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ABSTRACT

Central Michigan University has been operating an external degree program for the Honolulu Model Cities Program since February 1972. The Institute for Personal and Career Development (IPCD) is the component that extends the goals of the program--equal access to education for personal enrichment, career alternatives, and increased upward mobility--beyond the physical campus of the university. Some of the innovations used in the Model Cities Program are (1) translating career and life experiences into academic credit; (2) providing flexible instructional, curricular, and scheduling patterns; (3) contracting for tailored programs through an individualized counseling approach; (4) providing for wider use of work-study experiences and independent study, and developing other forms of individualized study such as learning packages; (5) eliminating campus residence requirements; and (6) providing realistic transfer policies. This report is compiled in ten separate sections. The first five sections depict the individual student's position within the total program since it started. The remaining sections provide information on the course schedules, staff, faculty, advisory board members, bylaws, contract, programs, and curriculum. The final section is an article by Dr. Melvin Wachs, entitled "HUD's 'University without Walls': A Little Publicized Innovation."

(Author/MLP)

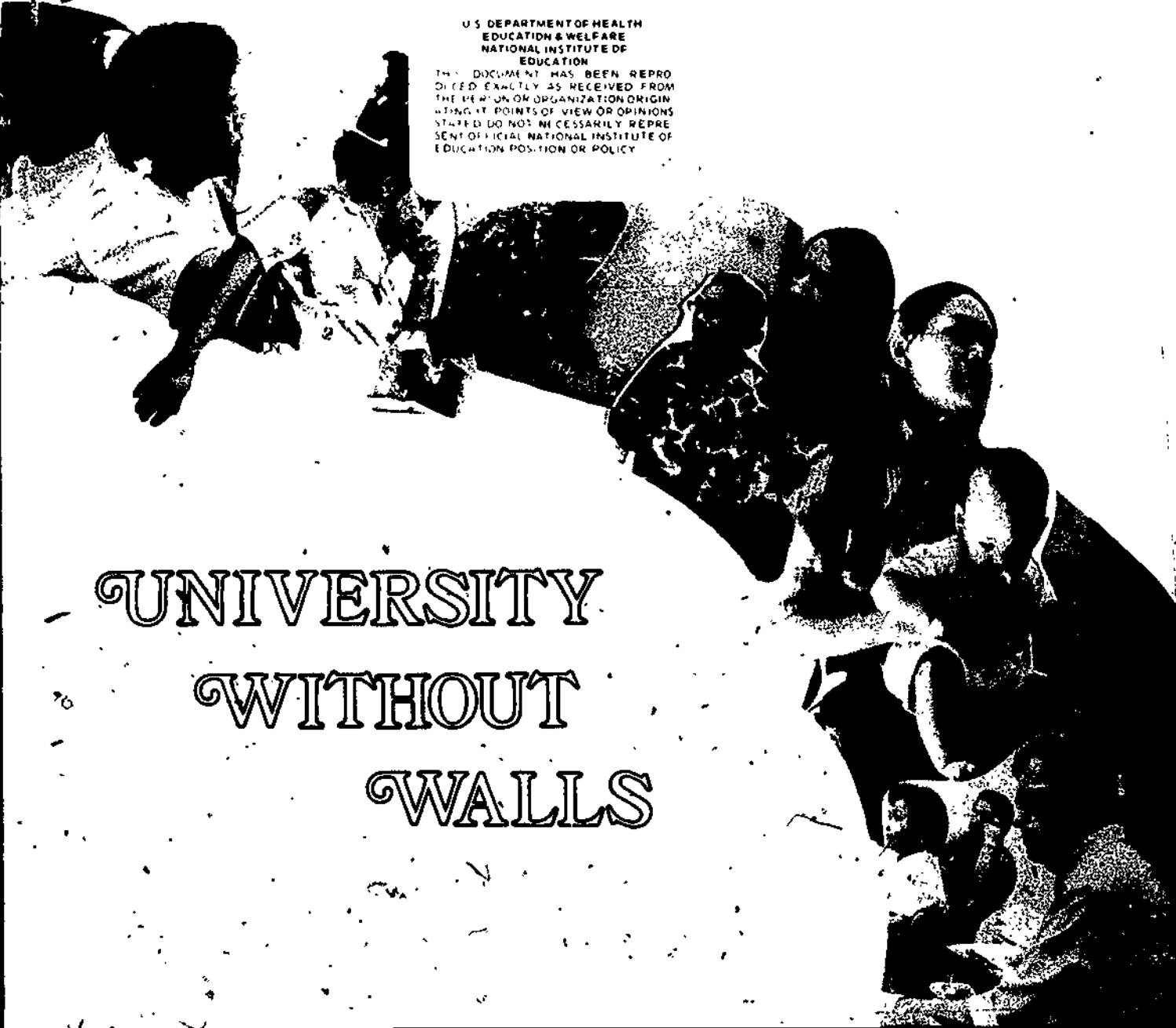
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HONOLULU MODEL CITIES

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UNIVERSITY WITHOUT WALLS

EA 007 224

by Central Michigan University

Our rapidly changing, increasingly complex world demands that we must continue to be a "learning society." If our community is to prosper, we must provide viable modes of continuing education for our working, adult population. Classes must be offered where the students are, and when their family and job responsibilities permit. And the curriculum must present opportunities for personal enrichment and career alternatives. That training must recognize the educational value already obtained through life and work experience.

By enabling many residents to obtain college degrees who would otherwise be denied this valuable opportunity to improve their lifestyles, the project is a proven success and must be continued. -Frank F. Fasi, Mayor
City and County of Honolulu

Plurality in human values should be inseparable from diversity in educational choices. University Without Walls provides for needed alternatives in higher education. -Dr. Walter Nunokawa, Dean
College of Continuing Education, University of Hawaii

We were delighted to participate in the Model Cities program because we feel that these areas in the community have been neglected far too long. -Dr. John Yantis, Director
Institute for Personal and Career Development

I was glad to see the results--the BA recipients--and as a participant myself, I hope to join them soon. -Henry Loo
Kalihi-Palama Human Service Task Force

Concentrated, intensive courses are held in Kalihi-Palama and Waianae-Nanakuli at times convenient to the needs of the students. The highest academic standards and educational technologies are always incorporated. Since credit is given for life and work experience, students are spared needless course repetition.

Getting my degree means being able to discuss and share what I've learned with my family, friends, and co-workers. It means being able to intelligently voice an opinion. It means being able to compete.

-Ruth Boggs
Born in Kalihi to a family of 20.
Today a working mother, with a BS degree.

This program has taught me to identify and relate to life experiences which formerly were nameless. Four of my youngsters are in college, and now I can advise them on most of their subjects. The program has better prepared me to fulfill my destiny.

-John Leonida, Jr.
A working father, with a BS degree.

OFFICE OF THE MAYOR
CITY AND COUNTY OF HONOLULU

HONOLULU, HAWAII 96813 • AREA CODE 808 • 533-7561



June 20, 1974

FRANK F. FASI
MAYOR

Mr. Christ P. Zivalich
Program Manager
Institute for Personal and
Career Development
Central Michigan University
2828 Paa Street
Honolulu, Hawaii 96819

Dear Mr. ^{Chris}Zivalich:

It was a pleasure for me to participate in the Central Michigan University commencement exercises. The feeling of achievement and dedication to the future which was present in Honolulu Hale Courtyard on that day was impressive.

I know that you must feel real satisfaction in your accomplishment with these and former graduates of our University Without Walls program. The Central Michigan University degree opens important new horizons for each of the graduates and their families.

I wish to compliment you also on the grace and dignity with which the ceremonies were conducted.

Warm personal regards.

Sincerely,

A handwritten signature in dark ink, appearing to read "Frank", written over a horizontal line.

FRANK F. FASI, Mayor
City and County of Honolulu

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HONOLULU MODEL CITIES "UNIVERSITY WITHOUT WALLS" PROJECT - REPORT FOR PERIOD FEBRUARY 1972 TO JUNE 30, 1974 BY CENTRAL MICHIGAN UNIVERSITY'S HONOLULU REGIONAL CENTER

Equal access to education for personal enrichment, career alternatives and increased upward mobility are major goals of Central Michigan University. The Institute for Personal and Career Development (IPCD) is the component which extends those goals beyond the physical campus of the University. It offers an educational opportunity to all who are qualified to benefit, but who cannot do so through traditional methods because of job or personal circumstances. The Institute has combined the University's high academic standards with innovative teaching technologies and strategies in the Honolulu Model Cities Program. Some of the innovations used in the Model Cities Program were:

- 1). Translating career and life experiences into academic credit.
- 2). Providing flexible instructional, curricular, and scheduling patterns.
- 3). Contracting for tailored programs through an individualized counseling approach.
- 4). Providing for wider use of work-study experiences, independent study, and developing other forms of individualized study such as learning packages.
- 5). Eliminating campus residence requirements.
- 6). Providing realistic transfer policies.

The IPCD, as the University's operating component responsible for extending the University's goals beyond the campus, has been operating an external degree "UWW" program for the Honolulu Model Cities Program since February 1972. All of the strategies and innovations mentioned above have been integrated into the "UWW" program for the Honolulu Model Cities residents. This is an on-going "real-time" external degree "UWW" program operated by the CMU-IPCD regional center for the residents of the Kalihi-Palama and the Waianae-Nanakuli model neighborhood areas. This report is about people; the people who have participated in the program, and who have contributed to the program's successes.

A number of Institute personnel provided very valuable assistance to the IPCD-CMU regional center staff during their visits in FY 1974 to the Honolulu program. Dr. John T. Yantis, Director of the IPCD, met with the counselors and faculty during his two visits to Honolulu. During his first visit in November 1973, he met with the Waianae resident task force on education and in January 1974, he awarded the CMU degrees in the commencement ceremony held at Schofield Barracks Officers' Club. He provided valuable information to the staff, counselors, and faculty concerning the importance of the counselor's role in the students' individual program. He also assisted in developing the Health-Care Administration Master of Arts degree in Management program which was subsequently started its first class in June 1974. Dr. Earl Mills was very helpful in the workshop he conducted for the staff, counselors, and faculty concerning the academic, administrative, and programmatic aspect of

the IPCD programs. He conferred the degrees during the commencement ceremony in June, which was held in the courtyard at Honolulu Hale (City Hall). The Honorable, Frank F. Fasi, Mayor, gave the commencement address. Dr. John Geisler, from the department of Counseling and Guidance, conducted a course in community counseling during June. The Model Cities residents who participated in the course have much aloha for Dr. Geisler. Dr. Melvin Wachs from HUD conducted a course in the Administration of National Government during the last two weeks in May which was extremely well received. The program would not have been as successful as it has been without the help of the IPCD home office staff members such as Richard Potter, Therese Thompson, Ruth Johnson, Diane Clark, Linda Adamson, Connie Bott, and Tom Frederick. The program support by the president, Dr. William Boyd, and the provost, Dr. Charles Ping, is greatly appreciated. To Drs. Ernie Minell, and Les Cochran who were responsible for initially getting the University involved in the Honolulu Model Cities Program, we owe a debt of gratitude for their foresight. Finally, much aloha has to go to three people who started it all over here in Honolulu: Dr. Melvin Wachs of HUD, Dr. Milton Goldstein of CMU, and Mr. Bob Dye of the Office of Human Resources.

Central Michigan University's "University Without Walls" program has provided the Model Neighborhood Area residents of Kalihi-Palama and of Waianae-Nanakuli, the opportunity to increase their job mobility and employability through training and education. At least fourteen residents have obtained employment and eleven have received job promotions or pay raises as a result of participating in the program. (See Report of Model Cities Educational programs evaluation.) The "UWW" has afforded a great many residents of Honolulu Model Cities the opportunity to participate in a learning experience which has upgraded their skills, increased their competitiveness in the job market, provided them with skills to better cope within the community, and allowed them to pursue degree programs in their chosen field on the weekends and evenings.

The Institute's programs were designed to serve people such as Model Cities residents whose career and personal responsibilities had limited their access to education and who had been educationally disenfranchised because of economic circumstances, physical handicaps or other reasons such as geographic isolation. Courses and programs that built upon the Model Neighborhood Area residents' knowledge, ability, interests, and work and life experiences were offered through an individualized approach to counseling and career planning. Thirty-two (3 semester hour) courses were offered during the past year. Also, during the past year, about 50 (3 semester hour) independent studies were used by the MNA residents in the Model Cities program. These included such methodologies as readings, research, problem solving and special projects.

Five hundred and sixty-four adults have applied for admission to the Honolulu Model Cities program since February 1972. More than four hundred of the applicants have become actively involved through course work and developmental experience evaluation, as students in the CMU-Honolulu "UWW" program. Fourteen residents have completed the Recreation Aide Certificate Program while thirty-three have completed either the Bachelor of Arts or Master of Arts degree programs. The undergraduate degrees were in Community Development or Management and Supervision with such areas of specialization as Business Management, Office Management, Recreation Administration, Community Services, Personnel Management, Public Administration and Community Behavior. The graduate degrees

were in Community Leadership and Management and Supervision and the specializations were in such areas as Public Administration, Business Management, Educational Administration, Urban and Regional Planning, Community Services, and Day Care and Nursery School Administration.

There are 353 adult students who have completed course work with the CMU-Honolulu Model Cities Program. One hundred and sixty-two students have had their life and work, developmental experience (D.E.), evaluated and they have been granted academic credit toward their educational goals. Nineteen residents' applications for evaluation of their developmental experience are currently on campus and they are being evaluated. One hundred and seventy-two adult students who have taken courses with the CMU-Honolulu Model Cities Program have to send in their developmental experience forms for evaluation. The evaluation process normally takes from 6 to 8 weeks. Undergraduate students may be awarded up to 60 semester hours toward their educational goal while a graduate student may be awarded up to 10 semester hours of credit toward the graduate degree. The D.E. evaluation takes into consideration the individual's background experience and evaluates this information in terms of the formal kind of course work that could be related to the individual's life experience. A representation of this process and the outcome for one Model Cities resident is as follows:

Bachelor of Science Degree
(Community Development)

UNV 397...DEV EXP:	Intermediate Practices of Alcoholism Recovery	6 Sem. Hours
UNV 397...DEV EXP:	Fundamental Theories of Social & Psychological Factors in Alcoholism	3 Sem. Hours
UNV 397...DEV EXP:	Fundamental Practices in Suicide Prevention	1 Sem. Hour
UNV 397...DEV EXP:	Fundamental Experiences in Cross Cultural Contacts	3 Sem. Hours
UNV 397...DEV EXP:	Physical Education	6 Sem. Hours
UNV 397...DEV EXP:	Fundamental Practices in Arts & Crafts	1 Sem. Hour
UNV 397...DEV EXP:	Fundamental Studies of Traditional Hawaiian Culture & Language	7 Sem. Hours
UNV 397...DEV EXP:	Advanced Practices of Popular Instrumental Music	6 Sem. Hours
UNV 397...DEV EXP:	Advanced Practices of Popular Vocal Music	6 Sem. Hours
UNV 397...DEV EXP:	Adv. Prac. of Popular Music Composition & Performance	6 Sem. Hours
UNV 397...DEV EXP:	Fund. Prac. of Automotive Repair	3 Sem. Hours
UNV 397...DEV EXP:	Adv. Theory & Prac. of Airplane & Flight Maintenance	9 Sem. Hours
UNV 397...DEV EXP:	Inter. Prac. of Electrical System Inspection	3 Sem. Hours
	Total	<u>60 Sem. Hours.</u>

The Counseling services have been available for individualized counseling all during the past year. Counselors are available for four days a week during the day and early evenings at the CMU regional office in Honolulu. One counselor is available one day a week in Waianae-Nanakuli at the W-N RPO (Resident Participation Office) for the residents of the Waianae Coast who are students in the program. (The Kalihi-Palama RPO is located in the same building as CMU.) Counseling is an integral part of the program and it consists of advising the student on his curriculum, assisting in developing the student's planning guide, assisting in credit transference from other accredited colleges and universities to the individual's program and assisting the student on integrating non-university training experiences and work experiences into the student's application for developmental experience. The program is not "chiseled in stone". If the student sees a course that appeals to him, but is not on his program, all he has to do is check with his counselor about substituting it.

Counseling sessions conducted with students in the Model Cities Program are considered an extremely important function of the students' over-all academic program. Counseling at CMU-Honolulu involves a continuing process and interaction of helping the students to assess their abilities, plan career goals and design individualized programs of study leading to their degrees. Students are assisted in targeting their academic learning and career developmental experience toward a particular degree specialty such as: Community Services, Public Administration, Pre-School Administration, Parks and Recreation, and other specialized options in IPCD degree programs.

Counseling offered during the first six months of the program equaled: 832 hours. Counseling offered during FY 1973 and FY 1974: 1,664 per year.. Total counseling offered: 4,160 hours [derived as averaging 4 days per week counseling over 130 weeks of operations (FY '72 - 26 weeks, FY '73 - 52 weeks, .. FY '74 - 52 weeks) times 8 hours/day = 4,160.] The majority of the 130 to 140 hours per month of counseling were, in response to demand, concentrated on those students most active in the program. Many students received monthly, and some weekly, counseling throughout their program. Counseling required by undergraduate students was much greater and more demanding than for graduate students.

The CMU "UWW" Model Cities program has utilized many different physical facilities in the Model Neighborhood Areas (MNAs) and surrounding communities. We used the facilities of the City Demonstration Agency (CDA) Conference Room, Kalihi Library, Liliha Library, Kalihi-Palama Resident Participation Office (RPO) meeting room, Honolulu Community College, Kalihi-Palama Model Cities Education Center, Palama Settlement, Pearl City Library, Waipahu Library, Nanakuli Beach Park Pavilion, Lualualei Naval Ammunition Training Center, Waianae Library, Waianae High School, Leeward Community College, Waianae RPO conference room and the University of Hawaii. The classroom work was conducted on Fridays and Saturdays using different time modules. Initially, the classes were held for eight-hour sessions on Friday and Saturday for 2½ weekends. The Model Cities Employees were given job release time in order to attend classes on Fridays. During the early program stages, some courses were held on week nights and weekends for those MNA residents who could not obtain job release time to attend the Friday class sessions. During the fall semester 1973, a new scheduling model was initiated in which the section for those residents

who could not attend Friday classes attended the session on Sunday. This schedule subsequently evolved into the current model of courses being conducted on alternate weekends for three weekends. Two four-hour sessions are held on Fridays; the afternoon session for those students who are able to be released from work while the evening session is for those students who cannot get job release time. All of the students meet for eight hours on Saturday. In this model, we have classes held every weekend in both of the MNAs. Independent study was also made available and more than fifty students participated in this method of independent work. This method of study will be encouraged for all students to participate in during the next 12 months.

In addition to the above sites, classes took fullest advantage of resources off-site in the community. For example, students in Public Health visited local hospitals, clinics, rehabilitation centers and even the public morgue. Students in Urban Geography logged hundreds of hours of field study as they carried out "hands-on" investigations into community areas such as: patterns of traffic circulation, noise levels from airport activities, surveys of client travel time at regional shopping centers, setbacks and side-yards in recent subdivisions, etc. Perhaps the prime example of such field experiences was the class trip to Kona and to parts of Oahu for in-person interactions with elements of the original Hawaiian culture, offered as part of the course work in Hawaiian History.

The visiting faculty, counselors, and staff are drawn, with very few exceptions, from the Honolulu Community. The faculty and the counselors were drawn from the educational institutions, business and governmental agencies located in the Honolulu Community. Some have been visiting faculty and faculty at the University of Hawaii, some faculty members from the Hawaii Pacific College, some from the Community Colleges, some from the Community Agencies such as the Susannah Wesley Foundation, and some from Businesses such as Planning and Consulting Companies, and some from the Armed Forces. In all, the instructors and counselors, we feel, were some of the very best in the Honolulu Community.

This report is compiled in ten separate sections. The first five sections depict the individual student's position within the total "UWW" program since it started in February 1972. It covers essentially those students who have completed their programs; estimated forecast of the student's requirements for FY 1975; recapitulation of program data; total past history of each student from February 1972 through June 1974; and the data concerning students who participated in FY 1974. The remaining sections provide information on the course schedules, CMU-Honolulu staff, counselors, faculty, CTP staff, advisory board members and by-laws, CMU-IPCD programs and curricula, contract, and HUD's "University Without Walls" article by Dr. Melvin Wachs. Most reports of this type are abstract and depersonalized because they tend to deal with people in terms of graphs, charts, and statistics. This report is about people and we are using names instead of numbers and charts in order to depict what has occurred in the past thirty months and to forecast the next twelve months.

Section one is a list of Honolulu Model Cities adults who have completed a para-professional program, undergraduate program and graduate degree program. These adult students were awarded Recreation Aide Certificates, Bachelor of

Arts Degrees, and Master of Arts Degrees from Central Michigan University in June 1972, May 1973, August 1973, January 1974 and June 1974. The Recreation Aide Certificate program was an eighteen-semester hour work-study program which consisted of classroom and on-the-job education and training. The undergraduate degree program consisted of a minimum of 124 semester hours and the graduate degree program a minimum of 30 semester hours of graduate work. To these students, the CMU-Regional Office staff congratulates you upon your program completion and wishes you well with much aloha for your coming efforts and endeavors.

Section two is a forecast for FY 1975 listing of students from Kalihi-Palama, Waianae-Nanakuli, and Category IV who may be able to complete their respective degree programs by June 1975 and also those students who may be able to accumulate 100 or more semester hours of credit through the CMU "UWW" program conducted for the Honolulu Model Cities Program. There are 197 adult students who should have completed their programs or accumulated more than 100 semester hours of university level credit. The breakdown by MNA is as follows: 86 in Kalihi-Palama, 83 in Waianae-Nanakuli, and 28 in Category IV. Approximately 118 of these students should be able to complete their respective degree programs before the end of June 1975. The breakdown by MNA is as follows: 49 in Kalihi-Palama, 51 in Waianae-Nanakuli, and 18 Category IV students. These estimates are based on optimizing all conditions, i.e., developmental experience, transfer credit and course work for each individual listed.

The estimated forecast for developmental experience is for a total of 6,166 semester hours of credit to be awarded to the Model Cities students for their life and work experience. This total includes initial requests for D.E. and requests for re-evaluation of D.E. for those students who have increased their life and work experience since their first application for developmental experience. This can be accomplished if the individual students complete their respective applications for developmental experience.

A total of 4,527 semester hours of course work is required by this group of students in order for them to complete their program or to have more than 100 semester hours by the end of 1975. This requirement is distributed between three categories: 1,948 (S.H.) semester hours for Kalihi-Palama students, 1,887 (S.H.) for Waianae-Nanakuli students, and 692 (S.H.) for the Category IV students. The total of 4,527 (S.H.) required means that 1,509 (3 S.H.) units must be made available for the Model Cities Program. This can be accomplished by programming 36 - 40 (3 S.H.) courses, 100 to 150 (3 S.H.) independent studies, and 10 to 15 (15 S.H.) individualized study tracks.

The per unit cost of the semester hours that can be made available to the program using the estimated forecasted requirements specified in the preceding paragraphs is approximately \$16.36 per credit hour, including textbooks. The figure is derived by adding the total class semester hours required (4,527 S.H.) to the total developmental experience credits evaluated (6,166 S.H.) for a total of 10,693 S.H. The contract for a total of \$175,000.00 divided by the 10,693 S.H. will show a per unit cost of \$16.36 per semester hour. If the forecasts are less (an example would be if a student applied for undergraduate D.E. credit and we had forecasted 60 S.H. and he only received 40 S.H.), then the per unit cost would rise correspondingly. The actual per unit cost will probably average

about \$30.00 per semester hour of credit. However, \$30.00 per semester hour of credit is economically sound since it does include all textbooks, related course materials and admission fees.

Section three is a statistical recapitulation of all data concerning the students and funding in the Honolulu Model Cities "University Without Walls" program. This data has been extracted and compressed from the data contained in the following sections of this report. This information indicates the extent in terms of numbers of adults who have chosen to participate in the program to varying degrees. The funding information consists of the total funding for the 2.5 years operation with an analysis of the per unit (credit) costs per student and the average numbers of students per class over this time period. The categories of personnel data are:

- 1). Application for admission - this is the total number of people who have applied for admission into the program.
- 2). D.E.'s submitted and returned - this is the total number of people who have submitted an application for evaluation of their life and work experience and which has been subsequently evaluated and returned.
- 3). D.E.'s in process - these are the applications which have been submitted and are in the process of being evaluated by the campus.
- 4). Students with some credits - these are students who have CMU earned credit and/or credit earned at another university or college.
- 5). Students with CMU credits - these are the students who have taken some course with CMU's program in Honolulu.

Sections 4 A, B, and C are the listings of all of the Kalihi-Palama, Waianae-Nanakuli, and Category IV residents who have participated in the Honolulu Model Cities "University Without Walls" program since it started in February 1972. This section includes all of the data pertaining to each individual who had completed an application for the program since February 1972 up to June 30, 1974. It includes the student's name; the category assigned (i.e., category I is an MNA resident employed by Model Cities, category II is an MNA resident currently active on Model Cities boards or task forces, category III includes all other MNA residents, and category IV are non-MNA residents); the degree sought; the credits received through evaluation of life and work experience; whether the D.E. application is in process of being evaluated; whether the student had not applied for D.E. evaluation; CMU credit hours accumulated in classroom/coursework; transfer credit from other institutions; and the total credits each student has as of the end of FY 1974.

A total of 11,604 semester hours (S.H.) of credit has been accumulated by these adult students toward their respective training/educational programs. Kalihi-Palama residents have received 5,274 semester hours of credit, Waianae-Nanakuli residents received 5,142 semester hours of credit, and the category IV students (non-MNA) received 1,238 semester hours of credit or 10% of the total (S.H.) credits received. The cost per semester hour of credit received was

\$30.22 and this per unit cost included textbooks and admission fees and other related costs. The average number of students per class was 25.62. Independent studies are included in the average since by deleting them the average over the 30 month time frame would not change significantly. The average number of students per class in FY 1974 was 33.5 (32 classes).

The average D.E. credit received per student was 20.38 semester hours. This was distributed in the following manner: Kalihi-Palama 19.63 hours, Waianae-Nanakuli 20.67 semester hours, and category IV 28.90 semester hours. This could be further refined to show the distribution for the graduate and undergraduate students. Since graduate students can only receive up to 10 semester hours of D.E. and undergraduate students can receive up to 60 semester hours of D.E., a distribution segregating these two classes show a rise in the median for undergraduates (to 24.82 S.H.) and a median for graduates of 7.27 semester hours.

The overall average (for 2.5 years) of semester hours (S.H.) of class/course work received per student is 18.65 (S.H.). The average for Kalihi-Palama is 20.72 (S.H.), Waianae-Nanakuli is 19.02 (S.H.), and category IV is 12.56 (S.H.). The average would change if the data for one class of students was suppressed, i.e., graduate data suppressed while undergraduate data was being processed. In this instance, the average for undergraduates would rise. Also, it must be noted that the average number of students per class has been 25.62 over 2.5 years, which indicates that many students have participated in the program over the 30 month period to varying degrees. The average of (S.H.) course work per student for FY 1974 is 17.14 S.H. of credit. At this rate, the average for 2.5 years would be 42.55 S.H.

Section five is a compilation of the students and the courses and other academic work they have taken during FY 1974. It includes Kalihi-Palama and Waianae-Nanakuli residents who are students and the category IV personnel who are participating in the Honolulu Model Cities "University Without Walls" program. This section includes all of the data pertaining to each individual who had actively participated in class/course work during the past year. It does not include those individuals who have applied for admission but who have not participated in course work or those who had their developmental experience (D.E.) evaluated but who also had not participated in class/course work.

The contract for FY 1974 called for CMU to make available 30 (3 S.H.) courses; 100 (3 S.H.) independent studies; trained counselors to counsel participants; textbooks and course materials; provide each student who applies for an evaluation of their developmental experience; and to provide an end-of-the-year report summarizing the status of all enrollees as of June 30, 1974. Central Michigan University made available thirty-two courses of (3 S.H.) each and 100 (3 S.H.) independent studies options. A total of 3,417 semester hours of credit were generated in FY 1974. The breakdown is as follows: (a) completion (2,916 S.H.); (b) incompletes (327 S.H.); (c) independent studies (150 S.H.); and (d) audits (15 S.H.). 432 S.H. were due to withdrawals and failures. 572 (S.H.) were awarded to those personnel who applied for D.E. evaluation.

A total of 3,000 S.H. of coursework was to be generated according to the terms of the contract. The performance was exceeded by 840 S.H. of credit including withdrawals and failures. The figure which includes audits and incompletes is

3,417 S.H. or 417 S.H. over the performance of the terms of the contract. This can be considered as 14 (30 S.H.) one-year scholarships for 14 Model Cities students.

Section six is the list of CMU courses that were offered from February 1972 through to June 30, 1974. Included are the course number, course title, semester hours, instructor's name, dates the courses were offered and the location. The courses offered in the Honolulu Model Cities program are selected on the basis of fulfilling the students' needs. These needs are derived from the students interacting with the CMU counselors and from the meetings held with the Comprehensive Training Program (CTP) staff, the Model Cities CTP/CMU advisory board, and the Model Cities student council.

Section seven is the CMU Honolulu Regional Office staff including personnel in the Army's Schofield Barracks Graduate Degree Program in Public Administration, Community Services, and the Tripler Army Medical Center program in Health Care Administration. Included in this section are the personnel of the Model Cities Comprehensive Training Program (CTP) staff and the members of the Model Cities CTP/CMU Advisory Board. This section also includes a listing of the CMU Honolulu faculty members and counselors who participated in the Honolulu Model Cities Program.

Section eight consists of the By-Laws of the Comprehensive Training Program Advisory Board. The purpose and objectives are:

- 1) to insure resident participation in implementing a training program designed to provide sufficient education to make Model Neighborhood Areas (MNA) residents educationally competitive on the job market in a career of their choice.
- 2) to organize and operate exclusively for educational purposes.

Also included in this section are the minutes of the Advisory Board meeting held July 31, 1974. These minutes are included since they are illustrative of the work being done by the Advisory Board.

Section nine explains the Institute for Personal and Career Development (IPCD) programs and its philosophy of providing educational opportunities to those people who for many reasons have had their opportunities for post secondary education closed. Included in this section are a listing of the various options available under the IPCD degree programs and the Curriculum Guidelines which were developed by CMU's IPCD for the Master of Arts Programs in Community Leadership and Management and Supervision and the Curriculum Guidelines for the Bachelor of Science/Arts degree in Community Development and Management and Supervision. The degree requirements for the Bachelor of Science/Arts degree is 124 semester hours of which 50 semester hours are in General Education and 30-74 semester hours in the Area of Concentration. The student must demonstrate specific competencies which are inherent in the particular area of field of study in which he/she is pursuing. The same philosophy holds true for the student studying for the Master of Arts degree. The graduate student must be able to demonstrate competencies in the area in which he or she is pursuing in order to meet his or her degree requirements.



Section ten is (A) the Contract for Services Agreement between the Research Corporation of the University of Hawaii (RCUH) and Central Michigan University (CMU) and (B) the complete text of Dr. Melvin Wach's speech to the California State College system which was presented in February 1972. Dr. Wach, who is HUD's Senior Program Officer, was one of the architects of the "UWW" program which has been "on-line" in the Honolulu Model Cities since February 1972. The text, in its entirety, is included because it clearly develops the rationale for the "UWW"; describes the program very succinctly, including the educational and administrative aspects of a program of this nature.

The contract with the Research Corporation of the University of Hawaii (RCUH) required that Central Michigan University (CMU) make available 30 courses each, giving 3 semester hours of credit with the class size not to be larger than 30 students. 100 independent studies of 3 semester hours each were included in the contract. CMU was required to provide textbooks, counselors, and an evaluation of the students' past academic and work experiences. The program was initially designed to provide this training for 150 model neighborhood area (MNA) residents with priority being given to residents employed by Model Cities. Four categories or priorities were established by the Model Cities operating agency (CTP) which has been continued with the current contract with RCUH. These categories are: I - MNA residents employed in Model Cities projects; II - MNA residents currently active on Model Cities residents' boards; III - all other MNA residents; and IV - non-MNA residents.

CMU made available to the MNA residents through the Comprehensive Training Program a range of 16,050 to 25,000 semester hours of credit during the three contracting periods since February 1972 (two contracts and one amendment). 75 courses were made available during this period or 5 more than the contracts called for. CMU made 7,050 semester hours of credit available through course work and independent studies [75 x 30 students x 3 semester hours + 100 (3 S.H.) independent studies = 7,050 semester hours]. The class size was increased to 35 students in order to accommodate more residents and to try to average out the course attendance as close to 30 as possible. There was a range of from 9,000 to 18,000 semester hours of credit made available through evaluation of the students' life and work experiences. An undergraduate student could be granted up to 60 semester hours of developmental experience credit. The range of 9,000 to 18,000 semester hours is derived from a population of 150 - 300, each receiving the maximum of 60 semester hours of credit.

Although the program was designed for undergraduates or personnel without professional training, the program was flexible enough to permit some students who already had an undergraduate degree to pursue some graduate studies. The graduate students could be awarded up to 10 semester hours of credit for their life and work experience provided that the experience related to their educational goal. The average credit hours received for the developmental experience for graduate students was 7.27 semester hours of credit. This was 269 semester hours of credit for 37 students. The average credit received for developmental experience by undergraduate students was 24.82 semester hours of credit. This was 3,103 semester hours of credit for 125 students. There was a total of 3,372 semester hours of credit for 163 students' life and work experience. The D.E. of 3,372 semester hours and the 7,050 semester hours for 75 courses and 100 independent studies made for a total of 10,422 semester

hours of credit available at a cost of about \$30.00 per semester hour. The \$30.00 per semester hour includes all of the textbooks, D.E. evaluation and processing, and program administration.

This report cannot hope to cover all of the aspects of a very complex and human oriented educational program. It is an outstanding academic program which is providing access to education for people who are not able to attend the traditional college or university. Some had not been able to attend the traditional institutions because of their work, some because they felt culturally deprived, some because they were dispossessed, and some because they felt that they were not qualified. Open enrollment for Model Cities residents was a reality and not rhetoric. Essentially, the report concerns people. Many people spent a lot of time and effort to make this program a success. The Office of Human Resources, especially Mr. Robert Dye, Director; Mr. Dewey Allen, Deputy Director; Mr. Horace Maclaren and Mr. Clem Haunio, administrative division, who were responsible for the program's approval; the members of the City Demonstration Agency (CDA) staff who supported the program; the CMU staff in the Honolulu office, especially Ms. Linda Ching and Ms. Ann Sakima; the Comprehensive Training Program (CT) staff, Mrs. Marion Dunning and Mrs. Alohalani Pang, the Resident Participation Organization (RPO), especially Mrs. Irene Fujimoto (Kalihi-Palama) and Mr. Henry Peters (Waianae-Nanakuli); the Project Advisory Board members; the Student Council; other Model Cities Projects; the U.H.'s College of Continuing Education, especially Dr. Fred Mayer; the RCUH and many others who supported the residents in order to make this program a success. I want to take this opportunity to say "Mahalo" to all of the people who are involved in this innovative educational effort.

A special "mahalo" and "well done" go to Ann Sakima, Linda Ching, JoAnn Gondo, Harriet Miyasaki, Lina Agbayani, and Virginia Ching for typing, assembling, editing and proofing this report so that it could be printed and distributed in a timely manner. Any errors, however, are mine.

Christ P. Zivalich, Jr.
Christ P. Zivalich, Jr.,
Program Manager
Hawaii Regional Center

Honolulu, Hawaii
August 1974

Section I

**Students Who Have Completed and Received Their Degrees
or Certificates, February 1972 - June 1974**

CMU = HONOLULU MODEL CITIES GRADUATES
(Spring 1972 - Spring 1974)

<u>NAME</u>	<u>DEGREE</u>	<u>SPECIALIZATION</u>	<u>DATE</u>
1. Balicanta, Antonia V.	M.A.	Educational Administration	December 1973
2. Bing, Robert N., Jr.	B.A.	Business Management	May 1974
3. Boggs, Ruth	B.A.	Office Management	December 1973
4. Collins, Robert J.	B.A.	Recreation	May 1973
5. Czechowicz, Lesley I.	M.A.	Educational Administration	May 1974
6. Czechowicz, Paul G.	M.A.	Educational Administration	May 1974
7. Ekberg, Margaret	M.A.	Urban & Regional Planning	December 1973
8. Felipe, Florida	B.A.	Elementary Education	May 1974
9. Hemmings, Mark B.	M.A.	Human Dynamics in the Community Environment	December 1973
10. Hidalgo, Fay M.	B.A.	Community Behavior	December 1973
11. Hoapili, Barbara	M.A.	Community Services	May 1974
12. Iwai, Gary Y.	M.A.	Business Management	May 1974
13. Kashimoto, Kalvin K.	M.A.	Public Administration	September 1973
14. Kelly, Karen G.	M.A.	Educational Administration	December 1973
15. Kimura, Nora N.	M.A.	Public Administration	December 1973
16. Leapaga, Lala K.	B.A.	Public Administration	December 1973
17. Leonida, John P., Jr.	B.A.	Business Management	December 1973
18. Lim, Grace D.	M.A.	Human Dynamics in the Community Environment	December 1973
19. Loo, Abraham S.	M.A.	Public Administration	December 1973
20. Loving, Floyd C.	B.A.	Public Administration	May 1974
21. North, James E.	B.A.	Personnel Management	May 1974
22. Okahashi, Martha	B.A.	Management	May 1974
23. Okimoto, Donald	M.A.	Business Management	December 1973
24. Pasadaba, Abraham	B.A.	Community Services	December 1973

	<u>NAME</u>	<u>DEGREE</u>	<u>SPECIALIZATION</u>	<u>DATE</u>
25.	Parks, Madeline M.	M.A.	Educational Administration	December 1973
26.	Rautenberg, Virginia	M.A.	Community Services	May 1973
27.	Roxburgh, Harriet E.	M.A.	Day Care & Nursery School Administration	December 1973
28.	Saludez, Josefina S.	B.A.	Special Education	December 1973
29.	Shimabuku, Sue H.	B.A.	Community Services	May 1974
30.	Sokugawa, Raymond K.	M.A.	Government Finance	September 1973
31.	Timas, Amy G.	B.A.	Community Services	May 1974
32.	Uemura, Diane S.	B.A.	Urban Affairs	December 1973
33.	Wong, Vernon	M.A.	Public Administration	September 1973

RECREATION AIDE CERTIFICATES

	<u>NAME</u>	<u>DATE</u>
1.	Chong, Corrine	May 1972
2.	Collins, Robert J.	May 1972
3.	Cup Choy, Gwyn	May 1972
4.	Enos, Eric	May 1972
5.	Gaspang, Alan	May 1972
6.	Haumea, Abraham	May 1972
7.	Jacobe, Stephen	May 1972
8.	Kahawai, Albert	May 1972
9.	Kahuanui, Andersen	May 1972
10.	Kawainui, Richard	May 1972
11.	Kekoa, Loretta	May 1972
12.	Kepaa, Vernon	May 1972
13.	Naki, Christian	May 1972
14.	Tinao, Charleen	May 1972

Section II

Students Who Are Expected to Complete Their Degree
Requirements by June 1975 and Those Students Who
Will Have Accumulated 100 or More Semester Hours
of Credit by June 1975

(16)

NAME	LOCATION		EVALUATION				TOTALS TO DATE				PROJECTION (Est)	
	INA & Category	Degree Sought	Evaluation in Process	Needs to Apply for Evaluation	Needs to Apply for Re-evaluation	D.E. Credit Received	CMU Credits (Sem. Hrs.)	Transfer Credits (Sem. Hrs.)	Total Credits to June 30, 1974	D.E. Credits (Sem. Hrs.)	CMU Credits (Sem. Hrs.)	Total Credits to June 30, 1975
1. Adams, Elaine	KP-1	M.A.		X		0	21	0	21	10	11	42
2. Afaga, Susana	KP-1	B.A.		X		0	0	28	28	60	30	118
3. Akamine, Charles	KP-1	B.A.		X		0	0	11	11	60	30	101
4. Akana, Paul	KP-2	B.A.		X		0	45	0	45	46	33	124
5. Akim, Hazel	KP-1	B.A.	X			0	32	0	32	60	32	124
6. Akima, Octavia	KP-1	B.A.	X			0	18	0	18	60	30	108
7. Alo, Marisa	KP-1	B.A.	X			0	3	14	17	60	30	107
8. Arakaki, Pauline	KP-1	B.A.			X	15	75	0	90	4	30	124
9. Belmonte, Helen	KP-1	M.A.			X	6	0	0	6	4	21	31
10. Borja, Juan	KP-3	B.A.	X			0	36	0	36	58	30	124
11. Calicdan, Maria	KP-1	B.A.	X			0	33	0	33	60	31	124
12. Castanares, Elizabeth	KP-1	B.A.				52	66	3	121	0	3	124
13. Choo, Charles	KP-1	B.A.	X			0	30	0	30	60	34	124
14. Christian, Johnrae	KP-1	M.A.			X	3	3	0	6	7	21	34
15. Chung, Sylvia	KP-1	B.A.			X	7	0	79	86	38	0	124
16. Cruz, Julia	KP-1	M.A.		X		0	3	0	3	10	18	31
17. Cummings, Chiyoko	KP-3	B.A.		X		0	24	29	53	41	30	124
18. Cummings, Jacob	KP-3	B.A.		X		0	21	0	21	60	30	111

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NAME	LOCATION		EVALUATION				TOTALS TO DATE				PROJECTION (Est)		
	MNA & Category	Degree Sought	Evaluation In Process	Needs to Apply for Evaluation	Needs to Apply for Re-evaluation	D.E. Credit Received	CNU Credits (Sem. Hrs.)	Transfer Credits (Sem. Hrs.)	Total Credits to June 30, 1974	D.E. Credits (Sem. Hrs.)	CNU Credits (Sem. Hrs.)	Total Credits to June 30, 1975	
19. Davis, Marion	KP-3	B.A.	X			0	15	56	71	23	30	124	
20. Douthit, Dorothy	KP-1	M.A.		X		8	12	0	20	2	9	31	
21. Dryer, Caridad	KP-1	B.A.	X			0	45	15	60	34	30	124	
22. Duff, Violet	KP-1	B.A.		X		46	54	21	121	3	0	124	
23. Duyao, Josefina	KP-1	M.A.				8	6	0	14	2	18	34	
24. Enos, May	KP-1	B.A.		X		21	12	0	33	39	30	112	
25. Fujikane, Wayne	KP-1	M.A.	X			0	5	0	5	10	18	33	
26. Fujioka, Myrtle	KP-3	M.A.	X			0	9	6	15	10	15	40	
27. Fukino, Julia	KP-3	M.A.	X			0	18	0	18	10	3	31	
28. Funakoshi, Daniel	KP-3	B.A.	X			0	27	0	27	60	30	117	
29. Gamrot, Josephine	KP-1	B.A.		X		17	42	0	59	35	30	124	
30. Gaspang, Alan	KP-1	B.A.	X			0	18	0	18	60	30	108	
31. Gilmore, Ella	KP-3	B.A.	X			0	18	100	118	0	12	130	
32. Goo, Vincent	KP-3	B.A.	X			0	9	16	25	60	30	115	
33. Hall, Carolyn	KP-1	M.A.	X			0	21	0	21	0	12	33	
34. Hall, Michael	KP-1	B.A.		X		11	36	0	47	47	30	124	
35. Haumea, Abraham	KP-1	B.A.		X		12	18	0	30	48	30	108	
36. Jacobs, Jeanette	KP-1	B.A.	X			0	11	0	11	60	30	101	

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NAME	LOCATION		EVALUATION		TOTALS TO DATE				PROJECTION (Est)		
	MNA & Category	Degree Sought	Evaluation in Process	Needs to Apply for Evaluation	D.E. Credit Received	CMU Credits (Sem. Hrs)	Transfer Credits (Sem. Hrs.)	Total Credits to June 30, 1974	D.E. Credits (Sem. Hrs.)	CMU Credits (Sem. Hrs.)	Total Credits to June 30, 1975
37. Jacobe, Stephen	KP-1	B.A.		X	0	18	0	18	60	30	108
38. Jhoo, Virgil	KP-2	B.A.		X	0	21	0	21	60	30	111
39. Kahaleiwi, Roweena	KP-1	B.A.			35	57	20	112	0	12	124
40. Kahawai, Albert	KP-1	B.A.		X	0	18	0	18	60	30	108
41. Kahuanui, Anderson	KP-1	B.A.	X		0	18	0	18	60	30	108
42. Kawainiu, Richard	KP-1	B.A.		X	0	18	0	18	60	30	108
43. Kaya, George	KP-1	B.A.		X	44	15	0	59	16	30	105
44. Kinney, Monta	KP-2	B.A.		X	12	21	0	33	48	30	114
45. Kwock, Jennie	KP-3	B.A.	X		0	12	0	12	60	30	102
46. Lee, Howard	KP-1	B.A.		X	8	12	0	20	52	30	102
47. Loo, Henry	KP-2	M.A.			10	27	0	37	0	0	37
48. Lucas, William	KP-3	B.A.		X	29	12	0	41	31	30	102
49. Maedo, Lynne	KP-2	B.A.		X	15	3	59	77	14	30	124
50. Medina, Revocato	KP-2	M.A.			10	0	0	10	0	21	31
51. Mishima, Gloria	KP-1	B.A.			32	0	64	96	0	30	126
52. Misipeka, Iolani	KP-1	M.A.			5	21	6	32	0	0	32
53. Montervon, Maile	KP-1	B.A.		X	0	12	0	12	60	30	102
urakawa, Alvina	KP-1	B.A.		X	8	0	58	66	22	30	118

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LOCATION

EVALUATION

TOTALS TO DATE

PROJECTION (Est)

NAME

M.A. & Category
Degree SoughtEvaluation in
Process
Needs to Apply
for Evaluation
Needs to Apply
for Re-evaluationD.E. Credits
Received
CMU Credits
(Sem. Hrs.)
Transfer Credits
(Sem. Hrs.)
Total Credits to
June 30, 1974D.E. Credits
(Sem. Hrs.)
CMU Credits
(Sem. Hrs.)
Total Credits to
June 30, 1975

NAME	M.A. & Category	Degree Sought	Evaluation in Process	Needs to Apply for Evaluation	Needs to Apply for Re-evaluation	D.E. Credits Received	CMU Credits (Sem. Hrs.)	Transfer Credits (Sem. Hrs.)	Total Credits to June 30, 1974	D.E. Credits (Sem. Hrs.)	CMU Credits (Sem. Hrs.)	Total Credits to June 30, 1975
55. McDonald, Norma	KP-3	M.A.				10	8	0	18	0	18	36
56. McGee, Terrence	KP-3	B.A.		X		27	9	3	39	33	30	102
57. McGreevy, Robert	KP-1	B.A.		X		38	12	30	80	14	30	124
58. McKee, Malcolm	KP-1	B.A.		X		14	48	0	62	3	30	124
59. Nagashima, William	KP-1	M.A.	X			0	0	6	6	10	15	31
60. Nishihara, Elaine	KP-1	M.A.				9	21	0	30	0	12	42
61. Omokawa, Jenny	KP-1	M.A.				7	12	0	19	0	12	31
62. O'Neill, Vincent	KP-1	M.A.				10	11	5	26	0	6	32
63. Ota, James	KP-1	B.A.		X		9	54	0	63	31	30	124
64. Piko, Sophie	KP-2	B.A.		X		35	21	0	56	25	30	111
65. Pune, Aloma	KP-1	B.A.	X			0	21	0	21	60	30	111
66. Roquero, Sherman	KP-1	M.A.				7	3	0	10	0	21	31
67. Sang, Joyce	KP-1	B.A.		X		8	12	0	20	52	30	102
68. Santiago, Esther	KP-3	B.A.	X			0	12	0	12	60	30	102
69. Seward, Anne	KP-1	B.A.	X			0	51	0	51	43	30	124
70. Siania, Punefu	KP-1	B.A.				33	36	34	103	0	21	124
71. Stone, Avery	KP-3	B.A.	X			0	27	0	27	60	30	117
72. Tanida, Mivoko	KP-3	B.A.	X			0	15	0	15	60	30	105

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NAME	PROGRAM	EVALUATION	TOTALS TO DATE				REQUIREMENTS		
			Units Applied For Evaluation	Units Applied For Re-evaluation	Units Received (CMU Credits)	Units Received (SUNY Credits)	Units Received (Total)	Units Remaining	Units Remaining (by 50%)
73. Tilitile, Rosalina	KP-1 M.A.	X	0	6	0	6	10	18	34
74. Tinao, Charlene	KP-1 B.A.	X	0	18	0	18	60	30	108
75. Tinoga, Colleen	KP-2 B.A.	X	0	54	0	54	40	30	124
76. Torres, William	KP-1 B.A.	X	15	0	30	45	45	30	120
77. Waihee III, John	KP-1 M.A.	X	0	24	4½	28½	0	3	31½
78. Yamashiro, Myron	KP-1 M.A.	X	0	27	3	30	0	3	33
79. Carroll, Paulett	KP-1 M.A.	X	3	18	3	24	0	15	39
80. *Boggs, Ruth	KP-1 M.A.	X	0	21	0	21	3	6	30
81. *Hidalgo, Fay	KP-1 M.A.	X	0	18	0	18	3	9	30
82. *Okahashi, Martha	KP-3 M.A.	X	0	0	0	0	10	21	31
83. *Pasadaba, Abraham	KP-1 M.A.	X	0	18	0	18	3	9	30
84. *Shimabuku, Hatsue	KP-1 M.A.	X	0	0	0	0	10	21	31
85. *Timas, Amy	KP-1 M.A.	X	0	3	0	3	7	21	31
86. *Uemura, Diane	KP-1 M.A.	X	0	0	0	0	10	21	31

ERIC Students who have received BA/BS degrees from CMU-Hawaii and are now MA candidates.

NAME	LOCATION		EVALUATION		TOTALS TO DATE				PROJECTION (Est)		
	WNI & Category	Degree Sought	Evaluation in Process	Needs to Apply for Evaluation	D.E. Credits Received	CMU Credits (Sem. Hrs.)	Transfer Credits (Sem. Hrs.)	Total Credits to June 30, 1974	D.E. Credits (Sem. Hrs.)	CMU Credits (Sem. Hrs.)	Total Credits to June 30, 1975
1. Allen, Kathryn	WN-1	B.A.	X		0	48	0	48	46	30	124
2. Apo, Margaret	WN-1	B.A.	X		0	42	18	60	34	30	124
3. Arbeit, William	WN-1	M.A.			9	24	12	45	0	0	45
4. Atisano, Lautoa	WN-3	B.A.		X	8	12	0	20	52	30	102
5. Awana, Luella	WN-3	B.A.	X		0	27	0	27	60	30	117
6. Bartlett, Richard	WN-1	B.A.		X	39	27	0	66	21	30	117
7. Berthoud, Elsbeth	WN-3	M.A.			5	3	14	22	0	12	34
8. Boody, Christine	WN-1	B.A.		X	25	0	12	37	35	30	102
9. Chapman, Beverly	WN-2	B.A.	X		0	16	0	16	60	30	106
10. Dhar, Marvin	WN-3	B.A.	X		0	24	19	43	51	30	124
11. Ching, Charlene	WN-1	B.A.		X	5	18	0	23	55	30	108
12. Chong, Corrine	WN-1	B.A.	X		0	21	0	21	60	30	111
13. Christian, Betay	WN-3	M.A.	X		0	18	15	33	0	0	33
14. Collins, Paulette	WN-3	B.A.		X	13	12	24	49	45	30	124
15. Concepcion, Lordes	WN-1	B.A.		X	49	9	32	90	4	30	124
16. Cordes, Emily	WN-3	B.A.	X		0	30	0	30	60	34	124
17. Cordea, Marjorie	WN-3	B.A.	X		0	30	0	30	60	34	124
18. Cup-Choy, Gwyn	WN-1	B.A.		X	21	6	62	89	5	30	124

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NAME	LOCATION		EVALUATION				TOTALS TO DATE				PROJECTION (Est)		
	MA & Category	Degree Sought	Evaluation in Process	Needs to Apply for Evaluation	Needs to Apply for Re-evaluation	D.E. Credit Received	CMU Credits (Sem. Hrs.)	Transfer Credits (Sem. Hrs.)	Total Credits to June 30, 1974	D.E. Credits (Sem. Hrs.)	CMU Credits (Sem. Hrs.)	Total Credits to June 30, 1975	
19. Dalton, Michael	WN-1	M.A.		X		0	3	0	3	10	18	30	
20. Dezafra, Elias	WN-1	B.A.		X		0	75	0	75	19	30	124	
21. Downey, Bernadette	WN-1	B.A.			X	9	17	0	26	51	30	107	
22. Drake, Hoaliku	WN-	B.A.		X		0	15	0	15	60	30	105	
23. Drake, Joe	WN-	B.A.		X		0	12	0	12	60	30	102	
24. Dubois, Leo	WN-1	B.A.		X		0	0	31	31	60	33	124	
25. Enos, Eric	WN-1	M.A.		X		0	6	0	6	10	21	37	
26. Evans, Melton	WN-1	M.A.				8	15	6	29	0	3	32	
27. Glipa, Veronica	WN-1	B.A.			X	15	6	30	51	43	30	124	
28. Guevin, Carol	WN-1	B.A.				29	33	92	154	0	0	154	
29. Guillen, Mark	WN-1	B.A.			X	27	24	0	51	33	30	124	
30. Gutina, Margaret	WN-3	B.A.			X	7	84	0	91	3	30	124	
31. Hanakahi, Daniel	WN-1	B.A.		X		0	24	0	24	60	30	114	
32. Harris, Mary	WN-3	B.A.		X		0	30	75	105	19	0	124	
33. Higuchi, Sharon	WN-3	M.A.		X		0	21	0	21	10	0	31	
34. Hildreth, Eleanor	WN-1	M.A.			X	5	0	0	5	1	24	30	
35. Hoapili, Robert	WN-3	B.A.		X		0	30	50	80	44	0	124	
Hostler, Hobart	WN-1	M.A.		X		0	6	0	6	10	15	30	

NAME	LOCATION		EVALUATION				TOTALS TO DATE				PROJECTION (Est)	
	M.A. & Category	Degree Sought	Evaluation to Process	Needs to Apply for Evaluation	Needs to Apply for Re-evaluation	D.E. Credit Received	CHU Credits (Sem. Hrs.)	Transfer Credits (Sem. Hrs.)	Total Credits to June 30, 1974	D.E. Credits (Sem. Hrs.)	CHU Credits (Sem. Hrs.)	Total Credits to June 30, 1975
37. Humphreys, Howard	WN-3	M.A.	X			0	3	0	3	10	18	30
38. Li, Angeline	WN-1	B.A.		X		20	33	0	53	40	31	124
39. Ikaika, Marilee	WN-3	B.A.		X		33	18	40	91	21	12	124
40. Ikaika, William	WN-1	B.A.	X			0	30	0	30	60	30	120
41. Jensen, Arthur	WN-1	B.A.	X			0	0	40	40	54	30	124
42. Jensen, Kathleen	WN-1	M.A.		X		4	0	0	4	6	21	30
43. Johnson, Alan	WN-3	M.A.	X			0	3	0	3	10	18	30
44. Kahawai, Charlotte	WN-1	B.A.		✓X		18	0	0	18	42	30	90
45. Kainoa, Annie	WN-1	B.A.	X			0	12	0	12	60	30	102
46. Kaluma, Corrairie	WN-1	B.A.		X		32	24	0	56	28	30	114
47. Karlen, Christopher	WN-1	M.A.		X		6	9	6	21	4	6	31
48. Keli, Arviella	WN-1	B.A.		X		7	45	0	52	42	30	124
49. Klausmeyer, Marie	WN-1	B.A.	X			0	51	0	51	43	30	124
50. Lapilio, Joseph	WN-3	M.A.	X			0	12	0	12	10	9	31
51. Lee, James	WN-3	B.A.	X			0	12	0	12	60	30	102
52. Ligsay, Thelma	WN-1	B.A.		X		28	18	0	46	32	30	108
53. Lindley, Robert	WN-3	B.A.	X			0	12	0	12	60	30	102
54. Lopes, Regina	WN-3	B.A.		X		10	60	48	118	6	0	124

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NAME	LOCATION		EVALUATION				TOTALS TO DATE				PROJECTION (est)	
	INA & Category	Degree Sought	Evaluation in Process	Needs to Apply for Evaluation	Needs to Apply for Re-evaluation	D.F. Credit Received	CMU Credits (Sem. Hrs.)	Transfer Credits (Sem. Hrs.)	Total Credits to June 30, 1974	D.F. Credits (Sem. Hrs.)	CMU Credits (S.T. Hrs.)	Total Credits to June 30, 1975
55. Lopez, Jane	WN-1	B.A.		X		0	24	0	24	60	30	114
56. Luna, Carol	WN-3	B.A.		X		0	27	0	27	60	30	117
57. Mahelona, Isaac	WN-2	B.A.		X		0	42	0	42	52	30	124
58. Matsushima, Andrea	WN-3	M.A.		X		0	9	0	9	10	21	40
59. Maunakea, J.K. Mana	WN-1	B.A.			X	44	21	0	65	16	30	111
60. Metz, Marion	WN-1	M.A.		X		0	6	0	6	10	18	34
61. Miles, Ellen	WN-1	B.A.		X		0	32	0	32	60	33	125
62. Muehlenhard, Mildred	WN-1	B.A.			X	24	78	0	102	22	0	124
63. Murray, Alma	WN-3	B.A.		X		0	36	0	36	58	30	124
64. McCoy, Susan	WN-1	B.A.			X	24	21	66	111	5	9	124
65. McFeeley, Lillian	WN-3	B.A.		X		0	21	0	21	60	30	111
66. Naki, Christian	WN-1	B.A.			X	10	24	0	34	50	30	114
67. Padayhag, Georgianna	WN-1	B.A.			X	46	24	0	70	14	30	114
68. Pang, Alohalani	WN-1	B.A.			X	26	44	0	70	24	30	124
69. Peters, Henry	WN-1	M....		X		0	6	0	6	10	21	37
70. Purdy, Jr., George	WN-1	B.A.			X	4	117	0	121	3	0	124
71. St. Germain, Raymond	WN-3	M.A.			X	4	3	6	13	6	15	34
ilva, Theola	WN-1	B.A.		X		0	39	0	39	60	25	124

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NAME	LOCATION		EVALUATION		TOTALS TO DATE				PROJECTION (Est.)		
	MNA & Category	Degree Sought	Evaluation in Process	Needs to Apply for Evaluation	D.E. Credits Received	CNU Credits (Sem. Hrs.)	Transfer Credits (Sem. Hrs.)	Total Credits To June 30, 1974	D.E. Credits (Sem. Hrs.)	CNU Credits (Sem. Hrs.)	Total Credits To June 30, 1975
73. Spotskoeff, Maryknoll	WN-3	B.A.		X	21	51	0	72	22	30	124
74. Tavares, Kathleen	WN-1	B.A.		X	40	18	0	58	20	30	108
75. Tengen, Vivian	WN-1	B.A.		X	47	24	0	71	13	30	114
76. Turqueza, Rogelio	WN-3	B.A.	X		0	15	0	15	60	30	105
77. Waiatae, Martha	WN-3	B.A.	X		0	12	0	12	60	30	102
78. White, Yvonne	WN-3	B.A.	X		0	6	29	35	59	30	124
79. Williams, Rose	WN-3	B.A.	X		0	0	78	78	16	30	124
80. *Collins, Robert	WN-1	M.A.	X		0	0	0	0	10	21	31
81. *Leonida, John	WN-1	M.A.	X		0	18	0	18	3	9	30
82. *Lovins, Floyd	WN-1	M.A.	X		0	0	0	0	10	21	31
83. *North, James	WN-3	M.A.	X		0	6	0	6	10	15	31

*Students who have received BA/BS degrees from CNU-Hawaii and are now MA candidates

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NAME	LOCATION		EVALUATION				TOTALS TO DATE				PROJECTION (Est)	
	M.A. & Category	Degree Sought	Evaluation in Process	Needs to Apply for Evaluation	Needs to Apply for Re-evaluation	D.E. Credit Received	CMU Credits (Sem. Hrs.)	Transfer Credits (Sem. Hrs.)	Total Credits to June 30, 1974	D.E. Credits (Sem. Hrs.)	CMU Credits (Sem. Hrs.)	Total Credits to June 30, 1975
1. Bates, John	4	E.A.		X		0	30	0	30	60	34	124
2. Bing, Sherry	4	B.A.		X		0	24	15	39	55	30	124
3. Cappel, Danny	4	B.A.		X		0	24	0	24	60	30	114
4. Cardona, Carlito	4	B.A.		X		0	3	18	21	60	30	111
5. Carpenter, Ruth	4	B.A.		X		0	15	31	46	48	30	124
6. Dodson, Katherine	4	B.A.			X	48	24	6	78	12	34	124
7. Feher, Lynne	4	B.A.		X		0	33	33	66	28	30	124
8. Field, Thelma	4	B.A.		X		0	15	39	54	40	30	124
9. Finland, John	4	B.A.		X		0	15	0	15	60	30	105
10. Fujimoto, Anna	4	M.A.		X		0	9	0	9	10	18	37
11. Fukuhara, Diane	4	B.A.		X		0	0	45	45	49	30	124
12. Hendrie, Leslie	4	B.A.		X		0	3	9	12	60	30	102
13. LaBeff, Daniel	4	M.A.	X			0	9	4	13	10	9	32
14. Lania, Gladys	4	B.A.		X		0	24	0	24	60	30	114
15. Mau, David	4	M.A.		X		0	21	0	21	10	12	43
16. Meszaros, Maureen	4	B.A.		X		0	24	0	24	60	30	114
17. Monohan, Edward	4	B.A.		X		0	15	0	15	60	30	105
otooka, Joyce	4	M.A.		X		0	6	0	6	10	21	37

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NAME	LOCATION		EVALUATION				TOTALS TO DATE				PROJECTION (Est)	
	M.A. & Category	Degree Sought	Evaluation in Process	Needs to Apply for Evaluation	Needs to Apply for Re-evaluation	D.E. Credit Received	CMU Credits (Sem. Hrs.)	Transfer Credits (Sem. Hrs.)	Total Credits to June 30, 1974	D.E. Credits (Sem. Hrs.)	CMU Credits (Sem. Hrs.)	Total Credits to June 30, 1975
19. McCarthy, Jeff	4	B.A.		X		0	12	0	12	60	30	102
20. Oshonna, Omovale	4	B.A.		X		0	18	0	18	60	30	108
21. Olander, David	4	B.A.			X	6	33	59	98	14	12	124
22. Oaine, Thomas	4	B.A.			X	12	12	40	64	30	30	124
23. Saari, Marian	4	B.A.	X			0	34	21	55	39	30	124
24. Tamashiro, Wayne	4	B.A.		X		0	3	21	24	60	30	114
25. Thacker, John	4	M.A.			X	34	27	0	61	26	30	117
26. Wood, Richard	4	B.A.			X	17	0	52½	69½	25	30	124
27. Young, Edward	4	B.A.		X		0	15	0	15	60	30	105
28. *Sing, Robert	4	M.A.		X		0	0	0	0	10	21	31

ERIC students who have received BA/BS degrees from CMU-Hawaii and are now MA candidates

Section III**Recapitulation of Program Statistical Information
on Model Cities Students**

STATISTICAL INFORMATION

Kalihi-Palama

Applications for admission	255
DE's submitted and returned	77
DE's in process	13
Students with some credits	150
Students with CMU credits	134

Waianae-Na'aukuli

Applications for admission	224
DE's submitted and returned	75
DE's in process	4
Students with some credits	155
Students with CMU credits	137

Category IV

Applications for admissions	85
DE's submitted and returned	10
DE's in process	2
Students with some credits	48
Students with CMU credits	41

Model Cities Program Total

Applications for admission	564
DE's submitted and returned	162
DE's in process	19
Students with some credits	353
Students with CMU credits	312

RECAPITULATION OF CMU SEMESTER HOURS SINCE FEBRUARY 1972

	<u>Kalihi-Palama</u>	<u>Waianae-Nanakuli</u>	<u>Category IV</u>	<u>Totals</u>
Developmental Experience	1,512 (SH)	1,571 (SH)	289 (SH)	3,372 (SH)
CMU Course Work	2,643 (SH)	2,607 (SH)	515 (SH)	5,765 (SH)
Transfer Credits	<u>1,119 (SH)</u>	<u>964 (SH)</u>	<u>434 (SH)</u>	<u>2,517 (SH)</u>
	5,274 (SH)	5,142 (SH)	1,238 (SH)	11,654 (SH)

Average D.E. sem. hrs. received in each Model Cities area:

Kalihi-Palama	19.63 SH
Waianae-Nanakuli	20.67 SH
Category IV	28.90 SH

Overall DE average received per student is 20.38 SH.

Average DE for graduate students is 7.27 SH.

Average DE for undergraduate students is 24.82 SH.

Average sem. hrs. of CMU course work received in each Model Cities area:

Kalihi-Palama	19.72 SH
Waianae-Nanakuli	19.02 SH
Category IV	12.56 SH

Overall average of CMU sem. hrs. accumulated per student is 18.65 SH.

Average number of students per class: 25.62

Total funding since 1972: \$350,750.00

Total number of classes offered: 75.

* Cost per credit hour: \$30.22

* The cost includes books, application/admission processing, and all other class materials.

Section IV**Student Data for:**

- A. Kalihi-Palama
- B. Waianae-Nanakuli
- C. Category IV

Model Cities, February 1972 - June 1974

A. STUDENT LISTING FOR KALIHI-PALAMA
(May 1974)

- D.E. application status
- CMU credits earned
- Transfer credits

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NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
1. Ana, Sharron	KP-I	B.A.			X	3	0	3
2. Aczon, Gregorio	KP-II	B.A.	9			0	0	9
3. Adams, Elaine	KP-I	M.A.			X	21	0	21
4. Afaga, Susana	KP-I	B.A.			X	0	28	28
5. Aiko, Virginia	KP-I	B.A.			X	0	9	9
6. Akaka, Edwina	KP-I	B.A.			X	0	0	0
7. Akaine Charles	KP-I	B.A.			X	0	11	11
8. Akana, Isabel	KP-III	B.A.			X	0	0	0
9. Akanā, Paul	KP-II	B.A.			X	45	0	45
10. Akau, Sandra	KP-I	B.A.			X	0	0	0
11. Akin, Hazel	KP-I	B.A.		X		32	0	32
12. Akina, Octavia	KP-I	B.A.		X		18	0	18
13. Alo, Marisa	KP-I	B.A.		X		3	14	17
14. Alonzo, Carlos	KP-II	B.A.			X	0	0	0
15. Anguay, Betty	KP-I	B.A.			X	0	0	0
16. Antonio, Karin	KP-I	B.A.		X		0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
17. Arakaki, Pauline	KP-I	B.A.	15			75	0	90
18. Asuncion, Kahaunaniomaunakea	KP-II	B.A.			X	3	0	3
19. Au, Gerard	KP-III	B.A.			X	0	0	0
20. Au, Gloria	KP-III	B.A.			X	3	0	3
21. Ayau, Linda	KP-I	B.A.			X	2	0	2
22. Bal, Elizabeth	KP-I	B.A.			X	6	0	6
23. Balicanta, Antonia	KP-I	M.A.	8			15	9	32
24. Balles, Joretta	KP-I	B.A.	12			0	0	12
25. Basque, Diana	KP-I	B.A.			X	6	0	6
26. Belmonte, Arturo	KP-III	B.A.			X	0	0	0
27. Belmonte, Helen	KP-I	M.A.	6			0	0	6
28. Boggs, Ruth	KP-I	B.A./M.A.	57			95	0	152
29. Borja, Juan	KP-III	B.A.		X		36	0	36
30. Boyd, Sandy	KP-I	B.A.	4			3	0	7
31. Calicdan, Maria	KP-I	B.A.		X		33	0	33
32. Callia, Peggy	KP-I	B.A.			X	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
33. Campos, Lucina	KP-III	B.A.	1		X	0	0	0
34. Carroll, Paulett	KP-I	M.A.	3			18	3	24
35. Castanares, Elizabeth	KP-I	B.A.	52			66	3	121
36. Chambers, Bill	KP-I	M.A.			X	0	0	0
37. Chang, How Tim	KP-I	B.A.			X	0	0	0
38. Chang, Melvin	KP-I	B.A.			X	3	0	3
39. Chang, Trudie	KP-I	B.A.			X	0	0	0
40. Ching, Edyson	KP-III	B.A.			X	0	0	0
41. Ching, Mary	KP-I	B.A.			X	18		18
42. Choo, Charles	KP-I	B.A.		X		30	0	30
43. Christian, Johnrae	KP-I	M.A.	3			3	0	6
44. Chun, Sharland	KP-I	M.A.			X	0	0	0
45. Chung, Sylvia	KP-I	B.A.	7			0	79	86
46. Craig, Roxanne	KP-I	B.A.			X	0	0	0
47. Cruz, Julia	KP-I	M.A.			X	3	0	3
48. Cummings, Chiyoko	KP-III	L.A.			X	24	29	53

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
49. Cummings, Jacob	KP-III	B.A.			X	21	0	21
50. Curtis, Wallace	KP-I	B.A.			X	0	0	0
51. Dagdagan, Leon	KP-III	B.A.			X	9	0	9
52. Davis, Marion	KP-III	B.A.			X	15	56	71
53. Dela Cruz, Romel	KP-I	M.A.			X	0	0	0
54. Del Rosario, Linda	KP-I	B.A.			X	3	0	3
55. De Mello, Gerald	KP-I	M.A.			X	0	0	0
56. Domingo, Christina	KP-I	B.A.			X	0	0	0
57. Domingo, Victoria	KP-I	B.A.			X	0	0	0
58. Douthit, Dorothy	KP-I	M.A.	8			12	0	20
59. Dryer, Caridad	KP-I	B.A.			X	4	15	60
60. Dubetsky, Margaret	KP-I	B.A.	28			3	0	31
61. Duff, Violet	KP-I	B.A.	46			54	21	121
62. Duyao, Josefina	KP-I	M.A.	8			6	0	14
63. Enos, May	KP-I	B.A.	21			12	0	33
64. Fabrao, Jonette	KP-I	B.A.			X	5	0	5

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
65. Faria, Gladys	KP-I	B.A.			X	2	0	0
66. Fau'olo, Lusiana	KP-I	B.A.			X	0	0	0
67. Feleti, Amisone	KP-I	B.A.			X	0	0	0
68. Feline, Florida	KP-I	B.A.	22			60	66	148
69. Fernandez, Odetta	KP-III	B.A.			X	0	0	0
70. Fountain, Mildred	KP-II	B.A.			X	0	0	0
71. Fufikane, Wayne	KP-I	M.A.			X	5	0	5
72. Fufioka, Myrtle	KP-III	M.A.			X	9	6	15
73. Fufishima, Florence	KP-I	B.A.			X	0	0	0
74. Fukino, Julia	KP-III	M.A.			X	18	0	18
75. Funakoshi, Daniel	KP-III	B.A.			X	27	0	27
76. Funakoshi, Rodney	KP-IJ	B.A.			X	0	0	0
77. Gasmurot, Josephine	KP-I	B.A.	17			42	0	59
78. Gaspang, Alan	KP-I	B.A.			X	18	0	18
79. Geiger, Paulette	KP-I	B.A.	42			3	0	45
80. Gilmore, Ella	KP-III	B.A.			X	18	100	118

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
81. Giltner, Thomas	KP-I	B.A.			X	0	0	0
82. Goo, Vincent	KP-III	B.A.			X	9	16	25
83. Guerrero, Bob	KP-III	M.A.			X	0	3	3
84. Guerrero, Laura	KP-III	M.A.			X	0	0	0
85. Hall, Carolyn	KP-I	M.A.			X	21	0	21
86. Hall, Michael	KP-I	B.A.	11			36	0	47
87. Hallums, Maile	KP-II	B.A.			X	0	0	0
88. Han, William	KP-I	B.A.			X	3	0	3
89. Harris, Sweetheart	KP-III	B.A.			X	0	0	0
90. Haumea, Abraham	KP-I	B.A.	12			18	0	30
91. Hayashida, Franklin	KP-I	M.A.			X	0	0	0
92. Hidalgo, Fay	KP-I	B.A./M.A.	9			94	58	160
93. Hipolito, Gloria	KP-I	B.A.			X	0	0	0
94. Hoke, Richard	KP-I	B.A.			X	3	0	3
95. Hoke, Rudolph	KP-I	B.A.			X	0	0	0
96. Infiel, Roberta	KP-I	B.A.			X	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
97. Iwai, Gary	KP-I	M.A.	7			18	0	25
98. Jacobs, Jeanette	KP-I	B.A.			x	11	0	11
99. Jacobs, Stephen	KP-I	B.A.			x	18	0	18
100. Jervis, Gerard	KP-I	B.A.	18			0	0	18
101. Jervis, Juana	KP-I	B.A.	15			2	0	17
102. Jhoo, Virgil	KP-II	B.A.			x	21	0	21
103. Johansen, Grace	KP-I	M.A.			x	0	0	0
104. Johnson, Marilyn	KP-I	B.A.			x	0	0	0
105. Johnson, Vera	KP-I	B.A.		x		0	0	0
106. Jose, Marcella	KP-II	B.A.			x	0	0	0
107. Kaanoi, Franklin	KP-I	B.A.			x	0	0	0
108. Kahaleiwi, Roweena	KP-I	B.A.	35			57	20	112
109. Kahawai, Albert	KP-I	B.A.			x	18	0	18
110. Kahawai, Loreen	KP-II	B.A.			x	0	0	0
111. Kahuanui, Anderson	KP-I	B.A.		x		18	0	18
112. Kamakea, John	KP-I	B.A.	19			3	0	22

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
113. Kamalu, Robert	KP-I	B.A.			x	0	0	0
114. Kamaunu, Myra	KP-I	B.A.			x	0	0	0
115. Kashimoto, Kalvin	KP-I	M.A.	6			24	0	30
116. Katayama, Stephan	KP-I	M.A.			x	0	0	0
117. Kawainui, Richard	KP-I	B.A.			x	18	0	18
118. Kawahishi, Earl	KP-I	B.A.	38			6	0	44
119. Kaya, George	KP-I	B.A.	44			15	0	59
120. Kekahuna, Beverly	KP-III	M.A.			x	0	0	0
121. Kekoa, Loretta	KP-I	B.A.			x	0	0	0
122. Kepaa, Vernon	KP-I	B.A.			x	0	0	0
123. Kim, Alan	KP-I	M.A.			x	0	0	0
124. Kimura, Nora	KP-I	M.A.	6			42	0	48
125. Kinney, Lindo	KP-II	B.A.			x	3	0	3
126. Kinney, Monta	KP-II	B.A.	12			21	0	33
127. Kuupau, Windell	KP-III	B.A.		x		6	0	6
128. Kwock, Jennie	KP-III	B.A.		x		12	0	12

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
129. Laa, Jeanette	KP-I	B.A.			x	0	0	0
130. Lacno, Robert	KP-I	B.A.			x	0	0	0
131. Lee, Amy	KP-III	M.A.			x	0	0	0
132. Lee, Eddie	KP-III	B.A.			x	0	0	0
133. Lee, Grace	KP-I	B.A.			x	0	0	0
134. Lee, Howard	KP-I	B.A.	8			12	0	20
135. Lee, Pearlita	KP-III	B.A.			x	0	0	0
136. Leleo, Kathleen	KP-I	B.A.	40			6	0	46
137. Lillie, Lewis	KP-I	B.A.			x	2	0	2
138. Lim, Grace	KP-I	M.A.	10			18	0	28
139. Lincoln, Lois	KP-I	B.A.			x	6	0	6
140. Loo, Abraham	KP-I	M.A.	5			27	0	32
141. Loo, Henry	KP-II	M.A.	10			27	0	37
142. Lopez, Darilyn	KP-I	B.A.			x	0	0	0
143. Lucas, William	KP-III	B.A.	29			12	0	41
144. Lukinich, Jacquelyn	KP-I	B.A.	43			6	0	49

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
145. Lum-Akana, Aileen	KP-III	B.A.			x	3	0	3
146. Maedo, Lynne	KP-II	B.A.	15			3	59	77
147. Magno, Lydia	KP-I	B.A.			x	3	0	3
148. Mahoney, Margaret	KP-I	B.A.	16			3	0	19
149. Malquist, Leonie	KP-I	B.A.	18			0	0	18
150. Marquez, Mary	KP-I	B.A.		x		0	0	0
151. Mars, Joseph	KP-I	B.A.	37			0	0	37
152. Martinez, Tony	KP-III	B.A.			x	0	0	0
153. Masuda, Sandra	KP-I	B.A.			x	0	0	0
154. Matsuyama, Robert	KP-I	B.A.			x	0	0	0
155. Medina, Pavocato	KP-II	M.A.	10			0	0	10
156. Mercado, Lorraine	KP-I	B.A.			x	0	0	0
157. Mindoro, Gloria	KP-I	B.A.			x	0	0	0
158. Mishima, Gloria	KP-I	B.A.	32			0	64	96
159. Misipeka, Iolani	KP-I	B.A.	5			21	6	32
160. Montervon, Maile	KP-I	B.A.			x	12	0	12

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
161. Mooneyham, Lawrence	KP-III	B.A.			x	0	0	0
162. Morishige, Carol	KP-I	M.A.			x	0	0	0
163. Murakawa, Alvina	KP-I	B.A.	8			0	58	66
164. Musico, Nicanor	KP-II	B.A.			x	3	0	3
165. McDonald, Norma	KP-III	M.A.	10			8	0	18
166. McGee, Terrence	KP-III	B.A.	27			9	3	39
167. McGreevy, Robert	KP-I	B.A.	38			12	30	80
168. McKee, Miriam	KP-I	B.A.	14			48	0	62
169. McKnight, George	KP-III	B.A.			x	3	0	3
170. Nagashima, William	KP-I	M.A.			x	0	6	6
171. Nanod, Debra	KP-I	B.A.			x	0	0	0
172. Napeahi, Wilmet	KP-I	B.A.			x	0	0	0
173. Narvaez, Raymond	KP-III	B.A.			x	3	0	3
174. Niheu, Henry	KP-I	M.A.			x	0	0	0
175. Nishihara, Elaine	KP-I	M.A.	9			21	0	30
176. Ohata, Miriam	KP-I	B.A.			x	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
177. Ohelo, Winona	KP-I	B.A.			x	0	0	0
178. Okahashi, Martha	KP-III	B.A./M.A.	14			34	76	124
179. Omokawa, Jenny	KP-I	M.A.	7			12	0	19
180. O'Neill, Vincent	KP-I	M.A.	10			11	5	26
181. Oshiro, Daisy	KP-I	B.A.			x	0	0	0
182. Ota, James	KP-I	B.A.	9			54	0	63
183. Pasadaba, J. Abraham	KP-I	B.A./M.A.	46			96	8	150
184. Petersen, Terry	KP-I	B.A.	42			0	0	42
185. Piamonte, Valerie	KP-I	B.A.			x	0	0	0
186. Piko, Sophie	KP-II	B.A.	35			21	0	56
187. Pomele, Tausinie	KP-III	B.A.			x	6	0	6
188. Porlas, Pamela	KP-I	B.A.			x	0	0	0
189. Pune, Aloma	KP-I	B.A.			x	21	0	21
190. Rautenberg, Virginia	KP-II	M.A.	10			15	0	25
191. Reed, Cecil	KP-I	M.A.			x	0	0	0
192. Reynon, Elizabeth	KP-I	M.A.			x	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
193. Reverio, Lena	KP-I	B.A.	22			9	0	31
194. Ribordy, Bernadina	KP-I	B.A.	27			9	0	36
195. Ricafrente, Salvador	KP-III	B.A.			X	0	0	0
196. Roquero, Sherman	KP-I	M.A.	7			3	0	10
197. Rosenthal, Joseph	KP-I	B.A.			X	0	0	0
198. Ross, Milton	KP-I	B.A.			X	0	0	0
199. Roxburgh, Harriet	KP-I	M.A.	9			30	6	45
200. Roxburgh, Maureen	KP-III	B.A.			X	6	0	6
201. Sabella, Priscilla	KP-II	B.A.				13	0	13
202. Sakai, Loretta	KP-I	B.A.	35			0	0	35
203. Salibo, Lolita	KP-III	B.A.			X	0	0	0
204. Saludez, Josefina	KP-I	B.A.	30			57	52	139
205. Sanchez, Joseph	KP-III	B.A.			X	0	0	0
206. Sang, Joyce	KP-I	B.A.	8			12	0	20
207. Santiago, Esther	KP-III	B.A.			X	12	0	12
208. Santos, Rosebell	KP-I	B.A.			X	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
209. Sato, Hideo	KP-II	B.A.			X	0	0	0
210. Saycon, Felisa	KP-I	B.A.	37			9	0	46
211. Segovia, Helen R.	KP-I	B.A.			X	0	0	0
212. Seward, Anne K.	KP-I	B.A.			X	51	0	51
213. Shimabuku, Hatsue K.	KP-I	B.A./M.A.	37			93	0	130
214. Sharp, Marcia D.	KP-I	M.A.			X	0	0	0
215. Shimogawa, Hajime	KP-I	B.A.			X	0	0	0
216. Siania, Punefu	KP-I	B.A.	33			36	34	103
217. Soares, Dexter K.	KP-I	M.A.			X	0	0	0
218. Sokugawa, Raymond	KP-I	M.A.	9			21	0	30
219. Stone, Avery S.	KP-III	B.A.			X	27	0	27
220. Tai, Valerie Y.	KP-III				X	0	0	0
221. Tamon, Francisca P.	KP-II	B.A.			X	0	0	0
222. Tanida, Miyoko S.	KP-III	B.A.			X	15	0	15
223. Taniguchi, Jamie	KP-III				X	3	0	3
224. Taniguchi, Paul	KP-I				X	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
225. Thompson, Sharon	KP-I	B.A.			X	0	0	0
226. Tilitile, Rosalina	KP-I	M.A.			X	6	0	6
227. Timas, Amy G.	KP-I	B.A./M.A.	15			42	69	126
228. Tina, Felicisimo U.	KP-III	B.A.			X	0	0	0
229. Tiano, Charleen M.	KP-I	B.A.			X	18	0	18
230. TinoKa, Colleen A.	KP-II	B.A.			X	54	0	54
231. Tong, James K.	KP-III	B.A.			X	9	0	9
232. Torres, William W.	KP-I	B.A.	15			0	30	45
233. Tremaine, Helen A.	KP-III	B.A.			X	0	0	0
234. Tucker, Rosemarie H.	KP-III	B.A.			X	12	0	12
235. Uemura, Diane S.	KP-I	B.A./M.A.	12			48	93	153
236. Uganisa, Basilisa B.	KP-I	M.A.			X	3	0	3
237. Uyeno, Joan	KP-I		17			6	0	23
238. Varner, Kathleen E.	KP-III	B.A.			X	0	0	0
239. Velasco, Obella O.	KP-III				X	0	0	0
240. Velasco, Ruben B.	KP-I	M.A.			X	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
241. Vierra, Paulette K.	KP-I	B.A.	32			8	0	40
242. Wada, Kay N.	KP-III	B.A.			X	0	0	0
243. Wahinehookae, Anna K.	KP-III	B.A.			X	6	0	6
244. Waihee, III, John D.	KP-I	M.A.			X	2½	4½	28½
245. Waiwaiole, Jacqueline P.	KP-I	B.A.			X	0	0	0
246. Wallrabenstein, James	KP-II	M.A.			X	0	0	0
247. Watson, Albert K.	KP-II	B.A.			X	0	0	0
248. West, Rosalita J.	KP-III	B.A.			X	0	0	0
249. Wong, Pamela J.	KP-I	B.A.			X	0	0	0
250. Wong, Vernon	KP-I		10			24	0	34
251. Yamada, Aileen C.	KP-I	B.A.			X	0	0	0
252. Yamashiro, Myron K.	KP-I	M.A.			X	27	3	30
253. Yaw, Miriam L.	KP-I	B.A.		X		3	0	3
254. Yoon, J. Tek	KP-I	M.A.			X	0	0	0
255. Young, Carol C.	KP-III	B.A.			X	0	0	0

B. STUDENT LISTING FOR WAIANAE-NANAKULI
(May 1974)

•D.E. application status

•CMU credits earned

•Transfer credits

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
1. Abina, Rachel	WN-I	B.A.			X	0	0	0
2. Aja, Mary	WN-I	B.A.			X	0	0	0
3. Aiu Simon	WN-I	B.A.	9			0	0	9
4. Alalefaleula, Puleleite	WN-I	B.A.			X	0	0	0
5. Allen, Duane	WN-I	M.A.			X	0	0	0
6. Allen, Kathryn	WN-I	B.A.			X	48	0	48
7. Allosada, Joyce	WN-III	B.A.			X	0	0	0
8. Andrews, Douglas	WN-III	B.A.			X	6	0	6
9. Andrews, Mary	WN-I	B.A.			X	0	0	0
10. Angut, Yvonne	WN-III	B.A.			X	0	0	0
11. Anthony, Christine	WN-II	B.A.			X	6	0	6
12. Anthony, Purcell	WN-III	B.A.			X	0	0	0
13. Apo, Margaret	WN-I	P.A.			X	42	18	60
14. Apo, Peter	WN-II	B.A.			X	0	0	0
15. Arbeit, William	WN-I	M.A.	9			24	12	45
16. Arthurs, Barbara	WN-I	M.A.			X	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
17. Atisanoe, Lautoa	WN-III	B.A.	8			12	0	20
18. Awana, James	WN-II	B.A.			X	0	0	0
19. Awana, Leslie	WN-III	B.A.			X	6	0	6
20. Awana, Luella	WN-III	B.A.			X	27	0	27
21. Barrett, Beverly	WN-I	B.A.			X	0	0	0
22. Barros, Abigail	WN-I	B.A.			X	0	0	0
23. Bartlett, Richard	WN-I	B.A.	39			27	0	66
24. Bertelmann, Gordon	WN-I	B.A.			X	0	0	0
25. Berthoud, Elsbeth	WN-III	M.A.	5			3	14	22
26. Boody, Christine	WN-I	B.A.	25			0	12	37
27. Brede, David	WN-III	B.A.			X	6	0	6
28. Brede, Helen	WN-III	B.A.			X	3	0	3
29. Caminos, Valerie	WN-III	B.A.			X	3	0	3
30. Carreiro, Henrietta	WN-I	B.A.			X	0	0	0
31. Chapman, Beverly	WN-II	B.A.			X	16	0	16
32. Char, Marvin	WN-III	B.A.			X	24	19	43

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			OMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
33. Ching, Charlene	WN-I	B.A.	5			18	0	23
34. Chong, Corrine	WN-I	B.A.			X	21	0	21
35. Christ, Annie	WN-I	M.A.		X		0	0	0
36. Christian, Betsy	WN-III	M.A.			X	18	15	33
37. Clawson, Kuulei	WN-I	B.A.	21			6	0	27
38. Collins, Paulette	WN-III	B.A.	13			12	24	49
39. Collins, Robert	WN-I	B.A./M.A.	30			44	52	126
40. Commendador, Frank	WN-I	B.A.			X	0	0	0
41. Concepcion, Lordes	WN-I	B.A.	49			9	32	90
42. Conkle, Geraldine	WN-I	B.A.			X	3	0	3
43. Contrades, Betty	WN-I	B.A.	42			0	3	45
44. Cordeiro, Sarah	WN-III	B.A.		X		9	0	9
45. Cordes, Emily	WN-III	B.A.			X	30	0	30
46. Cordes, Majorie	WN-III	B.A.			X	30	0	30
47. Cuizon, James	WN-III	B.A.			X	3	0	3
48. Cup-Choy, Gwyn	WN-I	B.A.	21			6	62	89

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
49. Czechowicz, Lesley	WN-I	M.A.	8			24	3	35
50. Czechowicz, Paul	WN-III	M.A.	2			24	3	29
51. Palton, Kim	WN-I	M.A.			X	0	0	0
52. Dalton, Michael	WN-I	M.A.			X	3	0	3
53. Davis, Charles	WN-I	B.A.			X	9	0	9
54. De Cambra, Joanne	WN-I	B.A.	9			3	3	15
55. Dezafra, Elias	WN-I	B.A.			X	75	0	75
56. Downey, Bernadette	WN-I	B.A.	9			17	0	26
57. Drake, Hoaliku	WN-	B.A.			X	15	0	15
58. Drake, Joe	WN-	B.A.			X	12	0	12
59. Dubois, Leo	WN-I	B.A.			X	0	31	31
60. Dupuy, Kathryn	WN-III	B.A.			X	6	0	6
61. Durand, Vicky	WN-				X	6	0	6
62. Dutro, Audrey	WN-I	B.A.			X	6	0	6
63. Enos, Eric	WN-I	M.A.			X	6	0	6
64. Evans, Harriott	WN-III	B.A.			X	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
65. Evans, Melton	WN-I	M.A.	8			15	6	29
66. Florendo, Barry	WN-I	B.A.		X		0	0	0
67. Fong, Edward	WN-I	B.A.			X	0	0	0
68. Freitas, Lucy	WN-III	B.A.	10			0	0	10
69. Gabriel, Penelope	WN-I	B.A.			X	0	0	0
70. Gabriel, Robert	WN-I	B.A.			X	0	0	0
71. Garrett, Marva	WN-I	B.A.			X	0	0	0
72. Gatioan, Lindsay	WN-III	B.A.			X	0	0	0
73. Glipá, Veronica	WN-I	B.A.	15			6	30	51
74. Glushenko, Marianne	WN-I	B.A.			X	0	0	0
75. Glushenko, Ronald	WN-I	B.A.			X	3	0	3
76. Guerrero, Ann Marie	WN-I	B.A.	25			2	0	27
77. Guevin, Carol	WN-I	B.A.	29			33	92	154
78. Guevin, Dennis	WN-I	B.A.			X	0	0	0
79. Guillen, Mark	WN-I	B.A.	27			24	0	51
80. Gutina, Margaret	WN-III	B.A.	7			84	0	91

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
81. Gutmonia, Loretta	WN-III	B.A.			X	3	0	3
82. Hager, Myra	WN-I	B.A.		X		3	0	3
83. Hanakahi, Daniel	WN-I	B.A.			X	24	0	24
84. Harris, Mary	WN-III	B.A.			X	30	75	105
85. Hemmings, Lynda	WN-I	M.A.			X	3	0	3
86. Hemmings, Mark	WN-I	M.A.	8			20	0	28
87. Higa, James	WN-I	M.A.	5			18	11	34
88. Higuchi, Sharon	WN-III	M.A.			X	21	0	21
89. Hildreth, Eleanor	WN-I	M.A.	5			0	0	5
90. Hoapili, Barbara	WN-III	M.A.	8			30	9	47
91. Hoapili, Robert	WN-III	B.A.			X	30	50	80
92. Hoopii, Yvonne	WN-I	B.A.			X	0	0	0
93. Hostler, Hobart	WN	M.A.			X	6	0	6
94. Humphreys, Howard	WN-III	M.A.			X	3	0	3
95. Ii, Angeline	WN-I	B.A.	20			33	0	53
96. Ikaika, Marilou	WN-III	B.A.	33			18	40	91

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
97. Ikaika, William	WN-I	B.A.		X		30	0	30
98. Jacobs, Gordon	WN-I	M.A.			X	0	0	0
99. Jensen, Arthur	WN-I	B.A.			X	0	40	40
100. Jensen, Doreen	WN-III	B.A.			X	0	0	0
101. Jensen, Kathleen	WN-I	M.A.	4			0	0	4
102. Johnson, Alan	WN-III	M.A.			X	3	0	3
103. Kaahaaina, Solomon	WN-I	B.A.			X	0	0	0
104. Kahaleoumi, Kathryn	WN-II	B.A.			X	3	0	3
105. Kahawai, Charlotte	WN-I	B.A.	18			0	0	18
106. Kai, Samson	WN-I	B.A.			X	0	0	0
107. Kai, Shirley	WN-I	B.A.			X	0	0	0
108. Kainoa, Annie	WN-I	B.A.			X	12	0	12
109. Kaisa, Winona,	WN-I	B.A.	4			3	0	12
110. Kaliko, Abraham	WN-I	B.A.		X		3	0	3
111. Kaluna, Lorraine	WN-I	B.A.	32			24	0	56
112. Kama, Elizabeth	WN-III	B.A.			X	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
113. Kamaka, Mary	WN-III	B.A.		X		6	0	6
114. Karlen, Christopher	WN-I	M.A.	6			9	6	21
115. Katsuda, Tom	WN-III	B.A.			X	9	0	9
116. Kaululaau, Pearl	WN-I	B.A.			X	0	0	0
117. Kealoha, Abraham	WN-I	M.A.			X	0	0	0
118. Keawe, Regina	WN-II	B.A.			X	0	0	0
119. Kelii, Arviella	WN-I	B.A.	7			45	0	52
120. Kilakalua, Charlotte	WN-I	B.A.	37			0	0	37
121. Klausmeyer, Marie	WN-I	B.A.			X	51	0	51
122. Kreutzer, Jay	WN-III	B.A.			X	3	0	3
123. Laa, Muriel	WN-I	B.A.			X	3	0	3
124. Landford, Richard	WN-I	B.A.			X	0	0	0
125. Lapilio, Joseph	WN-III	M.A.			X	12	0	12
126. Larita, Gaylien	WN-III	B.A.			X	3	0	3
127. Lavea, Josefina	WN-III	B.A.			X	0	0	0
128. Leapaga, Lala	WN-I	B....	16			66	71	153

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
129. Lee, James	WN-III	B.A.			X	12	0	12
130. Lee, Katherine	WN-III	B.A.			X	0	0	0
131. Leonida, John	WN-I	B.A./M.A.	43			96	6	145
132. Libog, Dora	WN-I	B.A.			X	0	0	0
133. Ligsay, Thelma	WN-I	B.A.	28			18	0	46
134. Lindley, Robert	WN-III	B.A.			X	12	0	12
135. Lopes, Barbara	WN-I	B.A.	20			3	0	23
136. Lopes, Regina	WN-III	B.A.	10			60	48	118
137. Lopez, Jane	WN-I	B.A.			X	24	0	24
138. Losman, Barbara	WN-I	B.A.			X	0	0	0
139. Loving, Floyd	WN-I	B.A./M.A.	40			87	22	149
140. Luna, Carol	WN-III	B.A.			X	27	0	27
141. Maga, Lagituaiva	WN-III	B.A.			X	0	0	0
142. Mahaulu, Elizabeth	WN-I	B.A.			X	0	0	0
143. Mahelona, Isaac	WN-II	B.A.			X	42	0	42
144. Mahoe, Shelly	WN-I	B.A.			X	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
145. Manzer, Rosie	WN-III	B.A.			X	0	0	0
146. Manuel, Connie	WN-III	B.A.			X	0	0	0
147. Mapu, Faalenga	WN-III	B.A.			X	0	0	0
148. Mariano, Erma	WN-I	B.A.			X	6	0	6
149. Markham, Richard	WN-III	M.A.			X	0	0	0
150. Manuel, Daniel	WN-III	B.A.			X	0	0	0
151. Matautia, Aofia	WN-I	B.A.	27			0	0	27
152. Matsumoto, Gloria	WN-III	B.A.			X	3	0	3
153. Matsushima, Andrea	WN-III	M.A.			X	9	0	9
154. Maunakea, J.K. Mana	WN-I	B.A.	44			21	0	65
155. Merry, Claire	WN-III	B.A.			X	6	0	6
156. Mersberg, Norman	WN-I	B.A.			X	3	0	3
157. Metz, Marion	WN-I	M.A.			X	6	0	6
158. Miles, Ellen	WN-I	B.A.			X	32	0	32
159. Miller, Kaikona	WN-I	B.A.			X	0	0	0
160. Moriao, Paul	WN-I	B.A.			X	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
161. Muehlenhard, Mildred	WN-1	B.A.	24			78	0	102
162. Murray, Alma	WN-III	B.A.			X	36	0	36
163. McComber, Monte	WN-1	B.A.			X	0	0	0
164. McCoy, Susan	WN-I	B.A.	24			21	66	111
165. McFeeley, Lillian	WN-III	B.A.			X	21	0	21
166. McFeeley, Margol	WN-III	B.A.		X		9	0	9
167. McGrath, Karen	WN-I	M.A.		X		0	0	0
168. Nahulu, Genevieve	WN-I	B.A.			X	0	0	0
169. Nainoa, Robert M.	WN-III	B.A.			X	9	0	9
170. Naki, Christian K.	WN-I	B.A.	10			24	0	34
171. Naki, Thomas K.	WN-I	B.A.	20			9	0	29
172. Naone, Solomon	WN-11	B.A.			X	0	0	0
173. Naylor, Sarah K.	WN-I	B.A.			X	0	0	0
174. Noa, Lawrence L.	WN-I		0			3	0	3
175. North, James E.	WN-III	B.A./M.A.	60			75	0	135
176. Okimoto, Donald	WN-I	M.A.	6			36	0	42

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
177. Olander, Jeanne M.	WN-III	B.A.			X	9	0	9
178. Omori, Florence M.	WN-I	B.A.			X	0	0	0
179. Ontai, Calvin W.	WN-I	B.A.			X	0	0	0
180. Orpilla, Shirley	WN-I	M.A.			X	0	0	0
181. Owen, Carol L.	WN-I	B.A.	33			20	64	117
182. Owen, Francis D.	WN-III	B.A.	12			6	0	18
183. Padayhag, Georgianna G.	WN-I	B.A.	46			24	0	70
184. Pang, Alohalani A.	WN-I	B.A.	26			44	0	70
185. Park, Kilikiua A.	WN-I	B.A.			X	0	0	0
186. Parks, Madeline	WN-I	M.A.	8			27	3	38
187. Perreira, Marilyn G.	WN-I	B.A.	45			2	0	47
188. Peters, Henry	WN-I	M.A.			X	6	0	6
189. Pilago, Angel	WN-I	B.A.	16			0	0	16
190. Poole, Margaret	WN-I	B.A.	50			4	0	54
191. Purdy, Jr., George	WN-I	B.A.	4			117	0	121
192. Rahl, Annie K.	WN-I	B.A.			X	0	0	0

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
193. Sajulza, LeRoy R.	WN-I	B.A.			X	0	0	0
194. St. Germain, Raymond P.	WN-III	M.A.	4	1/1		3	6	13
195. Santana, Elizabeth	WN-I	B.A.			X	9	0	9
196. Scott, Nancy P.	WN-III	B.A.			X	3	0	3
197. Shapiro, Howard C.	WN-I	M.A.			X	0	0	0
198. Silva, Theola	WN-I	B.A.			X	39	0	39
199. Simoes, Charles M.	WN-I	B.A.		X		3	0	3
200. Spotkaeff, Maryknoll K.	WN-III	B.A.	21			51	0	72
201. Stevens, Mercy B.	WN-I	B.A.	26			6	0	32
202. Tabili, David	WN-I	B.A.	11			0	0	11
203. Takahara, Melvin T.	WN-I	B.A.			X	2	0	2
204. Talisayan, Muriel R.	WN-I	B.A.	24			9	0	33
205. Tamashiro, Wallace H.	WN-III	B.A.			X	0	0	0
206. Tavares, Kathleen O.	WN-I	B.A.	40			18	0	58
207. Tengan, Vivian	WN-I	B.A.	47			24	0	71
208. Thomas, Geraldine J.	WN-III	B.A.			X	3	0	3

NAME	MNA	DEGREE SOUGHT	D. E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
209. Toplev, Elizabeth K.	WN-III	B.A.			X	6	0	6
210. Turqueza, Rogelio R.	WN-III	B.A.			X	15	0	15
211. Tyler, Jr., Charles	WN-I	B.A.			X	0	0	0
212. Uyeda, Eunice E.	WN-I	B.A.	41			9	0	50
213. Verzon, Johnny I.	WN-I	B.A.	19			0	0	19
214. Vidinha, Sharon	WN-I	B.A.	11			0	12	23
215. Vilmaire, Bettylou	WN-I	B.A.	35			3	0	38
216. Wa'alae, Martha J.	WN-III	E			X	12	0	12
217. Waité, Yvonne E.	WN-III	B.A.			X	6	29	35
218. Williams, Mary J.	WN-I	B.A.	28			0	0	28
219. Williams, Rose K.	WN-III	B.A.			X	0	78	78
220. Wilson, Augustine J.	WN-I	B.A.	14			6	0	20
221. Won, Daniel K.	WN-III	B.A.			X	0	0	0
222. Wright, Mary K.	WN-I	B.A.	13			0	0	13
223. Yamamoto, Ruth A.	WN-III	B.A.			X	3	0	3
224. Yee, Ellen Y.	WN-IV	B.A.			X	0	0	0

L.E. EVALUATION

NAME

MNA

DEGREE SOUGHT

CREDITS EARNED

EVALUATION PROCESS

DID NOT SUBMIT

CMU CREDITS (SEM. HRS.)

TRANSFER CREDITS (SEM. HRS.)

TOTAL CREDITS (SEM. HRS.)

225. Yiu-Lin, Lola C.

WN-I

B.A.

6

3

0

9

23

C. STUDENT LISTING FOR CATEGORY IV
(May 1974)

- D.E. application status
- CMU credits earned
- Transfer credits

71

NAME	MN _h	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
1. Akiu, Sebastiana	IV	B.A.			x	0	0	0
2. Anderson, Myron	IV	B.A.			x	0	0	0
3. Aoki, Evelyn	IV	M.A.			x	0	0	0
4. Bascetta, Carmelo	IV	B.A.			x	0	0	0
5. Bates, John	IV	B.A.			x	30	0	30
6. Bing, Robert	IV	B.A./M.A.	49			37	54	140
7. Bing, Sherry	IV	B.A.			x	24	15	39
8. Bunyan, Jeanne	IV	M.A.			x	2	0	2
9. Callejo, Irene	IV	B.A.			x	0	0	0
10. Camack, Patricia	IV	M.A.			x	0	0	0
11. Camanga, Marietta	IV	B.A.			x	6	0	6
12. Campos, Janet	IV	B.A.			x	0	3	3
13. Campos, Michelle	IV	M.A.			x	0	0	0
14. Cappo, Danny	IV	B.A.			x	24	0	24
15. Cardona, Carlito	IV	B.A.			x	3	18	21
16. Carpenter, Ruth	IV	B.A.			x	15	31	46

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
17. Chong, Anita	IV	B.A.			x	0	0	0
18. Chun, Stanley	IV	M.A.			x	0	0	0
19. Corry, S. Charlotte	IV	B.A.			x	0	0	0
20. Craddock, Shirley	IV	B.A.	32			0	0	32
21. Cunningham, Carol	IV	B.A.			x	3	0	3
22. Delisio, Gerard	IV	B.A.			x	0	0	0
23. Dennis, Michael	IV	B.A.			x	3	0	3
24. Dillon, Darlene	IV	M.A.			x	0	0	0
25. Dodson, Katherine	IV	B.A.	48			24	6	78
26. Domingo, Placido	IV	B.A.			x	0	0	0
27. Erickson, Rae	IV	B.A.			x	0	0	0
28. Fahrenwald, Evelyn	IV	B.A.			x	3	0	3
29. Frederick, Ray	IV	B.A.			x	0	0	0
30. Feher, Lynne	IV	B.A.			x	33	33	66
31. Field, Thelma	IV	B.A.			x	15	39	54
32. Finland, John	IV	B.A.			x	15	0	15

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
33. Freitag, Robert	IV	M.A.			x	0	0	0
34. Fujimoto, Anna Marie	IV	M.A.			x	9	0	9
35. Fukuhara, Diane	IV	B.A.			x	0	45	45
36. Gallipeau, John	IV	B.A.			x	0	0	0
37. Gonzales, David	IV	B.A.	36			0	0	36
38. Hamilton, Margaret	IV	M.A.	6			15	0	21
39. Hendrie, Leslie	IV	B.A.			x	3	9	12
40. Hirokawa, Raymond	IV	M.A.			x	0	0	0
41. Ito, Charles	IV	M.A.			x	0	0	0
42. Kaeo, Clyde	IV	B.A.			x	0	0	0
43. Kaihara, Haruko	IV				x	0		
44. Kamau, Althea	IV	M.A.			x	0	0	0
45. Kelly, Karen	IV	M.A.	9			15	0	24
46. Kialoa, Elizabeth	IV	B.A.			x	0	0	0
47. Kuramoto, Allan	IV				x	3	0	3
48. LaBeff, Daniel	IV	M.A.		x		9	4	13

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
49. Lania, Gladys	IV	B.A.			x	24	0	24
50. Leland, George	IV	M.A.			x	0	0	0
51. Manoe, Taagamusina	IV	B.A.			x	0	0	0
52. Mateo, Amparo	IV	M.A.			x	0	0	0
53. Mau, David	IV	M.A.			x	21	0	21
54. Mausali, Faasamoa	IV	B.A.			x	0	0	0
55. Meszaros, Maureen	IV	B.A.			x	24	0	24
56. Monohan, Edward	IV	B.A.			x	15	0	15
57. Motooka, Joyce	IV	M.A.			x	6	0	6
58. McCarthy, Jeff	IV	B.A.			x	12	0	12
59. McKee, Robert	IV	B.A.			x	0	0	0
60. Ogbonna, Omowale S.	IV	B.A.			x	18	0	18
61. Okawaki, Patrick	IV	B.A.			x	0	0	0
62. Olander, David	IV	B.A.	6			33	59	98
63. Omine, Thomas	IV	B.A.	12			12	40	64
64. Omon, Georgina	IV	B.A.			x	3	0	3

NAME	MNA	DEGREE SOUGHT	D.E. EVALUATION			CMU CREDITS (SEM. HRS.)	TRANSFER CREDITS (SEM. HRS.)	TOTAL CREDITS (SEM. HRS.)
			CREDITS EARNED	EVALUATION PROCESS	DID NOT SUBMIT			
65. Pascua, Elizabeth	IV	B.A.	40			0	0	40
66. Pluta, Dorothy	IV	B.A.			x	0	0	0
67. Saari, Marian	IV	B.A.		x		34	21	55
68. Seumanutafa, Talosa	IV	B.A.			x	0	0	0
69. Shimotsu, Francis	IV	M.A.			x	0	0	0
70. Snow, Namlyn	IV	M.A.			x	0	0	0
71. Tamashiro, Karen	IV	B.A.			x	3	0	3
72. Tamashiro, Wayne	IV	B.A.			x	3	21	24
73. Thacker, John	IV	B.A.	34		x	27	0	61
74. Tsugawa, Gertrude	IV	B.A.			x	3	0	3
75. Tsushima, Jeanne	IV	B.A.			x	0	0	0
76. Vernon, Sally	IV	B.A.			x	3	0	3
77. Von Wiegandt, Catherine	IV	B.A.			x	0	0	0
78. Walsh, John	IV	B.A.			x	9	0	9
79. , Odessa	IV	B.A.			x	0	0	0
80. Wilcox, Theodore	IV	B.A.			x	3	0	3

Section V

**Data on all Model Cities Students Who Enrolled
for Courses During FY 1974**

NAME	COURSE	HEC 421	PSY 212	ANT 428	SDA 241	SDA 357	B&A 385	PSC 466	B&A 446	B&A 446	SOC 217	SOC 469	SOC 329	SOC 217	HST 397	BED 221	PSY 409	SOC 329	SOC 431	ANT 300	PSY 409	HST 397	GCE 403	SOC 431	GEO 475	ANT 300	HEC 450	HEC 420	GCE 403	ECO 471	B&A 470	PSC 497	GCE 420		I.S.	D.E.	Total	
		Chapman, B.					3																	3													0	0
Ching, C.									3																											0	0	3
Choo, C.											3		3		3		3		3	3			3		3			3	3		3					0	0	33
Christian, J.											3																									0	0	3
Cordes, F.												3	3				3	3				3	3		I			3	3		3					0	0	27
Cordes, M.												3	3				3	I				3	3		I			3	3	3						0	0	30
Cappo, D.													3		3						3	3		3		3		3	3		W					0	0	24
Cummins, C.													3		3	3					3	3		3		3		3	3							0	0	27
Cummins, J.													3		3						3	3		3		3		I								0	0	24
Galician, M.													3								3	3	3		3		3	3								0	0	24
Char, M.														3			3					3		3		3			3	W	3					0	0	21
Cordeiro, S.														3																						0	0	6
Carpenter, R.																					3	3		3		3		3	3							0	0	18
Camack, P.																						3		3												0	0	6
Cardona, C.																						3														0	0	3
Carroll, P.																						I				W		W								0	0	3

NAME	COURSE	HEC 421	PSY 212	ANT 428	SDA 241	SDA 357	B&A 385	PSC 466	B&A 446	B&A 446	SOC 217	SOC 469	SOC 329	SOC 217	HST 397	BED 221	PSY 409	SOC 329	SOC 431	ANT 300	PSY 409	HST 397	GCE 403	SOC 431	GEO 475	ANT 300	HEC 450	HEC 420	GCE 403	ECO 471	B&A 470	PSC 497	GCE 420		I.S.	D.E.	Total	
Christian, B.																					3				3		3								3	0	18	
Cunningham, C.																							3													0	0	3
Camanga, M.																									3		3									0	0	6
Campos, V.																										I			W						0	0	3	
Concepcion, L.																											3		3	W	3				0	0	9	
Dezarra, E.		0	3	3	3	3	3	3	3	3	3	3	3	3	3	W	3	3	3	3	I	3	3	3	3	I		3	W	3				0	0	36		
Dryer, C.			I	3			3	3	3	3	3	3	3	3	3				I	3	3	3	3	3	3	I	I				3	3			0	0	45	
Duff, V.			3					3			3				3												3			3					0	0	15	
Dagdaan, L.							3					3			I																				0	0	9	
Dupuy, K.												3					I					W													0	0	6	
Dennis, M.													3																						0	0	3	
Davis, M.													W	3					3				I				W	W		W					0	0	9	
Dodson, K.													3	3	3	3			3	W	3	W	3	3	3	3	3	3							6	48	81	
Downey, B.															3		I								W		I		W	W				0	0	9		

NAME	COURSE	HEC 421	PSY 212	ANT 428	SDA 241	SDA 357	B&A 385	*PSC 466	B&A 446	B&A 446	SOC 217	SOC 469	SOC 329	SOC 217	SOC 431	ANT 300	PSY 409	SOC 329	SOC 431	GCE 403	SOC 431	GEO 475	ANT 300	HEC 450	HEC 420	GCE 403	ECO 471	B&A 479	PSC 497	GCE 420	I.S.	D.F.	Total
Field, T.											3		3		3	3	3							3							0	0	18
Fujioka, M.							3						3			3	3														0	0	9
Finland, J.													3		3	3	3					3		3	W						0	0	15
Fukino, R.													W																		0	0	0
Fahrenheit, E.																													3		0	0	3
Gutina, M.		3	3	3	3	3	3	3	3	3	3		3	3	3											3	3	3	I		3	7	58
Camurot, J.		3	3	3	3	3	3	3	3	3	3																		3	3	0	17	53
Guevia, C.								I			3		3	3	3	I															0	0	24
Garner, J.															3	W															0	0	6
Cilmore, E.																W	3												3	3	0	0	21
Grier, C.																	I														6	0	6
Gutmanis, L.																															0	0	3
Coo, V.																													3	3	0	0	12

NAME	COURSE	HEC 421	PSY 212	ANT 428	SDA 241	SDA 357	B&A 385	PSC 466	B&A 446	B&A 446	SOC 217	SOC 469	SOC 329	SOC 217	SOC 431	ANT 300	PSY 409	B&A 221	PSY 409	SOC 329	SOC 431	GEO 475	ANT 300	HEC 450	HEC 420	GCE 403	ECO 471	B&A 470	PSC 497	GCE 420	I.S.	D.F.	Total
Hoapili, B.		3	3								3	3										W						3			6	8	35
Hall, M.			3			3					3	3	3	3	3									3	3				3		0	0	39
Hidalgo, F.		3	3						3		3	3	3	3	3									3	I			X	3		0	9	48
Hoke, R.						3																								0	0	3	
Harris, M.											3	3	3	3	3	I										3	3	3			0	0	30
Higa, J.											3	3	3	3	3												W	3		3	5	23	
Higuchi, S.											3	3	3	3	3	I										3	W	X		0	0	21	
Hostler, H. C.											3	3																		0	0	6	
Hoapili, R.																										I	3	3	3		0	0	33
Hendrie, L.																														0	0	2	
Humphrey, H.																														0	0	3	
Hauge, D.																														0	0	0	
Hall, C.																														0	0	18	
Ii, A.		3																												0	0	12	

NAME	COURSE	HEC 421	PSY 212	ANT 428	SDA 241	SDA 357	B5A 385	PSC 466	B5A 446	B5A 446	SOC 217	SOC 469	SOC 329	SOC 217	SOC 431	SOC 431	GCE 403	SOC 431	GEO 475	ANT 500	HFC 450	HFC 420	GCE 403	ECO 471	B&A 470	PSC 497	GCE 420	I.S.	D.F.	Total
Ikaika, W.											3					3			3		3	3				3		0	60	93
Ikaika, M.																3			3		3	3				3		0	33	54
Iwai, G.																												6	0	6
Jhoo, V.																												0	0	3
Jacobe, J.																												0	0	0
Karlen, C.		3																										0	0	3
Kelii, A.		3																										0	0	21
Klausmeyer, M.																												0	0	51
Kahaleoumi, K.																												0	0	3
Kimura, N.																												9	0	12
Kuramoto, A.																												0	0	3
Kanaka, M.																												0	0	0

NAME	COURSE	HEC 421	PSY 212	ANT 428	SDA 241	SDA 357	B&A 385	PSC 466	B&A 446	B&A 446	SOC 217	SOC 469	SOC 329	SOC 217	HST 397	BED 221	PSY 409	SOC 329	SOC 431	ANT 300	PSY 409	HST 397	GCE 403	SOC 431	GEO 475	ANT 300	HEC 450	HEC 420	GCE 403	ECO 471	B&A 470	PSC 497	GCE 420	I.S.	D.E.	Total
Loo, H.												3			3					3	3		3		3		3	I					3	0	27	
Lincoln, L.												3									W		I		W								0	0	6	
Lania, G.																3		3	3	3			3		I		3	3					0	0	24	
LaBeff, D.																				3										3			0	0	9	
Lucas, W.																				3	3		3		3		W	W					0	29	41	
Lapilio, J.																						3		3		I				W			0	0	9	
Lee, J.																						3		3		3			3				0	0	12	
Lowry, C.																						I				I		W					0	0	6	
Lindley, R.																								3		I			3		3	3	3	0	0	18
Laa, M.																														W			0	0	0	
Larita, G.																														W			0	0	0	
Mahelona, I.		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3		3		I		3	W	3		0	0	42		
Muehlenhard, M.		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		I		3		I	3		3	3	3	I	0	1	39	
McKee, M.					3				3	3	3	3	3	3	3						3		3		3		3	W					0	0	27	

NAME	COURSE	HCC 421	PSY 212	ANT 428	SDA 241	SDA 357	B6A 385	PSC 466	B6A 446	B6A 446	SOC 217	SOC 469	SOC 329	SOC 217	SOC 469	SOC 329	SOC 431	ANT 300	PSY 409	HST 397	GCE 403	SOC 431	GEO 475	ANT 300	HCC 450	HCC 420	GCE 403	ECO 471	B6A 470	PSC 497	GCE 420	I.S.	D.F.	Total
McKnight, G.		I																														0	0	3
McFeeley, L.						3														I												0	0	6
McFeeley, M.						3																										0	0	3
Miles, F.							3		3				3								I											0	0	21
Misipeka, I.							3						3								I											0	2	20
Matsushima, A.												3									I											0	0	9
Maunakea, M.																																0	0	9
Neszaros, M.																																0	0	9
Murray, A.																																0	0	24
Matsumoto, G.																																0	0	30
Mau, D.																																0	0	3
McCarthy, J.																																0	0	21
Monahan, F.																																3	0	12
Motooka, J.																																3	0	18
McCoy, S.																																0	0	6
Matsura, A.																																0	6	12
																																0	0	3

NAME	COURSE	HEC 421	PSY 212	ANT 423	SDA 241	SDA 157	B6A 385	PSC 466	B6A 446	B6A 446	SOC 217	SOC 469	SOC 329	SOC 217	HST 397	BED 221	PSY 409	SOC 329	SOC 431	ANT 300	PSY 409	HST 397	GCE 403	SOC 431	GEO 475	ANT 300	HEC 450	HEC 420	GCE 403	ECO 471	B6A 470	PSC 497	GCE 420	I. S.	D. E.	Total
		Merry, C.																											3							0
North, J.		3	3	3	3	3	3	3	3	3	3	3	3	3			3	3				3	3	3	3	3			3	3	3	I	0	0	48	
Nishihara, E.												3			X						3		W				I							0	0	9
Narvaez, R.												3			0																			0	0	3
Nainoa, R.																													3	W	I			0	0	6
Okimoto, D.			3									3																						9	0	15
Ota, .				3	3				3			3			0					W	3		3		3		W						0	9	30	
Olande D.								3		3	3					3	3					3	3		3			3	W	3			6	6	42	
O'Neil, V.												3																						6	0	9
Okahashi, M.												3		3	3				3	3	3		3		W		3	3					7	14	48	
Omon, G.												3																					0	0	3	
Ogbonna, O.																						3		3		3			3	3			0	0	18	

NAME	COURSE	HEC 421	PSY 212	ANT 428	SDA 241	SDA 357	B&A 385	PSC 466	B&A 446	B&A 446	SOC 217	SOC 469	SOC 329	SOC 217	SOC 469	PSY 409	SOC 329	SOC 431	SOC 431	GEO 475	ANT 300	HEC 450	HEC 420	GCE 403	ECO 471	B&A 470	PSC 497	GCE 420	I.S.	D.F.	Total					
Omins, T.																																				
Omokawa, J.																																				
Pang, J.		3																																		
Purdy, G.		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
Pasadaba, A.		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
Parks, M.		3																																		
Paraz, B.			3																																	
Purcell, A.								3																												
Paraz, A.														3																						
Peahi, A.																																				
Peters, C.																																				
Padayhag, C.																																				

NAME	COURSE																	I. S.	D. E.	Total																
		HEC 421	PSY 212	ANT 428	SDA 741	SDA 357	B&A 385	PSC 466	B&A 446	B&A 446	SOC 217	SOC 469	SOC 329	SOC 217	HST 397	BED 221	PSY 409				SOC 329	SOC 431	ANT 300	PSY 409	HST 397	GCE 403	SOC 431	GEO 475	ANT 300	HEC 450	HEC 420	GCE 403	ECO 471	B&A 470	PSC 497	GCE 420
Quinidica, R.																																		0	0	0
Roxburgh, H.							3				3							3																0	0	9
Royal, E.																						W												0	0	0
Ramsey, D.																												3	W	3				0	0	6
Ramirez, H.																																		0	0	0
Spotkaeff, M.		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	21	69	
Saludez, J.		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	0	18	
Santiago, E.		I								3	I						3	W			W													0	0	12
Shimabuku, S.		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	W	3	W					0	8		
Seward, A.				3						I	0						3																	0	0	9
Saycon, F.				3																														0	0	3
Silva, T.										I	3				3	3						I					I		3				0	0	24	

NAME	COURSE	HEC 421	PSY 212	ANT 428	SDA 241	SDA 357	B&A 385	PSC 466	B&A 446	B&A 446	SOC 217	SOC 469	SOC 329	SOC 217	HST 397	BED 221	PSY 409	SOC 329	SOC 431	ANT 300	PSY 409	HST 397	GCE 403	SOC 431	GEO 475	ANT 300	HEC 450	HEC 420	GCE 403	ECO 471	B&A 470	PSC 497	GCE 420	I.S.	D.E.	Total
		Stone, A.													3	3	3				3	3	3				3	3	3	3					0	0
Saari, M.													3	3			3	1						3	3		3	3					13	0	37	
Siania, P															3				3												3			0	0	9
Stone, D.																				3														0	0	0
Schell, B.																								W										0	0	0
Timas, A.			3	3							3		3		3					3	3				3		3	3					3	0	0	36
Tavares, K.				W																														0	0	0
Tengan, V.									3																			3						0	0	6
Tsurawa, G.													3																					0	0	3
Thacker, J.													3	3	3				3	3	3				W		W							0	34	52
Tinoza, C.														3			3	3				1		3		1		3	W	3	W			0	0	24
Tanida, M.																3			3	3			W		3		3							0	0	15
Taniguchi, J.															3																			0	0	3
Talisayan, M.																		1					W				W							0	0	3

NAME	COURSE	HEC 421	PSY 212	ANT 428	SDA 241	SDA 357	B&A 385	PSC 466	B&A 446	B&A 446	SOC 217	SOC 469	SOC 329	SOC 217	HST 397	BED 221	PSY 409	SOC 329	SOC 431	ANT 300	PSY 409	IIST 397	GCE 403	SOC 431	GEO 475	ANT 300	HEC 450	HEC 420	GCE 403	ECO 471	B&A 470	PSC 497	GCE 420	I.S.	D.F.	Total						
Mahinehookae, A.																																										
West, J.																																										
Wright, B.																																										
Waislae, M.																																										
Walsh, J.																																										
Williams, G.																																										
Wilcox, T.																																										
Yaw, M.																																										
Yamamoto, R.																																										
Yamashiro, M.																																										
Young, E.																																										

Section VI
Course Schedule for the Honolulu Model Cities Program
February 1972 - June 1974

COMPLETED COURSE SCHEDULE
FOR HONOLULU MOEL CITIES PROGRAM
April 1972 - June 1974

<u>COURSES</u>	<u>COURSE TITLE</u>	<u>SEM. HRS.</u>	<u>INSTRUCTOR</u>	<u>LOCATION</u>	<u>DATES</u>
1. REC 118	Introduction to Recreation	2	Ms. C. Tavares	WN/KP	April - May
2. REC 206	Activities of the Recreation Program	3	Ms. C. Tavares	WN/KP	April - May
3. REC 251	Teaching of Outdoor Skills	3	Ms. C. Tavares	WN/KP	April - May
4. REC 302	Playgrounds & Community Centers	3	Ms. C. Tavares	WN/KP	April - May
5. REC 315	Field Course in Municipal Recreation	5	Ms. C. Tavares	WN/KP	April - May
6. REC 335	Water Safety & the Teaching of Aquatics	2	Ms. C. Tavares	WN/KP	April - May
7. PSC 201	Introduction to American Government	3	Dr. R. Prizzia	WN	May 26 - June 10
8. ECO 201	Principles of Economics	3	Dr. N. Lefton	KP	May 26 - June 10
9. PSC 201	Introduction to American Government	3	Dr. R. Prizzia	KP	June 9 - June 24
10. ECO 201	Principles of Economic	3	Dr. N. Lefton	WN	June 9 - June 24
11. BUS 455	Communication & Management	3	Dr. P. Staudohar	WN	June 30 - July 15
12. ECO 202	Economic Problems	3	Dr. N. Lefton	KP	June 30 - July 15
13. BUS 320	Personnel Management	3	Dr. P. Staudohar	KP	July 14 - July 29
14. PSC 201	Introduction to American Government	3	Dr. R. Prizzia	WN/KP	July 14 - July 29
15. PSC 497	Special Topics in Industrial Education: Successful Leadership Action	3	Dr. D. Burhans	KP	August 4 - August 18
16. BUS 320	Personnel Management	3	Dr. P. Staudohar	KP	August 4 - August 19
17. PSC 323	American Parties & Politics	3	Dr. R. Prizzia	KP	August 17 - Sept. 2
18. EAD 467	Principles of Community Education	3	Mr. M. Dixon	KP	Sept. 8 - Sept. 23

<u>COURSES</u>	<u>COURSE TITLE</u>	<u>SEM. HRS.</u>	<u>INSTRUCTOR</u>	<u>LOCATION</u>	<u>DATES</u>
19. PSY 309	Social Psychology	3	Dr. Brein	WN	Sept. 8 - Sept. 23
20. GEO 340	Urban Geography	3	Mr. Warfel	Wl./KP	Sept. 22 - Oct. 7
21. SOC 275	Urban Sociology	3	Ms. Lind	KP	Oct. 13 - Oct. 28
22. PER 201	Human Relations	3	Dr. Fujita	WN	Oct. 13 - Oct. 28
23. PSC 483	Survey Research	3	Dr. Cahill	WN/KP	Oct. 27 - Nov. 11
24. HEC 297	Special Studies in HEC: Work with Parents	3	Mr. Dohemann	KP	Nov. 16 - Dec. 2
25. PSY 100	Introduction to Psychology	3	Dr. Brein	WN/KP	Dec. 1 - Dec. 16
26. SSC 597	Special Topics in Social Sciences: U.S. Super Power Since 1945	3	Dr. Johnson	WN/KP	Nov. 14 - Jan. 23
27. BUS 329	Management Information Systems	3	Mr. Walker	WN/KP	Jan. 4 - Jan. 20
28. SOC 261	Introduction to Research Methods	3	Dr. Cahill	WN/KP	Jan. 19 - Feb. 3
29. SPE 463	Disadvantaged Children & Youth	3	Mr. Baines	WN	Feb. 8 - Feb. 24
30. HEC 317	Community Health	3	Dr. Gilbert	WN/KP	Feb. 23 - March 10
31. SPE 463	Disadvantaged Children & Youth	3	Mr. Baines	KP	March 16 - March 31
32. PER 210	Human Relations	3	Dr. Cade	KP	March 16 - March 31
33. B&A 548/348	Organizational Behavior & Change	3	Dr. Portwood	WN/KP	March 30 - April 21
34. PSY 212	Adolescent Psychology	3	Dr. Perry	WN	March 30 - April 14
35. HEC 333	Family Relations	3	Dr. Deutch	KP	March 30 - April 14
36. IET 421	The Study of American Industry	3	Dr. Burhans	KP	April 27 - May 12
37. ENG 302	Technical & Professional Report Writing	3	Mr. Savage	WN	April 27 - May 12

<u>COURSES</u>	<u>COURSE TITLE</u>	<u>SEM. HRS.</u>	<u>INSTRUCTOR</u>	<u>LOCATION</u>	<u>DATES</u>
38. HEC 333	Family Relations	3	Dr. Deutch	WN	May 11 - May 26
39. PSC 466	Politics & Policy in Urban Communities	3	Dr. Prizzia	KP	May 11 - May 26
40. ENG 302	Technical & Professional Report Writing	3	Mr. Savage	KP	June 1 - June 16
41. B&A 385	Techniques of Decision Making I	3	Dr. Portwood	WN	June 1 - June 16
42. HEC 421	Seminar: Management Problems of Low Income Families	3	Ms. Lind	KP	June 15 - June 30
43. SDA 241	Foundations of Communication Theory	3	Mr. Rea	WN	June 15 - June 30
44. HEC 421	Seminar: Management Problems of Low Income Families	3	Ms. Lind	WN	July 7 - July 21
45. PSY 212	Adolescent Psychology	3	Dr. Perry	KP	July 7 - July 21
46. ANT 428	Ecological Anthropology	3	Dr. Burhans	WN	July 27 - August 10
347. SDA 241	Foundation of Communication Theory	3	Mr. Rea	KP	July 27 - August 10
48. SDA 357	Public Speaking	3	Ms. Hymer	WN	August 11 - August 25
49. B&A 385	Techniques of Decision Making I	3	Dr. Portwood	KP	August 11 - August 25
50. PSC 466	Politics & Policy in Urban Communities	3	Dr. Prizzia	WN	August 31 - Sept. 14
51. B&A 446	Industrial Relations	3	Dr. Staudohar	KP	August 31 - Sept. 14
52. B&A 446	Industrial Relations	3	Dr. Staudohar	WN	Sept. 15 - Sept. 29
53. SOC 217	Fields of Social Work	3	Ms. Chong	KP	Sept. 15 - Sept. 29
54. SOC 469	Society and Sex	3	Dr. Deutch	WN	Oct. 7 - Oct. 26
55. SOC 329	Collective Behavior	3	Mr. Rahsaan	KP	Oct. 7 - Oct. 26
56. SOC 217	Fields of Social Work	3	Ms. Chong	WN	Oct. 27 - Nov. 10

<u>COURSES</u>	<u>COURSE TITLE</u>	<u>SEM. HRS.</u>	<u>INSTRUCTOR</u>	<u>LOCATION</u>	<u>DATES</u>
57. HST 397	Hawaiian History & Contemporary Problems	3	Mr. Kamakawiwoole	KP	Oct. 27 - Nov. 10
58. BED 221	Introduction to Data Processing	3	Dr. Portwood	KP	Nov. 11 - Nov. 30
59. PSY 409	Group Dynamics	3	Dr. Perry	WN	Nov. 18 - Dec. 22
60. SOC 329	Collective Behavior	3	Mr. Rahsaan	WN	Dec. 1 - Dec. 15
61. SOC 431	Seminar in the Community	3	Mr. White	KP	Dec. 1 - Dec. 15
62. ANT 300	Education and Culture	3	Mr. Kamakawiwoole	KP	Jan. 11 - Feb. 9
63. PSY 409	Group Dynamics	3	Dr. Perry	KP	Jan. 18 - Feb. 16
64. HST 397	* Hawaiian History & Contemporary Problems	3	Mr. Kamakawiwoole	WN	Jan. 18 - Feb. 16
65. GCE 403	Human Development in the Community	3	Mr. Rahsaan	KP	Feb. 22 - March 23
66. SOC 431	Seminar in the Community	3	Mr. White	WN	Feb. 22 - March 23
67. GEO 475	Multi-Functional Centers for the Urban Environment	3	Mr. Warfel	KP	March 1 - March 30
68. ANT 300	Education and Culture	3	Mr. Kamakawiwoole	WN	March 1 - March 30
69. HEC 450	Seminar: Functions & Future of the Family	3	Dr. Deutch	KP	April 5 - May 4
70. B&A 470	Real Estate Law	3	Mr. Ching	WN	April 5 - May 11
71. HEC 420	Family Housing	3	Mr. Lee	KP	April 12 - May 11
72. GCE 403	Human Development in the Community	3	Mr. Rahsaan	WN	April 12 - May 4
73. ECO 471	Seminar in State and Local Taxation	3	Dr. Ebel	WN	May 17 - June 15
74. PSC 497	The Administration of National Gov't.	3	Dr. Wachs	Waipahu	May 26 - May 30
GCE 420	Counseling and Guidance Techniques	3	Dr. Giesler	Waipahu	June 3 - June 11

Section VII

CMU-IPCD Honolulu Regional Center Staff, Counselors,
Faculty, and The Model Cities Comprehensive Training
Program Staff, and The CTP Advisory Board Membership

HONOLULU STAFFPROGRAM MANAGER

Mr. Christ P. Zivalich, Jr.

ADMINISTRATIVE AIDE

Ms. Linda Ching.

SECRETARY

Ms. Ann Sakima

CLERICAL-TYPIST

Ms. Adelina Agbayani, temporary clerical

Ms. Virginia M. Ching, part time secretarial-clerical

Ms. JoAnn Gondo, temporary secretarial-accountant

Ms. Heather Ho, temporary Fall 1973 - Spring 1974

Ms. Harriet T. Miyasaki, temporary Summer 1974

Ms. Adrienne E. Sakima, temporary Summer 1973

Ms. Michiko Shimbo, temporary Summer 1973

ASSISTANT AIDES

Mr. James Holmes, Schofield
1/3 part time, March 1973 - September 1973

Mr. Juan Uribe, Schofield
1/3 part time, September 1973 - February 1974

Mr. John Bagnell, Schofield
1/3 part time, March 1974 - April 1974

Mr. George Calloway, Schofield
1/3 part time, May 1974 - June 1974

Mr. Robert Brown, Tripler
1/3 part time, June 1974 - present

Mr. Robert Chapman, Schofield
1/3 part time, July 1974 - present

Counselors and Faculty who have participated in the CMU - Honolulu Model Cities program.

COUNSELORSDEGREE

Bunyan, Clancy	M.A. Education
Friedman, Dan	M.A. Psychology (Ph.D. Candidate)
King, Phillip	M.A. Psychology (Ph.D. Candidate)
Lee, George	M.A. Theology
Prizzia, Ross	Ph.D. Political Science
Warfel, George	M.A. Urban Studies

FACULTY

Brein, Michael	Ph.D. Social Psychology
Burhana, Daniel	Ph.D. Political Science
Cade, Theo	Ph.D. Psychology
Cahill, Amy	Ph.D. Political Science
Ching, Russell	L.L.M. Law (Taxation)
Chong, Amanda	M.A. Social Work
Dator, James	Ph.D. Political Science
Deutch, James	D.S.W. Social Work
Diamond, Michael	Ph.D. Social Psychology
Dixon, Michael	M.A. Political Science (Ph.D. Candidate)
Dohemann, Warren	M.A. Elementary Education
Duran, Ramon	B.S. Architecture
Ebel, Robert	Ph.D. Economics
Eblem, Cliff	
Faires, Dena	Ph.D. Speech
Fujita, George	Ph.D. Education Psychology
Geialer, John	Ph.D. Guidance & Counseling

FACULTY (continued)

Gilbert, Fred	M.D. Medicine
Hyer, Sylvia	M.A. Speech
Johnson, Walter	Ph.D. History
Kamakawiwoole, Larry	M.A. Education
King, Phillip	M.A. Political Science (Ph.D. Candidate)
Lee, Michael	M.A. Political Science
Lefton, Norman	Ph.D. Economics
Lind, Meda	M.A. Sociology (Ph.D. Candidate)
Mansson, Helge	Ph.D. Psychology
Neubauer, Deane	Ph.D. Political Science
Perry, William	Ph.D. Psychology
Portwood, Charles	Ph.D. Business Administration
Pratt, Richard	Ph.D. Political Science
Prizzia, Ross	Ph.D. Political Science
Pollock, Richard	Ph.D. Economics
Rahsaan, Om	M.A. Sociology
Rea, Ruben	M.A. Speech
Rohter, Ira	Ph.D. Political Science
Savage, Adam	M.A. Speech (Ph.D. Candidate)
Schwind, Paul	Ph.D. Geography
Shapiro, Jerrold	Ph.D. Psychology
Staudohar, Paul	Ph.D. Economics
Tavares, Charmain	M.A. Education
Wachs, Melvin	Ph.D. Political Science
Walker, Wayne	M.S. Information Science
Warfel, George	M.A. Urban Studies
White, John	M.A. Political Science (Ph.D. Candidate)

COMPREHENSIVE TRAINING PROGRAM STAFF

Ms. Marion P. Dunning, Director

Ms. Alohalani Pang, Assistant to Director

COMPREHENSIVE TRAINING PROGRAM ADVISORY BOARD

Resident Participation Organization (RPOs)

Ms. Margaret Apo, Deputy Director, W-N

Ms. Fay Hidalgo, Secretary, K-P

Student Representatives

Mr. Floyd Loving (W-N), City Demonstration Agency (CDA)

Ms. Alohalani Pang (W-N), Comprehensive Training Program (CTP)

Ms. Ruth Boggs (K-P), Housing

Ms. Roweena Kahaleiwi (K-P), Comprehensive Legal Services (CLS)

Task Force Representatives

Ms. Rose Jackman (W-N), Chairman, Education

Sister Grace Lim (K-P), Human Services

Model Cities Directors Representatives

Sister Mary Heenan (W-N), Education Center

Dr. Dorothy Douthit (K-P), Education Center

City Demonstration Agency Representative

Ms. Judy Gordon, CTP Evaluator

Central Michigan University Representatives

Mr. Christ P. Zivalich, Jr., Program Manager

Mr. George Warfel, Counselor

Dr. Ross Prizzia, Instructor

University of Hawaii (UH) Research Corporation Representative

Mr. Gus Higuchi

UH College of Continuing Education Representative

100

Dr. Frederick Mayer

UH Manoa Representative

Dr. James Misajon, Director of Special Services

Comprehensive Training Program (CTP) Representative

Ms. Marion P. Dunning, Director

Section VIII

**By Laws, Comprehensive Training Program Advisory
Board and Minutes of the July 31, 1973 Meeting**

BY LAWS
COMPREHENSIVE TRAINING PROGRAM
ADVISORY BOARD

ARTICLE I

NAME AND OFFICE

The name of this organization shall be Comprehensive Training Program Advisory Board.

The Operating Agency is the Research Corporation of the University of Hawaii which has delegated day to day operations to the College of Continuing Education. The principal office for the transaction of business of the organization shall be the Comprehensive Training Program office, Control Data Building at 2828 Paa Street.

ARTICLE II

GENERAL PURPOSES AND OBJECTIVES

- (1) To insure resident participation in implementing a training program designed to provide sufficient education to make Model Neighborhood Area (MNA) residents educationally competitive on the job market in a career of their choice.
- (2) To organize and operate exclusively for educational purposes.

ARTICLE III

BOARD MEMBERSSection 1. Functional Responsibilities

The CTP Advisory Board members shall have the following functional responsibilities:

- a. Advise the Project Director regarding program planning, scheduling, evaluation, coordination, resident involvement, and policies and procedures of the CTP.
- b. Elect a Chairman, Vice-Chairman and Recorder, and prescribe his/her lawful powers and duties.
- c. Appoint committees and delegate to the committees any responsibilities of the Board.

Section 2. Number

The number of members of the CTP Advisory Board shall not be more than 20 or less than 10.

Section 3. Composition of the CTP Advisory Board Membership

The composition of the original Board shall include the following representation:

Two CTP/CMU students	KP
Two CTP/CMU students	WN
One RPO	KP
One RPO	WN
One College of Continuing Education	
One RCUH	
One CDA	
One CMU Counselor	
One CMU Instructor	
Chairman Human Service Task Force	KP
Chairman Education Task Force	WN
Director Education Center	KP
Director Education Center	WN
Project Coordinator Upward Mobility Program	
Director CMU	
Director CTP	

Section 4. Vacancies

Vacancies shall be filled by recommendation of the agency represented with the exception of student vacancies. Student vacancies shall be filled by a majority vote of the remaining Board members on recommendations received from students.

Section 5. Term

A term is defined as twelve months that corresponds to Model Cities 4th Program Year.

ARTICLE IV

MEETINGS

Section 1. Place of Meetings

All meetings shall be held in the CDA Conference Room in the Data Control Building or at any place agreeable to the majority of Board Members in attendance when the issue is considered.

Section 2. Regular Meetings

Meetings shall be held on Wednesday morning every six weeks or less if there is need. A notice announcing the meeting shall be sent by the CTP office at least one week previous to such meeting.

Section 3. Special Meetings

Special meetings of the members for any purpose whatsoever may be called at any time by the Chairman of the Board. They may also be called by members who constitute not less than one fourth of the total membership that shall submit their request in writing or verbally to the Chairman or Director and may specify the time, place and purpose of the proposed meeting. Written notice of each such special meeting shall be given to each member in similar manner as prescribed herein for the regular meeting with the exception that notice may be given closer to the meeting time if necessary.

Section 4. Adjourned Meetings

Any meeting of the membership, regular or special, whether or not a quorum is present may be adjourned by the vote of a majority of members present; however, in the absence of a quorum, no other business may be transacted at such meeting.

Section 5. Voting

Each member, shall have one vote in all matters which are proper subjects for action by membership.

Section 6. Quorum

The presence of a simple majority of members at any meeting shall constitute a quorum for the transaction of business.

Members present at a duly called or held meeting at which a quorum is present may continue to do business until adjournment, notwithstanding the withdrawal of some members leaving less than a quorum.

Section 7. Substitutes

Any member of the Board has the option of sending a substitute to represent him/her or the agency in the event that he/she is unable to attend a meeting. This substitute shall have the right to vote.

ARTICLE V**RULES AND PROCEDURES**

Robert's Rules of Order, as modified, will be followed.

ARTICLE VI**ADOPTION OF THE BY-LAWS AND AMENDMENTS**

The By-Laws or any amendment to the By-Laws must be presented and discussed at least one meeting prior to the vote on the By-Laws or amendment. The By-Laws and amendments to the By-Laws shall be adopted by a simple majority vote of the total membership.

July 31, 1973

ADVISORY BOARD MEETING (COMPREHENSIVE TRAINING PROGRAM CURRICULUM COMM.)

MINUTES

Meeting held July 11, 1973

- 1) Purpose of this meeting was to:
- a. Present new members of the Board
 - b. Review CMU's End of Year Report
 - c. Discuss program directions for 4th Program Year
 - d. Elect chairman
- 2) Attendance:
- a. Representing the RPOs:

WN Margaret Apo, Deputy Director	present
KP Fay Hidalgo, Secretary	present
 - b. Representing the students:

WN Floyd Loving, CDA	present
WN Alohalani Pang, CTP	present
KP Ruth Boggs, Housing, Recorder	present
KP Roweena Kahaleiwi, CLS	absent
 - c. Representing the Task Forces:

WN Rose Jackman, Chairman, Education	absent
KP Sister Grace Lim, Human Service	present
 - d. Representing MC's Directors:

WN Mary Heenan, Education Center	present
KP Dorothy Douthett, Education Center	absent
 - e. Representing CDA:

Judy Gordon, CTP Evaluator	present
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 - f. Representing Central Michigan University:

Christ Zivalich, Jr., Program Director	present
Clancy Bunyan, Counselor	present
Dr. Rosario Prizzia, Instructor	present
 - g. Representing Research Corporation:

Gus Higuchi	present
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h. Representing College of Continuing Education:

Dean Fred Mayer present

i. Representing UH Manoa:

James Misajon, Director of Special Services absent

j. Representing CTP:

Marty Dunning, Director present

3) Agenda

a. Current Status of CTP.

M. Dunning brought the meeting to order and stated that the master contract with the UH/College of Continuing Education has been signed and sealed; also that the contract with Central Michigan University is in the process of being negotiated and should be completed soon. CTP will not be moving to the University of Hawaii but will remain at the same location (at CDA). M. Dunning stated that Dean Mayer will be the liaison with the UH.

b. Dean Mayer expressed his hope of learning from his association with the project and told about his visit to the CMU campus.

c. Progress Report.

Christ Zivalich elaborated on the status of the program and what has happened so far, noting the fact that there have been two graduates -- one for a Master's and one for a BS Degree. There was some concern about graduate courses being held on Fridays and the fact that graduate students cannot be excused from their jobs. The question was brought up as to whether classes could be held in the evenings and on Saturdays. Christ Zivalich suggested that graduate students could make arrangements with the instructors to do extra work in a 400 level course to get credit at 500 level. He also suggested that a survey be made to determine whether some night classes should be held for those who cannot get off on Fridays.

d. Independent Study.

Independent study was also discussed. Ross Prizzia said that no such study should go beyond eight weeks and should be completed by six weeks. Ross Prizzia stated that this should not be given to just anybody but only those who are really interested in having a particular course. Ross Prizzia thought this should be recommended for graduate students. CMU indicated that fifteen independent studies will equal one course.

C. Zivalich questioned whether the independent studies should be equally divided between WN and KP. M. Dunning stated that the

independent study program should also be publicized so that each person would know exactly how this works.

- e. M. Dunning questioned whether the group wished to follow the suggestion that a survey should be made to find out whether CTP should expand or "concentrate" on demonstrating impact on a small number.
- f. Judy Gordon, evaluator for this project, described how an impact analysis could be done to see how much of an effect the project has on residents or how much they were able to get out of it.
- g. Floyd Loving felt that independent studies should be open to either area and not split with so many for each area. In other words, there should be no restrictions on people who really want to better themselves. Floyd Loving thought that this Board should be flexible in regard to courses.

Dean Mayer agreed with Floyd Loving that the number of students should exceed what the contract allowed for each class or over enroll in an attempt to compensate for students who sign up but don't attend. Dean Mayer suggested an outreach type of approach instead of a questionnaire.

Floyd Loving felt that an all-out effort should be made to enroll, even to the extent of seeing their employers and citing the good it will do the employer for the enrollee to participate in this program.

- h. Aloha Pang suggested that for the next three months (October, November, December) a different type of schedule be tried.
- i. It was brought up by Clancy Bunyan that some class titles might be misleading, and that maybe the course title should "fit" the course.
- j. Floyd Loving (pinch-hitting for Jim Collins) conducted nominations for the office of Chairman of the Board. Sister Grace nominated Floyd Loving as Chairman of the Board. Sister Grace moved that the nominations be closed, seconded by Fay Hidalgo. Motion carried.

It was brought out that since Floyd Loving is an undergraduate, he is eligible for this nomination. Floyd Loving suggested that a Vice-chairman be nominated also in case the chairman is not available. Marty Dunning stated that according to the not yet adopted by-laws, a vice-chairman is not called for. Floyd Loving overruled this. Christ Zivalich nominated Sister Grace; Margaret Apo moved that Sister Grace be vice-chairman; seconded by Aloha Pang. Motion carried.

- k. Floyd Loving stated that concentration should be made on information available to the people, including those in Group III; they should be told that they can take courses offered by CMU.
- l. Christ Zivalich was asked to clarify whether a high school diploma or GED was absolutely necessary for the CMU program. He stated that a high school diploma is not really necessary when evidence shows that the student is capable of doing work of an undergraduate, but stated that

everyone should have a high school diploma or a GED in order to process their application for a degree through the Registrar's office.

- m. CMU will consider as a candidate for a degree, a student who has completed 34 credit hours. The remaining 90 credits may be taken at other colleges to complete the degree.
- n. Aloha Pang thought that a booklet of some sort should be published to inform people of KP and WN about educational programs that are available to them. A motion that some kind of sub-committee should be formed to compile an educational booklet to publicize this was made by Mary Heenan; seconded by Margaret Apo. Motion carried. Floyd Loving appointed Mary Heenan as chairman of this committee; she will report on this at the next meeting. Mary Heenan also has full power to draft members for this sub-committee on booklet to be publicized.
- o. Floyd Loving asked for all the names of the members of the Board be made available to him at the next meeting which will be August 22, 1973 at 9:00 a.m., CDA Conference room.

Sister Grace moved that the meeting be adjourned; seconded by Fay Hidalgo. Motion carried.

The next meeting of the CTP Advisory Board will be held in the CDA conference room on August 22, 1973 from 9:00 a.m. to 11:00 a.m.

MARION P. DUNNING, Director
Comprehensive Training Program

Section IX

**Information on the Institute for Personal and
Career Development, Including the**

- A. Degree Options**
- B. Curriculum Guidelines for the
Bachelor of Science/Arts Degree**
- C. Curriculum Guidelines for the
Master of Arts Degree**

THE INSTITUTE FOR PERSONAL & CAREER DEVELOPMENT

Academic programs that provide equal access to education--to provide either personal enrichment or career alternatives--are major goals of Central Michigan University. The Institute for Personal and Career Development represents an effort to extend those goals beyond the physical campus of the University. It offers educational opportunity to all who are qualified to benefit from it but who cannot do so through traditional methods because of job or personal circumstances. The Institute incorporates the University's high academic standards with innovative teaching technologies; faculty drawn from educational institutions, business and governmental agencies; and courses offered wherever students are and whenever they are available to take them.

The Institute's programs are designed to serve people whose career and personal responsibilities limit their access to education, who plan to interrupt their career or educational sequence, or who have been educationally disenfranchised because of economic circumstances, physical handicaps or other reasons. Courses and degree programs that build upon the student's knowledge, ability, interests, and work and life experiences are offered through an individualized approach to counseling, teaching and career planning.

The following information is offered to assist you as you embark on your program in this innovative approach to higher education:

DEGREE PROGRAMS

MASTER OF ARTS

Management and Supervision
Community Leadership

BACHELOR OF SCIENCE AND BACHELOR OF ARTS

Management and Supervision
Community Development

ADMISSIONS REQUIREMENTS

UNDERGRADUATE

A high school diploma or successful completion of the GED examination.

GRADUATE

A four-year baccalaureate degree from an approved institution.

HOW TO APPLY

Have transcripts sent from your high school or college to the regional center.

Complete the "Application for Admission" form available from all Institute offices and pay the \$15 admission fee.

TRANSFER CREDIT

UNDERGRADUATE

Up to 90 semester hours of transfer credit may be applied to your degree program. Evaluation will take place automatically when all undergraduate transcripts and documentation verifying completion of service schools are received.* Upon receipt of the evaluation, you will meet with your learning consultant to determine which credits will apply to your program. Since credit from some unaccredited schools may be transferred, all such work should be submitted.

*To document Armed Forces Schools for transfer you must present your certificate of completion, DD214 or certification from the Adjutant General, listing dates of course, location, number of weeks duration, and correct title of the course.

GRADUATE

Up to 15 semester hours of graduate credit from universities with accredited schools of graduate studies may be applied to your program, providing such credit is applicable to your program. Six semester hours used to fulfill requirements of one Master's Degree may be transferred to another Master's Degree program.

To have such credit considered, submit a "Request for Transfer Credit," available from the regional office, to your learning consultant.

DEVELOPMENTAL EXPERIENCE CREDIT

Undergraduate--60 semester hours maximum.

Graduate--10 semester hours maximum.

Entered on official record after successfully completing 5 semester hours of course work.

Obtain forms and guides for preparation from Regional Center.

Normally evaluation takes from 6 to 8 weeks.

INDEPENDENT STUDY

Most students will be encouraged to take some independent studies (i.e. internship, readings, independent problems, etc.).

To apply for independent study submit an Application for Independent Study, available from the regional center, to your advisor.

VETERANS' BENEFITS

Applications for benefits are available from the regional center.

All VA paperwork should be processed thru the Institute Regional Office.

Either a certificate of availability or a Veteran's Benefits Card must be submitted at the time of enrollment for each course.

VA will not reimburse you for Developmental Experience Credit.

Make a copy of all VA paperwork for your own file.

If you are having VA problems submit a "VA Gripe" available at your regional center.

CORRESPONDENCE COURSES

(UNDERGRADUATE ONLY)

Correspondence Bulletins are available in the regional center offices.

YOUR DEGREE PROGRAM

After applying for admission, make an appointment thru your regional center with the learning consultant representing the area of concentration of your choice. The two of you will develop your personal degree program.

Your program guide is not "chiseled in stone." If you see a course that appeals to you but which is not on your program, check with your advisor about substituting it for one that does appear. You are encouraged to meet with him as often as you like.

WITHDRAWAL FROM CLASSES AND REFUND OF TUITION

Requests to withdraw from a course must be made to the Director of the Institute.

Normally full refunds will be made if the course is not yet one-third completed and will not be allowed after the last class session.

If a course is more than one-third completed, a full or partial refund may or may not be made, depending on the reason for the request.

GRADUATION REQUIREMENTS

UNDERGRADUATE

124 semester hours--at least 34 from CMU.

Completion of all courses required by the Program Guide.

A 2.00 ("C") cumulative grade point average.

GRADUATE

30 semester hours--at least 15 from CMU.

Completion of all requirements stated on the Program Guide.

A 3.00 ("B") cumulative grade point average.

APPLICATION FOR GRADUATION

The deadlines for applying for graduation are:

February 1 for May Graduation

July 1 for September Graduation

September 15 for December Graduation

Applications are available from your regional center.

You must make application in order to graduate.

You may participate in the on-campus ceremonies, on-site ceremonies (if available) or both.

YOUR UNIVERSITY

As a new CMU student you are cordially invited to visit the main campus of your university. We think you will be pleased with its physical appearance as well as with its atmosphere of vigor, cordiality and inquiry.

There are about 14,000 students and 650 full-time faculty on the campus. The great majority of our students come from Michigan although some 35 other states and 22 foreign countries are also represented. Undergraduates comprise about 90 per cent of the student body.

The University has five schools plus a graduate school and a division of Off Campus Education. Thirty-five academic departments are contained in the schools, offering eight bachelor's degrees, six master's degrees and four specialist degrees. Since its founding in 1892, CMU has graduated nearly 40,000 students and currently graduates about 3,200 a year. CMU gained university status in 1959.

Physically, the main campus consists of about 85 major buildings located on 872 acres. Reflecting CMU's programs, the campus offers both traditional and contemporary settings--trees shaded walkways near stately buildings and "moonscape" malls connecting sleek modern structures. While near several metropolitan centers, the campus is off the urban path, providing an excellent environment for learning. CMU is located in Mt. Pleasant, a community of 21,000 situated within easy access of the lakes, woodlands and ski slopes for which northern Michigan is famous.

CMU athletic teams have a respected tradition of excellence. As an NCAA University Division school, CMU participates in intercollegiate competition in 10 sports and is a member of the highly respected Mid-American Conference.

A. APPROVED IPCD CURRICULA & OPTIONS
 MASTER OF ARTS

MANAGEMENT & SUPERVISION

Financial Management
 Corporation Finance
 Governmental Finance
 Personnel Management
 Marketing Management
 Industrial Management
 Business Management
 Health Care Administration

COMMUNITY LEADERSHIP

Community Services
 Day Care & Nursery School
 Administration
 Educational Administration
 General Ed. Administration
 Ele. School Administration
 Sec. School Administration
 Human Dynamics in the
 Community Environment
 Public Administration
 Recreation Administration
 Recreation & Park Administration
 Urban & Regional Planning
 Urban Planning
 Regional Planning

BACHELOR OF ARTS/SCIENCE

MANAGEMENT & SUPERVISION

Personnel Management
 Production Management
 Distribution & Marketing
 Finance
 Business Management
 Office Administration
 Health Care Administration

COMMUNITY DEVELOPMENT

Community Services
 Community Behavior
 Recreation
 Urban Affairs
 Public Administration
 School Health
 Public Health

B. CURRICULUM GUIDELINE FOR
BACHELOR OF SCIENCE DEGREE/BACHELOR OF ARTS DEGREE

COMMUNITY DEVELOPMENT

The undergraduate program in Community Development is centered around human needs and the structure and organization of the community. Opportunities are provided for the student to develop competencies of leadership to function effectively as community planners to solve human problems, and to innovate community change.

The program includes a sound basis in research, theory and experience in understanding the functions and structures of the community. The range of problems and tasks includes the scope of human needs as seen in areas such as human relations, leisure, housing, health, education, transportation, human rights, and ecology.

Degree Requirements

- I. General Education 50 sem. hrs.

The intent of General Education courses is to expose the individual to such areas as: (a) Organization and Communication of Ideas, (b) Physical Environment and Biological Inheritance, (c) Social Inheritance and Responsibilities, and (d) Insight and Appreciation. Each student shall select a minimum of 50 semester hours of courses outside the area of specialization. A specialization in (b) or (c) leads to a Bachelor of Science Degree. A specialization in (a) or (d) leads to a Bachelor of Arts Degree.

- II. Area of Concentration 30-74 sem. hrs.
Total 124 sem. hrs.

III. Competencies in Community Development

To fulfill the requirements for the Degree the student must be able to demonstrate specific competencies which are inherent in a community development specialization. These competencies are described in general terms in points A through F. These competencies may be fulfilled by courses in the general education block and/or in the area of concentration.

There are four alternatives available to the student in demonstrating those competencies or others that may be developed with an advisor on an individual basis.

1. The student may have already demonstrated the specified competency through previous career or personal experience. These

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abilities may be translated into academic credit through a professional evaluative process, utilizing the "Application for Developmental Experience", D-72.

2. Appropriate courses from the listings below and/or others may be used in formulating an individual program.
3. Special readings, independent studies and individual research may be arranged.
4. Internship and work-study may be established.

A. Basic competencies in process of human development.

1. Understanding growth, maturation, and death as related to the pre-natal period, infancy, childhood, adolescence, adult and geriatric age groups.
2. Possible course selections:

HED 106 Personal Health
 HEC 109 Child Development: Introduction
 REC 200 Problems in Recreation
 PSY 202 Child Psychology
 PED 203 Activity Program for Early Elementary Grades
 REC 206 Activities of the Recreation Program
 SOC 206 Social Psychology
 HEC 208 Perspectives on Marriage
 HEC 210 Child Development: Pre-school
 HED 211 Human Anatomy and Physiology
 HED 212 Applied Physiology and Kinesiology
 PSY 212 Adolescent Psychology
 HEC 309 Child Development: Middle Childhood
 HED 318 Evaluation Procedures for Classroom Teachers in Health, Physical Education and Recreation
 BIO 328 Human Animal
 HEC 333 Family Relations
 SOC 398 Special Topics in Sociology
 HED 400 Methods and Materials in Nutrition Education
 REC 400 Issues in Recreation
 HED 401 Workshop on Health Fitness
 REC 403 Independent Reading
 HEC 409 Child Development - Adolescence
 HEC 410 Seminar: Child Development
 HEC 413 Readings in Child Development
 PSY 422 Experimental Child Psychology
 PSY 427 Human Motivation

B. Basic competencies in the functioning and interaction in community organizations.

1. Understanding fundamental principles of human interaction and the process of group formation and function, with special focus

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on institutions (political, economic, religion, educational, family, racial and ethnic groups, bureaucratic organization and special interest groups).

2. Possible course selections:

PSC 100 Introduction to Political Science
 REC 200 Problems in Recreation
 PSC 201 Introduction to American Government and Politics
 HEC 204 Education for Consumers
 ENG 302 Technical and Professional Report Writing
 ENG 313 Popular Culture in America
 ENG 397 Independent Study: In the Speculative Literature of urban civilization
 ENG 480 Seminar in American Studies
 HEC 208 Perspective on Marriage
 SOC 208 Social Organization
 SOC 260 The Sociology of Religion
 PSC 261 State and Local Government
 SOC 305 Educational Sociology
 HEC 312 Family Management Theory
 PSC 310 Public Bureaucracies and Policy Formation
 GEO 313 Manufacturing Industries
 GEO 314 World Agriculture and Commerce
 REC 316 Field course in Organizational Recreation
 PSC 320 The American Legislative Process
 PSC 323 American Parties and Politics
 PSC 324 Black Politics
 PSC 329 American National Government
 HED 333 Family Relations
 HEC 334 The American Family in the Twentieth Century
 GEO 340 Urban Geography
 HED 366 Supervised Field Training
 PSC 398 Special Topics in Political Science
 REC 400 Issues in Recreation
 HEC 401 Seminar: Sexism in America
 HEC 408 Education for Home and Family Living
 PSY 409 Group Dynamics
 GEO 415 Michigan
 HEC 417 Seminar: Family Relations
 PSC 421 American Constitutional Law: Powers of Government
 PSC 422 American Constitutional Law: Civil Liberties
 HEC 450 Seminar: Functions and Future of the Family
 HEC 460 Readings in the Family
 PSC 465 American Local Rural Government
 PSC 466 Politics and Policy in Urban Communities
 PSC 481 Special Topics in Political Behavior
 PSC NEW Public Policy Making

C. Basic competencies in working with and alleviating community problems.

1. Understanding those developments in individuals, and groups that threaten the viability of life and the reaching of goals established

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by the community (delinquency, human rights, poverty, population pressures, aging, leisure, health, disability, etc.).

2. Possible course selections:

- REC 200 Problems in Recreation
- SOC 204 Social Problems
- PSY 205 Abnormal Psychology
- HED 209 Safety Education
- SOC 216 Juvenile Delinquency
- HED 219 Emergency Health Care
- HED 222 Sexuality in Health Education
- HED 235 Mood Modifiers: Personal, School and Community
- SOC 275 Urban Sociology
- SOC 302 Sociology of Health and Illness
- SOC 310 Minorities
- HED 315 First Aid Instructors
- REC 315 Field Course in Municipal Recreation
- HED 319 Laboratory in Methods and Materials in
Community Health Education
- PSC 324 Black Politics
- HED 327 Problems in Health Education
- HEC 330 Nutrition
- HEC 333 Family Relations
- HEC 334 The American Family in the Twentieth Century
- BIO 338 Conservation, Man and the Environment
- BIO 340 Ecology
- HST 345 The Negro in America
- HED 352 Environmental Health
- HEC 353 Child Development and Parents
- HED 366 Supervised Field Training
- HED 380 Practicum in Health Education
- HED 400 Methods and Materials in Nutrition Education
- REC 400 Issues in Recreation
- HED 401 Workshops on Health Fitness
- HEC 401 Seminar: Sexism in America
- REC 405 Administration of Recreation and Parks
- REC 406 Seminar in Recreation and Park Administration
- SOC 407 Sociology of the Handicapped
- REC 410 Recreation for Senior Citizens
- SOC 411 Criminology
- HEC 413 Readings in Child Development
- PED 413 Programming for Youth Fitness
- HED 416 Travel Course in Health Education
- SOC 416 Problems in Juvenile Delinquency
- REC 418 Philosophy of Recreation
- HEC 419 Seminar: Human Sexuality
- HEC 420 Family Housing
- HED 420 Public Health Administration
- PED 420 Problems in Inner-City Secondary Schools
Physical Education
- HED 421 Seminar: Management Problem of Low Income Families
- HED 425 Venereal Disease Workshop

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HED 426 Mental Health Workshop
 HED 427 Sex Education Workshop
 HED 428 Smoking and Health Education Workshop
 HED 429 Alcohol Education Workshop
 HED 430 Drug Abuse Workshop
 HED 431 School and Public Health Workshop
 SOC 435 Society and Mental Illness
 HEC 443 The Consumer in the Market
 HEC 444 Family Finance
 HEC 450 Seminar: Functions and Future of the Family
 PED 451 Physical Education for the Handicapped
 BIO 458 Conservation - Biology Camp
 REC 460 Readings in the Family
 HST 471 American Radicalism
 PSC 472 American Political Thought

D. Basic competencies in understanding the effects of demography and human ecology.

1. Understanding trends in population growth and distribution and the interrelationships of people with their environment.
2. Possible course selections:

REC 200 Problems in Recreation
 GEO 240 Population
 GEO 250 The Cities of Man
 SOC 275 Urban Sociology
 SOC 311 Population
 REC 315 Field course in Municipal Recreation
 HEC 334 The American Family in the Twentieth Century
 SOC 375 Rural Sociology
 REC 400 Issues in Recreation
 HEC 413 Readings in Child Development
 HEC 417 Seminar: Family Relations
 BIO 428 Population Ecology
 REC 453 Family Camping
 HEC 460 Readings in the Family
 IET 497 Special Studies: Ecology and Technology

E. Basic competencies in community planning.

1. Understanding proposals for change and the elements involved in bringing about change to enhance the quality of life for the individual, the group and the community.
2. Possible course selections:

REC 118 Introduction to Recreation
 REC 200 Problems in Recreation
 BIO 240 Conservation of Michigan Resources
 SOC 275 Urban Sociology
 PSC 310 Public Bureaucracies and Policy Formation
 PSC 311 Public Administration Organization

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HEC 312 Family Management Theory
 PSC 313 Budgetary Processes in the United States
 HED 317 Community Health
 GEO 322 Resource Perception and Utilization
 HEC 333 Family Relations
 HEC 334 The American Family in the Twentieth Century
 HED 352 Environmental Health
 HED 366 Supervised Field Training
 REC 400 Issues in Recreation
 REC 405 Administration of Recreation and Parks
 REC 406 Seminar in Recreation and Park Administration
 PSC 411 Personnel and Organization in Public Bureaucracies
 REC 418 Philosophy of Recreation
 HEC 420 Family Housing
 HED 421 Seminar: Management Problems of Low Income Families
 SOC 421 Analysis of Social Change
 HEC 422 Seminar: Family Management
 SOC 431 Seminar in the Community
 HED 432 School Health Services Workshop
 HEC 460 Readings in the Family
 PSC 464 American State Government and Administration
 PSC 465 American Local Rural Government
 PSC 466 Politics and Policy in Urban Communities
 GEO 475 Special Studies in Geography
 PSC 483 Survey Research
 BIO 494 Conservation of Natural Resources

F. Basic Competencies in management and administrative decision making.

1. Ability to select and use appropriate leadership styles in keeping with the accepted culture and climate of the organization.
2. Ability to develop an organizational climate to maximize the effectiveness of the individual within the organization.
3. Possible course selections:

BED 221 Introduction to Data Processing
 B&A 312 Administration
 B&A 320 Personnel Management
 IET 325 Industrial Internship
 B&A 329 Management Information Systems.
 B&A 348 Dynamics of Organizational Behavior
 B&A 385 Techniques of Decision Making I
 B&A 386 Techniques of Decision Making II
 IET 401 Application of Industrial Management Principles
 IET 402 Computer Applications in Industry
 BED 384 Systems and Procedures

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IV. Areas of Concentration

A. Community Services

1. Possible Course Selections

SOC 151 Introductory Sociology
 PSC 201 Introduction to American Government and Politics
 SOC 208 Social Organization
 SOC 275 Urban Sociology
 SOC 302 Sociology of Health and Illness
 SOC 311 Population
 SOC 317 Fields of Social Work
 SOC 414 The Family
 SOC 431 Seminar in the Community

B. Community Behavior

1. Possible Course Selections

SOC 151 Introductory Sociology
 SOC 204 Social Problems
 SOC 208 Social Organization
 SOC 216 Juvenile Delinquency
 SOC 307 Deviant Behavior
 SOC 329 Collective Behavior
 SOC 330 Public Opinion
 SOC 411 Criminology
 SOC 421 Analysis of Social Change

C. Recreation

1. Possible Course Selections

REC 118 Introduction to Recreation
 REC 119 Lifesaving and Lifeguard Training
 REC 200 Problems in Recreation
 REC 270 Camp Counseling and Campcraft
 REC 302 Playgrounds and Community Centers
 REC 315 Field Courses in Municipal Recreation
 REC 318 Field Course in Recreation Specialization
 REC 400 Issues in Recreation
 REC 410 Recreation for Senior Citizens

D. Urban Affairs

1. Possible Course Selections

B&A 110 Social Environment of Business
 SOC 151 Introductory Sociology

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SOC 204	Social Problems
SOC 208	Social Organization
SOC 275	Urban Sociology
PSY 309	Social Psychology
SOC 311	Population
SOC 330	Public Opinion
BIO 340	Ecology
SOC 407	Sociology of the Handicapped
SOC 414	The Family
SOC 431	Seminar in the Community

E. Public Administration

1. Possible Course Selections

SOC 261	Introduction to Research Methods
PSC 261	State and Local Government
PSC 310	Public Bureaucracies and Policy Formation
PSC 311	Public Administration Organization
PSC 313	Budgetary Process in the United States
PSC 315	Public Administration in Developing Nations
PSC 320	The American Legislative Process
ECO 401	Contemporary Economic Issues
ECO 403	Seminar in Urban Economics
JRN 404	Public Relations Techniques
PSC 411	Public Personnel Administration
SOC 431	Seminar in the Community
B&A 445	Wage and Salary Administration
ECO 460	Public Finance
ECO 471	Seminar in State and Local Taxation

MANAGEMENT AND SUPERVISION

The undergraduate program in management and supervision is a broad base curriculum designed to provide students with the opportunity to develop competencies in management and supervision at all levels of leadership in the areas of marketing, finance, personnel, industrial management, and an individualized option to meet specific needs of the individual.

The program provides background in general education and management. These studies will include traditional classroom work, independent studies and research, and internships appropriate to the individuals' needs. Emphasis is placed on the human dynamics aspect of the organizational framework.

Degree Requirements

I. General Education 50 sem. hrs.

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The intent of General Education courses is to expose the individual to such areas as: (a) Organization and Communication of Ideas, (b) Physical Environment and Biological Inheritance, (c) Social Inheritance and Responsibilities and (d) Insight and Appreciation. Each student shall select a minimum of 50 semester hours of courses outside the area of specialization. A specialization in (b) or (c) leads to a Bachelor of Science Degree. A specialization in (a) or (d) leads to a Bachelor of Arts Degree.

II. Area of Specialization	30-74 sem. hrs.
Total	124 sem. hrs.

III. Competencies in Management and Supervision

To fulfill the requirements for the Degree the student must be able to demonstrate specific competencies which are inherent in a management and supervision specialization. These competencies are described in general terms in points A through G below. These competencies may be fulfilled by courses in the general education block and/or in the area of concentration.

There are four alternatives available to the student in demonstrating these competencies or others that may be developed with an advisor on an individual basis.

1. The student may have already demonstrated the specified competency through previous career or personal experience. These abilities may be translated into academic credit through a professional evaluative process utilizing the "Application for Developmental Experience", D-72.
 2. Appropriate courses from the listings below and/or others may be used in formulating an individual program.
 3. Special readings, independent studies, and individual research may be arranged.
 4. Internship and work-study programs may be established.
- A. Basic competencies in organizational theory in terms of establishment, development and operation.
1. Ability to specify the proper legal requirements, establish purpose and delineate the structures.
 2. Ability to select the optimum organizational structure and assign responsibilities and delegation of authority.
 3. Ability to determine the optimum operational mode (line and/or staff) in keeping with the objectives and personnel talents and product or service.

(Bachelor's Degree)

4. Possible course selections:

- B&A 202 Legal Environment of Business
- B&A 232 Law of Contracts and Business Organizations
- B&A 312 Administration
- B&A 402 Law of Commercial Transactions

B. Basic competencies in establishing organizational objectives at all levels and departments of the establishment.

1. Ability to establish and/or interpret department objectives consistent with organizational goals.
2. Ability to use creative planning to meet unexpected developments to establish routine operational procedures.

3. Possible course selections:

- B&A 312 Administration
- IET 325 Industrial Internship
- B&A 329 Management Information Systems
- B&A 348 Dynamics of Organizational Behavior
- B&A 385 Techniques of Decision Making I
- B&A 386 Techniques of Decision Making II
- IET 401 Application of Industrial Management Principles
- B&A 495 Business Policy and Practices

C. Basic competencies in determining and establishing policies.

1. Ability to translate organizational objectives to organizational policies through all levels of the organization.
2. Ability to establish the general and operational policies in relation to personnel, production, distribution, servicing and finance.
3. Ability to develop procedures to update or modify policies as required through the initiation of new policies, their approval and issuance, and enforcement.

4. Possible course selections:

- B&A 312 Administration
- B&A 332 Managerial Finance
- IET 400 Production Concepts
- IET 421 Study of American Industry
- B&A 440 Production Management
- B&A 463 Marketing Management

E. Basic competencies in internal organizational operations

1. Ability to establish and maintain daily operations such as wage

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and salary administration, employee evaluation, human organization.

2. Ability to evaluate success level of current internal operations and project future needs and implement the necessary action to meet the necessary needs.

3. Possible course selections:

BED 221 Introduction to Data Processing
 IET 402 Computer Applications in Industry
 ACC 422 Managerial Cost Control and Analysis
 B&A 442 Production Planning and Control
 B&A 446 Industrial Relations
 PSY 469 Special issues: Contemporary Issues in Industry
 and Organized Psychology

E. Basic competencies in identifying the role of the organization in the society.

1. Ability to analyze the role in relation to other similar organizations in terms of economic environment, social environment, ecological environment.
2. Ability to analyze product life cycle, substantiality of product, and new product development.
3. Ability to determine the advisability of vertical or horizontal integration.

4. Possible course selections:

B&A 110 Social Environment of Business
 B&A 310 Business Entrepreneurship
 B&A 390 Field Studies in Business
 B&A 520 Foundations of American Enterprise

G. Basic competencies in management and supervisory knowledge and skills associated with people, production, distribution, and financing.

1. Ability to successfully achieve organization goals through the employee performances.
2. Ability to demonstrate the knowledge of management of production, or distribution, or finance.

Courses selected in cooperation with advisor to reflect area of special interest in personnel, production, distribution, and/or financing. Possible courses may be found in the areas of concentration listed below.

(Bachelor's Degree)

IV. Areas of Concentration (possible course selections):

A. Personnel Management

B&A 320 Personnel Management
 PSY 326 Industrial Psychology
 B&A 445 Wage and Salary Administration
 B&A 446 Industrial Relations

B. Production Management

B&A 333 Purchasing
 IET 400 Production Concepts
 IET 401 Application of Industrial Management Principles
 B&A 442 Production Planning and Control
 B&A 443 The Management of Quality Control
 IET 497 Successful Leadership Action

C. Distribution and Marketing

B&A 323 Markets and Marketing
 B&A 352 Industrial Marketing
 B&A 354 Sales Management
 B&A 355 Advertising Management
 B&A 420 Fundamentals of Retailing
 B&A 463 Marketing Management
 B&A 464 Marketing Problems

D. Finance

ACC 101 Principles of Accounting - Introduction I
 ACC 102 Principles of Accounting - Introduction II
 HEC 204 Education for Consumers
 ACC 227 Principles of Accounting - Intermediate I
 ACC 228 Principles of Accounting - Intermediate II
 " 321 Cost Accounting
 " 332 Managerial Finance
 ACC 410 Auditing
 ACC 422 Managerial Cost Control and Analysis
 HEC 443 The Consumer in the Market
 HEC 444 Family Finance
 ACC 458 Principles of Accounting - Advanced
 ACC 462 Accounting Information Systems and Analysis
 B&A 474 Advanced Financial Management

E. Business Management

B&A 202 Legal Environment of Business
 B&A 312 Administration 101

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B&A 329 Management Information Systems
B&A 385 Techniques of Decision Making I
B&A 386 Techniques of Decision Making II

F. Office Management

BED 197 Secretarial Accounting
BED 221 Introduction to Data Processing
BED 318 Office Management
BED 320 Records Management and Control
B&A 312 Administration
B&A 445 Wage and Salary Administration
BED 384 Systems and Procedures
BED 222 Computer Programing - RPB Disk

C. CURRICULUM GUIDELINE FOR
MASTER OF ARTS DEGREE

COMMUNITY LEADERSHIP

The graduate program in Community Leadership provides opportunities to develop competencies in dealing with the human needs of individuals and groups. The program places emphasis on the theory and nature of community culture and its values and processes blended with dissemination techniques to better solve the problems related to neighborhood housing, education, poverty, leisure, health, etc. Special consideration is given to those groups that have had limited educational opportunity and to those individuals who are involved in social decision making.

The primary goal of the program is on developing an understanding of the process of mobilizing the resources relevant to affect both community maintenance and necessary local change. Several aspects of personal development are necessary for individuals to be able to recognize these conditions. The following general competency goals constitute the core of the program. This set of inter-related goals should develop the conceptual skills on which more specific areas of specialization could be based.

Degree Requirements

Individualized Nature of the Program

The central goal of the program is to meet the needs of the student; to do this a flexible approach, embracing a close relationship between student and advisor, coupled with a strong educational experience, is required. Therefore, little more can be formally specified beyond stating a minimum total of thirty semester hours. The competency goals and the general competency areas and an area of specialization, if one is desired by the student, are determined jointly by the student and the advisor. As a general guide a variety of courses which might meet the competency goals are provided below. Likewise, a variety of courses are listed for several specialty areas, although neither these areas nor the listed courses should be considered definitive.

I. Areas of Competency in Community Leadership.

To fulfill the requirements for the Degree the student must be able to demonstrate specific competencies which are inherent in a community leadership concentration. These competencies are described in general terms in points A through F below.

There are four alternatives available to the student in demonstrating these competencies or others that may be developed with an advisor on an individual basis.

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1. The student may have already demonstrated the specified competency through previous career or personal experiences. These abilities may be translated into academic credit through a professional evaluative process utilizing the "Application for Developmental Experience", D-72.
 2. Appropriate courses from the listings below and/or other may be used in formulating an individual program.
 3. Special readings, independent studies and individual research.
 4. Internship and work-study programs may be established.
- A. Basic competencies in understanding the community process.
1. Cognitive awareness of the general environment of communities should be developed as well as the various component parts and the external mechanisms that support them. These include the:
 - a. Economic means of private and public production, consumption, and distribution of goods;
 - b. Social control mechanisms of the informal polity of the community as well as the formal government and its legal powers;
 - c. Socialization processes of education and learning;
 - d. Mutual aid mechanisms providing constituent services;
 - e. Social participation of the population as it becomes involved in voluntary association and recreational activity.
 2. Possible course selections:
 - SOC 423 Social Stratification
 - SOC 424 Political Sociology
 - SOC 431 Seminar in the Community
 - PSC 466 Politics and Policy in Urban Communities
 - EAD 467 Principles of Community Education
 - EAD 561 School and Community Relations
 - EAD 567 Administration of Community Education
 - GEO NEW Community Material Resources
- B. Basic competencies in the critical use of empirical observations
1. Use of previously collected data should be emphasized. The student should be made aware of what resources are available and how to use them. There is a special need to facilitate the correct use of these data.

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2. Understand both the formal and informal communication structures and be able to utilize them. Course work should thus be taken that stresses the relevant channels the student would be expected to deal with in the future. Such themes as community opinion leaders and information distortion should be emphasized.

3. Possible course selections:

JRN 404 Public Relations Techniques
 SDA 406 Studies in Discussion Leadership
 B&A 455 Communication and Management
 SDA 460 Communication and Change: The Diffusion of Ideas
 and Information
 PSC 466 Politics and Policy in Urban Communities
 B&A 510 Methods of Business Research
 PSC 510 Seminar in Public Bureaucracies and Policy Formation
 EAD 561 School and Community Relations

4. Possible course selections:

PSY 409 Group Dynamics
 GCE 483 Guidance in Secondary Schools
 GCE 484 Guidance in Elementary Schools
 GCE 532 Group Techniques in Guidance
 SED 537 Mental Hygiene
 B&A 548 Organizational Behavior and Change
 PSY NEW Personal Awareness Seminar

II. Areas of Specialization

To develop depth in the area of Community Leadership, the student may wish to select, in consultation with his advisor a series of courses in an area of specialty. The availability of these specializations vary according to the number of students interested in a particular option in the specific location. These courses should consist of approximately half of the required minimum total of the thirty semester hours in the program. In cases of demonstrated previously obtained ability, again, only about half of the program should be considered as constituting an area of specialty. In developing a student's program, both the student and advisor must be alert to the selection of courses of a special nature which also fulfill the six general competency goals cited above.

A. Specialty in Community Services

ECO 401 Contemporary Economic Issues
 HEC 401 Seminar: Sexism in America
 REC 405 Administration of Recreation and Parks
 SOC 407 Sociology of the Handicapped
 HEC 409 Child Development: Adolescence
 SOC 411 Criminology
 SOC 416 Problems in Juvenile Delinquency

UEC 419 Seminar: Human Sexuality
HED 420 Public Health Administration
HEC 420 Family Housing
HED 425 Venereal Disease Workshop
HED 426 Mental Health Workshop
HED 427 Sex Education Workshop
HED 428 Smoking and Health Education Workshop
HED 429 Alcohol Education Workshop
HED 430 Drug Abuse Workshop
HED 431 School and Public Safety Workshop
SOC 431 Seminar in the Community
SOC 435 Society and Mental Illness
SOC 438 Sociology of Occupations
SOC 454 Sociology of Adolescence
EAD 467 Principles of Community Education
HEC 450 Seminar: Functions and Future of the Family
HEC 460 Readings in the Family
SOC 501 Educational Sociology
HED 526 Community and Public Health
HED 567 Administration of Community Education
EAD 570 Administration of the Elementary School
EAD 571 Administration of the Middle School
EAD 572 Administration of the Secondary School
SOC NEW Advanced Medical Sociology
SOC NEW Social Welfare

B. Day Care and Nursery School Administration

HEC 410 Seminar: Child Development
HEC 413 Readings in Child Development
HEC 414 Nutrition Work with Children
HEC 421 Seminar: Management Problems of Low Income Families
HEC 436 Occupational Field Experience
HEC 455 Seminar: Supervision and Planning of the Pre-School
HEC 458 Pre-School Administration
HEC 460 Readings in the Family

C. Specialty in Educational Administration

General Education Administration

EAD 467 Principles of Community Education
EAD 492 Workshop in Educational Administration
SOC 501 Seminar in Educational Sociology
EAD 560 Principles of Educational Administration
EAD 561 School and Community Relations
EAD 562 School and Business Administration
EAD 563 Personnel Administration
EAD 564 Public School Finance
EAD 565 School Plant: Planning, Management and Operation
EAD 566 Public School Law

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EAD 567 Administration of Community Education
 EAD 569 Negotiations in Education
 EAD 576 Administration of Community Colleges
 EAD 580 Seminar in Educational Administration

Elementary School Administration

ELE 405 Contemporary trends in Elementary Education
 EAD 492 Workshop in Educational Administration
 SOC 501 Seminar in Educational Sociology
 ELE 504 Supervision of Elementary School Instruction
 ELE 536 Advanced Educational Psychology
 EAD 560 Principles of Educational Administration
 EAD 561 School and Community Relations
 EAD 563 Personnel Administration
 EAD 564 Public School Finance
 EAD 566 Public School Law
 EAD 570 Administration of Elementary Schools
 EAD 571 Administration of Middle Schools
 EAD 580 Seminar in Educational Administration

Secondary School Administration

EAD 492 Workshop in Educational Administration
 SED 501 Jr. High School Programs and Practices
 SOC 501 Seminar in Educational Sociology
 SED 502 Sr. High School Programs and Practices
 SED 510 History of Education
 SED 541 Adolescent Psychology
 SED 553 Supervision of Secondary Education
 EAD 560 Principles of Educational Administration
 EAD 561 School and Community Relations
 EAD 564 Public School Finance
 EAD 566 Public School Law
 EAD 567 Administration of Community Education
 EAD 571 Administration of Middle Schools
 EAD 572 Secondary School Administration
 EAD 580 Seminar in Educational Administration

D. Specialty in Human Dynamics in the Community Environment

JRN 404 Public Relations Techniques
 SOC 407 Sociology of the Handicapped
 PSY 409 Group Dynamics
 SOC 411 Criminology
 SOC 414 The Family
 HEC 417 Seminar: Family Relations
 SOC 419 Sociology of Small Groups
 SOC 424 Political Sociology
 PSY 427 Human Motivation
 BIO 428 Population Ecology
 SOC 431 Seminar in the Community

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SOC 438 Sociology of Occupations
 B&A 446 Industrial Relations
 B&A 455 Communication and Management
 SOC 456 Studies in Social Psychology
 SOC 469 Society and Sex
 HST 471 American Radicalism
 PSC 481 Political Behavior: Special Topics
 IET 497 Special Studies: Planning and Decision Making
 IET 497 Special Studies: Successful Leadership Action
 B&A 548 Organizational Behavior and Change
 B&A 550 Executive Leadership and Leaders
 EAD 563 Personnel Administration
 GEO 575 Cultural Geography: Seminar
 SOC 576 Seminar in Culture and Personality
 B&A 581 Administrative Problems and Practices
 B&A 584 Management Development
 GEO 585 Seminar in Regional Concepts
 SOC NEW Advanced Urban Sociology

E. Specialty in Public Administration

JRN 400 Press and Society
 ECO 401 Contemporary Economic Issues
 ECO 403 Seminar in Urban Economics
 JRN 404 Public Relations Techniques
 ECO 410 Government and Business
 PSC 411 Public Personnel Administration
 PSC 415 Comparative Bureaucracies
 HED 420 Public Health Administration
 SOC 431 Seminar in the Community
 SOC 439 Industrial Sociology
 PSC 442 Politics of Modernization
 B&A 445 Wage and Salary Administration
 B&A 446 Industrial Relations
 B&A 455 Communications and Management
 ECO 460 Public Finance
 PSC 464 American State Government and Administration
 PSC 465 American Local Rural Government
 PSC 466 Politics and Policy in Urban Communities
 ECO 471 Seminar in State and Local Taxation
 HST 471 American Radicalism
 B&A 474 Advanced Financial Management
 PSC 481 Special Topics in Political Behavior
 IET 497 Special Studies: Planning and Decision Making
 IET 497 Special Studies: Successful Leadership Action
 PSC 510 Seminar in Public Bureaucracy and Policy Formation
 PSC 511 Seminar in Comparative Public Administration
 PSC 520 Seminar in American National Government
 PSC 521 Seminar in the American Judicial Process
 PSC 524 Seminar in American Political Parties
 B&A 530 Public Policy and American Enterprise
 BED 540 A Survey of Data Processing

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SED 545 Methods of Educational Research
 B&A 548 Organization Behavior and Change
 B&A 550 Executive Leadership and Leaders
 EAD 563 Personnel Administration
 PSC 564 Seminar in American State Government.
 PSC 565 Seminar in Local Government and Politics
 B&A 575 Managerial Economics
 B&A 577 Development of Management Thought
 B&A 580 Quantitative Decision Making
 B&A 581 Administrative Problems and Practices
 B&A 584 Management Development
 B&A 585 Principles of Managerial Productivity
 B&A 587 Managerial Measurements and Control
 B&A NEW Project Planning and Budgeting Systems
 B&A NEW Manpower Administration and Planning
 SOC NEW Cultural Awareness
 PSC NEW Public Policy Making

F. Specialty in Recreation and Park Administration

REC 400 Issues in Recreation
 REC 405 Administration of Recreation and Parks
 REC 406 Seminar in Recreation and Park Administration
 REC 418 Philosophy in Recreation
 REC 453 Family Camping
 REC 460 Outdoor Education - School Camping
 REC 475 The Undergraduate Curriculum in Recreation and
 Parks Education
 REC 500 Advanced Issues in Recreation
 REC 503 Advanced Independent Readings in Recreation
 REC 515 Practicum in Recreation Supervision and Administration
 REC 520 Planning, Development, and Maintenance of Park and
 Recreation Facilities
 REC 552 Outdoor Recreation
 REC 553 Organized Camping
 REC 554 Seminar in Recreation
 REC 575 The Graduate Curriculum in Recreation and Parks
 Education
 REC NEW Recreation in Community Organizations

G. Specialty in Urban and Regional Planning

Urban Planning

SOC 419 Sociology of Small Groups
 ECO-460 Public Finance
 PSC 466 Politics and Policy in Urban Communities
 B&A 470 Real Estate Law
 IET 497 Special Studies: Planning and Decision Making
 GEO NEW Spatial Systems and Planning
 GEO NEW Community Material Resources

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REC NEW Recreation in Community Organization
 SOC NEW Urban Sociology
 PSC NEW Public Policy Making

Regional Planning

SOC 419 Sociology of Small Groups
 GEO 422 Problems in Resource Utilization
 BIO 428 Population Ecology
 PSC 465 American Local Rural Government
 B&A 470 Real Estate Law
 BIO 494 Conservation of Natural Resources
 IET 497 Special Studies: Planning and Decision Making
 REC 520 Planning, Development, and Maintenance of Park
 and Recreation Facilities
 GEO NEW Spatial Systems and Planning
 GEO NEW Environmental Issues in Planning

MANAGEMENT AND SUPERVISION

The graduate program in Management and Supervision provides opportunities for breadth of education as well as for a reasonable amount of specialization. It includes courses which assure the development of a basic understanding of the principles and practices involved in the management of business and industrial firms and other organizations in the dynamic economic, social, and political environment of the world today. Students are expected to gain administrative, human relations, and technical competencies in relationship to their area of specialization.

The primary objective of the program is to prepare prospective administrators and supervisors to deal with problems of choice, complexity, and change involved in the successful management of various types of organizations in an everchanging environment. This preparation includes not only a thorough grounding in the basic fundamentals of current knowledge but also development of the ability to adapt, to initiate, and even to control change itself.

Degree Requirements**I. Individualized Nature of the Program**

The options available in the program provide numerous alternatives for the student. There are specific areas of specialization, such as finance, personnel, and industrial management, or an individualized option, all of which are designed within specified guidelines and competencies to serve the student. The manner in which these are fulfilled are determined jointly by the student and the advisor. As a general guide, a variety of courses which might meet the competency goals are provided below. Likewise, a variety of courses are listed for several specialty areas, although neither these areas nor the listed courses should be considered definitive.

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II. Areas of Competency in Management and Supervision

To fulfill the requirements for the Degree the student must be able to demonstrate specific competencies which are inherent in a management and supervision specialization. These competencies are described in general terms in points A through C.

There are four alternatives available to the student in demonstrating these competencies or others that may be developed with an advisor on an individual basis.

1. The student may have already demonstrated the specified competency through previous career or personal experiences. These abilities may be translated into academic credit through a professional evaluative process utilizing the "Application for Developmental Experience", D-72.
 2. Appropriate courses from the listings below and/or others may be used in formulating an individual program.
 3. Special readings, independent studies, and individual research may be arranged.
 4. Internship and work-study programs may be established.
- A. Basic competencies required to perform the specific tasks involved in the area of specialization.
1. Ability to use pertinent knowledge, methods, techniques, and equipment necessary to perform specific tasks in management and supervision.
 2. The specific technical competencies required in the specializations and possible course selections for marketing, finance, personnel, and industrial management are stated under each specialty area. The competencies for the individualized option are designed specifically on an individual basis.
- B. Basic competencies in human relation abilities in dealing with emotional and motivational development in interpersonal relations.
1. Ability to use pertinent knowledge of methods and working with and through people associated with varied business and industrial roles.
 2. Ability to integrate the goals of an individual with the objectives of the organization.
 3. Ability to work with other people effectively, understand them, and communicate with them.

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4. Possible course selections:

IET 401 Application of Industrial Management Principles
 JRN 404 Public Relations Techniques
 SDA 406 Studies in Discussion Leadership
 PSY 409 Group Dynamics
 SOC 419 The Sociology of Small Groups
 SOC 431 Seminar in the Community
 PSY 427 Human Motivation
 B&A 446 Industrial Relations
 SDA 460 Communication and Change: The Diffusion of Ideas
 and Information
 PSC 481 Special Topics in Political Behavior
 B&A 548 Organization Behavior and Change
 IET 597 Special Studies: Industrial Ecology
 IET NEW Industrial Organizations
 PSY NEW Industrial Psychology

C. Basic competencies in meeting the demands of an organization for unified activity and integrative action.

1. Ability to think and act in terms of the total organizational system.
2. Ability to function in complex problem-solving situations for the purpose of attaining particular objectives related to the organization.
3. Ability to plan, program, and organize business and industrial tasks and activities.

4. Possible course selections:

IET 401 Application of Industrial Management Principles
 IET 402 Computer Applications in Industry
 B&A 480 Business Statistics
 SED 481 Statistics in Education
 B&A 510 Methods of Business Research
 B&A 520 Foundations of American Enterprise
 B&A 548 Organization Behavior and Change
 B&A 550 Executive Leadership and Leaders
 B&A 581 Administrative Problems and Practices
 B&A 585 Principles of Managerial Productivity
 B&A 590 Business Organization and Policy
 IET 597 Special Studies: Successful Leadership Action

III. Area of Specialization

To develop in the area of Management and Supervision, the student may select, in consultation with his advisor, a series of courses in specialty areas of marketing, finance, personnel, or industrial

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management; or an individualized option. The availability of these specializations vary according to the number of students interested in a particular option in the specific location. These courses should consist of approximately two thirds of the required minimum total of thirty semester hours in the program. In developing a student's program, both the student and advisor must be alert to the selection of courses that fulfill the general competencies as stated above.

A. Specialty in Finance

Corporation Finance

1. Inter-relationships between area of finance and all other areas in a business enterprise.

B&A 574 Financing and Management of Corporate Assets
 B&A 578 Long Term Financial Policies
 B&A NEW Managerial Finance

2. Measurement of Financial Matters - accounting

~~ACC 591~~ Accounting for Business Management
 B&A 574 Financing and Management of Corporate Assets
 B&A 578 Long Term Financial Policies
 B&A NEW Managerial Finance

3. Automation in finance and accounting - computer systems

ACC 462 Accounting Information Systems and Analysis
 B&A 574 Financing and Management of Corporate Assets
 B&A NEW Managerial Finance

4. Reporting of financial matters. Reporting requirements for purposes of taxation (federal, state, local income taxes, payroll taxes, franchise taxes, property taxes, inventory taxes, etc.). Reporting requirements for SEC, stockholders, stock exchanges.

B&A 574 Financing and Management of Corporate Assets
 B&A 578 Long Term Financial Policies
 B&A NEW Managerial Finance

Governmental Finance

1. Financial problems and approaches in local, state, and federal agencies.

2. Possible course selections:

ECO 460 Public Finance
 ECO 471 Seminar in State and Local Taxation
 ECO NEW Money and Banking

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B. Specialty in Personnel

1. Knowledge of personnel procedures and methods in functional personnel areas such as forecasting manpower requirements, conducting wage and salary surveys or constructing employee evaluation and improvement programs.

B&A 440 Production Management
 B&A 445 Wage and Salary Administration
 B&A 583 Business Personnel Management
 B&A 584 Management Development
 PSY NEW Industrial Psychology

2. Skill in formulating proposals covering desired personnel programs and the ability to present these in a suitable persuasive manner to top management.

B&A 450 Business Report Writing
 B&A 455 Communication and Management
 SDA 460 Communication and Change: The Diffusion of
 Lines and Information

3. Skills in interpersonal and group communication. This would involve a working knowledge of semantics and the technical methods of interviewing.

PSY 409 Group Dynamics
 SDA 460 Communication and Change: The Diffusion of Ideas
 and Information

4. Insight and skill in judging or assessing human qualities, needs, motivations and responses. This would include an effective understanding of the use of psychological tests, with emphasis on their administration and interpretation.

SOC 439 Industrial Sociology
 B&A 550 Executive Leadership and Leaders

5. Possession of professional insight relative to the dynamics of individual and group behavior within organizations.

B&A 540 Organization Behavior and Change

6. Knowledge of law governing labor relations and of the strategies involved in the negotiation of labor agreements and the handling of grievances.

ECO 414 Labor Economics
 ECO 415 Collective Bargaining and Labor Law
 B&A 446 Industrial Relations

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C. Specialty in Marketing

1. Knowledge of Vocabulary used in marketing
B&A NEW Marketing and Markets
2. Concept of the marketing process including the "Marketing Concept".
B&A 563 Development of Marketing Thought
3. A concept of the interdisciplinary nature of marketing, including such areas as economics, psychology, sociology, etc.
B&A 463 Marketing Management
4. A concept of pricing as used by various institutions in marketing.
B&A 463 Marketing Management
B&A 561 Marketing Strategy
5. A concept of the "marketing mix" or "strategy in marketing".
B&A 463 Marketing Management
6. Concept of "consumer buying behavior".
B&A 560 Seminar in Marketing Problems
7. Concept of the environment for making marketing decisions including Government and Marketing and Ethics in marketing.

D. Specialty in Industrial Management

1. Ability to use pertinent knowledge, methods, techniques necessary for the performance of specific tasks and activities in industry.
IET 400 Production Concepts
IET 402 Computer Applications in Industry
IET 421 Study of American Industry
IET 423 Field Study in Industry
IET 597 Special Studies: Industrial Ecology
2. Ability to plan for and manage production functions and to supervise personnel performing the functions.
IET 400 Production Concepts
IET 401 Application of Industrial Management Principles
IET 421 Study of American Industry

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IET 423 Field Study in Industry
 B&A 440 Production Management
 B&A 442 Production Planning and Control
 B&A 443 The Management of Quality Control
 IET 597 Special Studies: Successful Leadership Action

3. Ability to use appropriate motor skills of doing industrial tasks as well as the abstract orientations and basic frames of reference that are normally associated with the industrial environment.

IET 467 New Materials and Processes
 IET 476 Numerical Control Programming
 IET 478 Materials Testing
 IET 482 Power Technology
 IET 492 Electronics Technology

E. Specialty in Business Management

1. General knowledge of the field of quantitative analysis including basic techniques.

B&A 480 Business Statistics
 B&A 580 Quantitative Decision Making
 B&A 587 Managerial Measurements and Control

2. General knowledge of the use of computers.

BED 540 A Survey of Data Processing

3. General knowledge of behavior of individuals in groups, social organizations, human motivations, etc.

B&A 548 Organization Behavior and Change
 PSY 409 Group Dynamics
 PSY 527 Motivation and Emotion

4. General awareness of management through place in society, responsibilities, and influences on management thought.

B&A 520 Foundations of American Enterprise
 B&A 530 Public Policy and American Enterprise
 B&A 577 Development of Management Thought
 B&A 590 Business Organizations and Policy

F. Individualized Specialty

This option allows the student to select a program, with the consent of his advisor, that allows him to attain a particular set of objectives. These objectives must be commensurate with his employer's requirement, his career aspirations, or with his past experimental or academic background. (1)

Section X

- A. FY 1974 Contract for Services Agreement
- B. HUD's "University Without Walls" -- An Article
by Dr. Melvin Wachs

CONTRACT FOR SERVICES

AGREEMENT

THIS AGREEMENT made and entered into this _____ day of _____ 197___, effective as of July 1, 1973, by and between THE RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII (RCUH) and Central Michigan University (CMU), a Michigan Constitutional Educational Corporation, herein defined as CMU.

WITNESSETH:

WHEREAS, The Research Corporation of the University of Hawaii has entered into a contract with the United States of America for a grant for the planning and implementation of the Comprehensive City Demonstration Program for the Model Neighborhood Areas of Kalihi-Palama and Waianae-Wanakuli, hereinafter referred to as the "MNAs," pursuant to Title I of the Demonstration Cities and Metropolitan Development Act of 1966; and

WHEREAS, in utilizing the HUD University Without Walls Program, the CMU will conduct employment-related training and education for the Honolulu Model Neighborhood Areas, residents; and

WHEREAS, the training will combine academic and on-the-job components; and

WHEREAS, The Research Corporation of the University of Hawaii and CMU desire that the educational objectives of the "University Without Walls" concept be advanced and that the goals set forth above be accomplished and enter into this Agreement for that purpose; and

WHEREAS, The Research Corporation of the University of Hawaii desires to engage an Independent Contractor with the ability to undertake the unique requirements of the project and to render certain services on a contract basis which do not admit of competition;

WHEREAS, for purposes of this contract CMU is considered to be a "Contractor" within the meaning of the definitions contained in CDA Letter Number 8, Part II dated June 1969, HUD Handbook.

NOW, THEREFORE, The parties hereto do mutually agree as follows:

A. SCOPE OF SERVICE

1. CMU shall perform but not be limited to the following services:

- a. Make available the equivalent of 30 courses, each giving 3 semester hours of credit with the required size of class not to be larger than 30 students, except that CMU may allow a larger enrollment in classes where the larger size will not have a detrimental effect on the quality of instruction provided according to university standards.
- b. Make available trained counselors to counsel participants on course selection, career and degree objectives, supplemental or remedial training, (subject to screening paragraph 2 a,b), and such other matters bearing on each student's individual development. In this regard, counseling shall assist participants in selecting courses which are employment oriented and which would enhance the student's chances to seek or improve employment status.
- c. Make available textbooks and course materials without additional charge. Assemble and deliver to the RCUB or its representative all necessary pre-course reading materials, course outlines and other learning materials

prior to the beginning of each class.

- d. Assign a program manager to be regularly present in the City of Honolulu who shall be responsible for administering the project and acting as a coordinator during the term of the contract period, and who shall operate from an established office. CMU shall bear the cost of the office operation and rental.
- e. Provide each student participant in the program who completes an application for Developmental Experience with an analysis of his work and past academic record, granting academic credit as appropriate within existing standards established by CMU. Evaluation of Developmental Experience will be completed within three months of the date that all relevant data are submitted. Developmental Experience credit will be entered on official student records after the student has successfully completed 5 semester hours of course work. A minimum of 150 such analyses shall be the program goal and the maximum shall be 300 including the analyses and Developmental Experiences processed since February 1, 1972. To the extent possible all analyses shall be completed not later than January 21, 1974.
- f. Furnish RCUH or its representative with grade reports on each student at the completion of each course, provided students give their consent for such reports (in accordance with CMU's Student Information Policy). In addition, furnish evaluation reports of the program at regular, agreed upon intervals.

- g. If the total number of qualified participants and duly authorized auditors enrolled in any course is less than 10, to reschedule the course at a later date. If upon rescheduling, enrollment for the course is not 10 or more, CMU will schedule another mutually agreed upon course.
- h. To make available 100 independent studies (3 sem. hrs. each) for those students who request such a study program.
- i. CMU reserves the right to make all determinations relevant to academic assessment of students and their continued enrollment as degree-seeking participants in its program. Any Model Cities sponsored student may audit courses on a non-credit, non-degree earning status. Auditors who later qualify for admission to the degree program of the Institute for Personal and Career Development will have their performance in the audit considered when granting academic credit (as provided in paragraph A-1-e).
- j. CMU agrees to offer the 30 courses referred to earlier (see Ala) within 12 months from July 1, 1973. In addition, independent studies shall also be completed within the time limits established for the particular type of independent study undertaken, with students encouraged to complete their work within the time limits of the contract.
- k. As part of its agreement with RCUE, CMU will pay for all instructional services required under this contract and, in addition, will pay the salaries of its own Hawaii-based employees. CMU will also pay all travel and per diem costs

of all independent contractors and project staff according to CMU policy. The RCUH will not be responsible for any additional fees or charges except to the extent of the entire contract amount of \$151,000.00.

1. CMU agrees to make reasonable schedule adjustments as the the release time of the student groups change and as the learning styles of the student group become more apparent.
 - a. CMU agrees to designate one member of its staff to act as a regular, identifiable channel of communication and source of information with a person designated by RCUH.
2. The Research Corporation of the University of Hawaii (through the UH Manoa College of Continuing Education) shall perform, but not be limited to, the following services:
 - a. Screen participants to determine their eligibility in the program with the understanding that CMU shall determine under its requirements, uniformly applied, which participants are qualified to enroll for credit and which participants, if not qualified for credit, may audit CMU courses.
 - b. Provide necessary background on each program participant as required by CMU; and arrange, upon request, visits between students and supervisors.
 - c. Provide classroom facilities, including any necessary audio-visual aids and equipment for the program, and arrange for necessary discussion rooms.
 - d. Provide, when requested, appropriate space for student counseling, in addition to the CMU office, and schedule

students for counseling.

- e. Register students and distribute course materials and course outlines well in advance of the course so that students may have an opportunity for proper preparation according to a schedule to be developed by the CMU program manager (described in paragraph 1 (d) above) and the RCUH designated member of staff who has the responsibility for administration of the program (described in paragraph 2 (i) below).
- f. Collect take-home examinations, papers and other student assignments for CMU, and provide secure space for the storage of these documents.
- g. Publicize regularly and in a timely manner to all MNA residents CMU course offerings and counseling services.
- h. In the event that classes cannot be filled to capacity of 30 students from the MNAs, RCUH may open enrollment to other than MNA residents.
- i. UH Manoa College of Continuing Education agrees to designate one staff member who shall have the responsibility for administration of the program and who shall serve as a regular identifiable channel of communication and source of information.

B. TIME FOR PERFORMANCE

The services of CMU are to commence as soon as practicable after the execution of this Contract. Such services shall be undertaken and completed in such sequence as to assure its expeditious completion in the light of the purpose of this

Contract, but in any event all of the services required hereunder shall be completed on or before June 30, 1974 except as provided in paragraph A-1-e,j.

C. COMPENSATION

The RCUH agrees to pay CMU the sum of ONE HUNDRED FIFTY-ONE THOUSAND DOLLARS (\$151,000.00) as full compensation for the performance of this Contract subject to the provisions listed hereinbelow.

1. Twelve monthly payments of \$11,325.00 upon receipt of invoice. It is specifically understood that these payments are considered to commence August 1, 1973 and continue on a monthly basis from that date.
2. The sum of \$15,100.00 the percent (10%) of the contract payment (\$151,000.00), shall be withheld and final payment of said sum shall be made with the written approval of RCUH which shall be given upon satisfactory completion of the Contract. Satisfactory completion of the Contract will be based upon the following criteria:
 - a. Thirty courses will have been made available.
 - b. One hundred independent studies of 3 credit hours each will have been made available.
 - c. Students who have requested counseling and who have been scheduled by RCUH for counseling will have been counseled.
 - d. Students who have applied for developmental experience evaluation will have had their experiences evaluated and the results of these evaluations made available to them.

e. An end-of-year report summarizing the status of all enrollees as of June 30, 1974, will have been provided.

3. Salaries of both local CMU instructional personnel and all travel and per diem costs will be covered in the above stated amount. There will be no additional charges of any nature incident to carrying out the agreed upon CMU component of CTP.

D. OTHER PROVISIONS

Attached hereto and by this reference made a part of this contract:

Exhibit A -- Special Terms and Conditions for Educational Contract (7/12/72).

Exhibit B -- Supplementary General Conditions--HUD 7050 (11-70).

Exhibit C -- Economic Stabilization Act of 1970 as amended.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be signed as of the day and year first above written.

RESEARCH CORPORATION of
the UNIVERSITY OF HAWAII

CENTRAL MICHIGAN UNIVERSITY

BY *Richard F. [Signature]*
Executive Director

BY _____
Title President

Approved: *Walter [Signature]*
College of Continuing
Education

By _____
Title Vice-President of Business
and Finance

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February 8, 1972

HUD's "UNIVERSITY WITHOUT WALLS":
A LITTLE PUBLICIZED EDUCATIONAL INNOVATION

Dr. Melvin W. Wachs
Senior Program Officer
Community Planning and Management
U.S. Department of Housing and Urban Development

This article is an exception to an unwritten rule that public agencies strive to publicize their most interesting and innovative programs --- literally before they are "off the ground." HUD initiated and has nurtured an intriguing experiment in "open universities" since 1969, almost without benefit of press release. Our response was to long felt needs of Federal, State and local agencies for well-prepared professionals and paraprofessionals, and to the almost desperate pleas of the inner city minority and disadvantaged for access to those educational opportunities available to their more affluent neighbors. Ours has also been a response to the frequent criticism voiced by the academic community, students, industrial and public executives, that contemporary universities are not "relevant" and do not prepare persons for a life's work. Indeed, the experience of Federal, State and local agencies indicates that graduates of even the most distinguished universities in many of the most "pragmatically" oriented fields of study have to be extensively retrained on-the-job.

In response to this and other educational needs, HUD sought to assist a number of institutions in the creation of a university truly "without walls." In order to achieve this goal, with advice from a host of academic and managerial consultants, HUD suggested that the best of managerial technology be combined by interested universities with the best of traditional academic practices, to produce an all-inclusive external degree system.

Brief Program Description

Concisely put, HUD's "university without walls" project involves a highly flexible educational format, encompassing a "new" educational technology in the sense of a combination of formal instruction through intensive seminars, on-the-job training, and work experience; a very liberal and quite flexible academic mix of requirements -- credit for life and work experience, an opportunity to "challenge" the system through examinations, and other features; and the ability to literally take the university anywhere, hence "without walls", and

*This article has been prepared for the California State College system at its request.

to use the very best people as faculty, wherever they may be physically located, by bringing them (as well as the counselors and classes) to the students. Unlike most of the "without walls" programs now in existence, where the student must come to the university, HUD's concept is that the university is there to serve the student, and must come to him. Its service concept provides that the objective of the UWW is to provide a first-rate, relevant educational experience within the context of service. Thus, the university must provide the best in instructional technology, new materials, and the most qualified instructorial staff (whether or not they work for the university full-time is irrelevant). Personal contact is an essential, provided for through a corps of highly skilled, well trained counselors, who must also be specialists in their fields; and all must be complimented by a smoothly run, technically integrated managerial system responsive to student needs. I shall describe this concept more fully as we go along.

HUD's approach to teaching technology involves literally bringing the university to the student. The traditional concept of a university has it fixed in geographic site, in faculty, in approach to educational technology and in transferability of educational and social institutions. HUD's program moves the classes to the student body, wherever they may be; provides a teaching technology suited to inservice hours and work requirements (intensive one week, or three day - two day sessions, plus readings, assignments and course outlines offered far in advance); curricula pragmatically tailored to the needs of students and agencies with both general theoretical exposure and highly work oriented programs of education; equivalency examinations, and recognition of work experience credited towards a degree or certification goal; complete compatability and exchange of credit with every other university or institution in the system, including a network of consortia nationwide; accreditation of certain university-level training experiences the individual may have had through Federal, State, local or private sources; highly trained counselors with regular visitations; university-agency liaison; special on-the-job work study programs; tutorial and research work done in the agency environment; team and individual teaching done by the best qualified instructors drawn from universities, government agencies, professional associations, the private sector; special audio-visual materials, and timely, newly developed readings; programmed learning and tele-teaching techniques; and other features. About 12,000 students will be enrolled in this project nation and worldwide by June, 1972.

Educational Approach

I have said that HUD and its advisors suggested use of the best of the past in a new approach to educational technology, and we have sought to revive long successful experiences in traditional education. We have sought, for instance, revival of the long held but recently little acknowledged tenet that what an individual already knows

through life and work experience, and/or forms of training and education other than those derived from formal courses at academic institutions, can be worthy, meaningful, and substitute in whole or in part for rigidly defined course work. American higher education has succumbed to the fetish that one cannot be educated without subscription to formal coursework, administered by a certified faculty member, although for centuries it has been possible to defend one's higher degree by examination at many of the great universities of the world, such as the Sorbonne and Oxbridge!

Universities participating in HUD's program have sought the advice of many of the most distinguished academics and practitioners in scores of occupational fields to assist them in rendering judgements as to how much practical experience at what levels might substitute for how much, and what kinds, of academic work. For example, assume that a recent enrollee had never taken formal training of any kind in financial management, but now sought to round-out and pursue studies in that field, and seek a BA in Public Administration.

Through our intensive counseling process this student (an actual case among thousands), who had worked in a local governmental unit's budget and finance office for five years, was counseled in depth by a highly trained counselor. His work record was examined in detail, to determine how much actual knowledge he had of public finance, auditing, accounting, and administration, so that formal course work could be relinquished in favor of acknowledgement of life experience. The counselor also analysed non-university training experiences the student had undertaken (such as workshops in municipal finance, orientation sessions run by consultants and state, local and Federal governmental units, institutes run by local universities and junior colleges, and so forth), in terms of academic content. The counselor also met in joint session with the student's direct supervisor, to review the real range of his responsibilities and experiences. This student received sixty semester hour equivalents towards his BA degree, or about half his formal course training experience requirement. The range offered by participating institutions has been from six to ninety hours for the BA, and up to half of graduate degree requirements.

On the basis of this analysis, further buttressed by guidance tables with respect to level and field of experience supplied the counselor by distinguished professionals and professional organizations in each field, the counselor arrives at a mutual assessment of the student's present level of knowledge and ability. On this basis, he tentatively awards a "credit equivalent" for life and work experience. This equivalent might be further tested, if the counselor and/or specialist(s) in the student's field wish to do so, by submission of a formal paper, and/or by oral and/or written examinations. The formal credit equivalent, by the way, is not recorded automatically on a student's transcript by the university. Students must demonstrate their level of ability by taking formal courses, by examinations, and/or by work study experiences at the higher level of competence and knowledge accredited through counselling before a transcript credit release is authorized by their counselor.

Students also have access to advanced accreditation in the already widespread CLEP system, which we find highly academic in approach and limited in applicability to traditional academic subject matter, but none-the-less a "start". There is another tailor-made "CLEP" system available to participants in our program: "Challenge Examinations." These exams are reversions to an almost forgotten academic past, to the time when students did not have to attend formal courses (attendance was never taken) and could prove themselves, (as they still do by the thousands at the University of London or the Sorbonne) by examination alone. In certain universities in HUD's system, students may elect to demonstrate their mastery of any subject field, any subject, or even any degree, through an examination conceived for them by academics and specialists in the field, and administered at their behest and on a schedule convenient to them.

All recommended work/study and formal courses must, of course, be fit into some sort of curriculum or course of study focused on an educational objective. HUD's approach to this requirement has been systematic in development, yet flexible in application.

As a former academic, I well remember the annual departmental and college curriculum committee agony sessions, and the weary months spent in meetings discussing what requirements should be invoked for graduation. We few faculty gathered about the table, even less of us possessed of extensive life rather than teaching experience in our fields of specialization, to decide that every student graduating from our institution needed Stat 101 (because "statistics are good and useful,") or Gov. 103 (because "everyone should know about government,") and on and on. At times, we were rarely if ever cognizant of the real needs of the world outside our meeting room for trained individuals in our fields, and what ingredients could be added to the academic course "mix" to fulfill the recipe to meet those needs. More often than not, we were unconsciously preparing students not for an outside job but for potential future university faculty membership.

HUD has established a self-operative, voluntary, cooperative system, with professionals and professional societies, to help overcome the limitations of inhouse faculty in determining life-related educational needs, and in planning life related curricula. In about twenty fields, participating universities and HUD have worked with panels of highly qualified practitioners drawn from government and industry, and with scores of leaders from academia, in creating new and relevant curricula. We have in these and other fields even gone so far as to design complete courses, list suggested readings, suggest how to apportion "eyeball" classroom and study time in each course, and relate the whole to a new dimension of flow of study through work, classroom exposure, tutorial and other kinds of educational experiences. The curricula are then modified even further, as applicable, in counselor, student and supervisor conferences. This technique could easily be adopted by universities as a sine qua non in curricular planning.

I noted that HUD's program incorporates as an enormously important facet, work experience. Since our objective was to provide a form of what has in recent years been referred to as "continuing education" for those already in or about to enter jobs, we sought to make education an important part of a student's work, and vice versa. That is one of the reasons why supervisors are usually counseled along with students. Thus a student together with his or her supervisor will work out with a counselor, faculty member, and/or academic specialist, a program that combines reading and tutorial experiences and work assignments. He will be judged by the totality of his product, against a clearly defined educational objective in his field, set by counselor, faculty, supervisor, and student. His work/study program (not internship, please!) will be intensive, and may also yield a better immediate work product to his agency as a bonus.

Teaching Technology

Aside from work/study, tutorial, challenge examination, assessment of life and work experience, and other "proofs of the pudding," there is also formal learning garbed in a less traditional guise. With the basic objective of fitting learning to needs of the student rather than to the cycle of the seasons, we have divorced our academic structure of formal learning experiences from harvests and holidays. Since our students do not, as in contemporary academic scheduling hangovers from a rural society, need to take off summers to assist Dad in the harvest, nor require education in fifteen week batches, we have eliminated (except for record keeping purposes) semester systems and vacation gaps. Classes are held whenever and wherever they are needed. We have also eliminated the fetish of classroom "eyeball contact hours." How faculty have for decades bemoaned the "eyeball" timekeeper method, yet done nothing about it! HUD's associated universities have organized their classes in a different manner. Some are in intensive, dawn till dusk, week long experiences, with readings, assignments, and complete course outlines sent to students six to eight weeks in advance. Others are fit around specialized student schedules -- e.g. , two days of intensive work with two or three days again, held several weeks later. There is even, for example, one series of classes organized by a participating university for Strategic Air Command crews down in the silos of the Midwest (not HUD students,) two days on and two days off, to accommodate to the missile commands job assignment needs.

HUD's "University Without Walls" associates do not ask students to drag off to class weekly after a long day's work from 7 to 9 pm on the thesis that sixteen weeks are needed in all cases to learn, and that is that. Rather, students are released from the job to take formal training, and go back to work with the fruits of knowledge and exposure the next Monday, or Wednesday, or whatever. The results are oftentimes amazing for information, approaches, and even theories, are almost immediately applied to job and life situations.

This system has also permitted our university associates to organize and run classes in an entirely different manner than in the past. They have, for example, set up "track" courses -- e.g., at different academic levels of sophistication with the more advanced assisting the less advanced to learn, while reinforcing their own experiences. This teaching technology has also made it possible for participating institutions to utilize the very best faculty that can be found anywhere -- meant literally, for they may be brought from all parts of the nation and may be career academics, agency and/or private sector people, with high qualifications. To teach, one need only spare a complete week off the job, rather than four to twelve months. Preparation time and followup, while very very intensive, are usually done at home. Participating universities are also able to pay visiting professors at about double the going rate for contemporary "big university" continuing education expenses because the programs are self-reimbursable. HUD has also begun a project designed to radically change the nature of traditional correspondence instruction, so that its "University Without Walls" may reach clientele with first-rate study materials anywhere in the nation, in situations where actual physical classes are not practical. Individual student learning packages (instead of the traditional series of readings and questions followed by an examination) will include lectures recorded on easy-to-use tape cassettes; tape-slide presentations (cheaply made for the individual student, more complex for agency use;) videotapes and movies for agencies. HUD anticipates that this approach will make undergraduate instruction available at low cost to thousands of State-local personnel, and will have particular appeal to minority and disadvantaged persons wishing to enter public employment. Special orientation sessions have been designed to train students, supervisors and employee development staff in use of the new programs.

The UWW and Local Educational Needs

HUD is also arranging complete educational programs with jurisdictions, literally transporting its "Universities Without Walls" physically to them to serve their total range of needs for staff training. Involved are Urban Renewal, Model Cities, Housing, Planning, Codes, administrative and other HUD related agencies. When feasible, local school systems, police, public health and other affiliated agencies in the jurisdiction have joined the total program using PHS, Justice, OE and other available Federal funds, plus local supplementation and even student derived prorata contributions. Federal agencies have also adopted HUD's "University Without Walls" technology and programs for internal staff training purposes, and HUD is cooperating with the Bureau of Training of the U.S. Civil Service Commission. We soon expect to add a television teaching series designed to bring instruction to blocs of individuals in a geographic area, coupled with learning packages and "challenge" systems; assistance to elementary and secondary school teachers and school systems in training teachers to incorporate urban related materials in students' curricula at these levels; new and innovative materials to assist university faculty in revitalizing curricula and courses in HUD related areas of

interest, drawn from materials incorporated in UWW programs.

Our program has been accepted everywhere it has been introduced, even in situations where local universities were many in number, long on tenure, and significant in size and strength. Local authorities have been the prime movers, even in the latter situation, requesting aid from HUD in establishing a "university without walls." We conclude, on the basis of local requests and analysis, that the reason why HUD's UWW is so much wanted is basically because there exists a void in higher education -- a gap that traditional institutions do not and cannot fill through contemporary management and educational policies. We have also assisted in establishing complete "universities without campuses," if you will, in towns and cities where none existed. In many instances these new programs range from arts associate to masters, or even PhD degree levels.

We have been continually amazed at the rapid spread of our UWW program. It is now available in one form or another in about twenty states, and in dozens of metropolitan areas. The military have adopted it on scores of bases, and it is open to servicemen in the Far East, Europe, Africa and Latin America. Many of the military programs, all paid for by the Department of Defense or the Veterans' Administration (not HUD), are meshed with local programs involving urban educational needs of nearby communities.

I do not want to leave the impression that all of the students are government employees or military people. We have not as of this time encouraged our associates to go beyond our immediate Federal, State and local educational needs. But in the course of implementing the program, hundreds of housewives, businessmen, employees of local banks and corporations and just plain "mer in the street" have enrolled, eager to advance their education. We even have a small number of old-fashioned, "green behind the ears" twenty-year-old full time students.

We follow with great interest the other UWW projects that seek to incorporate a bit of the HUD system (or do we incorporate a portion of their goals and organization?) such as the State University of New York residential centers system, combining a limited approach to off campus education with a liberalized curriculum; the bold and interesting new Minnesota experiment, literally a "university without campus," and in some respects apparently a bit like our UWW system; interesting, campus-based Union of Experimental Colleges system, funded by the Office of Education and the Ford Foundation; and the many scattered responses. During the past two years we have communicated with about 300 institutions at their request, about our program. About 120 have indicated that they would like to actually try to do it, and about thirty have really had a go at it. Thus far HUD has limited its full support only to those that have gotten through the developmental stages. It is interesting to note that our system can be set up and put in full operation for an outlay of under \$10,000, none of which HUD pays. We are willing to assist most interested parties, and have done so regularly. The system is

rather fully set forth in practice and experience, although not in detail on paper. It must be adopted and adapted to each university's needs, and each institution's capacity to respond.

The Managerial System

In order to make the academic system "go," HUD suggests that interested schools set up an entirely new and different management system. We have found the old, replaced system too cumbersome. It is not student-oriented (it tends to serve its natural clientele, faculty and administration,) cannot cope with the new educational situation, and does not respond rapidly enough. Our suggested system is simple in concept, although quite sophisticated in detail and difficult in some respects in implementation. The entire program, despite its intricacies, can be and has been set up from start to finish in as little as three to four months. The lengthy and agonizing (and many say, wasted) "developmental period" so traditional to academe is dispensed with, and the institution is in business with a "UWU" without delay.

Through our suggested system about fifteen administrative employees can actually run a UWU program for as many as 6,000 students at widely scattered locations. If the locations are too scattered, of course, enough time will be consumed in staff travel to require additional people. The keyman is the Director, who reports directly to the Provost, President, or Chancellor of the institution. His is a role with completely delegated authority to run programs, to admit students (we do not suggest that admissions be referred back to the regular Registrar and Admissions staff for processing,) to contract, and so forth. He in effect runs a miniature university, and perhaps even in some cases a multiversity. Under him may be an Associate or Deputy Director for Program Development. This is not the university job so often termed "development," which is a euphemism for dollar-getting. Dollars in the form of students and contracts seem to flow the way of successful UWU projects. This man actually develops and carries programs to completion, with the aid of the third administrative cog -- the Program Manager.

The keyman in the system at delivery level, is the Program Manager or Program Coordinator -- an adaptation of the familiar and successful industrial technique. This man is fully responsible to the director for full delivery of academic, counseling, records, materials and other components of the educational product to the user onsite -- students and agencies. The manager sees to it that each project runs smoothly, that course scheduling and counseling sessions take place, that books and library loan resources are promptly delivered, and that all clientele needs are satisfied. He is an expeditor and a coordinator, serving students, administrators, and faculty through scheduling, selection accreditation, briefing, and evaluation. We suggest that the Program Manager is paralleled by the industrial systems engineer who coordinates all phases of an intricate project, and has full responsibility for seeing to it that the system ticks along,

producing a complete product at the end of the assembly line.

In addition to these positions, other major components include a complete, internalized financial management system apart from the university's (although it may be successfully managed by a good university system, with computer base) to handle the myriad of incoming and outgoing invoices, payments, and so forth which come in a steady flow at all times, since there is no semester system; a complete book and material ordering and assembly operation, which works at a steady pace (some of the UWW programs already run as many as 350 formal courses per year,) since university bookstores are ill-equipped to do this job; a multi-media center, which can be set up to produce learning packages and run for as little as \$200,000 per year (packages can be produced, ready for the printer, for about \$3,500;) a course scheduling and instructor briefing operation working closely with the program managers; a liaison man, who works with the professional interest groups and advisors, and with campus; an external, university-based faculty committee, representing the faculty organization (most often the Senate) and having delegated powers to accredit courses, visiting faculty, and curricula, and to evaluate and report back to the institution; a corps of counselors, almost always part-time (they are paid by the day, with expenses,) drawn from the university, professional societies, agencies and other sources, who are highly trained in a unique system that is the heart of the personal contact portion of the UWW system; and a registrar-information system "honcho" who tends the elaborate data system, files, and takes care of liaison with the campus registrar and admission office. There may also be a few more part-time aides, generally local people at remote locations who assist in a sort of program manager capacity. That is all. But it is not as simple as it seems. In the proper administration lies the heart of the delivery system, once the rigorous, academic ground-rules are complied with.

Consortia and Costs

The academic ground-rules should be considered at this point. All HUD sponsored projects are fully accredited, and have run the full gamut of internal university committees, departments, faculty organizations, and so forth. All are approved by their respective State and institutional trustees and administration, and by the regional groups accrediting the institutions themselves. Most at this stage have been fully inspected by the accrediting agencies, and received highest marks for content and innovation. I have not yet mentioned consortia schools. Unlike most academic consortia (usually loose confederative relationships,) we ask that schools cooperating in our UWW projects sign legally binding agreements, to fully recognize all offerings and credits, mutually, within the UWW program, and to cooperate in a dozen ways, including exchange of faculty, counseling, records, materials etc. It is a very tight academic relationship, operating to the benefit of the student. About forty-five institutions are now in consortia in our program.

Finances are another interesting area. I noted earlier that HUD has never paid for developmental costs. They are usually quite small, and recouped in a properly run project in a short time. The only usual fees are a small registration fee; fees for assessment of life and work experience, on a sliding scale; a per hour credit registration fee ranging from \$25-\$60, covering all expenses of counseling and program operation; and examination and matriculation fees; that is it. In a properly run program, the institution should be able to make a nice "excess of income over expenditure," which we suggest it plow back into improving the program.

The reason developmental costs can be so low is that the base system is already developed and in operation, and a university can adopt it en toto if it wishes to do so. The basic investment is manhours spent acquainting staff with the details (and they are considerable,) and an outlay of time setting it in place. There is a very real economy of scale, which can be realized through volume. Unlike most educational systems, the more people HUD's UWW serves, the less expensive the per unit cost. There is a point of diminishing scale, but we have not reached it yet, since none of the units in our program has expanded beyond 6000 students.

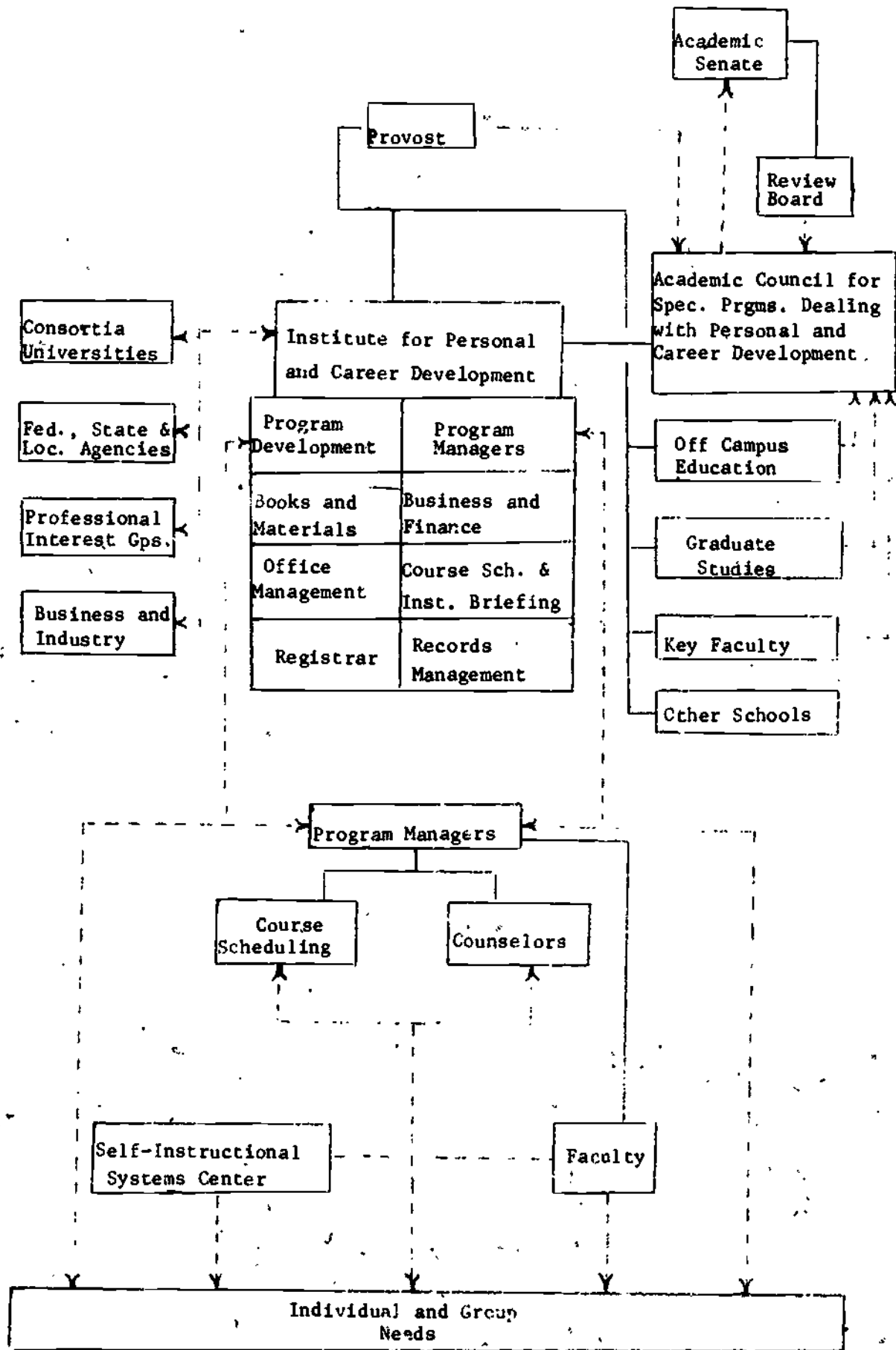
Principal costs are administrative, for the faculty is engaged on a course-by-course basis, and counselors are engaged on call. This arrangement removes the necessity for substantial overhead in space and utilities, personnel management costs, and other fixed outlays relative to staff; it also permits great flexibility in selection, retention and rejection of personnel on the basis of performance. Despite the best screening procedures, non-performers always crop up. Since there is no tenure, the UWW university is not saddled with faculty who cannot teach, nor counselors who cannot counsel. Since there are no buildings and grounds to maintain, all non-instructional outlays are basically for administrative staff, travel, supplies, and communications. I do not think that it is necessary at this point to delve further into administrative details of the project. They are available to any who ask, albeit verbally. There is also a realtime evaluation system I have not begun to describe because of space limitations.

Recapitulation

To summarize, HUD's suggested UWW system involves a highly flexible academic program which can be delivered, with a high quality faculty and intensive, individualized and regular counseling services anywhere. This academic mix recognizes the individual's growth; relates closely to employment situations through work/study and other features (such as technical assistance to agencies, and to urban school systems, which we have not even touched upon;) and provides remedial assistance to those who have reading and learning difficulties. The entire program is delivered onsite through a streamlined educational management system, unusual in its compactness and basic simplicity.

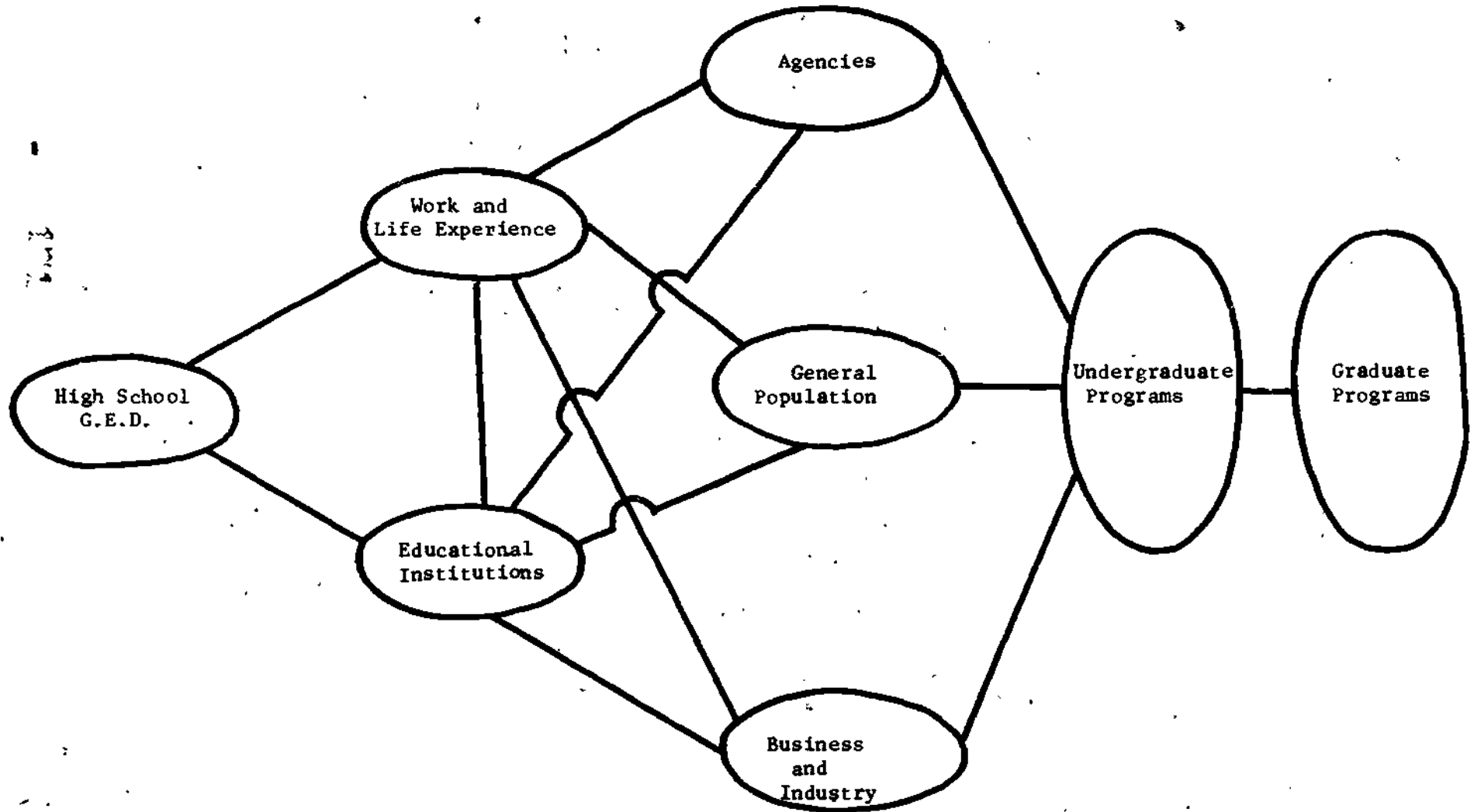
It does not provide a "community of scholars," and it has all the disadvantages of a university without a campus. So much has been written and voiced extolling UWW systems that we should not lose sight of their disadvantages as well as their advantages. It is not my purpose in this article to note their disadvantages. I shall only note the fact that there are about 1300 universities and colleges with campuses in the nation and only a few without. The advantages will, we hope, long remain. No one need fear their eclipse; we can only strive to increase their advantages and decrease their disadvantages, taking advantage of the best, modifying and discarding the worst and weakest.

As I noted in my introductory paragraph, we have not sought to advertise our program as others have, simply to inform those who wish to know about it. HUD will be pleased to give details to whomever inquires. The universities who have participated as major institutions in our program in the past, or who are now participating, include: Tulsa, Southern Illinois (Edwardsville,) Oklahoma, Detroit, Shaw College at Detroit, Northern Colorado, and Central Michigan. The largest programs by July 1, 1972 will be operated by Colorado, Oklahoma and Central Michigan. Oklahoma's program is by far the oldest (set up in 1964,) and is the most traditional academically. It is academically, however, a fine one. Northern Colorado's is academically much more current, and during the first year of operation incorporated a total, university-run program. It has been contracted out by the University to a non-profit subsidiary of a profit making consulting firm, the latter having established a total management subcontract with its non-profit subsidiary. The Central Michigan program, although a new one, promises to be the most flexible managerially of the lot, and the most wide ranging and promising from an academic point of view. We wish them and the others now "in the mill" well, and we salute their contributions to meeting the educational needs of urban America.

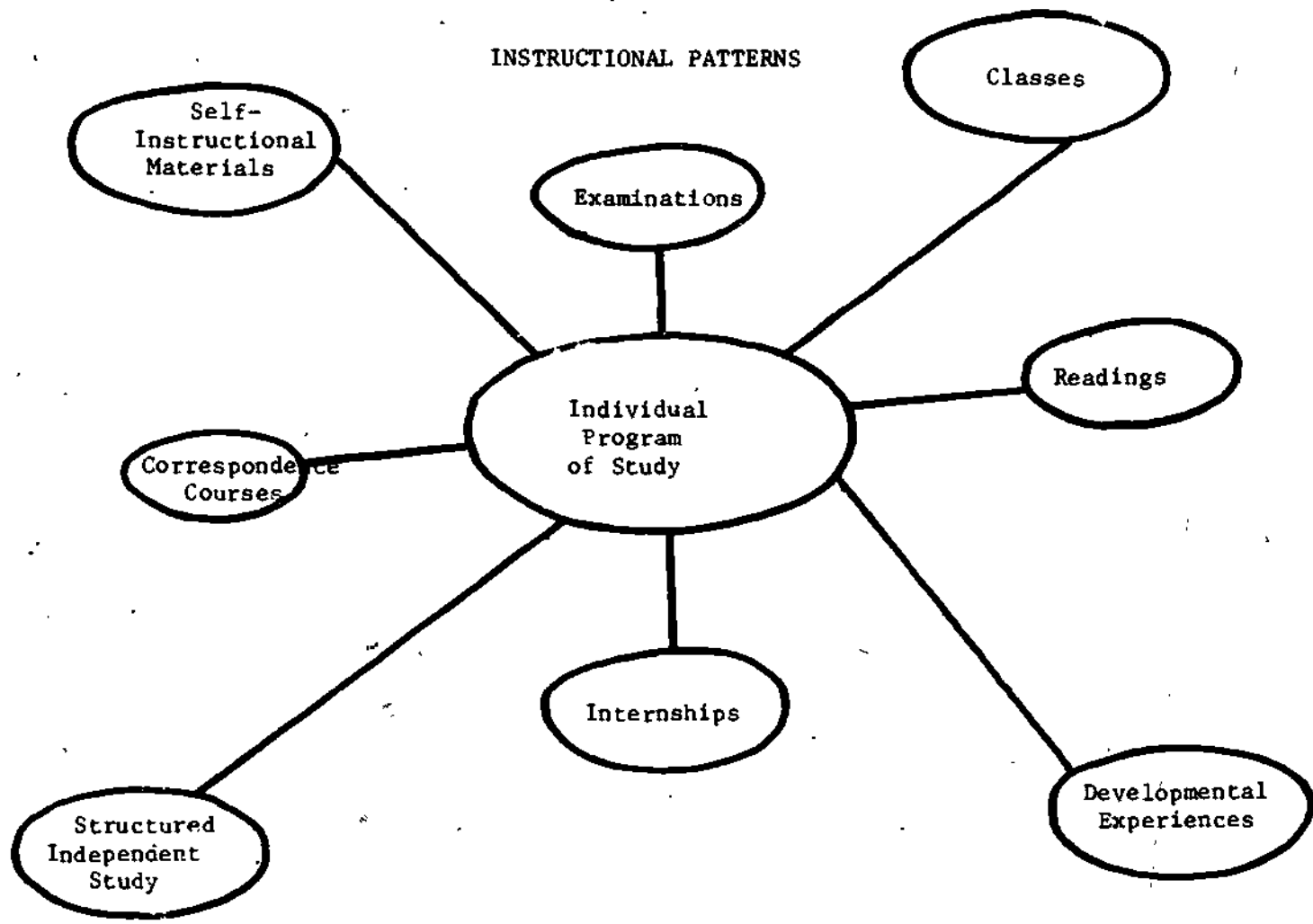


ORGANIZATIONAL FRAMEWORK

STUDENTS

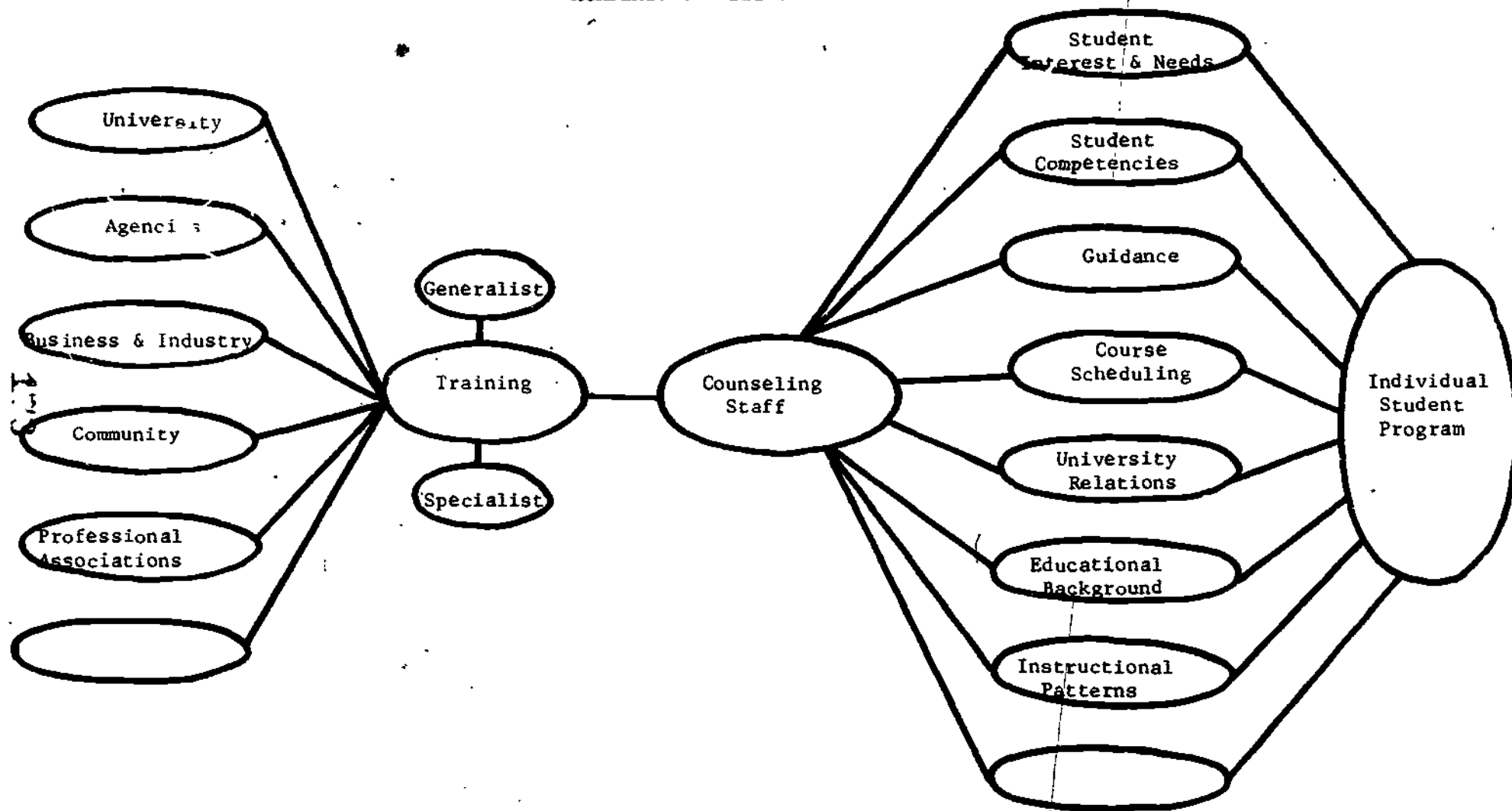


INSTRUCTIONAL PATTERNS

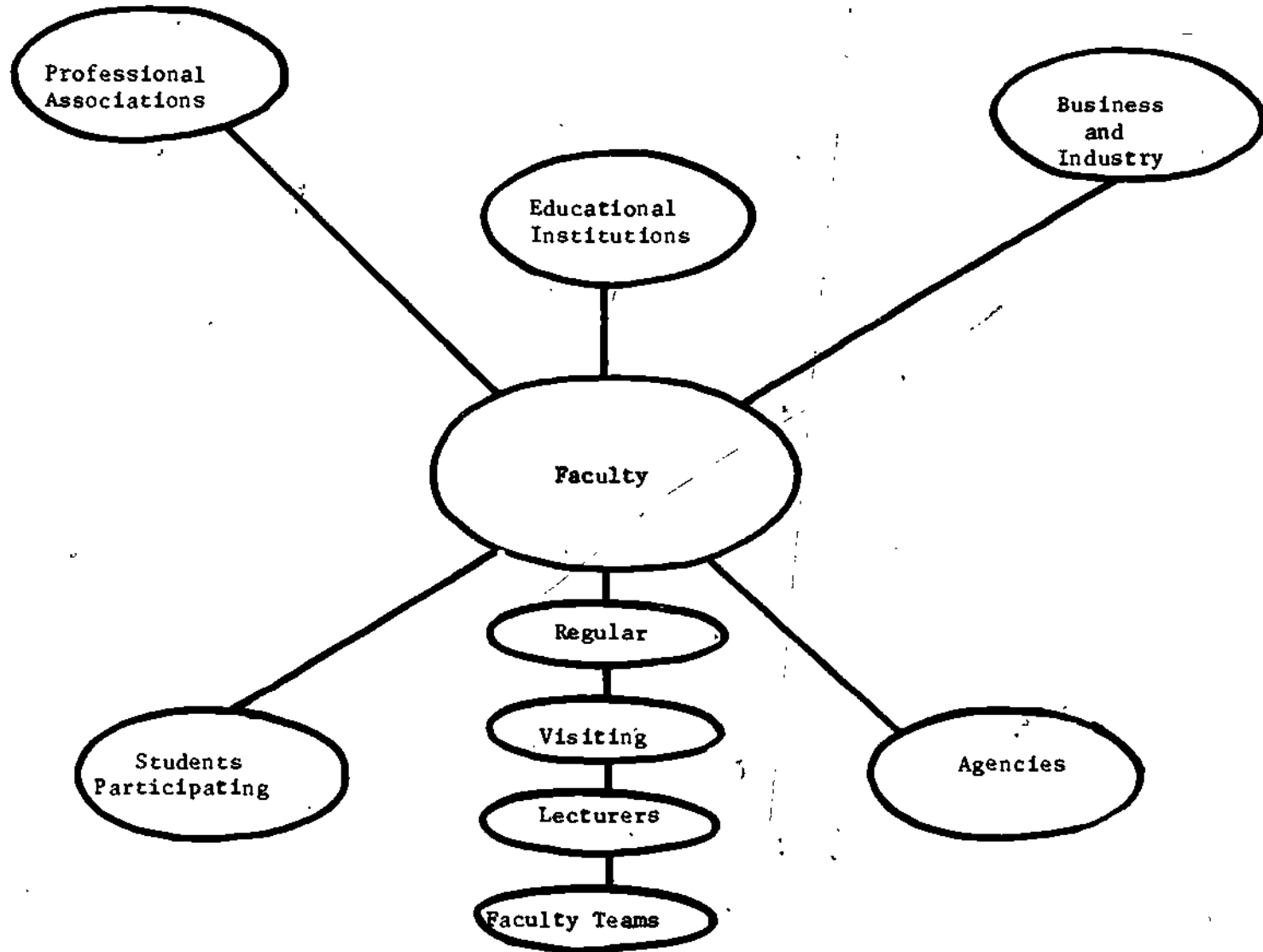


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ACADEMIC CONSELING CONTINUUM

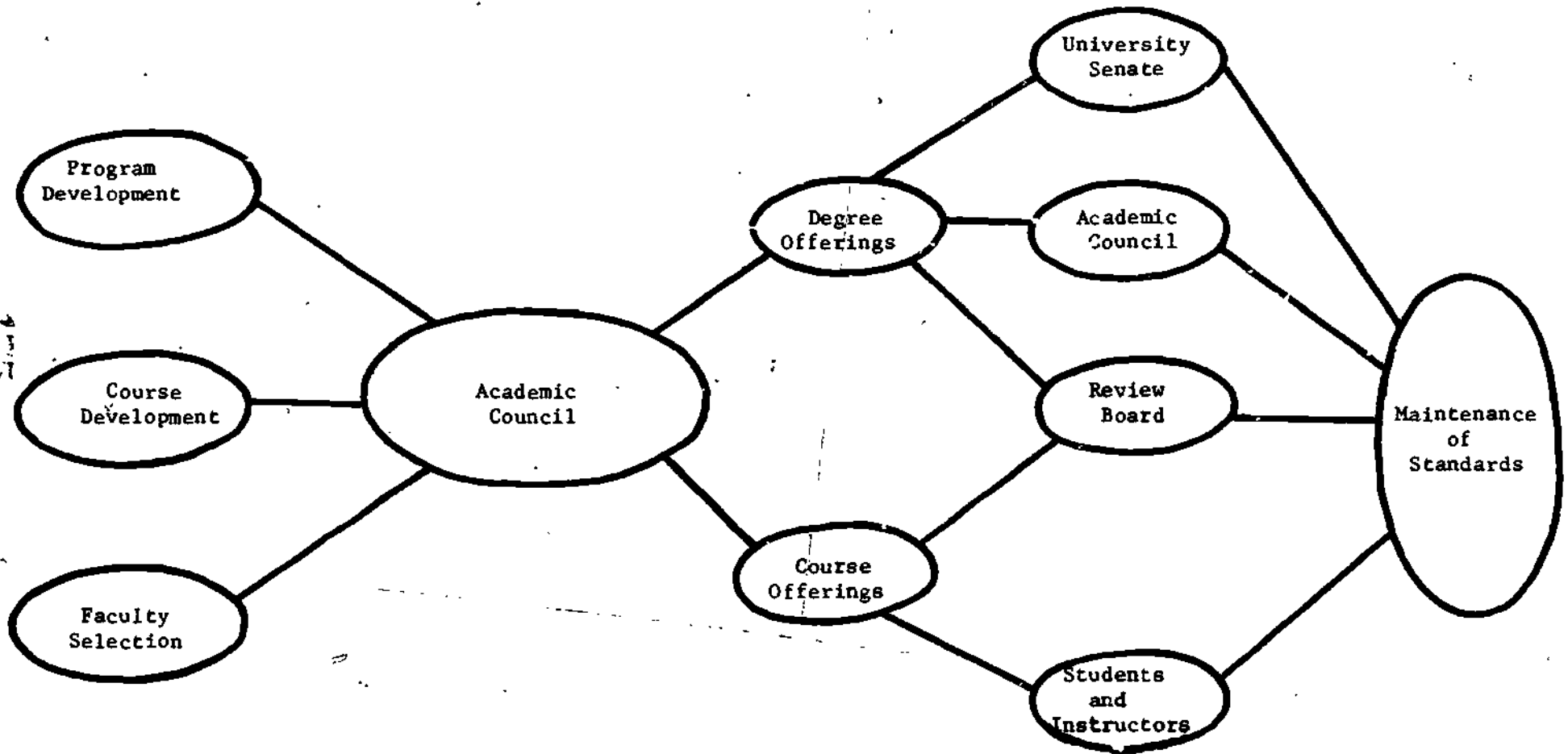


FACULTY



10/17

REVIEW AND EVALUATION



FINANCIAL RESOURCES
(Income and Benefits)

