONTINUING EDUCATION, EXTENSION AND SIMILAR SERVICES  
DURING 1971-72<sup>b</sup>



Institution: \_\_\_\_\_

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1 2

Unit Name: \_\_\_\_\_

Individuals Reporting Information (name, title and position): \_\_\_\_\_

NOTE: In completing this survey form, please read and use the set of INSTRUCTIONS designed to aid you in answering each item.

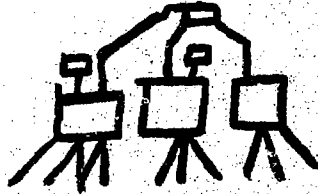
- a. "Activities" = courses and similar educational activities
- b. Report every single offering of an undergraduate and graduate activity during 1971-72. Each section of a given activity is considered a single offering. Thus, each section is reported separately.

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS  
Patricia S. Faunce, Project Director,  
External Degree Program Study

XVII

WAS ACTIVITY OFFERED IN SPECIFIED LOCATION DURING 1969-70 and 1970-71

Circle for each academic year (1969-70 & 1970-71) the number which indicates Yes, No, or Don't Know if the activity was offered during these years in the location specified in item XI.



1969-70

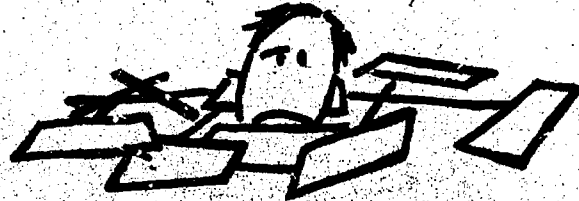
1970-71

	YES	NO	DK	YES	NO	DK
Col		75			76	
Ex 1	1	2	3	1	2	3
Ex	1	2	3	1	2	3
1	1	2	3	1	2	3
2	1	2	3	1	2	3
3	1	2	3	1	2	3
4	1	2	3	1	2	3
5	1	2	3	1	2	3
6	1	2	3	1	2	3
7	1	2	3	1	2	3
8	1	2	3	1	2	3
9	1	2	3	1	2	3
10	1	2	3	1	2	3

XVIII

ARE THERE PLANS TO OFFER THE ACTIVITY IN THE SPECIFIED LOCATION DURING 1972-73, 1973-74, and 1974-75

Circle for each academic year (1972-73, 1973-74, 1974-75) the number which indicates Yes, No, or Don't Know if there are plans to offer the activity during these years in the location specified in item XI.



1972-73

1973-74

1974-75

	YES	NO	DK	YES	NO	DK	YES	NO	DK
Col					77			78	
Ex 1	1	2	3	1	2	3	1	2	3
Ex	1	2	3	1	2	3	1	2	3
1	1	2	3	1	2	3	1	2	3
2	1	2	3	1	2	3	1	2	3
3	1	2	3	1	2	3	1	2	3
4	1	2	3	1	2	3	1	2	3
5	1	2	3	1	2	3	1	2	3
6	1	2	3	1	2	3	1	2	3
7	1	2	3	1	2	3	1	2	3
8	1	2	3	1	2	3	1	2	3
9	1	2	3	1	2	3	1	2	3
10	1	2	3	1	2	3	1	2	3



USUAL FREQUENCY WITH WHICH ACTIVITY IS OFFERED IN THE SPECIFIED LOCATION

Circle the one number which indicates the usual frequency with which the activity is offered in the location specified for it in item XI. See the instructions.

- 1 TERM EACH YEAR
- 2 TERMS EACH YEAR
- 3 TERMS EACH YEAR
- ALL YEAR, OR 4 OR MORE TERMS EACH YEAR
- 1 TERM EVERY OTHER YEAR
- 2 TERMS EVERY OTHER YEAR
- 3 TERMS EVERY OTHER YEAR
- 4 OR MORE TERMS OR ALL YEAR EVERY OTHER YEAR
- SPORADICALLY OR ON DEMAND



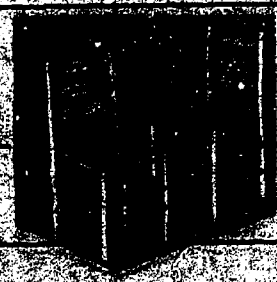
OTHER

Specify Other

Col

74

Ex 1	2	3	4	5	6	7	8	9	0	
Ex 1	2	3	4	5	6	7	8	9	0	
1 1	2	3	4	5	6	7	8	9	0	
2 1	2	3	4	5	6	7	8	9	0	
3 1	2	3	4	5	6	7	8	9	0	
4 1	2	3	4	5	6	7	8	9	0	
5 1	2	3	4	5	6	7	8	9	0	
6 1	2	3	4	5	6	7	8	9	0	
7 1	2	3	4	5	6	7	8	9	0	
8 1	2	3	4	5	6	7	8	9	0	
9 1	2	3	4	5	6	7	8	9	0	
1 1	2	3	4	5	6	7	8	9	0	





I

ACTIVITY

Print the abbreviation and the numeric or alpha-numeric characters used to designate the activity (e.g., ENG 101 or ENG 105B)

For the abbreviation, use no more than 10 spaces. Begin at the far left.



For the numeric or alpha-numeric characters, print them so that the last character falls in the far right box. e.g.

1101 or 101 or A3012

ALPHA-NUMERIC CHARACTERS

II

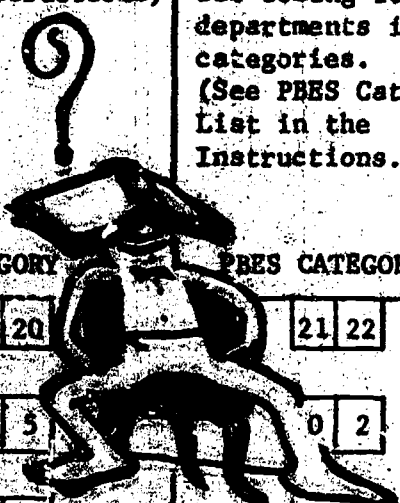
SUBJECT MATTER CATEGORY

Code the number of the subject matter category of the activity, e.g., 15 (see list of Subject Matter Categories in Appendix A of the Instructions)

III

PRES CATEGORY

Code the number of the PRES category into which the activity best fits, e.g., 02. Use the system established by your institution for coding its departments into categories. (See PRES Category List in the Instructions.)



ABBREVIATION

CATEGORY

PRES CATEGORY

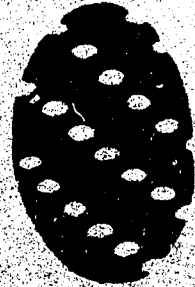
Col	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Ex	E	N	G	L									1	0	1		1	5		0	2
Ex	S	O	C										A	4	0	5	2	2		1	1
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					



TITLE OF ACTIVITY

Print title of activity in CAPS. Use only 30 spaces/characters. Leave a blank space between words.

For example, FRESHMAN COMPOSITION takes 19 spaces plus a blank space between words (20 spaces total).



TITLE

Col 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53

Ex F R E S H M A N C O M P O S I T I O N

Ex C O N T E M P O R A R Y S O C I A L P R O B L E M S

1

2

3

4

5

6

7

8

9

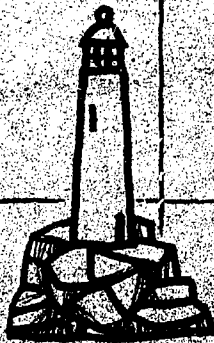
10



ACTIVITY ON - OR OFF - CAMPUS

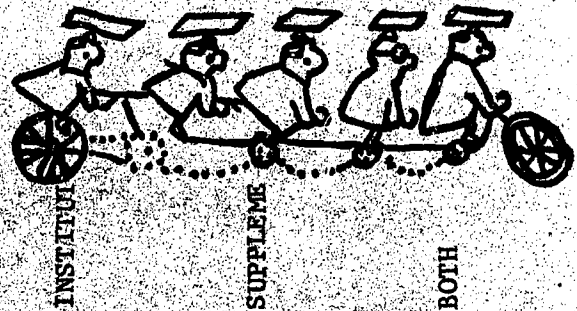
Circle 1 if the activity was ON-CAMPUS of one of the sponsoring CCCC Institutions. Circle 2 if the activity was OFF-CAMPUS from one of the sponsoring CCCC Institutions but was held in a specific place, center or school. Circle 3 if the question does not apply, that is, the activity was one which took place anywhere, e.g. correspondence course. Make only one circle.

ON-CAMPUS OF CCCC INSTI.  
OFF-CAMPUS FROM CCCC INSTI.  
DOES NOT APPLY



FACULTY INSTITUTIONAL OR SUPPLEMENTARY

Were faculty working for the sponsoring institutions or supplementary faculty procured elsewhere used to teach or "monitor" the activity? Circle the one number that applies: 1 = institutional faculty, 2 = supplementary, and 3 = both institutional and supplementary.



Col

72

73

Ex

1 2 3

1 2 3

Ex

1 2 3

1 2 3

1

1 2 3

1 2 3

2

1 2 3

1 2 3

3

1 2 3

1 2 3

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1 2 3

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1 2 3

9

1 2 3

1 2 3

1 2 3

1 2 3



XI

LOCATION OF ACTIVITY



Code the number of the county in which the activity was located, e.g., 05. See list of counties and code numbers in the Instructions. If the activity was located outside Michigan, but within the country, print 97 and specify the location on the line provided. If located outside of the country, print 98 and specify the location. If the question does not apply, i.e., there is no specific location because the activity was a correspondence course or similar activity, print 99.

For 97 & 98, specify the location.

LOCATION

XII

JOINT SPONSORSHIP OF ACTIVITY

Circle the number which indicates joint sponsorship or not of the activity and by whom.

NOT JOINTLY SPONS.

2 OR MORE CCCHE INST.

2 OR MORE INSTIT. CCCHE & NON-CCCHE

XIII

HOW MANY AND WHICH CCCHE INSTITUTIONS SPONSORED THE ACTIVITY

Print how many (01 through 15) CCCHE member institutions sponsored the activity. If sponsored by 2 or more CCCHE institutions, specify which institutions by coding the ID number of the institution(s) on the line provided. (See list of institutions and ID numbers in the Instructions.)

Specify CCCHE Institutions by ID Number

HOW MANY

Col

67 68

69

70 71

Ex

9 8

Honolulu, Hawaii  
(XYZ Extension Center)

1

2

3

0 4

02, 06, 10, 14

Ex

9 9

1

2

3

0 2

04, 13

1

1

2

3

2

1

2

3

3

1

2

3

4

1

2

3

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3

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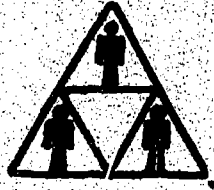
3



V

EDUCATIONAL LEVEL OF ACTIVITY

Circle the numbers which indicate the educational levels of the activity as classified by your institution. Circle as many levels (numbers) as apply. e.g., If an activity is at the Fr and Soph levels, circle 1 and 2. If an activity is at the Sr and Grad levels, circle 4 and 5.

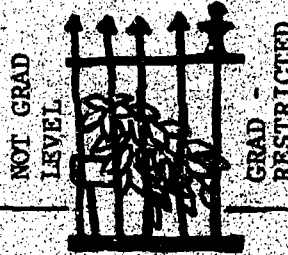


FR	SOPH	JR	SR	GRAD
54	55	56	57	58

VI

RESTRICTION ON EDUCATIONAL LEVEL

If this is not a graduate level activity, circle 1. If this is a graduate level activity, which is usually absolutely restricted to graduate students, circle 2. If this is a graduate level activity which is generally available to some levels of undergraduates who meet special conditions, circle 3. If this is a graduate level activity which is generally open to some levels of undergraduates without restriction, circle 4. Circle the one number which best applies. Make only one circle.



GRAD - SP. CONDITIONS

GRAD OPEN

Col

Ex

Ex

1

2

3

4

5

6

7

8

9

10

1

1

1

1

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59



VII

TYPE OF INSTRUCTIONAL TECHNIQUE

Circle the number of the one method by which the activity was primarily delivered or offered, i.e., the instructional technique used. Make only one circle. See Instructions for definitions of the techniques.

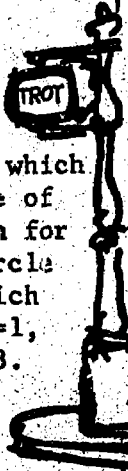
COURSE	WORKSHOP, INSTITUTE, CONF.	CORRESPONDENCE	INDEPENDENT STUDY	CREDIT BY EXAMINATION	CLOSED CIRCUIT TV	CLOSED CIRCUIT AUDIO	BROADCAST TV	BROADCAST RADIO	LEARNING PACKAGE	WORK-STUDY, INTERNSHIP	TRAVEL-STUDY	OTHER	Specify Other
Col						60	61						
Ex	01	02	03	04	05	06	07	08	09	10	11	12	13
Ex	01	02	03	04	05	06	07	08	09	10	11	12	13
1	01	02	03	04	05	06	07	08	09	10	11	12	13
2	01	02	03	04	05	06	07	08	09	10	11	12	13
3	01	02	03	04	05	06	07	08	09	10	11	12	13
4	01	02	03	04	05	06	07	08	09	10	11	12	13
5	01	02	03	04	05	06	07	08	09	10	11	12	13
6	01	02	03	04	05	06	07	08	09	10	11	12	13
7	01	02	03	04	05	06	07	08	09	10	11	12	13
8	01	02	03	04	05	06	07	08	09	10	11	12	13
9	01	02	03	04	05	06	07	08	09	10	11	12	13
10	01	02	03	04	05	06	07	08	09	10	11	12	13



VIII

TYPE OF TERM CREDITS

Circle the number which indicates the type of term credits given for the activity. Circle the one number which applies: quarter=1, semester=2, both=3.



IX

CREDITS OFFERED

Print the number of credits (01 on up) offered for the activity. If three credits are offered print 03 in the boxes, e.g.,  ; if 15 credits, print  . If variable credit is offered, print 98 in the boxes,  , and specify the credit variation in the spaces provided, e.g., from 02 to 10.

X

MONTH OF YEAR ACTIVITY STARTED

Code the STARTING MONTH (Jan=01 thru Dec=12) of the particular activity being reported, e.g., If the activity began in Sept, code  . If it started in Jan, code  . If an activity such as correspondence or independent study could be started at any time during the year, code the number 13- .



	QTR	SEM	BOTH	CREDITS	VARIATION (specify)	MONTH STARTED
Col		<input type="text" value="6"/> <input type="text" value="2"/>		<input type="text" value="6"/> <input type="text" value="3"/> <input type="text" value="6"/> <input type="text" value="4"/>		<input type="text" value="6"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="6"/>
Ex	<input type="text" value="1"/> (circled)	2	3	<input type="text" value="0"/> <input type="text" value="3"/>	from _____ to _____	<input type="text" value="0"/> <input type="text" value="7"/>
Ex	1	<input type="text" value="2"/> (circled)	3	<input type="text" value="9"/> <input type="text" value="8"/>	from <u>01</u> to <u>15</u>	<input type="text" value="1"/> <input type="text" value="3"/>
1	1	2	3	<input type="text" value=""/> <input type="text" value=""/>	from _____ to _____	<input type="text" value=""/> <input type="text" value=""/>
2	1	2	3	<input type="text" value=""/> <input type="text" value=""/>	from _____ to _____	<input type="text" value=""/> <input type="text" value=""/>
3	1	2	3	<input type="text" value=""/> <input type="text" value=""/>	from _____ to _____	<input type="text" value=""/> <input type="text" value=""/>
4	1	2	3	<input type="text" value=""/> <input type="text" value=""/>	from _____ to _____	<input type="text" value=""/> <input type="text" value=""/>
5	1	2	3	<input type="text" value=""/> <input type="text" value=""/>	from _____ to _____	<input type="text" value=""/> <input type="text" value=""/>
6	1	2	3	<input type="text" value=""/> <input type="text" value=""/>	from _____ to _____	<input type="text" value=""/> <input type="text" value=""/>
7	1	2	3	<input type="text" value=""/> <input type="text" value=""/>	from _____ to _____	<input type="text" value=""/> <input type="text" value=""/>
8	1	2	3	<input type="text" value=""/> <input type="text" value=""/>	from _____ to _____	<input type="text" value=""/> <input type="text" value=""/>
9	1	2	3	<input type="text" value=""/> <input type="text" value=""/>	from _____ to _____	<input type="text" value=""/> <input type="text" value=""/>
	1	2	3	<input type="text" value=""/> <input type="text" value=""/>	from _____ to _____	<input type="text" value=""/> <input type="text" value=""/>



INSTRUCTIONS

For Completing the

"Survey of Undergraduate and Graduate Activities  
Available for Credit  
Through Continuing Education, Extension, and Similar Services  
During 1971-72"

Michigan Council of State College Presidents

Patricia S. Faunce, Project Director  
External Degree Program Study

PLEASE READ THESE INSTRUCTIONS THOROUGHLY  
AND FOLLOW THEM CAREFULLY!!!

Not only will you be saved time and trouble,  
but so will we; and you will make our job  
of keypunching and data processing progress  
more quickly and more easily.

Thank you!



INSTRUCTIONS

For Completing the

"Survey of Undergraduate and Graduate Activities  
Available for Credit  
Through Continuing Education, Extension, and Similar Services  
During 1971-72"

GENERAL INSTRUCTIONS

On the following pages you will find detailed instructions which will help you in completing the survey forms for the "Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension and Similar Services During 1971-72."

This survey is being conducted as a part of the External Degree Program Study sponsored by the Michigan Council of State College Presidents.

By "activities" is meant courses and other similar educational endeavors.

You are asked to report EVERY SINGLE OFFERING of an undergraduate and graduate activity during 1971-72. Each section of a given activity is considered a single offering. Thus, each section is reported separately. For example, if EDUC 402 has 35 sections, then you will report 35 separate offerings/activities. Since each survey form allows for 10 offerings to be reported, you will fill up 3-1/2 survey forms in order to report each of the 35 sections.

PLEASE REPORT THE ACTIVITIES BY DEPARTMENT OR SIMILAR GROUPINGS. For example, first report all of the offerings of English activities. Then report all of the offerings of activities in some other department or area, perhaps Chemistry, or perhaps Sociology.

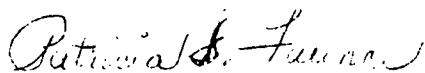
Note that each survey form is ten pages in length (five pages printed on both sides). For each activity, you must complete 18 items or questions. Each survey form permits ten activities to be reported. The spaces for reporting activities have been numbered from one to ten on each of the pages to help you "keep your place" as you complete the eighteen questions for each activity.

Please complete all 18 questions for an activity before moving on to report the next activity. Note the examples provided on the form as well as the examples in the instructions.

You have been sent a supply of survey forms on which to report the undergraduate and graduate activities available for credit during 1971-72. Please call us if you need more forms. For example, if you will be reporting 900 activities/offerings, then you should have 90 survey forms (remember - each survey form permits 10 activities to be reported).

On the following pages you will be given detailed instructions on how to complete the cover page and each of the 18 questions on the form. If you have any questions at all, call me, don't guess.

Thank you very much for your time and help in this horrendous task.



---

Patricia S. Faunce  
Project Director,  
External Degree Program Study

COVER PAGE

On the cover page of each survey form that you fill out, please complete the following questions:

1. Name of the institution.
2. Name of the unit for which activities are being reported, e.g., Continuing Education.
3. The name, title, and position of the individual(s) reporting the information.

ITEM  
NUMBER

ITEM

I. ACTIVITY

"Activity" means a course, seminar, or other educational endeavor which is offered for undergraduate or graduate credit by continuing education, extension, or a similar service.

Abbreviation: Print the abbreviation used by the institution for the activity. Use only 10 spaces or characters. Leave a blank space between characters where necessary.

For example, English at an institution might be abbreviated as ENG. So print ENG. in the boxes provided. Use CAPS. Begin at the far left.

E	N	G							
---	---	---	--	--	--	--	--	--	--

Number: Print the numeric or alpha-numeric characters used by the institution to designate the activity.

Print the number so that the LAST CHARACTER falls as far to the RIGHT as possible. That is, the last character should fall in the right end box.

For example, the activity might be ENG. 101. So print the numeric characters 101 as far to the right as possible in the boxes provided.

			1	0	1
--	--	--	---	---	---

Other examples: 

		2	0	3	A
--	--	---	---	---	---

Z	Y	3	0	5
---	---	---	---	---

II. SUBJECT MATTER CATEGORY

See Appendix A (page 18) at the end of this document.

ITEM  
NUMBER

ITEM

III. PBES<sup>1</sup> CATEGORY,

Code the number of the PBES Instructional Category into which the activity best fits. For example, the PBES Category for "Freshman Composition" is 15, so code 15. The PBES Category for "Contemporary Social Problems" is 11, so code 11.

Use the system established by your institution for coding its departments into PBES Instructional Categories.

The PBES Instructional Categories and code numbers are listed below.

PBES Categories

- 01 = Agriculture and Natural Resources
- 02 = Arts, Humanities, Letters
- 03 = Biological Sciences
- 04 = Business, Management and Commerce
- 05 = Computer and Information Sciences
- 06 = Education
- 07 = Engineering, Architecture and Related Technical Fields
- 08 = Health Sciences Professions
- 09 = Law
- 10 = Physical Sciences and Mathematics
- 11 = Social Sciences, Area Studies, Human Service, and Public Affairs
- 12 = Other Disciplines



ITEM  
NUMBER

ITEM

VII. TYPE OF INSTRUCTIONAL TECHNIQUE

Circle the number of the one method by which the activity was primarily delivered or offered, that is, the primary instructional technique used to "teach" the activity.

For example, if an activity was taught primarily as a course (live face-to-face classroom setting), circle 01. If an activity was taught primarily over public television, circle 08. If a method not listed between 01-12 was used, then circle 13 for OTHER and specify the other method of instructional technique.

Use the definitions of instructional techniques listed below in responding to this item.

- 01 = COURSE: an organized instructional program on a specific topic or area in which students and faculty meet live face-to-face regularly over a period of weeks or months, but with intervening time periods between sessions.
- 02 = WORKSHOP, INSTITUTE, CONFERENCE: an organized instructional program for credit in which students meet in session for at least three hours, although the program may last as long as several weeks. There are usually not intervening time periods of days or weeks between sessions.
- 03 = CORRESPONDENCE: the traditional correspondence format where the student receives a study guide which includes a list of required texts and materials, study instructions, supplementary information and specific lesson assignments. Written by the instructor, the study guide's main purposes are to provide a format and structure for the student's study and to initiate and maintain communication between the student and the instructor. Using the study guide, his textbooks, and other materials, the student works at his own pace through a series of assignments which he sends to the instructor for comment and evaluation. In some cases, the correspondence format may be less structured, and the student may be exempted from the periodic lesson assignments. Instead, in consultation with the instructor, the student chooses his own method of study, concentrating - to a greater or lesser degree according to his interests - on different aspects of the course content. The work to be submitted for evaluation depends upon the course content and the student's interests and abilities.

ITEM  
NUMBERITEM

- VII. (Cont.) 04 = INDEPENDENT STUDY: this less structured method allows the student relative freedom in his educational study and work. Instead, in consultation with an appropriate instructor, the student chooses his own subject to be studied and his method of study. For the most part, there is little step-by-step evaluation and control. The work to be submitted for evaluation varies widely depending upon the subject to be studied and the student's interests and abilities.
- 05 = CREDIT BY EXAMINATION: this method of study allows the student to prepare himself largely on his own for a final examination, the passing of which entitles him to credit in the course. The credit by examination method is used primarily by students with an extensive background in an area and who wish mainly to reorient their practical experience to an academic framework in order to earn degree credit. The student usually applies for credit by examination, and a fee is assessed him if the decision is made by the instructor and/or others that the student has sufficient background to earn credit by examination.
- 06 = CLOSED CIRCUIT TV INSTRUCTION: instruction mainly or entirely by TV with program preparation and distribution completely controlled by the institution.
- 07 = CLOSED CIRCUIT AUDIO INSTRUCTION: instruction mainly or entirely over a closed circuit audio system completely controlled by the institution.
- 08 = BROADCAST TV INSTRUCTION: instruction over commercial or educational TV channels which is available to the public but permits a viewer the option of registering with the institution and meeting its requirements.
- 09 = BROADCAST RADIO INSTRUCTION: instruction broadcast over one or more radio stations available to the public but allows listeners to exercise the option of registering with the institution and meeting its requirements.



ITEM  
NUMBERITEM

- VII. 10 = LEARNING PACKAGES: this method permits the students to study away  
(Cont.) from the institution and facilitates such learning activities. Learning packages may be developed by institutions or by corporations. They may incorporate electronic and visual aids, and a student may have access to full lectures through cassettes, programmed instruction, film strips, video tapes, and other instructional devices.
- 11 = WORKSTUDY AND INTERNSHIPS: this method provides the individual with an opportunity to obtain academic credit while continuing in a career pursuit. Work-study programs and internships are used in this respect to enhance career opportunities in an existing position or to serve under an individual in a structured internship. A work-study program consists of a specific course of academic study carefully integrated with on-the-job experiences. The internship provides opportunity for individuals to serve in positions above their current level or in other units or agencies.
- 12 = TRAVEL-STUDY: programs of travel and study tours enable the student to combine world travel with study of the countries visited and the earning of college credit.
- 13 = OTHER: other methods of instruction, not listed in 01-12, by which a student may earn college credit. If ⑬ is circled, then also specify, on the line provided, the other method of instruction.

ITEM  
NUMBER

ITEM

VIII. TYPE OF TERM CREDITS

Circle the number which indicates type of term credits given for the activity. Circle the one number which applies.

If only quarter credits are given, circle ①. If only semester credits are given, circle ②. If both quarter and semester credits are given, circle ③.

IX. CREDITS OFFERED FOR THE ACTIVITY

Print the number of credits offered for the activity.

For example, if the number of credits offered for an activity is three, then print 03 in the boxes provided, e.g. [0][3]. If the number of credits offered for another activity is fifteen, then print 15, e.g. [1][5]. If the number of credits offered is variable, for example, from two to six, then print 98 and then specify the variation "from 2 to 6" in the space provided. Anytime the number of credits offered for an activity is variable, print [9][8] and then specify the variation from \_ to \_ in the spaces provided.

X. MONTH OF YEAR ACTIVITY STARTED

Code the starting month (during 1971-72) of the particular activity being reported.

For example, if an activity began in April, code [0][4]. If an activity began in January, code [0][1]. If an activity, such as correspondence or independent study, could be started at any time during the year, code [1][3] which means "anytime."

Month and Code Number

01 = January  
02 = February  
03 = March  
04 = April  
05 = May  
06 = June  
07 = July  
08 = August  
09 = September  
10 = October  
11 = November  
12 = December  
13 = ANYTIME

ITEM  
NUMBER

ITEM

XI. LOCATION OF ACTIVITY

Code the number of the COUNTY in which the activity was located. For example, if an activity was held in Kent County, code the number 41 in the boxes provided,  .

If an activity was located OUTSIDE OF MICHIGAN BUT WITHIN THE COUNTRY, code the number 97 , and specify the location (City, State, Center, School), on the line provided.

By "within the country" is meant the USA "proper" (and excludes Hawaii and Alaska).

If an activity was located OUTSIDE OF THE COUNTRY, code the number 98 , and specify the location (Country, Center or School) on the line provided.

By "outside the country" is meant outside the USA "proper." Alaska and Hawaii would be considered as "outside the country."

If the QUESTION DOES NOT APPLY, that is, there is no specific location because the activity was a correspondence course or similar activity, code the number 99,  .

Michigan Counties and Code Numbers

01 Alcona	22 Dickinson	43 Lake	64 Oceana
02 Alger	23 Eaton	44 Lapeer	65 Ogemaw
03 Allegan	24 Emmet	45 Leelanau	66 Ontonagon
04 Alpena	25 Genesee	46 Lenawee	67 Osceola
05 Antrim	26 Gladwin	47 Livingston	68 Oscoda
06 Arenac	27 Gogebic	48 Luce	69 Otsego
07 Baraga	28 Grand Traverse	49 Mackinac	70 Ottawa
08 Barry	29 Gratiot	50 Macomb	71 Presque Isle
09 Bay	30 Hillsdale	51 Manistee	72 Roscommon
10 Benzie	31 Houghton	52 Marquette	73 Saginaw
11 Barrien	32 Huron	53 Mason	74 St. Clair
12 Branch	33 Ingham	54 Mecosta	75 St. Joseph
13 Calhoun	34 Ionia	55 Menominee	76 Sanilac
14 Cass	35 Iosco	56 Midland	77 Schoolcraft
15 Charlevoix	36 Iron	57 Missaukee	78 Shiawassee
16 Cheboygan	37 Isabella	58 Monroe	79 Tuscola
17 Chippewa	38 Jackson	59 Montcalm	80 Van Buren
18 Clare	39 Kalamazoo	60 Montmorency	81 Washtenaw
19 Clinton	40 Kalkaska	61 Muskegon	82 Wayne
20 Crawford	41 Kent	62 Newaygo	83 Wexford
21 Delta	42 Keweenaw	63 Oakland	

97 = Outside of Michigan, but within the country.

98 = Outside of the country.

99 = Question does not apply.

ITEM  
NUMBER

ITEM

XII. JOINT SPONSORSHIP OF ACTIVITY

Circle the number which best indicates the sponsorship of the activity; that is, whether joint sponsorship or not, and by CCCHE institutions or not.

1 = Activity was not jointly sponsored; it was sponsored by the reporting institution only.

2 = Activity was jointly sponsored by 2 or more CCCHE institutions only.

3 = Activity was jointly sponsored by 2 or more institutions, both CCCHE and non-CCCHE.

For example, if the activity was sponsored by your institution only, then circle ①. If the activity was sponsored by two or more CCCHE member institutions, circle ②. If the activity was sponsored by both a CCCHE institution and a non-CCCHE institution, circle ③.

ITEM  
NUMBER

ITEM

XIII. NUMBER OF CCCHE INSTITUTIONS SPONSORING THE ACTIVITY

Print HOW MANY, (01-15), CCCHE member institutions sponsored the activity. If 2 or more CCCHE institutions sponsored the activity, then print the number of CCCHE institutions, and also specify (print the ID numbers of) the sponsoring institutions.

For example, if only your institution sponsored the activity, then print the number 01 in the boxes provided, e.g.,  . If 3 CCCHE institutions sponsored the activity, print the number 03,  , and also print the ID numbers of the 3 CCCHE institutions who sponsored the activity, e.g. 06, 11, and 15, on the line provided.

How Many

- 01 = Sponsored by your institution only.
- 02 = Sponsored by your institution and one other CCCHE member institution.
- 03 = Sponsored by your institution and two other CCCHE member institutions.
- 04 = Sponsored by your institution and three other CCCHE member institutions.
- 05 = Sponsored by your institution and four other CCCHE member institutions.
- 06 = Sponsored by your institution and five other CCCHE member institutions.
- 07 = Sponsored by your institution and six other CCCHE member institutions.
- 08 = Sponsored by your institution and seven other CCCHE member institutions.
- 09 = Sponsored by your institution and eight other CCCHE member institutions.
- 10 = Sponsored by your institution and nine other CCCHE member institutions.
- 11 = Sponsored by your institution and ten other CCCHE member institutions.
- 12 = Sponsored by your institution and eleven other CCCHE member institutions.
- 13 = Sponsored by your institution and twelve other CCCHE member institutions.
- 14 = Sponsored by your institution and thirteen other CCCHE member institutions.
- 15 = Sponsored by your institution and fourteen other CCCHE member institutions.

ITEM  
NUMBER

ITEM

XIII.  
(Cont.)

ID Number

Institution

01 . . . . .	Central Michigan University
02 . . . . .	Eastern Michigar University
03 . . . . .	Ferris State College
04 . . . . .	Grand Valley State College
05 . . . . .	Lake Superior State College
06 . . . . .	Michigan State University
07 . . . . .	Michigan Technological University
08 . . . . .	Northern Michigan University
09 . . . . .	Oakland University
10 . . . . .	Saginaw Valley College
11 . . . . .	University of Michigan-Ann Arbor
12 . . . . .	University of Michigan-Dearborn
13 . . . . .	University of Michigan-Flint
14 . . . . .	Wayne State University
15 . . . . .	Western Michigan University

XIV. ACTIVITY ON-OR OFF-CAMPUS

Did the activity take place on-or off-campus of one of the sponsoring CCCHE institutions?

Circle ① if the activity was ON-CAMPUS of one of the sponsoring CCCHE institutions.

Circle ② if the activity was OFF-CAMPUS from one of the sponsoring CCCHE institutions. For example, it took place in a downtown extension center, the local high school, or the campus of a Non-CCCHE institution.

Circle ③ if the question DOES NOT APPLY. That is, the activity was one which was not held in a specific place, but took place anywhere, e.g., correspondence course.

XV. FACULTY INSTITUTIONAL OR SUPPLEMENTARY

Who "taught" or "monitored" the activity? Did faculty working for one of the sponsoring institutions ("institutional" faculty) teach or monitor the activity? Did supplementary faculty procured elsewhere teach the activity? Or, did both institutional and supplementary faculty teach the activity? Circle the one number that applies.

- 1 = Institutional faculty.
- 2 = Supplementary faculty.
- 3 = Both institutional and supplementary faculty.

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XVI. USUAL FREQUENCY WITH WHICH ACTIVITY IS OFFERED IN THE SPECIFIED LOCATION

Circle the one number which indicates the usual frequency with which the activity is offered in the location specified for it in item XI.

- 1 = One term each year.
- 2 = Two terms each year.
- 3 = Three terms each year.
- 4 = All year or Four or more terms each year.
- 5 = One term every other year.
- 6 = Two terms every other year.
- 7 = Three terms every other year.
- 8 = Four or more terms or All year every other year.
- 9 = Sporadically (no predetermined schedule or calendar)  
or On demand.
- 0 = Other. (Specify the "other" on the line provided.)

For example, if an activity is usually offered in the specified location for two terms every other year, circle ⑥. If an activity is usually offered sporadically (no predetermined schedule at all) or on demand, circle ⑨. If an activity is usually offered in the specified location in another way not specified in the alternatives, circle ① and specify, in the space provided, the other schedule on which the activity is usually offered.

Note! For any Activity which may have been Located Anywhere (e.g., correspondence course), circle the usual frequency with which it is offered or available. For example, if a correspondence course is usually available all year around every year, circle ④.

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XVII. WAS THE ACTIVITY OFFERED IN THE SPECIFIED LOCATION  
DURING 1969-70 AND 1970-71

For each academic year (1969-70 and 1970-71), circle the number which indicates whether or not the activity was offered in the location specified in item XI.

1 = Yes, the activity was offered in the specified location.

2 = No, the activity was not offered in the specified location.

3 = Don't Know if the activity was offered in the specified location.

For example, if an activity was offered in the location specified in item XI during 1969-70, but not during 1970-71, circle ① below 1969-70 and ② below 1970-71.

XVIII. ARE THERE PLANS TO OFFER THE ACTIVITY IN THE SPECIFIED LOCATION  
DURING 1972-73, 1973-74 AND 1974-75

For each academic year (1972-73, 1973-74 and 1974-75) circle the number which indicates whether or not there are plans to offer the activity in the location specified in item XI.

1 = Yes, there are plans to offer the activity in the specified location.

2 = No, there are not plans to offer the activity in the specified location.

3 = Don't Know if there are plans to offer the activity in the specified location.

For example, if an activity may be offered in the specified location during all three years, then circle ① below each of the three years. If an activity will be held in the specified location during 1972-73, but you don't know about the other two years, then circle ① below 1972-73, ③ below 1973-74 and ③ below 1974-75.



APPENDIX A

SUBJECT MATTER CATEGORY (ITEM II)

APPENDIX ASUBJECT MATTER CATEGORY (ITEM II)ITEM  
NUMBERITEMII. SUBJECT MATTER CATEGORY

Print the number which best represents the subject matter category of the activity. Use the list below to find the appropriate number.

For example, ENG. 101, "Freshman Composition" would be given the number 15 [1|5]. SOC A 405, "Contemporary Social Problems" would be given the subject matter category number of 22 [2|2].

The subject matter areas or categories listed below are modifications of academic subdivisions and occupational specialities defined by the U.S. Office of Education. Numbers 01-49 are subject matter categories at or above the baccalaureate level; numbers 50-55 are less than the baccalaureate level. Below each subject matter category are listed examples of subjects which belong in that category.

- 01 = AGRICULTURE AND NATURAL RESOURCES: Includes subjects related to the production and management of food, natural fiber, plant, forest and wildlife resources.

Agriculture, General	Agricultural and Farm Management
Agronomy, Field Crops, and Crop Management	Agricultural Economics
Soils Science (Management and Conservation)	Agricultural Business
Animal Science (Husbandry)	Food Science and Technology
Dairy Science (Husbandry)	Forestry
Poultry Science	Natural Resources Management
Fish, Game, and Wildlife Management	Agriculture and Forestry Technologies (Baccalaureate and higher programs)
Horticulture (Fruit and Vegetable Production)	Range Management
Ornamental Horticulture (Floriculture, Nursery Science)	Other

- 02 = ARCHITECTURE AND ENVIRONMENTAL DESIGN: Includes subjects related to designing buildings, communities, parks, and other man-made aspects of the physio-social environment.

Environmental Design, General Architecture	Urban Architecture
Interior Design	City, Community, and Regional Planning
Landscape Architecture	Other

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II. SUBJECT MATTER CATEGORY - (Continued)

- 03 = AREA STUDIES: Includes subjects designed to study cultures indigenous to specific geographic regions.

Asian Studies, General	Middle Eastern Studies
East Asian Studies	European Studies, General
South Asian (India, etc.) Studies	Eastern European Studies
Southeast Asian Studies	West European Studies
African Studies	American Studies
Islamic Studies	Pacific Area Studies
Russian and Slavic Studies	Other
Latin American Studies	

- 04 = BIOLOGICAL SCIENCES: Includes subjects related to the science of life or living matter in all its forms and phenomena especially with regard to the origin, growth, reproduction, and structure of life forms.

Biology, General	Molecular Biology
Botany, General	Cell Biology (cytology, cell physiology)
Bacteriology	Marine Biology
Plant Pathology	Biometrics and Bio-statistics
Plant Pharmacology	Ecology
Plant Physiology	Entomology
Zoology, General	Genetics
Pathology, Human and Animal	Radiobiology
Pharmacology, Human and Animal	Nutrition, Scientific (exclude nutrition in home economics and dietetics)
Physiology, Human and Animal	Neurosciences
Microbiology	Toxicology
Anatomy	Embryology
Histology	Other
Biochemistry	
Biophysics	

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II. SUBJECT MATTER CATEGORY - (Continued)

- 05 = BUSINESS AND MANAGEMENT: Includes subjects related to the organization, operation, administration, and control of private and public organizations.
- |  |   |
|--|---|
| Business and Commerce, General         | Transportation and Public                               |
| Accounting                             | Utilities   |
| Business Statistics                    | Real Estate   |
| Banking and Finance                    | Insurance   |
| Investments and Securities             | International Business                                  |
| Business Management and Administration | Secretarial Studies (Baccalaureate and higher programs) |
| Operations Research                    | Personnel Management                                    |
| Hotel and Restaurant Management        | Labor and Industrial Relations                          |
| Marketing and Purchasing               | Business Economics                                      |
|  | Other   |
- 06 = COMMUNICATIONS: Includes subjects related to collection, preparation, and presentation of ideas and information intended for popular consumption through mass media.
- |                            |                                 |
|----------------------------|---------------------------------|
| Communications, General    | Communication Media (use of     |
| Journalism (printed media) | videotape, film, etc., oriented |
| Radio/TV                   | specifically toward radio/TV    |
| Advertising                | Other                           |
- 07 = COMPUTER AND INFORMATION SCIENCES: Includes subjects having to do with the design, development, and application of computer capabilities to data storage and manipulation and related computational procedures.
- |  |                      |
|--|----------------------|
| Computer and Information Sciences, General | Data Processing      |
| Information Sciences and Systems           | Computer Programming |
|  | Systems Analysis     |
|  | Other                |

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II. SUBJECT MATTER CATEGORY - (Continued)

- 08 \* EDUCATION: Includes subjects related to administration and control of educational organizations and institutions and subjects related to instruction and services both within and outside of such formal organizations.

Education, General	Pre-Elementary Education (Kindergarten)
Elementary Education, General	Educational Statistics and Research
Secondary Education, General	Educational Testing, Evaluation, and Measurement
Junior High School Education	Student Personnel (Counseling and Guidance)
Higher Education, General	Educational Administration
Junior and Community College Education	Educational Supervision
Adult and Continuing Education	Curriculum and Instruction
Special Education, General	Reading Education (Methodology and Theory)
Administration of Special Education	Art Education (Methodology and Theory)
Education of the Mentally Retarded	Music Education (Methodology and Theory)
Education of the Gifted	Mathematics Education (Methodology and Theory)
Education of the Deaf	Science Education (Methodology and Theory)
Education of the Culturally Disadvantaged	Physics' Education
Education of the Visually Handicapped	Driver and Safety Education
Speech Correction	Health Education (include Family Life Education)
Education of the Emotionally Disturbed	Business, Commerce, and Distributive Education
Remedial Education	Industrial Arts, Vocational and Technical Education
Special Learning Disabilities	Other
Education of the Physically Handicapped	
Education of the Multiple Handicapped	
Social Foundations (History and Philosophy of Education)	
Educational Psychology (include Learning Theory)	

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II. SUBJECT MATTER CATEGORY - (Continued)

- 09 = ENGINEERING: Includes subjects related to the practical application of basic scientific knowledge to the design, production, and operation of systems intended to facilitate man's control and use of his natural environment.

Engineering, General	Industrial and Management Engineering
Aerospace, Aeronautical and Astronautical Engineering	Metallurgical Engineering
Agricultural Engineering	Materials Engineering
Architectural Engineering	Ceramic Engineering
Bioengineering and Biomedical Engineering	Textile Engineering
Chemical Engineering (include Petroleum Refining)	Mining and Mineral Engineering
Petroleum Engineering (exclude Petroleum Refining)	Engineering Physics
Civil, Construction, and Transportation Engineering	Nuclear Engineering
Electrical, Electronics, and Communications Engineering	Engineering Mechanics
Mechanical Engineering	Environmental and Sanitary Engineering
Geological Engineering	Naval Architecture and Marine Engineering
Geophysical Engineering	Ocean Engineering
	Engineering Technologies (Baccalaureate and higher programs)
	Other

- 10 = FINE AND APPLIED ARTS: Includes subjects having to do with the creation and appreciation of the diverse modes of communicating ideas and emotions by means of stylized, visual, and non-visual representations and symbols.

Fine Arts, General	Dance
Art (Painting, Drawing, Sculpture)	Applied Design (Ceramics, Weaving, Textile Design, Fashion Design, Jewelry, Metalsmithing, Interior Decoration, Commercial Art)
Art History and Appreciation	Cinematography
Music (Performing, Composition, Theory)	Photography
Music (Liberal Arts Program)	Other
Music History and Appreciation (Musicology)	
Dramatic Arts	

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II. SUBJECT MATTER CATEGORY - (Continued)

- 11 = FOREIGN LANGUAGES: Includes mastery of a language other than English or related to the study of a foreign culture through exploration of the literature of that culture as expressed in the language of that culture.

Foreign Languages, General (includes those concentrating on more than one foreign language without giving major emphasis to any one language)	Japanese
French	Latin
German	Greek, classical
Italian	Hebrew and Semitic
Spanish	Arabic
Russian	Indian (Asiatic)
Chinese	Scandinavian Languages
	Slavic Languages (other than Russian)
	African Languages (non-Semitic)
	Other

- 12 = HEALTH PROFESSIONS: Includes subjects having to do with the maintenance and restoration of physical and mental and related to the professions listed below.

Health Professions, General	Medical Record Librarianship
Hospital and Health Care Administration	Podiatry or Podiatric Medicine
Nursing (Baccalaureate level and higher)	Biomedical Communication
Dentistry	Veterinary Medicine
Dental Specialties (graduate level)	Veterinary Medicine Specialties (graduate level)
Medicine	Speech Pathology and Audiology
Medical Specialties (graduate level)	Chiropractic
Occupational Therapy	Clinical Social Work, (Medical and Psychiatric and Specialized Rehabilitation Services)
Optometry	Medical Laboratory Technologies (Baccalaureate level and higher)
Osteopathic Medicine	Dental Technologies (Baccalaureate level and higher)
Pharmacy	Radiologic Technologies (Baccalaureate level and higher)
Physical Therapy	Other
Dental Hygiene (Baccalaureate level and higher)	
Public Health	

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II. SUBJECT MATTER CATEGORY - (Continued)

- 13 = HOME ECONOMICS: Includes subjects related to the theory and practice of family and home care including the science of foods, home decoration and management, and child care.

Home Economics, General	Foods and Nutrition (include
Home Decoration and Home	Dietetics)
Equipment	Institutional Management and
Clothing and Textiles	Cafeteria Management
Consumer Economics	Other
and Home Management	
Family Relations and Child	
Development	

- 14 = LAW: Includes subjects related to instruction in the legal customs, practices, and rules of society and states.

Law, General	Other
--------------	-------

- 15 = LETTERS: Includes subjects relating to the English language and literature and value systems related to ancient and modern cultures.

English, General	Creative Writing
Literature, English	Teaching of English as a Foreign
Comparative Literature	Language
Classics	Philosophy
Linguistics (include	Religious Studies (exclude
Phonetics, Semantics, and	Theological Professions)
Philology)	Other
Speech and Debate and Forensic	
Science (Rhetoric and Public	
Address)	



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II. SUBJECT MATTER CATEGORY - (Continued)

- 16 = LIBRARY SCIENCE: Includes subjects related to skills required to organize collections of books and related materials and the training necessary for providing services related to those resources.
- Library Science, General                      Other
- 17 = MATHEMATICS: Includes subjects related to the science of numbers and space configurations and their operations, measurement, relationships, and abstractions.
- Mathematics, General                      Applied Mathematics  
Statistics, Mathematical                      Other  
and Theoretical
- 18 = MILITARY SCIENCES: Includes subjects having to do with techniques and skills unique to the pursuit of a professional career as a military officer.
- Military Science (Army)                      Aerospace Science (Air Force)  
Naval Science (Navy - Marines)                      Other
- 19 = PHYSICAL SCIENCES: Includes subjects related to the basic nature of matter, energy, and associated phenomena.
- Physical Sciences, General                      Astronomy  
Physics, General (exclude                      Astrophysics  
Biophysics)                      Atmospheric Sciences and  
Molecular Physics                      Meteorology  
Nuclear Physics                      Geology  
Chemistry, General (exclude                      Geochemistry  
Biochemistry)                      Geophysics and Seismology  
Inorganic chemistry                      Earth Sciences, General  
Organic chemistry                      Paleontology  
Physical chemistry                      Oceanography  
Analytical chemistry                      Metallurgy  
Pharmaceutical chemistry                      Other

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II. SUBJECT MATTER CATEGORY - (Continued)

- 20 = PSYCHOLOGY: Includes subjects related to behavioral and mental processes.
- |   |                          |
|---|--------------------------|
| Psychology, General                           | Psychometrics            |
| Experimental Psychology<br>(animal and human) | Statistics in Psychology |
| Clinical Psychology                           | Industrial Psychology    |
| Psychology for Counseling                     | Developmental Psychology |
| Social Psychology                             | Physiological Psychology |
|   | Other                    |
- 21 = PUBLIC AFFAIRS AND SERVICES: Includes subjects related to developing and improving competencies in the management and operation of governmental agencies.
- |                             |                                  |
|-----------------------------|----------------------------------|
| Community Services, General | Law Enforcement and Corrections  |
| Public Administration       | (Baccalaureate and higher level) |
| Parks and Recreation        | International Public Service     |
| Management                  | (other than diplomatic service)  |
| Social Work and Helping     | Other                            |
| Services (other than        |                                  |
| clinical social work)       |                                  |
- 22 = SOCIAL SCIENCES: Includes subjects related to all aspects of the past and present activities, conduct, interactions, and organizations of humans.
- |                          |                                   |
|--------------------------|-----------------------------------|
| Social Sciences, General | Criminology                       |
| Anthropology             | International Relations           |
| Archeology               | Afro-American (Black Culture)     |
| Economics                | Studies                           |
| History                  | American Indian Cultural Studies  |
| Geography                | Mexican-American Cultural Studies |
| Political Science and    | Urban Studies                     |
| Government               | Demography                        |
| Sociology                | Other                             |

ITEM  
NUMBERITEMII. SUBJECT MATTER CATEGORY - (Continued)

- 23 =
- THEOLOGY
- : Includes subjects related to religion.

Theological professions, General	Religious Education Other
Religious Music	
Biblical Languages	

- 49 =
- INTERDISCIPLINARY STUDIES
- : Involves more than one major discipline without primary concentration in any one area. Thus, an institute on air or water pollution at the technical level should be reported as engineering (09) if engineering aspects are stressed, but as health (12) if public health aspects are stressed; if no single area is the focus, then interdisciplinary would be appropriate.

General Liberal Arts and Sciences	Humanities and Social Sciences Engineering and Other Disciplines
Biological and Physical Sciences	Other

NOTE: Subject Matter Categories 50-55 are technological and occupational curriculum subdivisions and specialties which are at less than the baccalaureate level.

- 50 =
- BUSINESS AND COMMERCE TECHNOLOGIES
- : Includes subject fields specifically associated with development of skills required for commercial, business, or secretarial occupations.

Business and Commerce Technologies, General	Photography Technologies Communications & Broadcasting Technologies (Radio/TV, Newspapers)
Accounting Technologies	Printing and Lithography Technologies
Banking and Finance Technologies	Hotel and Restaurant Management Technologies
Marketing, Distribution, Purchasing, Business and Industrial Management Technologies	Transportation and Public Utility Technologies
Secretarial Technologies (include office machines training)	Applied Arts, Graphic Arts, and Fine Arts Technologies (include advertising design)
Personal Service Technologies (Stewardess, Cosmetologist, etc.)	Other

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II. SUBJECT MATTER CATEGORY - (Continued)

- 51 = DATA PROCESSING TECHNOLOGIES: Includes subject fields specifically associated with development of skills required for data processing.
- |   |   |
|---|---|
| Data Processing Technologies, General                       | Computer Operator and Peripheral Equipment Operation Technologies |
| Key Punch Operator and Other Input Preparation Technologies | Data Processing Equipment Maintenance Technologies                |
| Computer Programmer Technologies                            | Other   |
- 52 = HEALTH SERVICES AND PARAMEDICAL TECHNOLOGIES: Includes subject fields specifically associated with development of skills required for health service related occupations.
- |  |   |
|--|---|
| Health Services Assistant Technologies, General                  | Surgical Technologies   |
| Dental Assistant Technologies                                    | Optical Technologies (include Ocular Care, Ophthalmic, Optometric Technologies) |
| Dental Hygiene Technologies                                      | Medical Record Technologies   |
| Dental Laboratory Technologies                                   | Medical Assistant and Medical Office Assistant Technologies                     |
| Medical or Biological Laboratory Assistant Technologies          | Inhalation Therapy Technologies   |
| Animal Laboratory Assistant Technologies                         | Psychiatric Technologies (include mental health aide programs)                  |
| Radiologic Technologies (X-Ray, etc.)                            | Electro Diagnostic Technologies (include E.K.G., E.E.G., etc.)                  |
| Nursing, R.N. (less than 4 year program)                         | Institutional Management Technologies (Rest Homes, etc.)                        |
| Nursing, Practical (L.P.N. or L.V.N. - less than 4 year program) | Physical Therapy Technologies   |
| Occupational Therapy Technologies                                | Other   |

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II. SUBJECT MATTER CATEGORY - (Continued)

- 53 = MECHANICAL AND ENGINEERING TECHNOLOGIES: Includes subject fields specifically associated with development of skills required for mechanical and engineering related occupations.

Mechanical and Engineering  
Technologies, General  
Aeronautical and Aviation  
Technologies  
Engineering Graphics  
(Tool and machine  
drafting and design)  
Architectural Drafting  
Technologies  
Chemical Technologies  
(include Plastics)  
Automotive Technologies  
Diesel Technologies  
Welding Technologies  
Civil Technologies  
(Surveying, Photo-  
grammetry, etc.)

Electronics and Machine  
Technologies (TV, Appliance,  
Office Machine Repair, etc.)  
Electromechanical Technologies  
Industrial Technologies  
Textile Technologies  
Instrumentation Technologies  
Mechanical Technologies  
Nuclear Technologies  
Construction and Building  
Technologies (carpentry,  
electrical, plumbing, sheet  
metal, air conditioning, heating,  
etc.)  
Other

- 54 = NATURAL SCIENCE TECHNOLOGIES: Includes subject fields specifically associated with development of skills required for natural science related occupations.

Natural Science Technologies,  
General  
Agriculture Technologies  
(include Horticulture)  
Forestry and Wildlife  
Technologies (include  
Fisheries)  
Food Services Technologies  
Home Economics Technologies

Marine and Oceanographic  
Technologies  
Laboratory Technologies, General  
Sanitation and Public Health  
Inspection Technologies  
(Environmental Health  
Technologies)  
Other

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II. SUBJECT MATTER CATEGORY - (Continued)

55 = PUBLIC SERVICE RELATED TECHNOLOGIES: Includes subject fields specifically associated with development of skills required for public service related occupations.

Public Service Technologies, General	Police, Law Enforcement, Corrections Technologies
Bible Study or Religion Related Occupations	Recreation and Social Work Related Technologies
Education Technologies (Teacher aide and 2-year teacher training programs)	Fire Control Technology Public Administration and Management Technologies
Library Assistant Technologies	Other

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

October 26, 1972

MEMORANDUM

TO: Participants in the External Degree Program Study  
FROM: Patricia S. Faunce, Project Director, External Degree Program Study  
RE: Addenda to INSTRUCTIONS and Survey Form

Listed below are addenda to the INSTRUCTIONS for completing the Survey Form of undergraduate and graduate credit activities possible for the external degree program.

ITEM III: PBES CATEGORY (Page 6 in the INSTRUCTIONS).

The second sentence of the instructions is in error. The correct sentence should read:

"For example, the PBES Category for 'Freshman Composition' is 02, so code 02."

ITEM VII: INSTRUCTIONAL TECHNIQUE (Page 8 in the INSTRUCTIONS)

Code 02 = WORKSHOP, INSTITUTE, CONFERENCE also includes FIELD STUDY

ITEM XI: LOCATION (Page 12 in the INSTRUCTIONS)

An additional code of 96 and instructions are as follows.

Code 96, 96, if an activity was located INSIDE OF MICHIGAN BUT THE EXACT LOCATION WAS NOT OR CANNOT BE SPECIFIED AT ALL.

For example, the activity may be student teaching which could be located at several schools within Michigan; or the activity may be an inter-ship of some kind which could be located in several agencies within Michigan. In these and similar cases, code 96.

GENERAL INSTRUCTIONS

You were asked to report every single offering during 1971-72. This instruction includes any given activity offered more than one term during the year. Term refers to a period of time, e.g., semester, quarter, minisession, etc.

For example, if Soc. 492 was offers fall, winter and spring, then you report 3 separate offerings - one offering (fall), one offering (winter), and one offering (spring).

ITEM XVI: USUAL FREQUENCY OF OFFERING (Page 16 in the INSTRUCTIONS)

If you are reporting multiple term offerings (e.g., fall, winter, etc.) of a given activity, report the number of times i.e., the usual frequency per year it is offered in the specified location (Item XI) e.g., if it is offered two terms per year, circle 2 ; four terms per year, circle 4 .

For example, using the Soc. 492 example immediately above, you would circle 3 in Item XVI for each time you reported Soc. 492 because Soc. 492 is usually offered 3 terms per year (fall, winter, spring). So you would circle 3 in Item XVI when you report the fall term of Soc. 492; you would circle 3 in Item XVI when you report the winter term of Soc. 492; and you would circle 3 in Item XVI when you report the spring term of Soc. 492.



MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

MEMORANDUM

TO: Academic Officers

FROM: Patricia S. Faunce, Project Director  
External Degree Program Study

RE: Survey of Non-Campus Activities for the External Degree Program Study

We need YOUR ASSISTANCE in COMPLETING THE ENCLOSED survey FORMS for the "Survey of Undergraduate and Graduate Non-Campus Activities Available for Credit During 1971-72."

This survey is one part of the study of the feasibility of an external degree program among the member institutions of the Michigan Council of State College Presidents.

Using the 1971-72 bulletin(s) from your institution, we have attempted to record every undergraduate and graduate non-campus activity, or what could be a non-campus activity, available for credit during 1971-72.

By "ACTIVITY" is meant a course or other similar educational endeavor.

By "NON-CAMPUS" activity is meant an activity that is structured and offered in such a way that it can be completed for credit without the student being physically on campus (or very minimally on campus, e.g. one or two meetings arranged with the instructor). Examples include, but are not limited to, independent study, directed study, field study, foreign study, internships, and courses where a student may make arrangements with the instructor concerning hours necessary on campus.

You will find these non-campus activities recorded by department or similar groupings and indentified as such on the cover page of each survey form.

Eighteen items or questions (I-XVIII) must be completed for each activity. We have completed as many of these items as possible. However, WE WERE UNABLE TO FULLY COMPLETE ALL 18 ITEMS FOR EACH ACTIVITY AND NOW SEEK YOUR HELP IN THEIR COMPLETION.

Below are listed the KINDS OF ASSISTANCE we need FROM YOU.

1. ITEM III (PBES Category) needs to be completed for each activity.
2. ITEM VI (Restriction on Educational Level) needs to be completed for each graduate level activity.
3. ITEM XVII (Was the Activity offered During 1969-70 and 1970-71) needs to be completed for each activity.
4. ITEM XVIII (Are There Plans to Offer the Activity During 1972-73, 1973-74, and 1974-75) needs to be completed for each activity.
5. Any items or item responses which have question marks beside them for a given activity must be completed, or checked for accuracy.

6. Any items on the enclosed list of questions must be completed or checked.
7. We may have omitted activities you consider to be non-campus. Please record any such activities and complete all 18 items for each activity.
8. We may have listed some activities that you do not consider as "non-campus". In such a case, draw a line in Item I through the abbreviation and number of each activity you do not consider as non-campus and we will omit it from the survey.

To ease your task, first READ the enclosed INSTRUCTIONS and ADDENDA to the Instructions. And then refer to the instructions and addenda as you complete items on each survey form.

Since the survey forms have been completed separately for each department, you may wish to distribute the appropriate survey forms to the appropriate department for completion. If you do, please PROVIDE each DEPARTMENT with COPIES of:

1. This memorandum addressed to you
2. The list of Questions
3. The Instructions
4. The Addenda to the Instruction.

The department chairman or representative absolutely needs these four items of information in order to complete the survey forms!

Note that the survey form folds out in an accordion-like fashion into five pages printed on both sides. Ten activities can be reported on each survey form. The lines on which to report the activities are numbered from 1 to 10 on each page. The numbering from 1 to 10 is to help one keep their place as they fill out a form. Thus, line #1 on each page is used for the first activity reported on a survey form. Line #2 is used on each page for the second activity reported on a survey form, and so on through line #10 which is used for the tenth activity reported on a survey form.

Do not be "alarmed" at the "scratchings" and "cross-cuts" on the survey forms. These forms were developed for a similar survey, already underway, of the continuing education units at each institution. Since the survey of activities for which the academic affairs offices are responsible was to be handled primarily by staff within MOSCP, we decided to use the same form to save money and time. In the end, we will have comparable information from both the academic affairs offices and continuing education units concerning resources available to constitute an external degree program.

Time is of the essence! It is absolutely necessary to have the completed forms RETURNED TO ME AS SOON AS POSSIBLE as all the responses must be key punched and computer analyzed before I can further analyze them and write the final report.

Please complete and return the survey forms no later than \_\_\_\_\_ and preferably before then.

I gratefully thank you for your cooperation, effort, and persistent spirit in this important endeavor.

Enclosures: \_\_\_\_\_ Survey forms; Instructions; Addenda to Instructions; List of Questions

NOTE

GREEN SURVEY FORM AND "INSTRUCTIONS"  
FOR ACADEMIC OFFICERS  
AND THE REGULAR INSTRUCTIONAL PROGRAM ACTIVITIES

The green form and instructions were developed for the survey of continuing education activities. The same form and instructions were used to survey the regular instructional program activities since the forms were to be completed primarily by MCSCP staff and to save money and time. The forms were sent to the academic officers for completion of any items which could not be completed by the MCSCP staff. Where necessary, the green forms and instructions were changed accordingly, by hand, to read appropriately for the regular instructional program activities.

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

November 16, 1972

MEMORANDUM

TO: Academic Officers

FROM: Patricia S. Faunce  
Project Director, External Degree Program

RE: IMPORTANT! Clarification in Instructions: Survey of 1971-72  
Non-Campus Activities for the External Degree Program Study

Please eliminate (cross-out) paragraph number four on page 2 of the INSTRUCTIONS.

The paragraph begins "You are asked to report EVERY SINGLE OFFERING..." and ends "to report each of the 35 sections."

Do NOT report every section on the green survey form.

We are interested in the TERM(S) during which an activity was offered in 1971-72. That is, was each activity offered more than one term, e.g., fall and winter; fall, winter, and summer, etc. IF an ACTIVITY was OFFERED MORE THAN ONE TERM then RECORD the ACTIVITY SEPARATELY for EACH TERM it was OFFERED.

For example, if Admin 270 was offered fall, winter, spring and summer terms, then Admin 270 should be recorded as four separate activities on four separate lines of the survey form. If you were beginning a new survey form, then all information for Admin 270 (Fall) would be recorded on line #1, all information for Admin 270 (Winter) on line #2, all information for Admin 270 (Spring) on line #3, and all information for Admin 270 (Summer) on line #4.

Please recall that the non-campus activities that we recorded for your institution were taken from the 1971-72 catalog(s). If your institutional catalog(s) indicated the term(s) during which the activities were offered, we have already recorded this information on the green survey form(s) you received. If your institutional catalogs did NOT indicate the term(s) during which the activities were offered, we could not make the appropriate recordings, and NOW NEED SUCH INFORMATION FROM YOU.

In addition to the information you are completing on the survey forms, I also need from you a LIST, similar to that enclosed, which ENUMERATES the NUMBER OF SECTIONS for EACH ACTIVITY during EACH TERM.

If we recorded any activities on the survey form that were not offered in 1971-72 (although they were listed in the catalog), please draw a line in Item I through the abbreviation and number of each activity not offered in 1971-72 and we will omit it from the analysis.

In summary,

1. Activities are to be reported by TERM on the green survey form.
2. Send me a list which enumerates the number of sections for each activity during each term, (See the enclosed example.)

Please call me if you have questions or need more survey forms.

encl:

Dept	No.	Title	Cred Hrs	No. Sections			
				Summ 71	Fall 71	Wint 72	Spr 72
Phi	497	Independent Study in Philosophy	1	1	3	3	3
Phi	498	Independent Study in Philosophy	2	1	3	3	3
Phi	499	Independent Study in Philosophy	3	1	3	3	3
Math	697	Independent Study	1	1	2	1	1
Math	698	Independent Study	2	1	2	1	1
Math	699	Independent Study	3	1	2	1	1
Mus	597	Independent Study	1	1	1	1	-
Mus	598	Independent Study	2	1	1	1	-
Mus	599	Independent Study	3	1	1	1	-
Fhy	490	Special Problems	2	1	1	1	2
Fhy	491	Special Problems	2	1	1	1	2
Fhy	495	Readings in Physics	1	1	1	1	2
Astr	408	Astronomy Project	2	1	1	1	2
Astr	409	Astronomy Project	2	1	1	1	2
Phy	597	Independent Studies	1	1	1	1	2
Phy	598	Independent Studies	2	1	1	1	2
Phy	599	Independent Studies	3	1	1	1	2
Phy	697	Research in Physics	1	1	1	1	2
Phy	698	Research in Physics	2	1	1	1	2
Phy	699	Research in Physics	3	1	1	1	2
Phy	390	Physics Project	2	1	1	1	2
Phy	391	Physics Project	2	1	1	1	2
Fls	497	Independent Studies	1	1	3	3	3
Fls	498	Independent Studies	2	1	3	3	3
Pls	597	Independent Studies	1	1	2	4	3
Pls	598	Independent Studies	2	1	2	4	3
Pls	599	Independent Studies	3	1	2	4	3
Psy	381	Individual Reading in Psychology	1	1	1	1	1
Psy	382	Individual Reading in Psychology	2	1	1	1	1
Psy	383	Individual Reading in Psychology	3	1	1	1	1
Psy	391	Individual Reading in Psychology	1	-	1	1	1
Psy	392	Individual Reading in Psychology	2	-	1	1	1
Psy	393	Individual Reading in Psychology	3	-	1	1	1
Psy	591	Individual Reading in Psychology	1	-	1	1	-
Psy	592	Individual Reading in Psychology	2	-	1	1	-
Psy	593	Individual Reading in Psychology	3	-	1	1	-
Psy	690	Thesis	1	1	-	-	-
Psy	691	Thesis	2	1	-	-	-
Psy	692	Thesis	3	1	1	1	-
Soc	497	Independent Study	1	1	5	5	1
Soc	498	Independent Study	2	1	5	5	1
Soc	499	Independent Study	3	1	5	5	1
Ant	440	Individual Reading & Research in Anth	2	-	1	1	-
Soc	597	Independent Study	1	1	5	5	1
Soc	598	Independent Study	2	1	5	5	1
Soc	599	Independent Study	3	1	5	5	1
Spe	167	Theatre Practice	1	1	-	1	1
Spe	168	Intrepretation	1	1	1	1	-
Spe	169	Broadcasting - Radio	1	1	1	1	-
Spe	268	Intrepretation	1	-	1	1	-
Spe	269	Broadcasting - Radio	1	1	1	1	-
Spe	367	Theatre Practice	1	1	-	1	1

CODING INFORMATION

<u>COLUMN</u>	<u>ITEM</u>																
1-2	<u>Institutional Code (ID Number)</u> <table border="0"> <tr> <td>01 Central Mich. U.</td> <td>09 Oakland U.</td> </tr> <tr> <td>02 Eastern Mich. U.</td> <td>10 Saginaw Valley Coll.</td> </tr> <tr> <td>03 Ferris State Coll.</td> <td>11 U of M - Ann Arbor</td> </tr> <tr> <td>04 Grand Valley State Coll.</td> <td>12 U of M - Dearborn</td> </tr> <tr> <td>05 Lake Superior State Coll.</td> <td>13 U of M - Flint</td> </tr> <tr> <td>06 Michigan State U.</td> <td>14 Wayne State U.</td> </tr> <tr> <td>07 Michigan Tech. U.</td> <td>15 Western Mich. U.</td> </tr> <tr> <td>08 Northern Mich. U.</td> <td></td> </tr> </table>	01 Central Mich. U.	09 Oakland U.	02 Eastern Mich. U.	10 Saginaw Valley Coll.	03 Ferris State Coll.	11 U of M - Ann Arbor	04 Grand Valley State Coll.	12 U of M - Dearborn	05 Lake Superior State Coll.	13 U of M - Flint	06 Michigan State U.	14 Wayne State U.	07 Michigan Tech. U.	15 Western Mich. U.	08 Northern Mich. U.	
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08 Northern Mich. U.																	
3-12	<u>Abbreviation of Activity</u> Print abbreviation (alpha characters)																
13-18	<u>Alpha-Numeric Designation of Activity</u> Print "course number" (alpha-numeric characters)																
19-20	<u>Subject Matter Category</u> 01-55 Subject categories (from HEGIS) (See pp. 19-31 of <u>Instructions</u> )																
21-22	<u>PBES Category</u> <table border="0"> <tr> <td>01 Agric &amp; Natural Resources</td> <td>08 Health Sciences Professions</td> </tr> <tr> <td>02 Arts, Hums, Letters</td> <td>09 Law</td> </tr> <tr> <td>03 Biol Sciences</td> <td>10 Physical Sciences &amp; Math</td> </tr> <tr> <td>04 Bus, Mgmt, &amp; Commerce</td> <td>11 Soc Scis, Area Studies, Human Service, &amp; Public Affairs</td> </tr> <tr> <td>05 Computer &amp; Info Sciences</td> <td>12 Other Disciplines</td> </tr> <tr> <td>06 Education</td> <td></td> </tr> <tr> <td>07 Engineer'g, Architec, &amp; Related Tech Fields</td> <td></td> </tr> </table>	01 Agric & Natural Resources	08 Health Sciences Professions	02 Arts, Hums, Letters	09 Law	03 Biol Sciences	10 Physical Sciences & Math	04 Bus, Mgmt, & Commerce	11 Soc Scis, Area Studies, Human Service, & Public Affairs	05 Computer & Info Sciences	12 Other Disciplines	06 Education		07 Engineer'g, Architec, & Related Tech Fields			
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07 Engineer'g, Architec, & Related Tech Fields																	
23-53	<u>Title of Activity</u> Print name/title of activity (mainly Alpha characters)																
54	<u>Educational Level - Freshman</u> 1 = Fr																
55	<u>Educational Level - Sophomore</u> 2 = Soph																

Appendix E

CODING INFORMATION - cont'd (p. 2)

<u>COLUMN</u>	<u>ITEM</u>
56	<u>Educational Level - Junior</u> 3 = Jr
57	<u>Educational Level - Senior</u> 4 = Sr
58	<u>Educational Level - Graduate</u> 5 = Grad
59	<u>Restriction on Educational Level</u> 1 = Not a grad level activity 2 = Grad - <u>RESTRICTED</u> 3 = Grad - Available to some undergrads under <u>special conditions</u> 4 = Grad - Generally <u>open</u> to some undergrads
60-61	<u>Instructional Technique</u> 01 Course 02 Workshop, Institute, Conf, Field Study 03 Correspondence 04 Independent Study 05 Credit by Examination 06 Closed Circuit TV 07 Closed Circuit Audio 08 Broadcast TV 09 Broadcast Radio 10 Learning Package 11 Work-Study, Internship 12 Travel-Study 13 Other (specify)
62	<u>Type of Term Credits</u> 1 = Quarter 2 = Semester 3 = Both
63-64	<u>Credits Offered</u> 01-97      Print number of credits offered 98          Variable credit (specify from _____ to _____)
65-66	<u>Month Started</u> 01 = January through 12 = December 13 = Anytime (started anytime)



Appendix E

CODING INFORMATION - cont'd (p. 3)

COLUMN

ITEM

67-68

Location of Activity

- 01-83 = Counties in Michigan (See Instructions, p. 12)
- 96 = Within Michigan, but exact location not specifiable
- 97 = Outside Michigan, but within country  
(within USA, excluding Hawaii & Alaska)
- 98 = Outside of country  
(includes Hawaii & Alaska)
- 99 = Does not apply (No specific location)

69

Joint Sponsorship of Activity

- 1 = Activity not jointly sponsored
- 2 = Jointly sponsored by 2 or more CCCHE/COUNCIL institutions
- 3 = Jointly sponsored by 2 or more institutions - CCCHE/COUNCIL and non-CCCHE/COUNCIL

70-71

How Many and Which CCCHE/COUNCIL Institutions Sponsored

- 01 = Sponsored by your institution only
- 02 = Sponsored by your institution & one other CCCHE/COUNCIL institution
- ↓
- 15 = Sponsored by your institution & 14 other CCCHE/COUNCIL institutions

72

Activity On-or Off-Campus

- 1 = On-Campus of one of sponsoring CCCHE/COUNCIL institutions
- 2 = Off-Campus from one of sponsoring CCCHE/COUNCIL institutions
- 3 = Does not apply

73

Faculty - Institutional or Supplementary

- 1 = Institutional faculty
- 2 = Supplementary faculty
- 3 = Both

74

Usual Frequency of Offering in Specified Location

- |  |  |
|--|--|
| 1 = One term each year                           | 6 = Two terms every other year                             |
| 2 = Two terms each year                          | 7 = Three Terms every other year                           |
| 3 = Three terms each year                        | 8 = Four or more terms <u>or</u> All year every other year |
| 4 = All year <u>or</u> 4 or more terms each year | 9 = Sporadically/On Demand                                 |
| 5 = One term every other year                    | 0 = Other (specify)  |

Appendix E

CODING INFORMATION - cont'd (p. 4)

<u>COLUMN</u>	<u>ITEM</u>
75	<u>Activity Offered in 1969-70 in Specified Location</u> 1 = Yes                      2 = No                      3 = Don't Know
76	<u>Activity Offered in 1970-71 in Specified Location</u> 1 = Yes                      2 = No                      3 = Don't Know
77	<u>Activity To Be Offered in 1972-73 in Specified Location</u> 1 = Yes                      2 = No                      3 = Don't Know
78	<u>Activity To Be Offered in 1973-74 in Specified Location</u> 1 = Yes                      2 = No                      3 = Don't Know
79	<u>Activity To Be Offered in 1974-75 in Specified Location</u> 1 = Yes                      2 = No                      3 = Don't Know
80	<u>Card Number Designating Activity Resource</u> 1 = Continuing Education activities 2 = Academic Affairs activities (regular instructional program)

COL. 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80

cont'd	
IV. Title of Activity (Cols 23-53)	
Fr	V. Educational Level
Soph	
Jr	
Sr	
Grad	
VI. Restriction on Level	
VII. Instructional Technique	
VIII. Type of Term Credits	
IX. Credits Offered	
X. Month Started	
XI. Location	
XII. Joint Sponsorship	
XIII. How Many Sponsors	
XIV. On-or Off-Campus	
XV. Faculty	
XVI. Frequency of Offering	
XVII.	1969-70
	1970-71
	1972-73
XVIII.	1973-74
	1974-75
Card Number	

COL. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

DATA CARD LAYOUT FEDERAL BUREAU OF INVESTIGATION - CSOP (P. S. VALUE)

Institutional Code																																							
I. Abbreviation of Activity																																							
I. Alpha-Numeric Designation Of Activity																																							
II. Subject Category																																							
III. PIES Category																																							
IV. Title of Activity (Cols 23-53)																																							
cont'd																																							

