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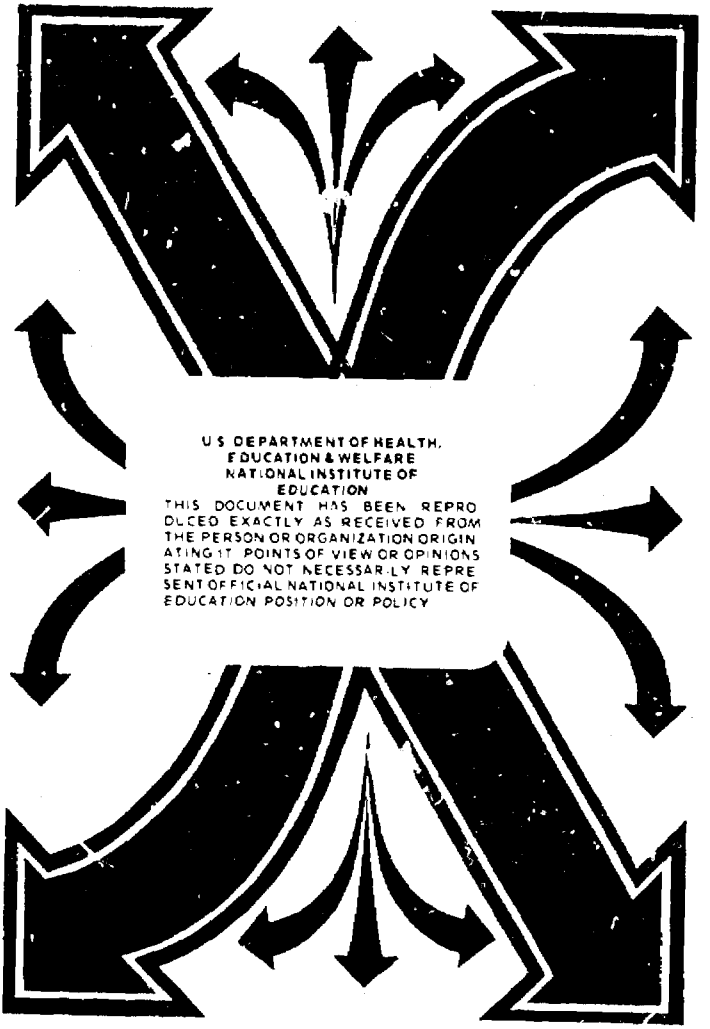
ABSTRACT

The Select Commission on Non-Traditional Study was appointed by the State of Washington in January 1973 to explore alternative methods of providing postsecondary educational opportunities. After discussing the needs and goals for educational alternatives, this document presents methods, guidance, technology curricula, and options for developing alternative programs. Relationships with the community and the secondary school are discussed. Financing represents the topic of the fifth chapter, institutional adaptations and procedures are presented in the sixth, and background papers and bibliographies are presented in the seventh. Recommendations are included in each chapter. Appendices include summaries of commission meetings and the senate resolution defining the commission. (Author/PG)

DYNAMICS OF CHANGE



DYNAMICS OF CHANGE
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REPORT OF THE
SELECT COMMISSION ON
NON-TRADITIONAL STUDY
TO THE
COUNCIL ON HIGHER EDUCATION

January, 1974

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REPORT OF THE
SELECT COMMISSION ON NON-TRADITIONAL STUDY

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REPORT OF THE SELECT COMMISSION ON NON-TRADITIONAL STUDY

INTRODUCTION

The Select Commission on Non-Traditional Study was appointed in January of 1973 by the Council on Higher Education to explore alternative methods of providing postsecondary educational opportunities. Though the Commission was to pay particular attention to the needs of prospective students beyond the traditional spectrum of "college-bound" and "college-age" people, its investigations were also to encompass the needs of the more traditional student populations. The appointment of such a Commission was prompted by explorations being carried on in other states and by a Senate Resolution introduced in the 42nd Legislature during the Special Session. The resolution requested the Council on Higher Education to study ways to make education more flexible, and indicated that particular attention be directed to external degree programs, the three-year baccalaureate programs and credit by examination. (See Appendix A.)

The Commission is composed of faculty, administrative, and student representatives from two-year and four-year institutions, both public and private;

vocational-technical institutes; and other related state agencies. Members of the legislature, private industry and labor were also appointed to provide a balance of opinion from the public sector.

The Commission has reviewed the progress of other states in offering different modes of education, as well as innovative projects within the State of Washington. Presentations to the Commission have included: off-campus based opportunities, educational television networks, credit by examination, external degree programs, earning credit by course challenges, courses by newspaper, shortened time periods for degree conferral, early entry from high school, individualized curricula, work-study concepts, and other non-traditional approaches to higher education. While the explorations of this Commission have not been exhaustive, they have resulted in a broad and general understanding of the kinds of alternative educational programs now offered by institutions of postsecondary education in the United States today. After the discussion and debate resulting from these explorations, the Commission now recommends alternative educational opportunities for consideration by the Council on Higher Education, the institutions, and the public at large.

This report presents a variety of ideas, new perspectives, and challenges to those persons responsible for delivering educational services to the citizens of the State of Washington. The Select Commission on Non-Traditional Study directs this report to the Council on Higher Education for further review, expecting also that the report will receive a thorough and complete review by the institutions of postsecondary education in Washington. The Commission is fully aware that this report will be read by individuals with greatly varying degrees of sophistication, desires to change, or needs to change. We hope, therefore, that the report will be received variously--as reminder, instigator, goad, inspirer--but in every case the report is meant to better help individuals pursue their learning.

The Commission strongly urges the institutions to act swiftly in establishing an appropriate committee on each campus or to use existing committees to review and comment on this document. The Select Commission recommends that consultation be wide and, whatever mechanism is used, there be substantial representation of students, both from those currently enrolled and those prospective students in the larger community directly addressed by these "non-traditional" methods.

The Commission recommends further that the Council on Higher Education regularly review progress in the areas covered in this report. The Council on Higher Education might consider conducting a series of its own hearings to discuss the recommendations and the outcomes of these recommendations with the public, the legislature, business, labor, and relevant state agencies.

As a result of such a thorough review, the Commission hopes that flexibility, timeliness and the recognition of achievement will be given fresh emphasis in the goals and objectives of the educational community. New approaches to postsecondary education will enable and encourage persons of all ages to more freely participate in education beyond high school.

I. Need for Alternative Educational Opportunities:

American postsecondary education has undergone a series of evolutionary changes. The English residential college provided the prototype for the American college in the 17th century, and the German research university provided the form for graduate education in the 19th century. Although the American system of postsecondary education was based on these models, its growth has reflected strongly the plurality and characteristic assumptions of the culture in which it has matured.

Specifically, our culture has encouraged an attitude of "education for all"--access for those who wish, regardless of their backgrounds, to participate in the benefits of education. Both the land grant movement and the development of extension and correspondence programs have provided the opportunity of postsecondary education to an ever increasing number of people who could not otherwise have taken part in the traditional educational offerings. The subsequent establishment of the community college system, the purpose of which is to place a college within commuting distance of the majority of the population, has continued the outreach of postsecondary education.

The provision of equal access for persons from disadvantaged or ethnic minority backgrounds has been the most recent movement associated with extending opportunities to those not traditionally participating in education. The success of these developments can be measured both by the numbers of persons utilizing existing educational resources and by the proliferation of various programs mounted to serve the needs of these new and diverse populations. There are indications, however, that we have done a better job of opening the doors than we have of providing suitable options for those who have entered them.

Never before in the history of any country have so many people participated in postsecondary education. In 1950, 30 percent of all 18-21 year-olds were enrolled in higher education. Statistics for 1970 indicate the national average to be somewhat higher than 60 percent. Participation rates for Washington were among the highest, 79 percent of Washington's college age youth having enrolled in higher education.[1] In addition, Washington ranks second in the nation for median years of school completed.[2] Such

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[1]Council on Higher Education, Enrollment Trends in Washington's Colleges and Universities (Olympia, Washington: 1972), p. 7.

[2]Office of Program Planning and Fiscal Management, "Interim Population Projections to Year 2000 by Country" (Olympia, Washington: October 2, 1972).

statistics, coupled with other data on the high ratio of Americans enrolled in all forms of education, indicate the importance placed upon education in our society and the constant thrust to provide opportunities to greater numbers of people.

Americans have assumed that education results in upward mobility, provides for an intelligent society, assists in the development of positive citizenship, and fosters the advanced technology which has allowed our nation to rise to a powerful position in the world. This contention has been supported by indicators of annual wages which rise and job security which improves according to the levels of education achieved. To be an "educated person," with one's education supposedly completed, has been a mark of value.

The outcomes of traditional education, however, have been questioned in the past few years. A debate has arisen over what constitutes valid educational experience. New terms have been added to the discussion, and old terms have taken on new meanings. Terms such as "relevance," "flexibility," "non-traditional studies," "experiential learning," and "stop-in/stop-out" reflect the swiftly changing attitudes of society toward education. The telescoping of events through rapid communi-

cations has caused assumptions of permanency to disintegrate. People must now learn to live amidst rapid changes, to sustain themselves by continually adjusting to new sets of circumstances.

This rapid rate of change has been carefully chronicled in many publications. The most widely known, Toffler's Future Shock, warns us to learn the art of "copeability" in a swiftly changing environment. Education cannot focus upon facts and the retention of facts alone. Students will no longer come to faculty members to learn only those subject materials which the teachers have mastered in their own previous training. Instead, the faculty member will facilitate--identify problems and the resources to solve them. Education will emphasize the development of the ability to cope with the world in a creative and positive manner. The process of education will, if successful, produce people who will have a priceless quality: the ability to learn on one's own initiative.

One important set of challenges and opportunities is provided by the new forms of communication. The generation now entering college will not, of course, find them new, save for their educational uses, for this is the "television generation," just as the

population twenty years older is the radio generation. These media could be communicating more effectively to the students in the classroom today. Marshall McLuhan shows how the lag in utilization of new techniques can hamper the adjustment to rapid changes in society: "We approach the new with the psychological conditioning and sensory responses of the old. This clash naturally occurs in transitional periods."[3] He concludes that we have attempted "to do a job demanded by the new environment with the tools of the old."[4]

Patricia Cross, in a presentation to the External Degree Conference sponsored by the Select Commission on Non-Traditional Study in May, 1973, summarized the general issue: "The programs of colleges and universities were developed in a different era to serve... the quite different needs of a different kind of student."[5]

The almost daily revision of technology makes it necessary for all kinds of workers to retrain themselves and upgrade their skills. The professional or "knowledge worker," to use Peter Drucker's phrase,

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[3]Marshall McLuhan, The Medium is the Massage (New York: Bantam Books, Inc., 1967), pp. 94-95.

[4]Marshall McLuhan, pp. 94-95.

[5]K. Patricia Cross, New Students and New Needs in Higher Education (Berkeley: Center for Research and Development in Higher Education, 1972), p. vi.

has to respond to new demands.[6] Both educational programs and educational policies should be adaptable to changes in the ways learners enter upon formal study, in the amounts of time they spend to reach their goals, and in their varying objectives or goals. The idea that postsecondary education encompasses full-time study over a set period of four years is giving way to the provision of flexible units of learning provided at the convenience of the learner.

Social and technological complexities also make it necessary to seek new relationships among blocks of knowledge previously held separate from each other in distinct academic disciplines. Increased emphasis should now fall upon the study of problems in their totality, by whole human beings, in environments which foster the integration of learning. Attempts to relate subjects and methods in interdisciplinary study--to perceive old knowledge in new configurations--are among the most exciting innovations in learning. But for the most part, the burden is still upon the learner to diagnose specific needs and to request the opportunity to pursue internally derived goals. The average student is seldom mature enough to be capable of putting

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[6]Peter Drucker, Age of Discontinuity (New York: Harper and Row, Publishers, 1969), pp. 263-286.

together a program when it must be done in an environment inhabited mainly by isolated disciplines and fragmented offerings. Solutions have been proposed, but recognition of new patterns is a slow process on a traditional college campus.

As with all complex issues, the problem is further compounded by the presence of a crisis which must be resolved within the next six years. One can debate at length the more subjective issues of how various people learn and how learning experiences should be arranged. But the crisis presented by population shifts is evident and not open to debate.

Population figures now available indicate clearly what the class of 1985 will look like. Though the number of high school graduates has generally been rather stable, it has decreased somewhat in the past several years. Therefore, the projected rates of participation in postsecondary study indicate that enrollment levels will continue to increase at a much slower rate than during the 1960's until, in 1980, enrollment numbers will stabilize. The birth rate has reached a level lower than zero-population growth; therefore, the total pool of future students will have diminished significantly. When the accompanying increase in the work force and the 10 percent increase

in the over-65 age group are considered, it is apparent that the state will have to adjust to large changes not only in education but also in labor, welfare, and social service programs.

As large numbers of people are added to the labor force, the unemployment rate will tend to increase. To absorb the increased number of workers during this period will require careful and concentrated planning. Educational programs must participate in this dynamic change, for the retraining of skilled workers will be necessary to provide people with the resources to meet new work requirements. The development of facilities for new kinds of study and the remodeling of old facilities to suit new needs for learning will be the pattern of the future.

There are additional concerns. The shifts in age structure in the United States clearly necessitate new approaches in teaching and the provision of learning experiences. The center of gravity in our population has moved from the 35-40 year-old group in 1960 to the 17 year-old group in 1965. It is not difficult to follow the 17 year-old of 1965 through to 1975 and realize that the population during this ten-year period will again shift, this time to a predominance

of 25-34 year-olds. According to figures developed for the State of Washington, projections indicate that during the period of 1970 to 1980, the number of people in the 25-34 age group will increase from 432,102 to 627,000 whereas the 18-24 year-old group will increase only slightly--from 423,824 to 488,800. The increase for the 25-34 age group is 45 percent compared to a 15 percent increase for the 18-24 age group. How will their needs for learning be filled?

Critics of many persuasions have asserted that our system of postsecondary education must meet the various needs with new strategies. The criticisms have come not only from the public and from students, but from educators themselves. The Commission has listened to these concerns and attempted to address them in this report. It is relatively easy to cite areas of change and suggest principles for the future of postsecondary education, but the greater task is still before us. If we should accept the need for changes and the principles to meet them, how do we, in fact, implement the processes by which the components of our educational enterprise will move forward?

This report presents a variety of options and recommendations for providing an atmosphere in which

people can adapt swiftly to change. The positive outcome of such a venture will depend upon the ability of people to look forward, to adjust to new conceptions of the future, and to recognize the exciting possibilities for learning in the future. The problems are many, but the need for change is apparent. High quality throughout the educational system must be maintained. But we must recognize that the provision of diverse opportunities has been the distinguishing characteristic of American postsecondary education and that this diversity should be increased to allow more options and greater flexibility. Barriers to educational opportunities must be removed, and the system opened to all who wish to participate. Let each one, after reviewing the ideas and suggestions in this report, provide the answer for effecting the changes necessary to keep education vital in a dynamic society.

II. General Goals for Educational Alternatives:

The Commission has not adopted any one approach or replicated any other state's program. It wishes to improve and to diversify existing educational services, taking the perspective of the individual student, both present and future. It wishes especially to increase access to opportunities not previously available to large sectors of the population. It has attempted to recommend approaches particularly suited to Washington.

Washington has the advantage of hindsight in evaluating other states' programs, an advantage which should lend maturity and depth to the consideration of the Commission's report. Recommendations released at the national level have been general in nature; while we concurred closely with the tenor of the report of the national Commission on Non-Traditional Study, we tried to make our recommendations more specific.

The success of alternative educational systems will depend in large part on the atmosphere in which new programs are constructed. If the institution accords importance to undertakings which are different

from its traditional work, they will succeed. If such undertakings are considered as additional burdens, as requirements imposed rather than opportunities proposed, they will fail. The Commission thinks that new directions for postsecondary education will make for increased ability to cope with the educational needs of a changing, dynamic world. It hopes that institutions will participate wholeheartedly in diversification and develop educational alternatives within their total fabrics.

Activities begun in response to the suggestions made in this report may result in some duplications. The postsecondary institutions and other agencies have already done commendable work in eliminating unnecessary duplications, and such care should extend to nontraditional offerings. In all activities fostered by this report, however, the focus should be upon the education of individual students. When the institutions and the agencies supervising the institutions do their coordinating, they should never forget that individual student.

A. The enrichment of the individual and the betterment of society should be the two main goals of education.

B. Diversity in American postsecondary education has been its underlying strength, and should be increased.

C. Recognition of unserved populations and an assessment of their educational needs should be documented, and new avenues of opportunity provided.

D. Barriers which impede the progression of learning and penalize the learner should be removed. Postsecondary education should be accessible to those who desire to pursue educational goals.

E. Variable time options for completion of programs, more individualized study, diversified evaluation procedures based on competence, and greater flexibility in meeting requirements for degrees and completing educational objectives--all these opportunities must be provided.

F. Each institution should demonstrate the same concern for integrity in its new educational alternatives as the public expects in its traditional offerings.

G. Learning should be conceived as a life-long opportunity, to be determined by individual

needs for new skills, individual abilities and changing life styles.

H. The individual student's educational goals and objectives should be at the center of program planning.

I. The individual learner should be able to move among institutions--enter and reenter--without penalty; mobility and transferability should be protected.

J. The changing concepts of education should focus upon the ability to know how to learn--how to analyze, to define and respond.

K. Theory and practice should be combined with the larger community (including businesses, the arts, industries, professions and governmental agencies) serving as a laboratory for learning. There are few better ways for members of society to learn effectively how to solve genuine problems than to make such problems the object of study.

L. When new, alternative programs are established, provisions should be made for an evaluation process in the planning and development cycle. The evaluation should include the value of the program, problems or mistakes encountered, and

recommendations for the future. Evaluations should be shared among the institutions to assist in the development of future programs.

M. A system of cooperative educational guidance centers should be established in easily accessible, commonly used locations.

N. A series of inter-connected learning resource centers should be established utilizing the existing resources of the community (libraries, college campuses and other appropriate facilities).

III. Educational Alternatives:

A. Measurement of Competence*

A person's ability to perform at the level of competence required to complete a program can be measured through a series of evaluation procedures such as the satisfactory completion of course requirements, paper-and-pencil tests, a written thesis, a practical demonstration, examination by oral response and scrutiny by special boards established for review. Evaluation generally takes place after a person has registered for a particular course or unit of study. It is possible, however, for evaluation to take place prior to registering to determine the level of a person's competence, to challenge general requirements or demonstrate knowledge equivalent to the outcome of a specific program.

Recommendations:

1. The Commission recommends that demonstration of competence become a common technique for awarding credit, determining

*See background paper, Measurement of Competence, p. 57.

placement, and allowing access to all levels of postsecondary education.

a. The opportunity to challenge course requirements should be available as an alternative to regular class attendance. Students should be advised of this opportunity in the college catalog.

b. The goals, objectives, and achievement levels of each course should be defined and outlined in writing to enable those seeking alternatives to complete programs at their own pace and through independent means.

c. It is expected that knowledge of some subjects cannot easily be tested; distinctions should be made and appropriate alternatives established. The Commission recommends the use of examinations before boards or panels and other methods of demonstrating competence in lieu of matriculation and paper-and-pencil tests.

2. Credit earned through the use of techniques to measure competence should transfer to

any other institution as would traditional course credit.

3. The methods used to measure competence should be valid and reliable to ensure quality.
4. Students should be encouraged to have their knowledge validated and certified to earn credit or units of completion through alternative means.
5. Strong intellectual or cognitive components qualitatively similar to those of traditional educational experiences should be required in demonstrations of competence for academic credit.

B. External Options for Educational Alternatives*

Several states have implemented programs that allow students to earn credit and fulfill degree requirements through learning experiences that do not require the student to be physically present on campus most or all of the time. The long-established extension and correspondence programs should serve as models for taking programs to the people. The "external degree" has received a great deal of notoriety and criticism; yet it has been cited as a primary methodology to reach populations who cannot share in campus-centered educational experiences. While the debate will continue and the future for an external degree program in Washington is uncertain, several positive aspects of the external degree concept cannot be denied: greater use of media for communication, use of evaluation procedures which do not necessarily require campus attendance, creation of learning resource centers which provide information on a statewide or regional rather than an institutional basis, and use of adjunct faculty.

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*See background paper, External Options for Educational Alternatives, p. 75.

In short, by designing programs which do not rely on the usual campus resources, and by developing mechanisms to protect quality, the originators of such programs have demonstrated that education can take place almost anywhere.

The primary issue to be explored and developed was the process of "externalizing" education; therefore, the Commission adopted the term "external options" rather than limit consideration to degree certification only.

The Commission and the Council on Higher Education co-sponsored an External Degree Conference in May, 1973. Several models for external programs were described and discussed. A report of the Conference proceedings is available to those investigating such alternatives.

Recommendations:

1. External options should be developed on all levels (certificate, diploma, associate, baccalaureate or graduate degree) and offered to both resident and off-campus populations.

2. Adult education, continuing education, extension, correspondence courses and other programs offered beyond the campus should be fully integrated with traditional on-campus programs, and offered to all students as viable options for completing goals and requirements.

3. Time, location and method of instruction are not appropriate criteria for determining the value of credit received. Credit awarded through external options should be considered equal to what is now termed regular instruction credit, if applicable to a baccalaureate level or academic transfer program. Special designations such as "extension credit" or "credit by course challenge" should not appear on the transcript.

4. Entrance criteria for each external program should be appropriate to that particular program of study. Traditional admissions criteria may not reflect the ability of the non-traditional student.

5. Institutional, statewide, and regional arrangements should be made to provide

for the sharing of resources and the coordination of program offerings.

6. A clearinghouse of information should be established to make known and to share program opportunities established in alternative modes.

7. The State of Washington should establish a series of inter-connected learning resource centers to provide learning materials, tutors, counselors and guidance concerning educational opportunities. Models for such centers are available; the Washington community college system, Boeing Trairing Center, Empire State in New York and the State University of Nebraska (SUN) provide a few examples of such models.

C. The Three-Year Degree*

In the process of studying the three-year degree, members of the Commission have become aware of a variety of techniques used in time-shortened degrees, and many of the strengths and weaknesses of such programs have surfaced. A search of the literature indicates that for whatever reason, either a lack of student interest or an inability to realize financial savings, the demand for a three-year bachelor's degree is not great and seems to be diminishing.

The advantages of the three-year degree program, however, should not be abandoned. By encouraging widespread adoption of innovative practices already being tested in Washington colleges (see the report by the Council on Higher Education entitled Innovative and Non-Traditional Study Programs), it appears likely that most of these benefits can be achieved. For example, if a student is not challenged by the average load, that person should be encouraged to carry an overload. By taking one additional five-hour

*See background paper, The Three-Year Degree, p. 97.

class per quarter, such a student would complete a degree in three years. If some students have acquired the knowledge and skills usually attained in the freshman year, opportunities should be provided for demonstrating such knowledge or skills for early credit and advanced placement.

Recommendations:

1. Academic policies in the various colleges and universities should be changed so as not to penalize students for interrupting their college careers but rather to make it attractive for students to move in and out of postsecondary education throughout their lives. Any degree program which requires a set number of years for completion for all individuals ignores the differences represented among students and among programs.
2. The length of programs of study should more accurately reflect the competencies desired.
3. Programs should be individualized in order to expedite the student's progress.

D. Innovative and Individualized Curriculums*

Indeed, the purpose of this entire report might be summarized by urging postsecondary educators to become more innovative in responding to the individual student's curriculum needs. By "innovation" we simply mean new arrangements which result when educators become sensitive to such needs and develop the flexibility to fulfill them with as large a number of alternative tools as possible.

Some goals listed in this section appear elsewhere as well. The students on the Commission felt so strongly about increased responsiveness to the individual that repetitions have been left in for emphasis.

Recommendations:

1. Instructional methodologies should be flexible; course offerings should allow for variable time options and stress goal achievements.
2. Educational experiences should be evaluated according to the increased competence, growth in creative capacity or

*See background paper, Innovative and Individualized Curriculums, p. 111.

value enhancement of the person who undergoes them.

3. Innovation for innovation's sake should be avoided. Rather, programs should be established which suit individual needs, offer new modes of delivery and provide alternative procedures to assist the student in meeting his or her educational objectives.

The Commission believes the following summary of suggestions regarding individualized study are now practicable:

1. Allow for student-designed programs.
2. Make available student-centered curricula drawing on the options of all departmental offerings both within the institution and at other institutions.
3. Allow for smooth transference between institutions during a long-term program.
4. Reduce residence requirements.
5. Initiate new interdisciplinary programs which provide for learning as members of teams.
6. Make standardized use of learning contracts or other individualized alternatives

for any course where it would be feasible, including required subjects. Consider variable terms or time spans for completion of the work.

7. Where new programs are tried, consider carefully how to maintain quality by defining the problems to be solved, specifying the analytical skills to be attained, and providing opportunities for the demonstration of competence. Allow for wide variations in the ways by which students may acquire and demonstrate the cognitive skills learned through work-study arrangements, courses and lectures attended outside the institution, etc.

8. Make a common practice of awarding variable credit for individual research to reflect differing expectations of work and skill.

9. Use more extensively the different ways of disseminating information which new technology makes possible: tape recordings, television, computers, etc.

10. Recognize experiments in teaching through faculty reward systems to motivate more such work.

11. Guidance and counseling should be provided at both campus residential sites and learning resource centers. Other off-campus resources in the educational system such as public libraries and public agencies, can provide both teaching expertise and placements for interns.

12. Make greater use of the interdisciplinary approach to treat subject matter.

13. Increase the use of independent counselors, responsible to student-client needs and able to provide information regarding educational opportunities available at or through all institutions in Washington.

E. Non-Traditional Delivery Methods (Technology)*

Many kinds of new delivery methods have been absorbed into our educational systems, among them the use of xerography to reproduce textual materials, the development of long-playing records and audio cassettes, films, filmstrips, slides, and a proliferation of paperback books. Other new techniques should be examined, used, and evaluated by educators with some relaxation of traditional requirements in order to discover the appropriate applications, quality and efficiency of these methods.

Technological provision of educational experiences can encompass a broad variety of methods and devices. Though many of these media are being used to some extent in each institution, it is expected that a penetrating exploration of the uses of technology could lead to more extensive use in the future. Television, one-way and interactive; video tapes; computer assisted instruction; programmed learning; cable television; newspapers;

*See background paper, Non-Traditional Delivery Methods (Technology), p. 123.

cassettes, audio and video--these are but a few of the media available for more extensive use.

Recommendations:

1. All media (newspapers, books, telephone, television, radio, video tapes, cassettes, filmstrips, etc.) should be developed into delivery systems that will best fit the needs of individual students or programs of study.
2. The efforts of faculty and other technical personnel should be recognized through each institution's reward system to encourage them to make better use of technology and human resources and to develop interinstitutional arrangements for accomplishing this purpose.
3. Standardized legal agreements on the use made of recorded materials should be developed, possibly in the form of copyrights.
4. The concept of a statewide public broadcasting authority should be explored

through the appointment of a special task force. This task force should address itself to the coordination of radio and both public and educational television offerings, and recommend methods to ensure such coordination.

5. The full potentiality of cable television should receive consideration by educators and others interested in the development of this medium for educational purposes. The Council on Higher Education should lend its efforts toward making cable television more widely available. All possible uses of this medium should be identified and explored as speedily as possible.

6. Since satellites can serve a very large number of ground terminals, intensive study should be made of the long-range possibilities of satellite broadcasting for educational purposes.

F. Guidance for Educational Alternatives

At the point where the most vital life decisions are being made, a vast majority of the population cannot get help or assistance. The prospective student needs better information on the variety of programs available, where they are available, the cost involved and the mode of study. Many individuals have no idea how to evaluate and analyze the talents, abilities and skills which could be an integral part of their future educational opportunities and personal development.

The Select Commission on Non-Traditional Study believes that the present high school and college counseling systems, even if they were available to them, are probably not adequate for the mature persons who desire to enter or reenter postsecondary education. Those who pursue vocational training, who are not degree oriented, or who do not have high school grade point averages which indicate success in our traditional system of higher education are often times neglected by the present system.

Recommendations:

1. The State of Washington should explore the concept of community-based cooperative educational guidance centers for the mature person interested in pursuing educational opportunities and both the college- and non college-bound high school student. The purpose of such centers and systems would be to provide adequate guidance for determining personal educational goals and objectives and courses of action available to fulfill these individual desires.
2. It is recommended that all traditional and alternative opportunities for learning in Washington--whether offered by formal or informal educational structures--be categorized, classified and indexed for each guidance center (costs, location, delivery system, etc.).
3. A guidance facilitator would assist the student or potential student having difficulty locating information. Primary resource people would provide additional expertise.

4. A duplication of facilities and resources would be antithetical to the tone of this report; therefore, it is strongly recommended that guidance centers be located in easily accessible, commonly used locations. The library, for example, has the basic relationship to a community and is a natural place for the educational information to be filed and indexed. A special section of each library could be provided for this purpose.

5. Each center must be adequately staffed with qualified personnel. Recognition should be given to studies which indicate the informal process of peer counseling has been effective in establishing relationships with students. This concept should be replicated in staffing the community guidance centers. Mature learners are more apt to relate to persons of their own background and age; high school students to a younger person with similar perspectives.

6. Funds for the establishment of such centers will require special legislation and planning monies.

IV. External Relationships:

A. Relationships with the K-12 System

Representatives of the K-12 and the college systems should explore the content and level of high school offerings and those typical of the first year of postsecondary work to detect unnecessary duplications and large gaps. Some students find that their first year of college is repetitious, while other students require remedial services to develop their ability to do postsecondary work.

Recommendations:

1. A high priority should be given to the best utilization of human resources. If a person is socially mature and intellectually ready for a postsecondary experience, the person should move immediately to postsecondary study.
2. Although some recognition for early involvement of capable and recommended students is given to those academically inclined, relatively little similar recognition is formally given to those tech-

nically, mechanically or occupationally inclined. This problem needs to be remedied.

B. Relationships with the Community

The institutions of postsecondary education could benefit from a concerted effort to utilize the skills and knowledge of those engaged in industry, professions, arts, governmental units and other community enterprises, both in planning and implementing programs.

Recommendations:

1. To increase understanding and cooperation between the "community" and educational institutions, persons who have attained a degree of excellence in their vocations should be invited by the institutions to become external specialists or faculty members, perhaps through special sabbatical leaves from their positions.
2. An inventory of training and educational opportunities offered by community enterprises should be compiled.

3. The community should be encouraged to recognize that, as the beneficiary of the credentialed student, it shares the responsibility for making postsecondary education meaningful. Whenever possible, and on a regular basis, community and nonacademic leaders should be invited to meetings of academic decision-making bodies.

4. Representatives of community enterprises should be added to curricular committees to give new directions to curricular offerings, and each institution should hold periodic meetings with the businesses in which they place students.

V. Financing New Systems of Educational Opportunities:

Most of the recommendations of the Commission can be implemented through shifts in existing resources; in only a few cases are new funds required.

Recommendations:

A. The Commission encourages the institutions to implement non-traditional studies (in whole or in part) through a process of reallocating existing resources and reorganizing program patterns rather than through the use of new or additional funding.

B. Incentives should be provided to institutions through budget priorities which will encourage diversity, change and new developments.

C. The Commission recommends that the Council on Higher Education, in conjunction with other appropriate agencies, perform a study of cost effectiveness in the area of external options and educational alternatives. The study should include, but not be limited to, cost per student for various alternative educational options, and cost comparisons of new programs and traditional programs.

The Commission has discussed the problems associated with financing alternative programs. The following statements are presented for future exploration and, if feasible, future recommendation:

A. The Commission feels strongly that costs associated with new programs developed as external offerings should reflect charges not greater than regular tuition and fees.

B. Development costs attributed to uniform test construction should be spread over a reasonable length of time.

C. Costs to students for credit awarded through demonstrations of competency or experiential evaluation should not be greater than for traditionally earned credit. The cost to the student for an examination should be the direct cost of administering the exam; development costs should be spread out over a period of time.

D. Financial support (either scholarships or loans) should be provided to all postsecondary students, on which they may draw according to their educational needs, circumstances of life, and continuing or recurrent interests in

improvement. The voucher system to allow freedom of choice should be explored and studied for possible implementation in this state.

E. The Commission applauds the work begun by the Office of Program Planning and Fiscal Management on program budgeting and encourages approaches which take the burden off FTE allocations.

F. Credit hours generated by external options should carry equal weight for remuneration in the formula-budget area of Instructional Programs.

G. Alternative fee structures should be examined to provide assurances that academic institutions can find adequate income under non-traditional arrangements.

VI. Institutional Adaptations and Procedures:

When flexibility and diversity in the methods of study are emphasized, the structures of academic curricula are bound to change. Some curricular alterations have already been diliberately and purposefully implemented. Others are being brought about by the effect of circumstances with no deliberate guidance.

A. Cooperative Organizational Patterns

While it is recognized that each institution has its own administrative structure and procedures for accomplishing review and implementation of policy, the following suggestions are offered as appropriate to new educational alternatives:

Recommendations:

1. The support of governing boards, presidents, faculty senates and student organizations, as well as committees and commissions of those organizations, should be sought to provide a unified response to new programs.

2. The evaluation of projects on each campus should be an integral part of development. Institutions should make and share periodic reports describing changes in direction or successful completion of projects. Accurate assessment will save resources and provide immediate assistance to other institutions involved in similar experiences.

3. To ensure a successful effort within the institution a special unit should be designated to develop new alternatives. Faculty who have little interest in pursuing new directions should not be placed in a situation in which they would feel natural resistance. New ideas have the best chance to flourish in a positive environment nurtured by those persons who will pursue change as a major part of their faculty responsibilities. This recommendation, however, does not eliminate the need for all departments to assume responsibility for evaluating and implementing new programs.

4. The Commission recommends that administrators and faculty groups in the several institutions of higher learning should work together to foster and encourage the development of new systems of rewards and benefits for faculty involved in new programs.

   a. A faculty member successfully participating in alternative forms of education should be rewarded as highly as a person who has published research findings in a university. A change in the values of professional recognition and rewards needs to be as much a part of this new movement as are the programs themselves. Faculty benefits (e.g., salary increments, promotion and tenure) should accrue to a person involved in new special programs as they would to any faculty member. Promotion should be based on the quality of the work undertaken rather than the type of work.

   b. Work on the development of educational alternatives should be part of the

regular curricular evaluation. Faculty should carry these responsibilities as part of their regular loads, not as released time or as responsibilities in addition to a normal load.

5. Providing incentives as programs are initiated will place a high priority on the programs and induce faculty to participate. The administration should establish a system of rewards to encourage and promote new activities.

6. An interinstitutional organization should be established to continue to examine new trends and evaluate systems of alternative educational opportunities.

B. Professional Development Programs

Professional responsibility to the clientele--students--must be a primary concern of faculty. The Commission encourages reaffirmation of a faculty member's general commitment to the arts of sharing information and of teaching in a manner to complement the person's acknowledged commitment to a particular discipline. The quality of a newly instituted program depends on the faculty member who

teaches, guides, directs, or facilitates. Assigning new responsibilities without recognizing the need for retraining and start-up time may jeopardize both the program and the student's success.

Recommendations:

1. A process must be initiated through which cadres of faculty interested in new forms of instruction and revitalizing the art of teaching are given adequate support.
2. The Commission strongly urges each institution to earmark part of its budget for both the exploration of new approaches to teaching and for new programs to reach new populations as well as traditional on-campus students.
3. It is recommended that those faculty members involved in fields requiring articulation and communication with business, the professions, or career education take leaves to work in agencies or organizations associated with such fields.
4. Postsecondary education has moved and will continue to move to develop in the

student information retrieval and problem-solving skills, and the capacity of self-evaluation. Recognition of these trends indicate the direction faculty retraining should take.

VII.

BACKGROUND PAPERS

AND

BIBLIOGRAPHIES

MEASUREMENT OF COMPETENCE

When one recognizes the changing social climate, the high degree of mobility of the population, and an increasing need for expanding access to postsecondary educational opportunities, the procedures used for evaluating knowledge or the level of achieved competence become a key factor in the individual's progress in the world of learning. Indeed, the evaluation process becomes the fulcrum or focus in validating the total educational experience, traditional or non-traditional.

The term "competence measurement" may be defined as the evaluation of a person's cognition level within a series of prescribed learning experiences or a defined unit of knowledge. While the evaluation procedure may vary from institution to institution or subject to subject, the goal of evaluation remains the same: to determine the learner's level of understanding in a particular area of study and to assess whether that individual meets prescribed standards. In determining criteria for the establishment of the University Without Walls, assessment of the student was of primary concern: "Competence of the learner rather than the time spent in courses or any accumulation of credits should be our main criterion."[1]

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[1]Union for Experimenting Colleges and Universities, University Without Walls: First Report (Yellow Springs, Ohio: 1971), p. 35.

As competence is a key goal in the growth and development of the learner, the evaluation of that competence can take many forms to insure credibility.

The idea of evaluating competence is not new, testing being the most widely accepted method for evaluation. The University of London, established in the early 19th century, did no teaching at all and allowed students to earn a degree by "performing successfully on examinations."[2] In the United States the College Proficiency Examination Program (CPEP) was established by the New York State Education Department in 1963 to "expand educational opportunities for people who have acquired college level knowledge outside of the regular classroom."[3] The proficiency examinations were developed by faculty members from colleges across New York State. Special groups drew up the examination specifications, wrote the examination questions, rated the candidates' answers to the questions, and determined the levels of performance that should be achieved on the examinations for satisfactory grades.

Since the beginning of the program over 10,000 persons have taken the examinations throughout both New York

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[2]John A. Valentine, "England and the United States: An Excursion in Non-Traditional Study," The 1,000 Mile Campus (Los Angeles, California: Office of the Chancellor, The California State University and Colleges, April, 1972), p. 18.

[3]Thomas A. Edison College: The External Degree Program of New Jersey (1973-74), p. 14.

and New Jersey. Each student is admonished that the tests are not "easy" and that he or she should prepare for examinations by the use of study guides, textbooks, or other instructional materials. To assist the student, descriptions of the examinations are available. The tests are designed to "cover material included in one or more semesters of a regular college course and measure the knowledge expected of a student who completes the course in college."[4] Scores are validated against those of students who actually are enrolled in the appropriate courses.

The approach taken by New York and New Jersey is unique in that it offers a standardized approach within a particular regional area, external to a regular institutional setting. Students who are not regularly enrolled, and those who are, have an opportunity to pass examinations for courses which will be acceptable to the institution and applicable to degree completion.

The challenge examination is readily available on most campuses across the United States. Students who are regularly enrolled and attending classes on campus may challenge an existing course. Generally the student approaches the professor, requesting an opportunity to

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[4] Thomas A. Edison College: The External Degree Program of New Jersey (1973-74), p. 16.

challenge a course by taking an examination written and devised by the teaching faculty. The basic problem with this approach is that it is "ad hoc" in nature and requires a major commitment on the part of the faculty member to draw up an exam that would sufficiently represent what the student would learn if he or she were in attendance and had fulfilled other course requirements. The student is at a disadvantage in that he or she may not be familiar with either the standards of that faculty member or the particular items of information that the faculty member may consider essential to successful completion. In addition, many students are not aware of the opportunity for challenging courses and must assume the full initiative in discovering it.

Another program familiar in the State of Washington is the College Level Examination Program (CLEP), established in 1965 as an activity of the College Entrance Examination Board, and developed and administered by the Educational Testing Service (ETS). The purpose of the tests are as follows:

> To enable adults and unaffiliated students to demonstrate their knowledge and validate their learning by receiving college credit on the basis of examinations.
>
> To assist transfer and continuing students in the transition to upper class study.

To provide measures of college equivalency for use by business, industry, and other non-collegiate organizations.

To enable enrolled students to get placement and credit by examination.

To help meet licensing and certification requirements and to provide a means for qualifying for job advancement.[5]

Some 1,200 colleges and universities have agreed to accept CLEP credit at varying levels. The work completed by the Inter-College Relations Commission (ICRC) in the State of Washington on the College Level Examination Program has been widely distributed.

The Inter-College Relations Commission submitted the following recommendations to all Washington colleges and universities in February of 1972:

1. All colleges and universities in the State of Washington should take steps to establish institutional norms for CLEP by the fall of 1974. Until such norms are available, we propose the tentative acceptance of the norms recommended by the American Council on Education.

2. The integrity of the sending institution granting credits on both CLEP general and subject examinations should be respected. We request granting institutions to list the general area or subject with the amount of credit granted.

3. The scores of the specific Washington colleges and universities participating in the initial CLEP testing should be obtained for

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[5]College Entrance Examination Board, "College Level Examination Program: Fact Sheet" (New York, New York: October, 1972), p. 1.

use in the norminative study. An early consideration of an [acceptable] percentile should include representation of community, private and public colleges and universities.

The ICRC survey of Washington colleges and universities (January, 1973) indicates the policies and standards of the individual institutions granting credit for CLEP. The ICRC also held a special workshop in April, 1973, inviting various faculty members to comment on the quality of the CLEP tests. Because the CLEP program within the State of Washington has received a great deal of criticism, the CLEP committee of ICRC recommends further exploration and study into the use of CLEP.

Washington is not the only state which has explored the use and credibility of CLEP. The use of equivalency testing was examined by Frank L. McKean in an article entitled, "University of Utah and the College Level Examination Program."[6] Since the CLEP tests were normed on the basis of a national sample, McKean's primary concern was whether or not those norms were appropriate for the State of Utah. (This is also an issue in the State of Washington.) The study was conducted to compare the scores of CLEP tests taken by persons not enrolled to those taken by students who are regularly

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[6]Franklin L. McKean, "University of Utah and the College Level Examination Program" (Salt Lake City, Utah: University of Utah, January, 1972).

enrolled. The State of Utah is working toward a common policy regarding CLEP; however, the problem has not been resolved and basic questions are still apparent.

Similar issues have also been discussed in a report by the English Council of the California State University and Colleges. The report, entitled "Equivalency Testing in College Freshman English," indicates that the debate has become extremely heated. Basically those who argue for testing have indicated that it benefits the individual: "No one should be asked to repeat work in college that he has mastered; he should receive credit for what he knows and proceed to appropriate levels of learning."[7] Those who argue against such testing procedures indicate that "to substitute mechanical tests of competency for individual search for excellence is in fact to cheat the student of possibilities for individual growth."[8] Further discussion concludes that both sides of the argument have validity as well as weaknesses which may be variously solved.

Another report examining the CLEP General Examinations in Humanities, Natural Sciences, and Social

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[7]The English Council of the California State University and Colleges, "Equivalency Testing in College Freshman English: A Report and a Proposal" (October, 1972), p. 3.

[8]The English Council of the California State University and Colleges, p. 4.

Science, and History was prepared for the Office of the Chancellor of the California State University and Colleges in 1972. This particular report uses a sample of 2,313 sophomores taking the three general examinations at 17 of the California State University and College campuses. Basically the conclusions indicate that there was a good correlation between both the SAT and ACT scores and CLEP. The GPAs for college major areas correlated significantly with corresponding CLEP examinations and sub-tests for each area. Those students who scored above 500 on the three CLEP general examinations had GPAs that were significantly above average, around a "B." Certain caveats were presented in the report concerning the data and their actual meaning; however, the study provides additional material for future evaluation.

The major advantage of a program such as CLEP is that it offers a national program acceptable to accredited institutions. Such a program, if valid, provides the opportunity for states to participate without additional development costs. However, the material included on the exams, the relative concern regarding academic standards, and the levels of acceptance of credit are paramount issues which must be clarified before they are resolved.

Another alternative to the CLEP approach is to provide statewide exams such as those offered within the states of New York and New Jersey. It may be that a series of curriculum committees should be established to provide comparability and commonality for a testing program within the State of Washington. This would involve definite philosophic advantages as well as drawbacks, but these problems must be dealt with and satisfactorily resolved prior to initiating statewide testing concepts.

The educational programs offered through the United States Armed Forces Institute have been given limited evaluation. USAFI offers examinations to fulfill associate of arts degree program requirements. Credit recommendations for this series of tests are listed in the second edition of the bulletin "Opportunities for Educational and Vocational Advancement."[9]

The USAFI program and CLEP share similar problems in that the scores must be evaluated and certain norming procedures performed in order to determine whether the students perform at the same level for a military course requirement as they do in an institutional setting. Although the USAFI programs provide

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[9]The bulletin can be obtained from the Commission on Accreditation of Service Experiences of the American Council on Education, 1 Dupont Circle, Washington, D. C. 20036.

an identifiable series of tests which can be judged, basic military educational programs present other problems. A special Commission on Accreditation of Service Experiences (CASE) was established by the American Council on Education to evaluate military educational programs and provide recommendations in terms of academic credit. The CASE recommendations are available in two editions and basically catalog programs which have been offered through the military since 1946. Acceptance or rejection of these recommendations should be undertaken throughout the state in order to provide an accurate assessment of military experiences.

A third area of concern regarding competence evaluation is the concept of special assessment. Many subjects do not lend themselves to paper-and-pencil objective testing procedures, but to special assessment evaluations including oral, written, and performance examinations, or the evaluation of portfolios of artistic, literary, or musical accomplishments. Faculty panels consisting of one or more collegiate faculty members or experts in the field convene in order to evaluate a candidate or samples of that person's work. Although special assessment is utilized by Thomas A.

Edison College and by several of the new non-traditional programs providing educational opportunities, its use has been limited.

Moving one step further in special assessment, attempts have been made to determine the person's level of competence based on lifetime experiences. This particular approach to assessment has resulted in a great deal of controversy and concern regarding the credibility and validity of the non-traditional experience. It cannot, however, be denied that persons who have had unique opportunities involving travel or employment which require specialized knowledge and understanding, should have an opportunity to have this knowledge assessed. Experiential evaluation has taken various forms in the development of each new program across the United States. For example, in the University Without Walls experiential evaluation is undertaken to determine at what point the student is in a program of learning. It by no means attempts to award a degree on the basis of past experience, but provides an opportunity to explore an individual's capabilities as well as inadequacies. A program is then devised to fill in that person's background and knowledge in order to provide a total education.

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Other institutions, such as the New York Regents External Degree and, in part, the Thomas A. Edison College, have attempted to use testing and special assessment to determine a person's level of understanding.

However, in both of those programs special assessment procedures are utilized only when there are no other acceptable proficiency tests available. The whole-college approach of Minnesota Metropolitan State College, reviewed at another point in this document, is based on competence areas which have been defined as the "curriculum of the institution." Persons enter the college with varying levels of competence in each of the five areas which have been cited as a curricular base. Therefore, it would be possible for a student who was already somewhat competent to complete a course of study at a faster pace than fellow students. However, it is also important to point out that MMSC, like the UWW, asks the student to devise a series of goals for which he or she must then demonstrate competence.

The variety of procedures to measure competence is numerous. Both the College Level Examination Program and other similar testing programs, together with the Scholastic Achievement Tests and the American College Testing Program, could be used to provide advanced placement for students entering institutions of higher education. For example, if all students were tested prior to entering college, those tests could be used to award advanced placement automatically for

students who achieved scores at or above a specified level. While these procedures are used intermittently on various campuses, not only in Washington, but throughout the United States, no common policy has been established. The mature learner or the student who has had considerable work experience prior to entering college should have opportunities for assessment to determine his or her educational level.

In spite of the fact that there is a generally negative attitude on the part of faculty members regarding the use of such examinations, concern about financing education is going to increase. While there might be fear that a statewide program for measuring competence would take away from the student's educational experience, it should be noted that it could also open opportunities to the person who otherwise might not have time or resources to pursue them. It could also make more time available to faculty members who wish to develop special program areas and new approaches to teaching.

Probably the basic debate will center on the questions, What is a college education? and What should students learn at both lower division and upper division levels? The issues will be different for vocational education, but should also be faced. Further,

there is a general interface with secondary education which must take place in order to determine whether the students entering postsecondary institutions at a particular point in time have gained a higher level of expertise than the previous generation of students. These issues are complex and perplexing, and yet education must face a new era in which individual differences are recognized and competence is evaluated.

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EXTERNAL OPTIONS FOR EDUCATIONAL ALTERNATIVES

A recent trend in many states and in several countries has implemented programs allowing a student to earn credit and fulfill degree requirements through learning experiences that do not require the student to be physically present on campus most or all of the time. These programs are based on the premise that what a person learns is more important than where he or she learns it.

While the external degree has been described as an idea whose time has come, the concept has received a great deal of notoriety and criticism; yet it has also been cited as a method for reaching people who cannot participate in a campus-centered educational experience. Educators who defend the concept tend to think of the external degree as an avenue which allows more people, representing certain target populations, to gain degrees or credentials. Externalizing the process whereby the student can earn a degree, however, implies that techniques have been developed to assess the individual's abilities and assumes that new delivery systems have been provided.

Although the ultimate goal for public and private colleges and universities may be an external degree

program, and indeed, there appears to be a percentage of the population that requires such services, there are proportionately larger populations that desire education for other reasons: personal fulfillment, information regarding leisure time activities, occupational training and retraining, and to upgrade or update any previous educational experiences. According to a study completed by the Educational Testing Service for the national Commission on Non-Traditional Study, "Learning Interests and Experiences of Adult Americans," a large portion of the sample (32%) would-be learners indicated that they are interested in learning for reasons other than earning credit. A smaller, though still significant percentage (17%), indicated that they would like to pursue a two-year, four-year or graduate degree. These figures have been corroborated by other studies which have been completed in adult education, notably the Johnstone-Rivera Study, completed in 1960, which the Educational Testing Service study replicated.

Perhaps one of the notable aspects of the recent ETS study is the finding that almost 23 percent of the survey population indicated no interest in pursuing additional organized opportunities to learn.

Although 77 percent of the would-be learners are interested in additional educational training or experiences, traditional classroom-lecture learning does not accommodate those persons who are unable to come to the campus on a regular basis.

While the debate over the external degree will continue and a program in Washington is uncertain, several positive aspects of the external degree concept cannot be denied: greater use of the media for communication; use of evaluation procedures which do not necessarily require campus attendance; creation of learning-resource centers which provide information and guidance on a statewide or regional rather than an institutional basis; and use of adjunct faculty.

In short, by designing programs which do not rely on the usual campus resources and by developing mechanisms to protect quality, the originators of such programs have demonstrated that education can take place almost anywhere.

Several papers and reports which discuss the external degree in depth have been produced by the Council on Higher Education in conjunction with the Select Commission on Non-Traditional Study. The

first document entitled "External Degree Programs: A Review,"[1] discusses both the need for external degree programs and several models as exemplified by the Open University in England, Empire State College in New York, the California 1,000 Mile Campus concept, and the Union for Experimenting Colleges and Universities for the United States University Without Walls program. Each one of these models presents a different approach to an external degree program.

The Open University in England was designed to provide the working class with quality higher education programs and the opportunity to earn a degree; however, the majority of persons participating in "the Open" have been teachers or those with some postsecondary education who are attempting to complete work toward a degree. As with most external degree programs, admission is open in that there are no necessary prerequisites such as a high school diploma or degree. There are, however, a series of evaluation procedures to determine whether a program undertaken by a student will be successfully completed, primarily because spaces in the program are limited. Course materials are usually "distributed"

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[1]Council on Higher Education, "External Degree Programs: A Review" (Olympia, Washington: November, 1972).

by radio and television, although written syllabuses and study guides are also provided. Perhaps the two most unique features of the Open University in England are the learning center and the use of part-time faculty and counselors who assist the students in completing their course work.

In New York, the Empire State College was devised to "respond to the urgent need to provide new and more flexible approaches to education for New York State... to serve more students of all ages."[2] Empire State is characterized as follows:

> Empire State College goes a significant step beyond the Open University...It develops for each student a program built around his particular interests, needs, and abilities and it allows the program to include a variety of work, community experience, and other types of experience. It differs also in drawing extensively on the resources other than those provided by the college itself.[3]

Both the baccalaureate and associate of arts degrees are offered. Admission is restricted to sophomore and upper division students.

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[2] Empire State College, The Nonresidential College of the State University of New York, Bulletin, 1971-72 (Sarasota Springs, New York: Office of Public Information, Coordinating Center, 1971), p. 5.

[3] John A. Valentine, "England and the United States: An Excursion in Non-Traditional Study," The 1,000 Mile Campus (Los Angeles, California: Office of the Chancellor, California State University and Colleges, April, 1972), p. 21.

Empire State College draws heavily on learning service centers which are campus based and involve 20 campuses throughout the state university system in New York. Faculty advisors called "mentors" are assigned to each student and communicate by telephone and through the mail. It is through the mentor that the student designs a degree program based on his or her unique interests and needs. The program is reviewed and approved by the faculty members and, when the program has been completed to their satisfaction, the degree is awarded.

A third model, the 1,000 Mile Campus, is a product of the California State University and College System. One of the primary thrusts of this external degree program is to provide "improved use of available resources, and degree earning opportunities for students outside the physical border of campuses."[4] While the college is built around the use of existing campus resources and relies on the classroom lecture approach in the dispersion of knowledge rather than any type of technology, the keynote is flexibility: the student may take a few courses on campus, earn credit through experiential learning,

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[4]Glenn S. Dumke, "Innovation: Priority of the 70's," The 1,000 Mile Campus, p. 81.

work experience, or through a demonstration of competence, and may pursue specialized interests.

The California "external degree" generally extends the traditional baccalaureate program to populations outside of the campus proper. Many of the courses, for example, are offered at community colleges with faculty traveling to that institution. The California System differs from New York's Empire State in offering its degree through the local campus; Empire State is an institution created for this particular purpose, but utilizes the various campuses as resource centers.

The final model described in the paper is the Union for Experimenting Colleges and Universities (the University Without Walls), a series of participating institutions which ascribe to an individualized approach to education. "The premise of the University Without Walls is that individual students are more important than standardized institutions and structures."[5] Each participating institution plans and designs its own program around guidelines established by the UWW which stress that education is based on an independent and self-paced learning concept. There

[5]Samuel Baskin, "UWW--An Alternative Form of Higher Education," The 1,000 Mile Campus, p. 31.

is a "broad array...of resources for teaching and learning to include regular course work, research assistantships and internships, field experience, independent study, individual and group project activities, seminars in the field, telelectures, videotape playbacks, program learning and related media, travel in this country and abroad...."[6]

Perhaps one of the most unique characteristics of the program is the involvement of adjunct faculty from government, business, community agencies including scientists, artists, writers, and others offering special expertise. The regular faculty develops a program with the student, maintaining a continual one-to-one relationship both on and off the campus. Small group seminars have been developed especially to assist the student in independent learning.

While these four models present only a limited view of the types of opportunities that are available through extended or external degree programs, certain common characteristics can be cited: unique configuration of patterns for learning, creative use of resources of both faculty and outside persons with special expertise,

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[6]"University Without Walls: A Summary Statement" (Yellow Springs, Ohio: Antioch College, September, 1971), p. 4.

reliance on media and new delivery systems, and the full development of individualized study to meet student goals.

A second publication, Exploring the External Degree, discusses two additional institutions now operating within the United States and offering a slightly different approach.

The Minnesota Metropolitan State College has no campus--it uses "the city as our campus."[7] The student has the responsibility for and authority over his or her own program. Educational progress is measured, not in terms of credits and grades, but in terms of demonstrated or verified competence. When students feel that a level of competence previously defined by themselves has been achieved, they are asked to verify their competence. Faculty members drawn primarily from the community assist the student in defining the goals and devising methods to reach those goals.

The college defines a competent person as one who has a combination of knowledge, skills, understanding, values, and attitudes represented in five broad areas. One area is the development and utilization of learning strategies and the ability of

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[7]David Sweet, "Minnesota: Metropolitan State College," Exploring the External Degree: A Conference Report (Olympia, Washington: Council on Higher Education, May 24, 1973), p. 126.

learners to communicate. Another is governance, which includes economic, social, cultural and religious areas--all the ways in which society attempts to maintain order. A third area is vocational competence; the fourth, recreational competence; and the fifth, competence in self-assessment.

The final evaluation program requires that a narrative transcript be developed describing in detail what the competencies are and how, in fact, they have been verified.

While the Minnesota Metropolitan State College and the University Without Walls are similar, MMSC attempts to relate the individual learner to the total society in which he or she must live. Other programs may have specific occupational or vocational goals, but the MMSC program is a broad liberal arts program of which the occupational aspect is only one part.

The sixth model is perhaps different from most of the other programs that have been described. Thomas A. Edison College in New Jersey is a state college, although it acts as an agency or an office, which has the responsibility of "granting credit and degrees by

examination and encouraging education to go outside the traditional mode."[8]

Edison College now offers two rather traditional degree programs, an Associate of Arts and a B. S. in Business Administration, and is developing a third. Testing programs demonstrate proficiency; credits awarded by any accredited institution, through USAFI, or through correspondence courses may be evaluated and "banked" at Thomas A. Edison which has no cut-off time on the validity of the credit. Credit is accepted and arranged to assist a student toward a degree in a minimal period of time.

The other method of earning credits at Edison College is through special assessment, "a concept which can be easily misunderstood or is defined differently in various external degree programs. At Edison College, knowledge already obtained is assessed, regardless of how it was obtained."[9] A faculty member or members in the State of New Jersey is designated to evaluate the

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[8]James D. Brown, Jr., "New Jersey: Thomas A. Edison College," Exploring the External Degree: A Conference Report (Olympia, Washington: Council on Higher Education, May 24, 1973), p. 113.

[9]James D. Brown, Jr., p. 118.

individual or samples of his or her work to determine if he or she has acquired college-level knowledge or competence. Special assessment techniques have been difficult to develop and implement and are used only when other examination procedures are not appropriate. Assessment procedures include oral, written, and performance examinations, and the evaluation of portfolios of artistic, literary or musical accomplishments.

Edison College provides opportunities for the individual to reenter the postsecondary educational system after having been absent, and to have previous work or lifetime experience evaluated, allowing the person to receive a degree or to plan a degree completion program.

While these models may serve to assist in the development of programs by individual institutions in Washington, Table I shows other external degree alternatives. The classification of external degree programs is that used by Cyril O. Houle, the most prominent authority in adult education in the United States, in his book entitled, The External Degree. Three programs or degrees are described: (1) extension, (2) adult, and (3) assessment.

TABLE I

EXTERNAL DEGREE ALTERNATIVES*

Degree or Program Type	Descriptors	Administration	Location	Time	Admission	Instruction	Curriculum	Evaluation
Extension Degree	Traditional degree program with all courses and options available.	Grew up through the extension program, institution sponsored.	Location of instruction at time and convenience of student--no on-campus residency requirements.	Time period for completion flexible.	Admission requirements traditional.	Faculty to student classroom contact-lecture	Traditional degree requirements to be completed. Degrees may be limited to programs developed for an external presentation.	Test, thesis, papers, etc. traditional
Adult Degree	New patterns of degree requirements to suit identified needs of adults, designed to suit life-style of adult.	Often developed through extension division or evening college, usually sponsored through existing institution.	Both residential and non-campus centered activities.	Time options flexible, may move at own speed.	Admission traditional except for specific thrust toward the adult population.	Generally reading, tutorial guidance discussion or seminars.	Broad areas of learning--e.g., humanities, social science, and natural sciences. May be geared to students' specific interests. Generally leads to liberal arts degree.	Generally through examination prepared for degree and/or preparation of a series of papers which demonstrate knowledge.
Assessment Degree	Assessment & demonstration of competence, actual learning whether previous or present is basis of degree awarding.	Generally through a government bureau, associations or other non-institutional organizations.	Optional	Flexible	No previous requirements, e.g., high school diploma	Traditional options plus "world learning," non-faculty teaching conventional delivery systems, e.g., T.V., cassettes.	Student centered or goal oriented, experience based	Demonstration of accomplishment through traditional and innovative methods, e.g., team evaluation, description of goals to be met & assessment of success.

*Summarized from Cyril O. Houle, The External Degree, San Francisco, Jossey-Bass Publishers, 1973.

Basically the "extension degree" is traditional in that the courses or options are usually those available on a campus. Instruction takes place through the usual classroom lecture method. Courses, however, are generally offered at a time period that is flexible to the learner's schedule at off-campus locations. Perhaps the most unique characteristic is the lack of on-campus residence requirements. The extension degree concept is used by the California State University and Colleges system. The University of Washington and other schools in this state offer several programs which fall into this category.

The "adult degree" is unique in that it is a special and individualized program of studies designed for mature persons. The program, generally liberal arts oriented, may be offered on or off campus and is generally developed through an extension division or evening college. Methods of instruction are suited to adult ways of life with an emphasis on reading, tutorial guidance, and discussion. Evaluation is often accomplished through oral or written examinations or by demonstrations of competence. The models previously discussed which employ the adult degree concept are the University Without Walls and the Minnesota Metropolitan State College.

The "assessment degree," the third category of defined programs, emphasizes certification of competence. It is generally offered through a government agency or some other type of non-institutional organization, and generally has no prerequisites to admission (e.g., a high school diploma) and the curriculum is student-centered or goal oriented. Evaluation usually involves a description of goals to be met and a team assessment of the student's success in reaching those goals. The basis for awarding this degree lies in the certification of competence rather than the completion of formal requirements.

Thomas A. Edison College, the University Without Walls and Minnesota Metropolitan State College utilize assessment degree techniques. In the State of Washington, Fort Wright College has recently announced the initiation of a degree program which employs some of the assessment characteristics cited in Houle's book.

A checklist of options for putting together a total external degree program or for changing structures to provide greater flexibility is presented in Table II. In the development of programs in the State of Washington certain key factors should be considered: flexibility, target groups, location, need, creative

TABLE II

EXTERNAL DEGREE
CHECKLIST OF OPTIONS

Identifiers:	Service Population	Admin. Structure	Certification	Faculty	Instruction	Time
	Primarily adult	Independent institution, agency with its own personnel	Degree Granting	Regular faculty on loan from est. institution	Instructional or learning centers	late afternoon
	Home bound	Consortium approach utilizing existing institutions	Baccalaureate level	No faculty per se	correspondence	evening
	Prison pop.	External offerings developed through existing institutions	Associate level	Advisors for students	radio	weekend courses
	High school students	Development of new colleges or departments in existing institutions	Special certificate programs	Counselors to provide assistance in career determination	T.V. closed circuit, broadcast, two-way interactive	summer
	Special needs groups, e.g., courses developed for identified groups	Information dissemination, counseling & guidance agencies, assessor & depositor of credit	Lower division work	Adjunct faculty from business, labor or agencies	cassettes	telescoped learning/ compressed or intensive
	All pop. identified for external offerings		Upper division work		audio-tapes	self-paced
	Full-time/ part-time students		Individualized programs for student goal		videotapes	begin and end when convenient
			Graduate level		programmed instruction	"open enrollment"
			license		learning modules	
			diploma		work-study programs	
			certificate		computerized instruction	
			learner-service		undirected study	
			contract learning		use of all higher education resources	

dentifiers:

Evaluation	Curriculum	Miscellaneous
challenge	student centered	faculty training, remuneration, and fringe benefits
credit by exam	learning contracts	
external evaluation	major or concentration in area of learning	reward
test for course proficiency, competence	goal completion	
thesis	statewide curriculum committees for degree	
general testing for overall knowledge	general education core	
team evaluation		

programming, evaluation of competence and quality. While the State of Washington may be interested in pursuing all or a combination of these approaches to the external degree concept, each model and its characteristics should be examined before proceeding.

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THE THREE-YEAR DEGREE

Although attention to the three-year baccalaureate degree concept has increased in the past several years, the idea is not new in this country. As early as 1640 there were three-year degree programs at Harvard. Johns Hopkins reduced the time required for a baccalaureate degree from four to three years in 1967. Other attempts to reduce the length of undergraduate study were introduced at Columbia, Chicago and Yale universities nearly one hundred years ago.[1] Not one has endured; all have been changed in favor of four-year programs.

More recently the main impetus for the three-year degree came from a report of the Carnegie Commission on Higher Education in 1971 entitled, Less Time, More Options. So far about thirty institutions have what may be referred to as three-year bachelor's programs and another twenty are in planning stages, according to Edward Allen, University of Illinois, who has been studying three-year programs for Phi Delta Kappa. Institutions which have initiated programs include: Ripon College; California State College, Dominguez

[1] F. Rudolf, The American College and University: A History (New York; Alfred A. Knopf, 1962).

Hills; Claremont Men's College; Goucher College; Muskingum College; Manhattanville College; Webster College; George Washington University; Northwestern University; St. Louis University; University of Illinois and six programs in the New York system.

The impetus for a three-year baccalaureate seems to grow more out of a need for financial savings than for a need to provide an improved learning experience for students. Indeed, the first three-year program initiated in this country at Harvard, one that endured 15 years, resulted from financial difficulties.[2] In the past several years governing bodies, legislatures, trustees, administrators, etc., appear to view the establishment of three-year programs as a way of saving money. However, students have not responded with great enthusiasm in terms of increasing enrollments. Philip W. Semas, writing in the Chronicle of Higher Education, May 14, 1973, reports that one of the reasons three-year degree programs are not catching on as anticipated is because student interest has not been high.

Spurr reports that colleges and universities continue to offer varied programs of study leading to a bachelor's degree which require less than four years,

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[2]Edward Van Gelder, The Three-Year B.A.: A Wavering Idea (Gainesville, Florida: University of Florida, Institute of Higher Education, October, 1972).

but the percentage of students choosing to cut a year of their undergraduate studies has never been large.[3] Spurr says..."despite many efforts to formalize a three-year baccalaureate program, and despite the fact that able students can readily accelerate and complete the baccalaureate today in three years through advanced placement and summer study, the American student by and large has opted for the four-year undergraduate experience."[4]

And from Van Gelder who has written about the three-year degree program for the University of Florida: "The idea of a three-year B.A. did not generate sufficient interest among universities and their publics to take hold...."[5]

Semas in the Chronicle recounts statistics regarding known programs now operating.

> Thus far, however, student interest in the three-year degree is not as high as many expected, even though it could save students and their parents one-fourth of the cost of a college education.
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> For example, of six programs in the State University of New York system, only the program at Geneseo has drawn the expected number of students.

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[3]S. H. Spurr, Academic Degree Structure: Innovative Approaches (New York: McGraw-Hill, 1970).

[4]S. H. Spurr, p. 34.

[5]Edward Van Gelder, The Three-Year B.A.: A Wavering Idea (Gainesville, Florida: University of Florida, Institute of Higher Education, October, 1972), p. 3.

> Students have also failed to take advantage of long-standing options for shortening the amount of time it takes to earn a degree.
>
> At Harvard, for example, about one-fifth of the freshman class is usually eligible for sophomore standing on the basis of high school records. Few students use that option and many of those who do stay four years, anyway.[6]

Several institutions that were talking about three-year programs, including Emory, Harvard, Princeton, and DePauw, have either dropped the idea or reduced it to a lower priority. Much of the literature seems to indicate that for one reason or another--lack of student interest, inability to realize financial savings, or faculty resistance--the interest in a three-year bachelor's degree seems to be diminishing.

The three-year degree programs recently initiated around the country generally utilize one or another (or a combination) of the time shortening techniques described below:

1. Reduction through compression. With this approach there is a reduction in elapsed time from entry to completion of the degree program by one or a combination of two formulas but without any change in degree requirements: (a) the year-round calendar, and (b) intensified or increased course loads. The number of units required for graduation (courses, hours, etc.) is not reduced appreciably.

    a. Completion of a degree in three years by year-round attendance has always been an option, particularly in institutions offering

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[6]Philip W. Semas, "Three-Year Degree Not Catching On as Anticipated," The Chronicle of Higher Education (May 14, 1973).

twelve-week summer sessions. However, the adoption of the trimester calendar introduced three terms of equal length and facilitated the teaching of courses under the more relaxed schedule of the traditional semester during the third term. Essentially, year-round operation provides for as much academic work to be completed over less elapsed time as the traditional four-year program with two semesters or three quarters. Despite the advantage of such operation, the number of institutions utilizing it has remained fairly constant since 1967--about seventy-five or so.

b. The acceleration of academic degree programs through increased course loads has also long been an option in many institutions, particularly for the able or highly motivated student. This was possible under the credit-hour system but became virtually impossible with the widespread adoption of the course unit system which generally limits students to three or four courses per term. Now the practice is reappearing as a privilege accorded the high achiever. A good example is Ripon College's three-year plan. Under Ripon's plan a student must acquire a 2.75 grade point average while carrying 18 or 19 hours per semester for a total of 112 semester hours. However, all work must be taken in residence at Ripon and advanced standing by testing is disallowed.

2. Reduction through the award of advanced standing with credit. The principle of the award of advanced standing with credit appears to be based essentially on the assumption that it should be possible to evaluate and give credit for knowledge and skills gained prior to or outside of college either through formal schooling or self-education and experience.

a. Advanced Placement Tests. For many years, since 1955 in the case of Harvard, colleges and universities have granted advanced standing in college courses, sometimes with credit, on the basis of testing for work completed at the

secondary level. Much of the college level subject matter introduced at the secondary level since Sputnik came about as a result of Harvard's early testing program and subsequent advanced placement courses and tests devised by the Educational Testing Service (ETS). The number of students achieving substantial credit and advanced standing has always been relatively modest considering the total entering college from high school, and relatively few students managed to shorten their program by a full year.

b. College Level Examination Program. A more significant development than the Advanced Placement program has been the recent use of CLEP examinations by several major institutions including the University of Utah, the University of Miami, and San Francisco State College. Originally devised by ETS as an instrument to evaluate skills and knowledge gained in informal ways (life experience and self-study), the CLEP exams were offered to the entire entering class of freshmen free from charge and thus became an instrument for evaluating work taken at the secondary level in terms of collegiate norms. Substantial numbers took the examinations, many of whom qualified for advanced standing with credit. Thus surprising numbers were able to shorten the bachelor's degree program by as much as a year.

3. Reduction of the Elapsed Time Required for a Secondary Diploma and a Bachelor's Degree by Cooperation Between High Schools and Colleges. This scheme appears to assume two forms, one in which high school students, generally twelfth graders, are allowed to enroll in courses of neighboring colleges while continuing their studies in high school, and the second in which twelfth grade students are admitted to the first year of college as full-time students.

a. Enrollment of high school students in college courses. Generally, colleges utilizing this approach arrange with surrounding school districts to allow high school seniors to take college courses for a portion of the total academic program while completing the remaining requirements for a high school graduation at

their high schools. Dickinson College in Carlisle, Pennsylvania, developed such an arrangement with neighboring school districts as early as 1966. At the SUNY College at Fredonia students from neighboring high schools take three college courses each semester and accumulate eighteen college credit hours in the senior year which may be applied at Fredonia or transferred to another college.

b. Admission of twelfth grade students to the first year of college as full-time students. The SUNY College at Albany has established an "independent college" to which have been admitted twelfth grade students from a number of high schools in the state. During the first two years of collegiate work the student will complete the requirements for high school graduation and win admission to junior standing. This plan enables students to complete the requirements for high school graduation and college in seven years. The curriculum is organized around an interdisciplinary study of the major institutional structures and processes of society. At Shimer College in Illinois 35-45 percent of the entering class have completed the eleventh grade.

A variant of this approach is that which has been developed at Simon's Rock College in Great Barrington, Massachusetts. There students are admitted following the completion of the tenth grade in high school. The college program is four years long; however, the college has not been accredited to award the bachelor's degree. It appears to be the only institution which has implemented the assumption that the best years for general, humanistic, and liberal learning for at least a good proportion of able students come between the ages of 16 and 20.

4. Reduction through a Revision of Degree Requirements. A number of institutions are adopting time-shortened programs which are designed to accept students directly from high school. Most of these

programs are not designed for an academic elite but, rather, are expected to enroll nearly all of their students.

Some colleges, e.g., SUNY College at Geneseo, are simply eliminating thirty hours of general education requirements, thereby reducing from 120 to 90 the number of credit hours necessary to earn a baccalaureate degree.

Others are developing entirely new curricula to suit a three-year degree program. For example, at the SUNY College at Brockport a variable modular calendar and an interdisciplinary and problem-oriented general education program will be the basis for the new degree program. California State College, Domingues Hills, is also developing a new three-year curriculum. A new SUNY campus at Rome-Utica is projected to develop another three-year baccalaureate degree program designed to accept students directly from high school.[7]

With a minimal amount of research it becomes quickly apparent that the three-year baccalaureate degree means many different things with the result that criticisms applied to one program may have little, if any, relevance to others. Regardless, there are several potential problems which seem to be repeatedly mentioned in the literature.

First, as pointed out by Kenneth Conklin,[8] general education is crippled in those programs where the courses are arbitrarily reduced. The proposition that general education's objectives are achieved at the high

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[7]Samuel H. Magill, "Report on Time Shortened Degree Program," Association of American Colleges, n.d.

[8]Kenneth R. Conklin, "The Three-Year B.A.: Boon or Bust?" AAUP Bulletin #58 (March, 1972), pp. 35-39.

school level has not been justified. At a time calling for more interdisciplinary study, better generally educated people, and more leisure time, general education is now more essential to a productive life than ever before.

The expected financial savings predicted by the Carnegie Commission may be illusory. In three-year baccalaureate programs which consist of an entirely new curriculum, the start up costs are staggering, with, in most cases, a disappointingly low degree of student interest. Unless the program represents an arbitrary elimination of one-fourth the required degree credits, the cost for instruction and supporting services would remain unchanged. The only realization of financial savings through a three-year degree program would be to the student, then only in those programs which included one-fourth less time enrollment. There would appear to be little, if any, savings to the institution or the state in three-year degree programs. The three-year degree holds little attraction to private colleges because it reduces by 25% money collected as tuition and fees.

Another disadvantage of a three-year degree designed with credit reduction would be its loss of credibility. Presently the baccalaureate is widely

accepted by the public, it has currency, and reducing the requirements would be tantamount to devaluation. It can be anticipated that graduates with a three-year degree would be handicapped when seeking employment in competition with graduates of four-year degree programs.

Proponents, such as the Carnegie Commission, who base their support for the three-year degree on educational as well as financial reasons, maintain that high school education has improved to a point that the first year of college is unnecessary repetition. Granted that students on the average are better educated than those who begin college a generation or two ago, at the rate knowledge is expanding the gap between what is known by the high school graduate and what is needed to be known is greater than ever before. Added to the knowledge explosion is the increased sophistication of skills in knowledge use entailed by this explosion. It is no wonder, then, that the trend has been to lengthen rather than shorten the time spent in acquiring an undergraduate degree.

Finally, indications are that accrediting agencies are adopting a "wait-and-see" attitude towards time shortened degree programs. There is considerable interest in them, but so far the accrediting agencies

have been willing to offer only advice, and then only when requested. Based upon past experience, however, there is reason to believe that professional agencies will evaluate these programs in due time.

The points made in this discussion do not mean, however, that the advantages of the three-year degree should be abandoned. Most may be realized without tampering with the requirements for the baccalaureate degree. By encouraging widespread adoption of innovative practices already being tested in Washington colleges (see the report by the Council on Higher Education entitled "Innovative and Non-Traditional Study Programs"), it appears likely that most of the benefits can be achieved. For example, if a student is not challenged by the average load, encouragement should be given to carry an overload. By taking one additional five-hour class per quarter, such a student would complete a degree in three years. If some students have acquired the knowledge and skills taught in the freshman year, opportunities should be provided for demonstrating that knowledge, and examinations should result in credit and advanced placement. Academic policies in the various colleges and universities should be changed so as not to penalize students for

interrupting their college careers, to make it attractive to students to move in and out of higher education all of their lives. Continuous study could be encouraged by between-term learning opportunities and expanded summer school course offerings.

The Select Commission on Non-Traditional Study strongly endorses the concept of individualizing the bachelor's degree program, rather than supporting a proposal which calls for developing three-year degree programs, per se. Any degree program which requires a set number of years for completion for all individuals, ignores the differences represented by students. Further, colleges and universities should be strongly urged to develop alternate modes (such as those mentioned in the above paragraph) of achieving the baccalaureate, modes from which students may select those which are compatible with their interests, abilities and learning styles.

THREE-YEAR DEGREE
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INNOVATIVE AND INDIVIDUALIZED CURRICULUMS

New forms, structures, and opportunities for higher education have in the past few years become focal points of discussion, planning and action in the academic world. Accreditation practices are being reexamined, and reappraisal of institutional and student financing is underway. Both in the United States and abroad many new programs in a non-traditional mode are being designed or are in operation. Few, if any, colleges or universities today are totally traditional and few are totally non-traditional. A great stirring is underway bringing many changes, some important but most, as yet, unevaluated.

In essence, the evidence is encouraging. Existing institutions are showing, under competition, that they can adapt to new circumstances and new modes. It is more reasonable to encourage and assist them in this process of granting credits and degrees based on non-traditional approaches than to create new degree-granting institutions. The traditionalist and the non-traditionalist are not adversaries; the one cannot supplant or supersede the other. Rather, they are partners in the enterprise of promoting learning opportunities.

Society, particularly students and faculty, has been conditioned over the years to anticipate "proper" patterns for learning which involve a textbook, a course outline, and the impending final examination. We have also been conditioned to believe that education is a process separate from life. Fortunately, these attitudes are changing.

Course content is beginning to reflect the growing concern that programs should integrate formal education with career and community experience. A 1972 survey of innovative and non-traditional study programs[1] offered by Washington colleges and universities revealed that every institution provides some opportunities for learning outside the classroom. Examples:

> Western Washington State College provides student historians and ethnologists field experience in collecting information from Northwest Indians about their history and culture as perceived especially by older members of various Indian communities. Oral history is the emphasis of the project; students undertake special training in information gathering and interpretation.
>
> Washington State University offers off-campus internships in Communications whereby students work full-time at a beginning professional level job as reporters on daily or weekly newspapers in the Pacific Northwest. The program has been so successful that plans are underway to extend it to other areas of communications--broadcasting, advertising, cinematography, and general communications.

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[1] E. Anne Winchester and Eleanore Kenny, Innovative and Non-Traditional Study Programs (Olympia, Washington: Council on Higher Education, 1972).

> The Gonzaga-in-Florence program provides students with the opportunity to learn to understand people of another culture. For one year students live and study in Florence, in daily contact with Italian life, language and intellectual and artistic history.

A growing interest in innovative and flexible curricula has resulted in a steady increase in the number of students pursuing some form of independent study. Independent study is normally conducted on a "contractual" basis with a faculty or qualified staff sponsor who supervises the student's project or program of reading and research, usually linked to field work. In addition, faculty can "individualize" standard courses by allowing students to do special study or projects and granting one or two hours of additional credit.

The opportunities for individualizing a student curriculum are numerous. The University of Washington, for example, "has offered a bachelor's degree in General Studies since 1935, making it one of the first self-designed and individualized degree programs in the country."[2] Students can design their own programs by enrolling in General, Liberal, Interdepartmental, or Interdisciplinary Studies programs, or they can combine majors.

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[2] Aldon D. Bell, "Individualized Curricula," Memorandum to Lloyd W. Schram (Seattle, Washington: University of Washington, October 17, 1973).

A variety of interdisciplinary majors has evolved as a result of student interest in heretofore atypical programs including Ethnic Studies, Environmental Studies, Literary Studies, Society and Justice, and Social Welfare.

Special programs are being designed for the part-time, weekend and evening student. A unique opportunity to earn a traditional university bachelor's degree is now offered at the University of Washington. "Under this program, students would be able to complete all or most of the lower division as well as a number of upper division course requirements for a degree through a combination of evening and extension classes, some correspondence study, and possibly a credit telecourse."[3]

Living-learning patterns are also undergoing alteration. Live-in workshops, conferences and seminars are common. Many colleges and universities offer "residential" learning experiences. One of the best known is Fairhaven College at Western Washington State College whose objective is to develop individual responsibility with students involved in all phases of governance, and

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[3]University of Washington Office of Admissions, "New Learning Experiment," Memorandum to Schools and Colleges (September, 1973).

pursuing educational programs based upon individual goals and aspirations. As on-campus "residence" patterns are altered everywhere, adaptations of program and curricular content should lead to different and increased use of campus living facilities to supplement or sometimes substitute for current traditional use.

Institutions in the State of Washington already have extension and continuing education programs which take at least a portion of the resources of the university or college off the campus to meet educational needs of citizens keeping up with advances in their vocational fields, working toward higher degrees, and broadening their fields of interest and competence. Although many of these programs are of high quality and well-managed, others suffer from absentee management and lack of faculty interest as well as competition between rival institutions offering programs in the same geographical areas.

Institutions developing and adapting existing non-traditional and lifetime learning programs, especially those that carry with them evidence of substantial study, should make a concerted effort to relate such programs to the entire process of curricular development. At the present time many courses and programs

that have been individualized in some way are either offered to only the best students or are considered second-rate.

Another serious problem is the attitude--widespread among students, faculty, and the general public--that the business of educators is formal schooling. The notion that everything worth knowing has to be learned in school has begun to give way in face of the proliferation of educational efforts carried on by the military, government, business, industry, labor unions, and proprietary schools. Since schools and colleges can do only so much, improved articulation between "formal" education and other learning situations and institutions is essential.

The literature of higher education has long stressed both the economies and enrichment of opportunity resulting from collaboration. Non-traditional study offers yet another way to weave the fabric of postsecondary education in the State of Washington more tightly and at the same time to diminish the separation between campus and community. The collaborative thinking of those involved in providing learning opportunities and those making use of the knowledge can expand the number and variety of learning opportunities available to students.

Given both a wider range of choices and a much stronger voice in where and how learning opportunities are provided, students could begin to take the initiative in determining their curriculums. Any effort to "individualize" curriculums will be fruitless, however, unless each student is encouraged to assume responsibility for his or her own learning. Crucial to the success of non-traditional study programs is a comprehensive system of educational guidance, counseling, placement and referral services utilizing available techniques, tests and skills, and creating new instruments where necessary.

Faculty should be reoriented to curricular alternatives and methods of evaluation that emphasize the importance of self-learning. Given proper supervision and faculty interest, the potential of individualized study programs appears vast and challenging. Its possibilities in terms of more flexible and responsive post-secondary education, within and without "university" walls, have yet to be explored.

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NON-TRADITIONAL DELIVERY METHODS (TECHNOLOGY)

Many examples of non-traditional delivery methods (technology) have been absorbed by our educational systems, among them the use of xerography to reproduce textual materials, the development of long-playing records and audio cassettes, films, filmstrips, slides and a proliferation of paperback books. Newer methods and systems need to be examined, used, and evaluated by educators if only on an experimental basis with some relaxation of traditional requirements in order to discover the extent and quality of their effectiveness.

Cycles of rising enthusiasm, optimistic predictions, substantial investments, and disappointing results have become something of a pattern in the history of educational technology. Some might suggest that air conditioning in the lecture halls will have more impact on teaching than video tapes, language laboratories, or computer assisted instruction. However, in many cases technology has been misused and the results labeled "failure." Like the principal who said, "We tried team-teaching and it doesn't work." In actuality, the principal had required teachers to team-teach without the background preparation and resources necessary to avoid failure.

Because today one can reproduce anything, decisions on how to deliver information and materials must be based on the answers to the questions: What is to be delivered? What is its effectiveness? What is its cost?

A look at some developing trends can help to put these questions in proper perspective. Such trends include:

- increasing the availability of educational opportunities for all
- continual development and use of independent learning situations
- less reliance on the need for new buildings; a move toward taking education to the people
- a highly competitive educational system evolving, including business firms developing and offering their own in-service courses/programs
- further refinement and development of the concept of continuing educational credits
- growing use of conditional certification, replacing lifetime certification
- further development of community centers offering educational opportunities
- broadening of opportunities available through libraries

The major problems inhibiting more widespread use of educational technology are: the lag between engineering capability and social acceptance; the policies and techniques of management and production including

the structural, collaborative and legal necessities for swift and effective development; economic unknowns, including those for start up costs; and instructional development.

Another cause of resistance has been the widespread fear that technological methods of instruction will dehumanize the educational process, a process which can be cold, mechanical and impersonal with or without technology. Faculty-student contact should remain central to instruction; technology could give faculty more time to prepare their courses, meet with students in small groups, and provide individual assistance.

The greatest problem with technology is fear of the unknown. Much of the resistance to it could be overcome if faculty were encouraged to utilize various media and were given support in the process by the "highest possible level of academic administration."[1]

In order for the present educational system to continue its impact into the future, it must develop means to increase availability of educational opportunities. The role of a teaching institution is being recognized as equal to its function as a community for scholarship and research. Therefore, the institution must examine

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[1]Carnegie Commission on Higher Education, The Fourth Revolution (New York: McGraw-Hill, June, 1972), p. 51.

the spectrum of technology to find what potential various media can offer to meet instructional needs both on and off campus.

The role of technology in delivering non-traditional learning opportunities is still undecided. Educational efforts having wide appeal for special audiences such as Sesame Street for the preschooler, or environmentally oriented adult courses presented by newspapers can possibly be justified in terms of cost and educational impact. However, whether the less glamorous academic and vocational offerings which make up the bulk of an educational system are suited to direct home delivery systems has not been demonstrated effectively, except in the case of highly motivated students. Perhaps greater opportunity for media selection and interaction can ultimately be made available off-campus at practical costs, but, as previously noted, the nature of many home environments may still constitute a major barrier to broad and effective use of technology for direct home delivery of entire learning systems. Certainly for the immediate future, a statewide system linking campus facilities with regional and community study centers could be a practical compromise.

There already exist in the state a number of structures which lend themselves to the development of the

study center concept. These include regional campuses, university extension centers, and libraries. Although it has now been terminated, it is of interest to note that a planned demonstration project called the Seattle Community Learning Center Project could have provided a practical model for the regional study center concept.

The regional study center would not necessarily limit the development of materials used in home delivery systems. Programmed materials, cassette tapes, newspaper courses, radio or T. V. programs, and other home study materials could be used in conjunction with the regional study center concept.

In Fourth Revolution, the Carnegie Commission correctly identified cable television as an area of communication worthy of the close attention of the educational community. The coaxial cable's enormous capacity for carrying information--about 10,000 times greater than a household telephone line--could dwarf the "social, political and economic changes brought by such earlier developments as...television itself or by the creation of the present highway network."[2] The Sloan Commission on Cable Communications (1971) terms it "the television of abundance."

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[2]Arthur L. Singer, Jr., "Issues for Study in Cable Communications: An Occasional Paper from the Alfred P. Sloan Foundation" (New York: Alfred P. Sloan Foundation, September, 1970), pp. 4-5.

Cable television could make from 25 to 40 channels available to every home, library, museum, hospital, school, or other community center. Depending on the system, the possibilities are somewhat less than infinite. Programs for minority interests could be delivered to the home and, because the cost of each opportunity to use the cable is low, repeated many times to better fit the schedule of the intended recipients. The most significant difference between cable and broadcast television, however, is that a cable connection to the home can carry signals from as well as to viewers.

A commission has been established in the State of Washington to promote the study and effective development of educational television.[3] At the present time, with the cooperation of the public broadcasting system, there is potential for both coordinated instructional planning and a statewide instructional television network (see map). The majority of the state's population is already within the service area of one or more of the six stations (KCTS/9, Seattle; KPEC/56, Tacoma; KTPS/62, Tacoma; KWSU/10, Pullman; KYVE/7, Yakima; KSPS/7, Spokane).

One example of an effort to coordinate, avoiding costly duplicative production efforts, is provided by

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[3]Washington State Educational Television Commission.

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the Nebraska Educational Television Council for Higher Education. The NETCHE produces television lessons for its member institutions and serves as a distribution center for all instructional materials produced. Faculty using the lessons are requested to evaluate their effectiveness and to provide the NETCHE with suggestions for the most appropriate uses of specific lessons and assistance in the development of new lessons.

The Federal Communications Commission's decision requiring that one channel in CATV systems in major markets be made available for educational use without cost provides a favorable climate for broad experimentation with this medium. Educational institutions interested in producing programs may find not only that they have access to cable systems without charge, but that they may indeed help the cable operator to meet a responsibility for making original, non-broadcast programming available. Thus a prompt beginning will help assure continued and possibly expanded access for education to cable television.

Another major inhibition to present use of technological communications in non-traditional study programs is geographic distance. While electronic communications in various forms can span distance barriers, ordinarily costs rise in proportion to the distance.

Now a new opportunity presents itself in the development of satellite communications whose significance lies in the fact that communication via satellite is insensitive to distance, offering a much larger base for sharing resources in a faster mode. A new course could be transmitted to all the state's schools or learning centers at one time and would cost the same whether the sending and receiving stations are located a block or a continent apart. This technology, when combined with conventional ETV broadcasting or CATV, can provide televised instructional services to rural communities as well as to schools and regional study centers.

A system of technology centers based not on geography, but on common interest, could provide desired diversity. Joint planning and cooperative action by participating institutions should provide each cooperating institution with a greater range of opportunities and a richer vein of resources than even the largest institution could achieve on its own.

In our concern for the exotic and electronic we often overlook more simple delivery systems. Many slide tape or filmstrip tape courses and parts of courses are in constant use, easily transportable, and adaptable to individuals or groups such as those in

business and industry which have for years effectively used this means for sales maintenance and executive training. Production can be relatively inexpensive and controlled by teachers. Production equipment is available in most colleges and could be made available to the regional study centers in the field. Distribution is feasible through library check-out techniques, mail or self-service, from regional study centers.

The cassette tape recorder presents another excellent possibility for simple, inexpensive delivery. Research shows that a series of tape recorded lessons can be as effective as a similar series of classroom presentations. Cassettes employed for this purpose are easily recorded, copied, and can be distributed by mail. Cassette tape recorders are widely available at modest prices. It is as reasonable to ask a student to provide a tape recorder as it is to require a textbook, particularly since the recorder may serve for a number of courses both traditional and non-traditional.

Programmed instruction has been both praised and condemned. Thorough evaluation shows that a well-equipped regional study center should have several programmed instruction books on each of the topics of any course.

Because programmed texts have been validated, they represent a uniquely accountable system that can operate without regard to the number of students and sometimes without an instructor.

The national preoccupation with the new media does not mean that the radio or newspapers which are both less costly in terms of production and transmission will have no role in non-traditional study programs. These older mass techniques are still relevant for use in non-traditional study programs.

The potential of the telephone remains almost completely untapped. Although more direct, it lacks the apparent sense of physical presence of television. Some innovations, however, make it a more useful medium than television. Through the relatively inexpensive telelecture capability a teacher can be in contact with a distant group in a two-way conversation. If it is feasible to utilize a state-leased line, the cost can be as low as $3.50 per fifty-minute period. Through this means it is also possible to have an external group join an on-campus group, making a broader use of teacher time with minimal cost. One of the most effective uses of the telephone may be the feedback capacity it offers for telecasts. Hardware modifications which

have come from talk shows presented on radio and television allow calls to be stacked so that many callers can be accommodated, their questions screened and answered by category.

As colleges and universities have used television for instruction, the production of "software" (or instructional materials) has proved to be an expensive process. Almost without exception, individual institutions are the producers of the product they dispense. As a consequence, conventional instruction ends up being reproduced at each institution, expensive production and recording equipment must be duplicated for each institution, and the cost for this activity is replicated many times. In education as elsewhere, technology imposes its own rules of economy and scale. The reality of cost factors should necessitate development of shared programs and common use of facilities to reduce costs.

The Carnegie Commission on Higher Education predicts the new technology will eventually reduce instructional costs below levels possible using conventional methods alone. Early investments, it suggests, should be concentrated in areas with "the greatest capability for wide use: (a) libraries, (b) adult education,

(c) primary and secondary education, and (d) introductory courses in higher education where basic skills are involved, like mathematics and language."[4]

Investments in instructional technology will not yield significant returns until technology is considered an integral part of the educational process. We do not need to invent new equipment as much as we need to design programs in which the economic and educational worth of the options can be determined.

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[4]Carnegie Commission on Higher Education, The Fourth Revolution (New York: McGraw-Hill, June, 1972), pp. 3-4.

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APPENDIX A

RESOLUTION

SENATE FLOOR RESOLUTION 1972-15

By Senators Martin J. Durkan and
Gordon Sandison

WHEREAS, The traditional pattern for earning a bachelor's degree is an academic program which generally requires four years; and

WHEREAS, The average student takes approximately 5.5 years to complete the work necessary to receive a degree because of delays which may be unavoidable in the pursuit of an academic career; and

WHEREAS, The increased mobility of the population of the United States makes it difficult for a person to always finish a degree at one institution; and

WHEREAS, The high cost of financing higher education for both the state and the individual have necessitated new approaches to higher education; and

WHEREAS, Programs have been developed nationwide which allow students to take a series of tests (College Level Examination Programs) to pass basic college courses, and thereby reduce the amount of time spent in an institution of higher education; and

WHEREAS, Several states have developed external degree programs where a student can take all academic course work through correspondence, television, programmed learning, computerized instruction, and other innovative methods of teaching without having to commute or reside on a campus; and

WHEREAS, Such programs as University Without Walls, credit by examination, and work-study, allow a student to proceed at an accelerated pace towards the completion of a degree; and

WHEREAS, These innovative programs clearly point the way to the establishment of similar programs in Washington which will decrease the amount of time necessary for a student to attend an institution of higher education in order to earn a degree;

NOW, THEREFORE, BE IT RESOLVED, By the Senate, That the Council on Higher Education proceed immediately to determine if it would be feasible to institute a three-year degree program using credit by examination or the challenge concept to shorten the time necessary to attend a campus-centered facility for the completion of a degree; and

BE IT FURTHER RESOLVED, That the Council on Higher Education explore other innovative programs which will allow flexibility for the student in planning an academic career; and

BE IT FURTHER RESOLVED, That the Council on Higher Education submit findings and recommendations to the Joint Committee on Higher Education prior to March 1, 1973, concerning ways to encourage the development and implementation of such innovative programs.

Adopted January 25, 1972

APPENDIX B

SUMMARIES OF COMMISSION MEETING MINUTES

SELECT COMMISSION ON NON-TRADITIONAL STUDY
SUMMARY OF FIRST MEETING, JANUARY 25-26, 1973

Select Commission Established

The first meeting of the Select Commission on Non-Traditional Study was called to order by Chairman George Brain on January 25, 1973.

James M. Furman, Executive Coordinator of the Council on Higher Education, opened the first meeting of the Select Commission by reviewing briefly the developing national interest in educational "innovation." One catalyst, he said, was the 1971 Report on Higher Education, funded through the Ford Foundation and chaired by Frank Newman. As an outcome of the "Newman Report," Sidney Marland, Jr., U. S. Commissioner of Education, announced the formation of the Committee to Explore Exemplary Innovations in Postsecondary Education. Then, in 1973, the national Commission on Non-Traditional Study provided us with a definition:

> Non-traditional study is more an attitude than a system...which puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and deemphasizes time, space and even course requirements in favor of competence and, where applicable, performance.[1]

[1]Commission on Non-Traditional Study, Diversity by Design (San Francisco: Jossey-Bass, 1973), p. xv.

Mr. Furman indicated that in Washington, the 1971 appropriations bill (ESHB 151) carried a proviso stating that 1/2 of 1 percent of the funds provided under the instructional budget for the institutions of higher education "be used only to develop and implement new and innovative educational programs in undergraduate education."

A Senate Resolution, also introduced by the 42nd legislature, described changes in society that may require new approaches to education and voiced concern regarding the rising cost of education to both the student and the state. The resolution specifically requested that the Council on Higher Education undertake a study of external degree programs, three-year baccalaureate degree programs, and credit by examination. As a result, the Council on Higher Education recommended the establishment of the Select Commission on Non-Traditional Study. The Commission, explained Mr. Furman, should explore alternative educational opportunities that could be provided to people outside the traditional spectrum of college-bound individuals, as well as to traditional students.

Innovative Institutions

The Evergreen State College:

Chairman Brain introduced Dr. Charles McCann, President of The Evergreen State College, Washington's

"innovative" four-year college. Dr. McCann indicated that there is "really nothing new going on at Evergreen when taken piece by piece." Dr. Edward Kormondy, Vice President and Provost, explained that the basic premise is to develop a curriculum to equip a person for tomorrow's challenges by offering changing or new study programs every year.

The major mode of study at Evergreen, Dr. Kormondy explained, is the Coordinated Studies program, usually involving some 100 students and five faculty members. This group is, in effect, a small college because it involves both students and faculty for the entire year. This makes a number of benefits possible: close relationships among all members of the group, opportunities for genuine collaboration in learning, and a sense of direct responsibility for one's work.

It is also possible to draw up learning contracts between an advanced student and a faculty member. The contract identifies learning objectives, use of study resources anticipated, and includes a statement by the faculty sponsor concerning his or her commitment as a teacher, advisor, tutor or co-worker. Learning contracts can be individual or can involve groups of students and a faculty sponsor. All parties involved sign the contract.

Whatcom Community College:

Dr. Robert Hamill, President of Whatcom Community College, next talked to the Commission about how a college without a campus plans to serve the population of Whatcom County. Whatcom is endeavoring to offer as many learning opportunities as possible through a decentralized operation; programs will be offered at locations convenient to the students. To do this, four types of facilities will be developed: a college service center, community instructional centers, mobile units, and single unit rental spaces.

Decisions involving resources--duplication of facilities and programs--will be made in terms of the client, the student, not in terms of the college or the bureaucracy. Dr. Hamill indicated that they don't have all the answers at Whatcom, but do feel the contact between the student and faculty is more useful than the contact between student and building.

Innovative Clearinghouse

At the afternoon session Warren Clare, Director of the Innovative Clearinghouse for the State Board for Community College Education, directed the Commission's attention to the annual status report (January 5, 1973) on innovative programs. Over the past four years the

community college system has developed educational responses in all areas mentioned in Lamar Johnson's book, Islands of Innovation, a "catalog" of non-traditional programs presently underway throughout the nation. Innovative educational projects receiving funding as provided by the Appropriations Bill (ESHB 151) were those recognizing that the key to community college education is responsiveness to the individual educational needs within the community. The Community Involvement Program was one of five innovative projects receiving funding.

Community Involvement Program

Tom Hulst, State Coordinator of the Community Involvement Program, described the program and its objectives. Each of the 27 community colleges formed a campus team consisting of students, faculty, administrators, and community representatives. The campus team designated a student coordinator, accountable to the team, to operate a center to serve as a clearinghouse to match community agency requests with student learning aspirations. The program was designed to provide answers to the question: What is the effect of community-based learning upon students?, and to suggest variable learning options for use in the coming decade.

After this introduction to some of the non-traditional educational programs presently underway in Washington, the Commission adjourned.

NOTE: "An Assessment of Community Based Learning Programs: An Exploratory Study of the Community Involvement Program in Washington State Community Colleges," was published by the State Board for Community College Education in July, 1973.

SELECT COMMISSION ON NON-TRADITIONAL STUDY
SUMMARY OF SECOND MEETING, APRIL 12-13, 1973

The second meeting of the Select Commission on Non-Traditional Study was called to order by Chairman George Brain on April 12, 1973.

Several guests were on hand to provide additional background information regarding non-traditional study options to the Commission for use in their deliberations before making recommendations to the Council on Higher Education.

Washington State University Multipurpose Communications Network

On the evening of April 12, Dr. James Hardie, Instructional Television Coordinator at Washington State University, discussed the multipurpose communications network currently being developed there. The proposed network would directly connect colleges and universities into one system, enabling joint offering of courses among institutions, sharing of computer facilities, rapid electronic transmission of library materials, video phone capabilities, television transmission of seminars, conferences, meetings, and direct hook-up with hospitals, extension centers and other locations providing education resources.

Dr. Hardie described the network's one- and two-way television communication capabilities which enable instructors and students to exchange ideas. The instructor controls the flow of communication at a fixed communication control center while the "hardware" (or television terminals) in the classrooms is portable. One great advantage of this audio-video capability is that, while it is very similar to the traditional classroom exchange, it does not involve any long-distance commuting on the part of the students or the instructors.

Courses by Newspaper

Another already well-established method of reaching students was described by Dr. Franklyn Hruza, Director of Evening and Extension Classes at the University of Washington. The newspaper-reading public now has the opportunity to take "Courses by Newspaper," for its own personal interest or for credit through participating colleges and universities.

When the "Courses by Newspaper" pilot program was first announced in June, 1972, the response from the public, from colleges and universities, and from the nation's newspapers caused the program to be expanded. Originally it was expected that 6 newspapers would

carry the course; that number has grown to more than 100. The course consists of 20 written lectures, one published each week. The lectures for the first course will be written by 20 of the nation's most distinguished teachers and scholars around the theme "America and the Future of Man." The course will be comparable to a three-credit (quarter) course; however, each institution will determine the course level and the number of credits granted. The lessons will go through the mail, but students will meet with a course coordinator after 10 weeks for a "mid-term," and at the end of 20 weeks for a "final." Registration will also be accomplished through the mail.

Dr. Hruza said that the registration fee at the University of Washington would be $45; $5 of this fee would go to the University of California, San Diego, for the development of a second course. The program has been funded by an outright grant from the National Endowment for the Humanities. The grant was for $96,000 for the first year's program and $75,000 for the second.

Credit by Examination

The next morning, April 13, Dr. Fred Nelson, Associate Director of the Western regional office of the

College Entrance Examination Board, discussed the College Level Examination Program (CLEP).

CLEP began in 1965-66 with the intention of providing adults (non-traditional students) with some of the same options that the advanced placement program provides for outstanding secondary school students. It is his opinion, however, that CLEP and other external degree programs emerging around the country also tend to appeal to traditional college age students. The number of adults taking CLEP examinations continues to increase, but the number of traditional college age students choosing this option is increasing at a faster rate. It costs between $60,000 and $75,000 to develop a subject exam. All test makers are listed on the exam: faculty write some of the test items, overview the exam, and recommend revision.

The University of Oregon, he said, has a model credit by examination program. An associate dean who felt that this option should exist, encouraged various departments to look at the exams--not as equivalent to their own course examinations, but as those offered by another college or university. Would credit earned for the course examination be transferable? To make students more aware of this option, the University of

Oregon ran an ad in the campus newspaper spelling out all credit by examination options open to students at that institution.

Members of the Inter-College Relations Commission provided some insights into the use of CLEP in Washington. The panel: Dr. Henry Lennstrom, Lower Columbia College (Chairman); Mrs. Lydia McNichols, Seattle Pacific College; Dr. Willard Humphreys, The Evergreen State College; Mrs. Willamay Pym, Shoreline Community College; and Dr. Milton McDermott, Clark College.

Dr. Lennstrom said that the Inter-College Relations Commission is comprised of 45 persons who represent all colleges and universities in Washington, the high schools (two representatives), the State Board for Community College Education, and the Council on Higher Education. The ICRC operates on an entirely voluntary basis, with no real authority, making recommendations which focus on alleviating the problems of transfer students.

The group indicated that a survey was underway regarding the use of CLEP in Washington. Institutions were encouraged to keep accurate records on who takes CLEP examinations, their reasons for taking them, and their scores. The ICRC also hopes to determine institutional policies--whether or not credit is granted for CLEP general exams, the minimum cutoff score, and the

maximum number of CLEP credits accepted. A workshop planned for April 24, 1973, will provide an opportunity for additional discussion. In the meantime, the Inter-College Relations Commission recommended that the integrity of the institution granting CLEP credit should be respected when a student transfers to another institution.

Chairman Brain introduced three chief academic officers who discussed the present and future use of CLEP in the public four-year institutions: Dr. Robert Ritchie, University of Washington; Dr. William Bultmann, Western Washington State College; and Dr. Philip Marshall, Eastern Washington State College.

It was the consensus of the group that faculty believe no examination can substitute for the experiences of the student who earns a traditional baccalaureate degree. The faculty also object to the CLEP marketing methods and want more control over the level of the exams and the testing program offered by the Educational Testing Service.

Dr. Ritchie read the recommendations made by the University of Washington College of Arts and Sciences Task Force which favors credit by examination utilizing the "course challenge" method. The Task Force recommended that the faculty examine the CLEP subject matter

tests and evaluate them. Dr. Nelson indicated that the College Entrance Examination Board and Educational Testing Service would provide copies of the examinations for faculty to complete institutional norming.

Higher Education and the Future

The afternoon session began with a presentation by Dr. Samuel Kelly, Director of the Center for Higher Education at Western Washington State College. Dr. Kelly established for the Commission a few assumptions about society 25 or 30 years from now and then posed a series of questions about the future needs of higher education. One assumption relates to the regulation of consumption: Natural resources, goods and funds will be allocated after much more systematic planning and discussion of alternatives. Another assumption, and an important one, is that the current census projections indicate a long-term trend. Today's median age of 27 or so will have become 37 or higher. Compared to today, the largest increase will be in the 35 to 50 age group, then 65-plus. The least expanded age group will be those in the 0 to 15 group. A third assumption is that work patterns will change. There will be more self-imposed limits and expectations. Consequently, there will be more time and demand for

continuous learning and an increase in vocational and avocational demands.

Another assumption relates to education and the law. By 1995 or before, said Dr. Kelly, there will be a substantial corpus of legal and administrative decisions about individual rights and education--truth in advertising, accountability by the institution, consumer rights.... By 1995 presentations (such as this) will probably be made to groups gathered at the local audio-visual learning center or in front of home consoles of various types. In addition, we know that, although we will still be paying for many of our college dormitories in the year 2000--the ones already built--many of them will have space available.

Dr. Kelly then asked the following questions, hoping to trigger discussion by the Commission:

1. When did the 1973 percentages for educational expenditures shift dramatically?
2. When did it really sink in that the time to stop acquiring land and enlarging then-existent campuses was now?
3. What year did the Legislature open the door to competitive bids for new programs and educational services?
4. When did the statewide counseling, information and registration centers come into being?
5. When did all correspondence and like study come under the purview of one institution or agency?

6. How does the Division of Program Evaluation and Accountability operate?

7. When did the statewide hiring of faculty begin, the master contract that called for so many faculty in certain fields and institutions and elsewhere?

8. How are the procedures for determining what to phase out in one place in order to "innovate" in another working out? Where are the interim and final decisions made?

Dr. Fred Giles, Dean of the College of Education at the University of Washington discussed the forces and factors "afoot in education now and in the future" that should concern the Commission on Non-Traditional Study. Dean Giles believes that there is a need for the personalization of learning. Personalization, he said, may result from the expectations of an individual or group of persons; it may result from the places in which they live, from their background, the cost of learning, the methods of learning, the delivery systems, the time available, their age. A second concern should be the "trade-in value" concept of education. Considering the many different delivery systems and ways of learning, the mobility of the population, and all the other factors affecting learning, there has to be some way to determine trade-in values. If we are really concerned about what a person knows and not how he came to know it, and the relationship of

that knowledge to some new goal, the magnitude of the problem is not as great.

A third concern should be the extension of the opportunity to learn over a longer period of time. We need to provide for stops and starts. Dean Giles suggested that education should be more like a country road, not like a freeway where you get on and cannot get off until you have gone past where you wanted to be.

A panel comprised of Mr. Lloyd Keith from Shoreline Community College; Mr. Robert Gieman from the Department of Health, Education and Welfare, Region X; and Mr. Tom Sine from the University of Washington, made additional comments relating to the presentations by Dr. Kelly and Dean Giles.

The Commission meeting concluded with Ms. Anne Winchester describing the work being done by Dr. Richard Feringer and the Council on Higher Education staff to arrange for a final background information session, an "External Degree Conference."

SELECT COMMISSION ON NON-TRADITIONAL STUDY
SUMMARY OF THIRD MEETING, MAY 25, 1973

The third meeting of the Select Commission was called to order by Dr. Donald Schliesman who stated that the resource people present at the meeting would attempt to answer any questions the Commission members had about external degree models or higher education generally.

Dr. Richard Feringer introduced the guests who had been present at the External Degree Conference* the day before: Dr. Cyril Houle, Professor of Education, University of Chicago; Dr. Patrick Healey, Academic Assistant to the President, Extended Academic and Public Service Programs, University of California, Berkeley; Dr. James Brown, Director, Thomas A. Edison College, New Jersey; and Dr. Fred Nelson, Co-Director, Office of New Degree Programs, College Entrance Examination Board, Palo Alto, California.

Dr. Feringer explained to the resource people that the Select Commission on Non-Traditional Study was charged with providing the Council on Higher Education with recommendations for alternatives to traditional postsecondary education. He asked if the resource people had any ideas on how to go about preparing such a

*Exploring the External Degree: A Conference Report is available from the Council on Higher Education. The conference was held on May 24, 1973.

report and if they had any suggestions on what should be included.

The following is a summary of the discussion:

Dr. Houle suggested that any report, recommendations or guidelines should relate to the entire state rather than to separate institutions.

Dr. Brown indicated that counseling should be emphasized. More than half of the people who come to Thomas A. Edison College, he said, could be better served by traditional community colleges or other programs available in the State of New Jersey; however the students are not aware of this. Edison is now developing counseling centers to provide educational guidance to individuals, whether they are enrolled at Edison or not. These centers will be tied to a variety of community-based institutions, the public library, for example.

Adequate counseling and adequate programs go hand-in-hand, said Dr. Healey. This is one of the difficulties in counseling a new kind of student--raising his or her expectations about going back to school without being able to respond with a variety of programs designed to meet the student's needs.

Dr. Brown suggested that the Commission ask, "What are the needs in the State of Washington that are not being met? What are the models that can meet some of

these needs?" When asked how much surveying of needs was done in New Jersey before Edison College was established, Dr. Brown explained that no surveying was necessary. If any estimate is now made of the need for continuing adult education, "the potential is massive.... If Edison College served only one percent of the potential market in New Jersey, we would have more students than we can serve."

The most productive approach for the state to take, said Dr. Healey, would be to ensure that the efforts of all institutions are coordinated, that overlap and duplication are decreased, and articulation is increased. There is one basic assumption that could be made even without a marketing survey: Many parts of the State are not served by four-year institutions. Dr. Johnson added that some community colleges are also beyond the commuting distance of many people, especially in eastern Washington. Dr. Nelson concurred. "Adult learning opportunities," he said, "tend to be limited to where the individual lives." Counseling centers should be able to relate all of the options available in an individual's locale; the counselor should act as an "educational broker." Supra-institutional options of this kind, he said, "require leadership, imagination, and resources."

The Syracuse model is the one to "avoid," said Dr. Brown. Although they have been contemplating and planning for two years, they have spent over a million dollars and not counseled one student. He suggested that "it is better to plan as you go, as you find out what your markets are." Dr. Healey agreed. "You can't plan it to death." There are clearly some dichotomies. Do you set up a new institution or go through an existing one? Does this institution "encourage," or does it "fund," or both?

Ms. Acholonu expressed concern about the need to package certain kinds of learning experiences, such as bilingual studies, for certain populations. Dr. Houle restated Dr. Patricia Cross's belief that the cost factor rises sharply when dealing with the disadvantaged, primarily because many of those persons need individualized attention.

Ms. Lee stated that she felt that non-traditional education had to be a personal kind of operation, particularly since it requires a personal commitment to learn. Dr. Johnson said that she believes it is "the Commission's responsibility to increase educational options so as many people as possible can zero in where they want."

Mr. Coole asked the resource people if the Commission should attempt to define a structure that is relatively permanent or should it expect to get something that has an ever increasing scope?

Dr. Brown said the development of the two Edison College degree programs cost about $2 million. "That lends itself to interstate cooperation." The Edison College business degree represents the "first example of two states getting together to develop a degree program." However, he said, "every state in the Union has a different internal higher education political structure." One thing that is needed is a common accrediting process for college equivalency examinations, and he believes it will evolve nationally.

The greatest problem, said Dr. Brown, is the need to "get faculty to see themselves as much more flexible, imaginative people." "Given the present atmosphere," said Dr. Healey, "this is not impossible." Dr. Feringer indicated that he had heard many faculty persons say they would like to do some innovative things but they had no intention of doing so because, when it comes to tenure promotion, these experiments might be held against them. He suggested that one of the "buttons that can be pushed to motivate faculty immediately" is to build in a reward system.

Ms. Acholonu suggested that the resource persons might make the Commission aware of some of the blind spots, pitfalls and failures that have been encountered by those already involved in expanding educational options.

Dr. Healey believes that one of the reasons the State of California supports the Extended University is that it offers the possibility for discovering more effective methods of instruction. The faculty support it because it provides an opportunity to serve a new audience. "When you put together encouragement--whether it is in the form of program funding, faculty released time, or special people to work on special programs--and the understanding that times are indeed changing in higher education...faculty conservatism falls away."

New Jersey, said Dr. Brown, was "able to take New York's framework and experiences, to build on them and learn by their mistakes." The New York "model is a very simple mechanism that can be implemented within a state in a variety of different ways."

Mr. Stewart said he would like to know more about statewide coordination. "Who and what is being coordinated by whom and when and under what conditions?"

Dr. Healey said the primary purpose for statewide coordination is to serve adult students who are now effectively denied an education because they cannot participate in full-time resident programs. The second purpose is to change the attitudes of the institutions so that this new audience can be more readily served. A board or commission comprised of representatives from the institutions should establish an overall plan to provide the proposed students with the widest possible variety of programs with the least duplication. The board, as he sees it, should develop program ideas and determine which institutions should offer the programs.

Why should an amalgamation of institutional representatives suddenly be able to provide services to people that the individual institutions have not been able to reach? asked Mr. Stewart.

Because, said Dr. Healey, the "educational situation has changed pretty drastically from what we were doing in the 1960s to what we are doing now, or should be doing. The educational system has not readjusted and we have to help that process along." This, coupled with self-interest, "makes the higher education establishment want to readjust." Dr. Healey said he feels

the institutions can adjust more easily if it is done in a coordinated fashion with a state mandate.

Mr. Stewart pointed out another factor affecting change. Nobody was interested in vocational education until 1963 when Congress put up some money. Suddenly everybody was a vocational educator. If money is available for non-traditional studies, every traditionalist will be interested.

Dr. Schram said that between the two extremes--the four-year resident and the complete external degree--there is a great deal that can be done. He asked the resource people if there were any general suggestions that they might make.

Dr. Brown suggested that the Commission avoid thinking in terms of what is going on in postsecondary education only. We should find out what is going on outside the colleges and then decide how to utilize that total spectrum of opportunity in a more effective way.

After the resource people had left, Ms. Winchester reviewed a paper on educational alternative futures. She summarized many ideas and concerns of the leading futurists regarding education "In the Year 2525...."

Finally, the Commission broke into three small groups to discuss the plan for action at the next

meeting. It was decided that a "retreat" would offer the best opportunity for getting started on the recommendations and report to the Council on Higher Education.

SELECT COMMISSION ON NON-TRADITIONAL STUDY
SUMMARY OF FOURTH MEETING, JULY 19-20, 1973

The Select Commission on Non-Traditional Study met for the fourth time at Camp Field, Leavenworth, Washington. The primary purpose of a "retreat" meeting was to get ideas and recommendations on paper to make it easier for Commission members to assess and respond to them. Chairman George Brain called the meeting to order.

Identification of Potential Students and Objectives

The first order of business was to discuss the results of the "simulation game." Commission members had been asked to identify students and objectives that should be considered when making recommendations for non-traditional (and traditional) education. Many kinds of potential learners were identified including rural students; adults who wish to have their skills and knowledge certified; students presently enrolled who wish to individualize their education; self-learners; and persons whose personal circumstances, program needs, or social responsibilities preclude residential attendance at existing postsecondary institutions.

Commission members indicated that final recommendations should, among other things: provide alternative paths to learning and credentialization of previously

learned traditional material; provide useful and effective models to certify previous non-campus learning experiences; and establish an atmosphere outside the academic area which will accept and be open to non-traditional study.

The Commission members agreed that "as the ivy walls come tumbling down, the citizenry must not lose confidence in, but gain respect for, higher education and its efforts."

Mr. Moe described the matrix used by a Council on Higher Education task force on long-range planning to identify problems that students or potential students may have with higher education as it currently exists. The task force believes that students enroll in institutions of postsecondary education for three major reasons: to ensure "survival" (basic education), for occupational preparation, and for self-fulfillment. The task force also identified two major participation patterns of students: "traditional-continuing" (full-time and part-time) and "interrupted." Chairman Brain suggested that the matrix concept would have some value to the Commission in recommending how services might best be delivered.

Credit by Examination

The Commission proceeded to discuss the questions: Is the Commission in favor of the concept of credit by

examination? Does the student have the right to take some kind of examination and be given credit for his or her knowledge? At the present time, it was suggested, higher education is more concerned that the student go through a process than it is with the end result. It was agreed that those who have somehow acquired knowledge should be given the opportunity to have their knowledge validated or certified and should not be required to spend time in a classroom as a prerequisite to receiving credit.

The discussion of credit by examination was not limited to lower division or baccalaureate work. Another suggestion was made that the panel judging the results of an examination should include people from the area of expertise, nonacademicians. Chairman Brain stated that it appeared the Commission favored a strong statement on credit by examination, keeping the idea as broad as possible, but outlining several alternatives and urging the creation of mechanics to measure competence. After some discussion, Ms. Lee asked if the Commission could endorse the concept of examination as a technique for establishing credit and allowing access to higher education at an individual's personal level of competence. The members agreed. The meeting adjourned at 9:00 p.m.

Chairman Brain opened the meeting on July 20 with a discussion of the Commission timetable, indicating that written statements or position papers should be developed so that, at the Fall meeting, specific recommendations could be considered.

Ms. Simonson began by making Ms. Lee's statement into a motion endorsing the concept of examination as a technique for establishing credit and allowing access to all levels of higher education at an individual's personal level of competence. The motion was seconded by Mr. Coole and, after some discussion, approved by Commission members.

Three-Year and External Degrees

In commenting on the work of his committee regarding the three-year degree, Dr. Schliesman said it would appear that the concept of the three-year degree does not have the support it had at one time. The three-year degree per se really isn't any more meaningful than the four-year degree. The Commission discussed the concept and agreed that greater effort should be made in establishing competence, de-emphasizing the time it takes to earn a degree.

As an introduction to the discussion of the external degree, Chairman Brain reviewed external degree program concepts in operation around the country. The educational quality issue, he indicated, is one of the major controversial elements in the external degree. It would be

possible to deal with this issue by applying several basic factors for quality control: ensure that the student clientele are properly motivated, that there are adequate resources, that there is provision for advisement and counseling as well as provision for appraisal and assessment.

Mr. Coole moved that the Commission endorse the concept of the external degree. The motion was seconded. Discussion ensued regarding the meaning or the use of the term "external degree." Mr. Albrecht pointed out that, in many cases, it is not the degree that's external, but the learning process. It was agreed that knowledge could be acquired externally and the motion to endorse the concept of the external degree was approved.

Residence Requirements

The Commission then debated whether institutional residence requirements were necessary. It was pointed out that, if the classroom experience was an exciting viable learning opportunity, we would not be able to keep students away from the campus and there would be no need for an artificial requirement. Ms. Winchester explained that "residence requirement" usually related to the fact that students have to take their last "X"

number of credits from a particular institution to graduate with a degree from that institution.

After further discussion, the following motion regarding residence requirements was approved:

> That the Commission go on record as recommending to the Council on Higher Education that influence be exerted for the existing publicly-owned institutions to abolish their resident study (on-campus) requirements for the granting of degrees.

Individualized Curriculum

Mr. Moe stated that, in addition to already existing degrees, there should be degrees based on programs designed specifically for individual students. Mr. Moe moved that the Commission recommend to the Council on Higher Education that it encourage all units of higher education in the State to develop the individualized curriculum approach in addition to their existing formal degree structure. The motion was seconded and, after discussion, passed.

Mr. Coole suggested that students need some direction in devising a curriculum and one way to insure that the individualized curriculum is "respectable" is to develop standards in cooperation with people who are successful at doing what the student says he or she wants to do.

Dr. Winter chaired the afternoon session in the absence of Chairman Brain. Dr. Winter suggested that

the Commission consider whether it wanted to recommend that some unique organization, agency or consortium develop an external degree program. The Commission, he said, should determine how postsecondary education can be more responsive to the individual--through existing institutions, new institutions, or through a state agency?

Dr. Winter stated that, in his opinion, it would be better to encourage and enable existing institutions (as well as new institutions) to respond to the individual rather than to restrict them by expecting uniformity. After a lengthy discussion, it was agreed that several methodologies for offering external degrees and other formal awards should be suggested to the Council on Higher Education for possible implementation in the State of Washington.

The final action of the Commission at its fourth meeting was a motion that the seven themes and fifty-eight recommendations of the national Commission on Non-Traditional Study become the first order of business at the next meeting.

SELECT COMMISSION ON NON-TRADITIONAL STUDY
SUMMARY OF FIFTH MEETING, OCTOBER 25-26, 1973

Chairman Brain opened the meeting with a review of the time-table that had been established for the work of the Commission. He indicated that James M. Furman, Executive Coordinator of the Council on Higher Education, would attend the morning session on October 26 to provide additional information about what the Council expects in the way of a report. Ms. Winchester restated the original charge to the Commission.

Dr. Feringer indicated that the Commission would have some trouble recommending one or several models for external degree programs because there appeared to be a lack of evaluative information. A discussion followed regarding whether the recommendations should be stated in general terms or should be specific.

It was moved and seconded that the Commission take up for discussion the recommendations of the national Commission on Non-Traditional Study. Many Commission members felt that reviewing 58 recommendations would take most of the time set aside for the meeting and the motion failed. It was moved and seconded that the Commission go through the position/background papers that had been prepared by the committees. The motion carried.

Attrition

Ms. Acholonu presented the position paper on Attrition. The basic recommendation was that a longitudinal study on attrition in Washington postsecondary education be undertaken. The study, she said, should identify the people within the institutions that need non-traditional programs for learning and to earn credit.

Counseling

Ms. Parker, in presenting the position paper on Counseling, stated that no meaningful way of separating counseling procedures for traditional and non-traditional programs was apparent. The primary recommendations of the Counseling Committee were: (1) A system of community cooperative learning centers should be established in the State of Washington; (2) The centers should be staffed with independent counselors, responsible to student-client needs and able to provide information regarding educational opportunities available at or through all institutions; and (3) A directory of programs should be maintained which would provide basic information such as, where the program is offered, how much it costs, and a list of alternative programs.

Continuity of Students Between K-12 and Postsecondary Education

The position paper on Continuity of Students Between K-12 and Postsecondary Education was presented

by Mr. Clausen. He pointed out that educators tend to perpetuate the baccalaureate syndrome by undertaking very little objective screening, prior to and while students are enrolled in programs, in order to avoid unnecessary costs to the individual and the state. While several programs have been established to accommodate the academically gifted student, little is done for the student inclined toward mechanical, technical or other occupational fields.

Individualized Curricula

The paper on Individualized Curricula, presented by Dr. Schram, was prepared by Dr. Aldon Bell, Associate Dean of Arts and Sciences at the University of Washington. The paper discussed efforts made by the University to accommodate those students who wished to individualize their courses or degree programs. The Commission, Dr. Schram suggested, should propose that opportunities for individualized and independent study programs should be provided at all existing institutions on the non-degree, the baccalaureate and the graduate student level. He further suggested the Commission recommend that faculty involved in non-traditional study enterprises be recognized in terms of promotion and salary increases: non-traditional

teaching should not be an overtime job. It was moved and seconded that the Select Commission draft a recommendation relating individualized curricula and faculty incentives. The motion carried.

Curricular Innovation

Dr. Johnson reviewed the paper on Curricular Innovation, outlining many programs that have already been instituted, and emphasizing that many are not familiar to students. Discussion ensued on the cooperative efforts among institutions of higher education to develop and recognize the value of innovation in teaching and learning techniques. Dr. Teske suggested that if a major non-traditional learning arrangement were mounted, it be accompanied by a suspension of formal governance procedures so that experimentation with governance procedures appropriate to specific programs can occur.

Technology

Dr. Johnson went on to present the background paper on Non-Traditional Delivery Methods. Discussion followed regarding educational and cable television, two telecourses that had been recently offered by the

University of Washington ("Growing Old in Modern America" and "Racism and Minority Groups"), and the "Courses by Newspaper" program, currently underway.

Instructional Development

Mr. Coole reviewed for the Commission factors that should be taken into account when programs are established, to encourage faculty development and improve teaching. The Commission members agreed that any development program should involve the entire existing professional staff, not just faculty.

Dr. Teske indicated that any training program, whether it takes place on or off campus, should involve students. If students were used who would receive no new benefits from taking part, they should be paid rather than awarded credit. If, on the other hand, they were used in ways which encouraged the development of new skills and insights, they should be given credit.

It was pointed out that administrators would object to the cost of faculty development programs. Ms. Acholonu suggested that, considering its value, it might be possible to finance the project, or a pilot project, with federal grant funds.

Three-Year Degree

Dr. Schliesman indicated to Commission members that his committee on Three-Year Degrees did not believe the Commission should recommend that a three-year baccalaureate program be initiated in the State of Washington. Rather, he said, the Commission should encourage the development of flexible modes of learning within institutions; for example, awarding credit on the basis of challenge or standardized examinations, awarding credit for life experiences when competence can be measured, and recognizing students as individuals.

Mr. Stewart stressed the need to determine essential elements and concepts to be learned by every student enrolled in individual programs. Dr. Johnson suggested that the Commission consider a statement or recommendation that persons responsible for degree programs evaluate the appropriateness of the requirements for completion.

The meeting adjourned at 4:30 p.m.

Report and Recommendations

The Select Commission reconvened at 9:00 a.m. on October 26. Chairman Brain introduced Mr. James M. Furman, Executive Coordinator of the Council on Higher

Education. Mr. Furman indicated to the Commission that its report and recommendations should be written for the "lay person"--concise, specific and practical. He suggested that the Commission provide an opportunity for institutional review, especially faculty review, and stressed the importance of the Commission coming to the Council on Higher Education as an independent body. Dr. Schram suggested that each institution establish a "board" to review the Commission report prior to its release.

Credit by Examination

Ms. Lee presented the position paper on Credit by Examination. The three basic recommendations of the paper were:

1. Colleges and universities should examine and reevaluate their internal regulations and procedures for credit by examination, making the course challenge process more widely recognized and more readily available to regularly-enrolled students.

2. Colleges and universities should explore the advisability of making all baccalaureate degree credit courses available to students through the credit by examination process.

3. Institutions of higher education should carefully study recognized testing instruments and establish performance levels on these examinations that are equivalent to their own achievement standards, and proceed to accept same for credit.

The Commission discussed the possibility of establishing a "commission on credit," patterned after the national Commission on Accreditation of Military Experience. Dr. Feringer said that rather than creating a new agency to parallel institutional functions, it would be better to develop methodologies for holding institutions accountable.

A lengthy discussion followed during which these points were made: The outcomes of existing courses must be defined before there can be any valid testing measurement; the cost for credit by examination should be the direct cost of administering the exam; testing or measuring techniques should not be confined to standardized methods; and greater use should be made of credit by examination procedures.

External Degree

Dr. Feringer opened the discussion on the External Degree. Dr. Schram cautioned the Commission against limiting the application of external degrees or options to persons who could not otherwise get to the campus; resident students should be considered as well.

Dr. Teske expressed concern about the nomenclature external "degree" in that it sounds as though the package is guaranteed. He indicated this could limit the

counselor/facilitator's ability to diagnose each student's needs. Some students would be interested in a series of learning experiences, not in a four- or five-year program. Other questions arose involving quality control, transferability of credit, and institutions or agencies that would award the credit. Finally it was agreed a recommendation be made that any student who wants to extend his or her education beyond the campus should be able to do so: institutional barriers should be removed.

Several Commission members were assigned to work as a committee to determine the form of the final report. Chairman Brain suggested an outline of topics that might be included. It was agreed that a draft of the report and recommendations would be available to all Commission members to go over before the last meeting, December 18 and 19. The meeting adjourned at 2:30 p.m.

SELECT COMMISSION ON NON-TRADITIONAL STUDY
SUMMARY OF SIXTH MEETING, DECEMBER 18-19, 1973

Through the concentrated efforts of several Commission members a draft copy of report and recommendations was available for Commission members to review and assess at their final meeting. The work of the Commission at its sixth meeting was devoted entirely to restating and reorganizing the recommendations for the educational alternatives now included in this document.

COUNCIL ON HIGHER EDUCATION

1974

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J. Scott Barron, Vice-Chairman

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