1974

Non-Traditional Degree Programs

Charles G. Morris  
*University of Michigan*

Phillip D. Adams  
*Western Michigan University*

Don M. Flournoy  
*Ohio University*

Allen M. Kepke  
*Bowling Green State University*

S. D. Lovell  
*Southern Illinois University at Edwardsville*

*See next page for additional authors*

Follow this and additional works at: https://scholarworks.wmich.edu/perspectives

Part of the Higher Education Commons, and the Liberal Studies Commons

**Recommended Citation**

Available at: https://scholarworks.wmich.edu/perspectives/vol6/iss3/7

This Panel is brought to you for free and open access by the Western Michigan University at ScholarWorks at WMU. It has been accepted for inclusion in Perspectives by an authorized editor of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.
Non-Traditional Degree Programs

Authors
Charles G. Morris, Phillip D. Adams, Don M. Flournoy, Allen M. Kepke, S. D. Lovell, and Warren S. Smith
Non-Traditional Degree Programs

By C. G. Morris
University of Michigan

PROGRAMS WITHIN THE B.A. DEGREE

(1) Individualized Concentration Program. Students who have special academic interests which do not fall within existing departmental, interdepartmental, area, or special concentration programs may propose their own field of concentration. They define the core or unifying element of their intended programs and prepare four-term academic plans designed to produce a thorough study of the subject areas. Each student consults with a concentration counselor from the department which offers the largest number of courses contained within the academic plan to determine the degree to which the proposed program could be carried out within the framework of a regular concentration program. If the program cannot reasonably be carried out within a regular concentration program, the student discusses the academic plans with a special "individual concentration" advisor; the resulting academic program is forwarded to the Committee on Interdisciplinary Studies which approves such special programs if the subject is susceptible to the kind of systematic study involved in a concentration program and if the program adequately and coherently insures systematic studies of the central subject. Approximately 50 juniors and seniors are presently participating in this program. They are not normally required to obtain counselor approval for course elections in any given term, but the special individual concentration advisor does meet with each of them prior to their final term to assure that the courses actually elected match reasonably close to the proposed
program study. Sample programs which have been approved in the recent past include "Urban Studies," "Cybernetics," "Environmental Studies," "Women's Studies," and "Technology and Values."

(2) INTEFLEX. 50 Freshmen each year are admitted to a special 6-year combined premedical/medical program. These students select a full set of courses for the Fall, Winter, and Spring terms (10 months each year). The program is intended to provide these students with the advantages of a liberal education with emphasis upon social responsibility. It is based upon the assumption that education includes moral, social and attitudinal growth as well as increased knowledge of facts and concepts, that the extra-curricular portions of the educational process are and should be important in determining the character of intellectual growth, that students should learn facts as a part of a coherent whole rather than as isolated bits, that the number of facts and concepts in the area of the natural and basic medical sciences which are necessary for the practice of medicine is smaller than is usually apparent in standard curricula, that the number of facts and concepts in the area of behavioral sciences and the humanities which are necessary for the practice of medicine is greater than is usually apparent in standard curricula, and that grading should be used for evaluation and not stimulating learning. The curriculum is highly structured and it includes courses which have been developed specifically for INTEFLEX students. The students are counseled by special INTEFLEX counselors who represent both LSA and the Medical School. Since the students selected for this program are chosen in part because of their extremely high SAT math scores and their strong high school records, it is not surprising that their academic records at Michigan are generally outstanding.

BACHELOR IN GENERAL STUDIES

In 1969, LSA created a new degree: the Bachelor in General Studies (BGS). This degree requires only that the student complete 120 hours with an overall grade average of C or better, that at least 60 credits be earned in courses numbered 300 or higher, and that of the 60 not more than 20 be earned in any one department. There are no distribution or concentration requirements in the BGS degree program. Course elections for the BGS students are subject to counselor approval only during the Freshman year; thereafter, students are encouraged but not required to seek advice from a special full-time BGS counselor. Each student has the ultimate responsibility for planning his or her own academic program. Students are permitted to switch to and from the BGS degree until their senior year, but even then a student may switch if he or she can complete the degree program in the normal period of time. Almost 20% of the student body has elected the BGS program, and we now graduate more BGS stu-
dents each year than any other college program. Research data indicate that approximately two-thirds of the BGS students apparently elect the program for the flexibility which it affords in the area of program planning. Research data indicate clearly that BGS graduates are quite comparable to B.A. and B.S. graduates in terms both of ability and of performance, and there is some evidence that GBS graduates are somewhat more creative and imaginative than the average B.A. or B.S. graduates.

A Program in Humanities

By PHILLIP D. ADAMS
Western Michigan University

The Humanities Area of the College of General Studies is among the largest of the departmental units at Western Michigan University; with a full-time equated faculty of forty (40), it offers thirty-four (34) courses and participates in the inter-Area Integrated Programs offered by the College of General Studies. Courses offered by the Humanities Area may be used to satisfy General Education requirements of the University or, in some cases, they may be used to satisfy major/minor requirements (such as in the programs offered by the Institute for International and Area Studies and the newly created Fine Arts Minor, which will be offered jointly by the departments of Art, Dance, English, Humanities, Music, and Theatre).

The major concern in all courses offered by the Humanities Area is the fundamental question: what does it mean to be a human being? We examine, especially through historical perspectives, a spectrum of other persons' intellectual, emotional, spiritual, and imaginative responses to this basic question. We explore a whole range of values associated with those responses for the purpose of providing a comparative basis for one's own discrimination and choice.

The objectives of the Humanities Area are:

1. To demonstrate to students how they may, by drawing upon the knowledge, insights, and methods of inquiry from several fields, develop their skills of inquiry, communication, critical analysis.

2. To assist students in their understanding of and appreciation for the unique adaptations made by the world’s major cultures to their particular environments by studying the cultural values
manifested in religious-philosophic, social, political, and artistic systems.

3. To examine the range of responses individuals have made to their cultural environments.

4. To assist students in developing a range of meaningful ways of responding to the arts in order that they may understand the relationship of artistic expression in any age in the cultural context in which it occurs.

And while it is evident that no one course or instructor will give equal weight to each or all of the objectives we have adopted, it is safe to say that each of the objectives will at least be touched upon in each of our courses and at least one of them will be given strong emphasis.

All courses offered by the Humanities Area are interdisciplinary, and each deals with man's imaginative and aesthetic responses, his cultural symbols. Our emphasis is frequently on the arts, but our approach is not so much a comparative or interrelated study of the arts (where the main concerns lead ultimately to questions about the arts and their form, style, etc.) as it is a matter of employing the arts to gain particular insights into the nature of man as he responds to his cultural environment. Our approach necessarily involves more than a concern for the arts. Since our primary concern involves the question of what it means to be a human being, and since answering such a question also involves an examination of man's cultural context, all of the traditional humanistic disciplines are involved in our courses. Moreover, in many of our courses, we find it necessary to extend into the Sciences and Social Sciences in order to delineate and/or collaborate a given cultural premise.

One of the important features of the Humanities Area offerings involves our approach to areas of study traditionally referred to as "Non-Western." We do not arbitrarily set apart our courses into Non-Western and Western categories. Since our basic concern is what it means to be a human being, the notion of categorizing our courses by geographical boundaries seems inappropriate. Our concerns can not be different for geographical portionings.

The conceptual framework for our program can be summarized as follows:

The only Humanities Area offering at the Freshman (100)-level is our course Direct Encounter with the Arts. This is a multi-section course enrolling approximately 400 students each regular semester. In this course we attempt to bring students into direct contact with artists and the arts so that they may become more knowing as an audience and realize the value the arts may have in their lives. We take students to concerts and plays; we provide exhibitions of the works of visual artists in the Humanities Area SPACE Exhibition Area.
We make sure, also, that students encounter the artists personally. During the past year or two, we have had such figures as Christo, Peter Max, John Cage, Clark Terry, and Vinnie Burrows participating in the program. When the course program involves a play or a concert, we make arrangements to involve some of the participating artists to work with our classes; the road show of Neil Simon's *Prisoner of Second Avenue* was presented at Western last year, and some of the cast members met with our students to discuss the play, acting, the problems of putting on such a production. During each semester students in the course encounter a minimum of 12 performances/exhibitions and artists.

Our Sophomore (200)-level courses are directed toward the relationships between man's expressive-imaginative reactions to the twentieth-century world in which he lives. Courses in this category range from Arts in the Twentieth Century, to Popular Arts, to Arts and Cultures of Africa, to the Arts and Cultures of Black America. We attempt to bring students to a clearer understanding of their own cultural context through a clearer understanding of how twentieth-century artists have or are responding to their world.

At the Junior (300)-level we offer a series of courses exploring a more expansive cultural context, with a deliberate emphasis upon the historical perspective. Our two-semester sequence titled Man's Search for Meaning, for instance, deals with the cultural high points of Western man beginning with the 5th-century Greece; we offer, among others, such courses as American Culture and African Cultures. We deal, also at the 300 level, with courses involving man's symbolic processes, offering courses in Human Communication and Mass Media.

Because we are concerned with interdisciplinary/integrated approaches to knowledge, and because we do not feel that Humanities should necessarily be equated with introductory and broad survey courses, the Humanities Area offers a variety of courses at the Senior (400)-level which are directed toward more specifically designated areas of inquiry. Thus we have such courses as The Twenties; Art and Technology; America Since World War II; Women: Past, Present, Future; Creating History; Towards 2000; Common Metaphors in the Arts.

Student involvement in our program begins with an immediate involvement in the arts and ideas of the contemporary setting; then it proceeds to a more intellectual and objective approach, concentrating on the students' primary cultural experience, the twentieth century; following this, students are provided with an opportunity to broaden their cultural background both historically and geographically; lastly, students are given an opportunity to involve themselves in some kind of in-depth study in the Humanities.

The Humanities Area at Western Michigan University does not,
at this point, offer major and minor sequences or graduate programs, but we are preparing them. The primary thrust of the Humanities Area has been directed toward offering quality undergraduate courses in the General Education Program at the University.

How About Accountability?

By Phillip D. Adams
Western Michigan University

"Would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," said the Cat.
"I don't much care where—" said Alice.
"Then it doesn't matter which way you go," said the Cat.
"—So long as I get somewhere," Alice added as an explanation.
"Oh, you're sure to do that," said the Cat, "If you only walk long enough."

Lewis Carroll
Alice's Adventures in Wonderland

Perhaps Alice lacks a sense of direction; but, in some respects, she may not be as confused or lost as she appears to be. After all, Alice does not "care," particularly, where she is going—"somewhere" will do. And, as the Cat explains, she can manage that easily by walking until she gets there. Nebulous as it may be, Alice has a place to go, and she knows how she is going to get there.

We are gathered together to discuss "non-traditional degree programs." While the questions we ask concerning student enrollments, student preferences, acceptance of courses and programs, faculty adaptability in response to student needs and the like are important, perhaps the most significant question we should raise is directly related to the nature of Alice's itinerary: Can those of us who are professionally involved in offering non-traditional degree programs justify merely walking "long enough" to get someplace, anyplace? Or, put another way, how do we determine whether the cobblestones we and our students are stumbling over aren't part and parcel of a primrose path?

Alice does not "care" where she is going, but we should care about which paths we are directing our students to take. If we are to lay
claim to any intellectual and professional integrity, we should determine our points of rendezvous. We should be able to say to our students, our colleagues, to any interested party, for that matter, if that is the point you want to reach, this and this and this are paths which lead there. If you, with our guidance and assistance, can successfully negotiate the terrain, you can get to that place.

This is one of the premises we at Western Michigan University are assuming as we prepare our non-traditional degree programs. The Humanities Area has very deliberately established objectives and determined the parameters, as we see them, in that area of study we refer to as the Humanities.

Non-Traditional Degrees

By Don M. Flournoy
Ohio University

BACHELOR OF GENERAL STUDIES

Description: The Bachelor of General Studies is an individualized four-year degree. This program provides an opportunity for undergraduate students at Ohio University to design their own education. The student with high motivation, an exceptional background or an unusual combination of talents and interests may find this degree program useful in attaining his/her goals. The program is geared toward four categories of students. 1) The student who is undecided about career goals and wishes to utilize the university resources to find out who he is and what he wants to become; 2) the student who desires to obtain an education motivated only by self-interest with no apparent intent to utilize the education for career purposes; 3) the student who knows what it is he wants to become but wishes to pursue a non-traditional approach in attaining that goal; and 4) the student who wants to utilize the available university resources in some combination to create an entirely unique field of study not currently available in the curriculum offerings.

Admission Requirements: Applicants must have earned no less than 45 quarter credit hours of college credit and have a cumulative grade point average of 2.0 on a 4.0 scale. Students must complete the formal application and have discussed their proposed programs with faculty advisors and a counselor in the University College. The application, consisting of a rationale and outline of courses to be established as graduation requirements, is approved by a faculty/student committee.

Graduation Requirements: Candidates must have earned 180 quarter hours with a minimum grade point average of 2.0 and have com-
pleted the approved area of concentration. No less than 45 quarter hours must have been earned after admission with 90 of the 180 required hours earned in courses numbering 300 or above.

_Cautions:_ Although Ohio University provides a legitimate and workable process for designing a non-traditional program of study, applicants are cautioned that an element of risk accompanies departure from tradition. The traditional degrees have greater visibility and inherent acceptability to employers and graduate schools. We also point out that the curricular patterns suggested by the various disciplines are the judgment of professionals and have passed the test of time. To follow an established route may be safer and in the long run more fruitful. If, however, the student has exhausted other possibilities and feels comfortable with the requirements of this degree, he/she is welcome to apply.

_Evaluation:_ Follow-up evaluations of BGS graduates compared with graduates of other Ohio University degree programs reveals that these students are having no particular difficulty (attributable to the degree) getting jobs and gaining admission to graduate and professional schools. The level of satisfaction reported by graduates with their undergraduate preparation is also high.

Profile data is now being collected on all students enrolled to determine the characteristics of BGS students, types of degrees designed, distribution of courses completed, admission and graduation grade point average, age range, transfer/transient work taken, etc.

Program Initiated: Fall 1970
Total Graduates: 1,000
Current Enrollment: 1,000

ASSOCIATE OF INDIVIDUALIZED STUDY

The following request has been forwarded to the Ohio Board of Regents following its approval this Summer and Fall by the Ohio University Curriculum Council and the Ohio University Board of Trustees:

_Associate of Individualized Studies:_ This degree will be awarded for the satisfactory completion of a minimum of 90 quarter hours of credit with a minimum 2.0 accumulative grade point average in a self-designed course of study.

Students seeking the Associate of Individualized Studies degree must complete a formal application outlining a proposed course of study not available through an existing Ohio University degree program. Students may begin work at any time upon this degree but a minimum of 30 credit hours must be earned after admission. The number of total hours to be completed in a given area of concentration will be left to the discretion of the student and his advisors and the approving
curriculum body. Two resource faculty must have been consulted in
the preparation of the individualized program and the entire plan ap­
proved for workability and educational merit by the University College
Council.

Non-Traditional Degrees

By Allen M. Kepke
Bowling Green State University

The College of Arts and Sciences at Bowling Green State Univer­
sity offers two non-traditional degree programs, the Individualized
Planned Program and the Bachelor of Liberal Studies Program. The
Individualized Planned Program offers students the opportunity to
modify their program within the traditional Bachelor of Arts or
Bachelor Studies Program, the entire academic program is tailored
uniquely to a student's needs and goals.

The requirements of the traditional Bachelor of Arts Degree and
Bachelor of Science Degree include five requirements (composition,
foreign language, science-math, social sciences, and humanities), a
major (approximately fifty hours), and a minor (approximately thirty
hours).

The Individualized Planned Program affords a student the op­
portunity to modify the major and/or minor requirements. The stu­
dent may create an Individualized Planned Program in consultation
with a faculty adviser or advisers to substitute for the major/minor
areas of study. A student who has earned at least 45 hours of credit
and who needs at least 45 hours to complete the program may petition
the Academic Appeals Board of the college by presenting a statement
of rationale for an individualized planned program as well as a detail­
ed list of courses to be taken. Upon approval, the student is obligated
to complete the program as planned unless changes are approved by
the Office of the Dean. The group requirements for each degree re­
main the same.

Although the program offers the opportunity to create a program
which replaces both the major and minor (and there are currently
several exceptional students pursuing such a program), the primary
student response has been to earn a traditional major and use the
Individualized Planned Program to plan the minor studies. Many stu­
dents find that an interdisciplinary minor better complements their
major, while others tailor a minor program with the placement office
in mind and incorporate business and other job entrance skill courses.

141
The Bachelor of Liberal Studies Program is a totally self-planned program having no group requirements, major, or minor. The Application for Admission to the Bachelor of Liberal Studies Program lists the requirements for admission and for graduation. Since no more than forty hours in one department may be counted toward the minimum 183 hours required for graduation, the program is interdisciplinary in nature.

Much of the advising of Bachelor of Liberal Studies students is conducted prior to their admission to the program both to establish the fact that this program is the best means to realize their goals and to outline their future course of study as required on the application. There is a full-time academic counselor in the College office who serves as adviser to his program. Students are also referred to department advisers when appropriate.

There were 106 students enrolled in the Bachelor of Liberal Studies Program in Spring Quarter, 1974. The average accumulative point average for the Bachelor of Liberal Studies student was 2.84, .05 below the average for all students enrolled in the College of Arts and Sciences. The areas of the students enrolled in the Bachelor of Liberal Studies are listed below with the number of students in each area indicated.

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Studies</td>
<td>2</td>
</tr>
<tr>
<td>Art (cartoonist)</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>9</td>
</tr>
<tr>
<td>Career Military Service</td>
<td>14</td>
</tr>
<tr>
<td>Carpentry</td>
<td>1</td>
</tr>
<tr>
<td>College Student Personnel</td>
<td>2</td>
</tr>
<tr>
<td>Communications</td>
<td>6</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>2</td>
</tr>
<tr>
<td>Farming</td>
<td>2</td>
</tr>
<tr>
<td>Fashion Design</td>
<td>1</td>
</tr>
<tr>
<td>Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>Photography</td>
<td>3</td>
</tr>
<tr>
<td>Politics</td>
<td>1</td>
</tr>
<tr>
<td>Pre-law</td>
<td>20</td>
</tr>
<tr>
<td>Pre-medicine</td>
<td>4</td>
</tr>
<tr>
<td>Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>Public Relations</td>
<td>1</td>
</tr>
<tr>
<td>Religious Vocations</td>
<td>3</td>
</tr>
<tr>
<td>Secretarial</td>
<td>1</td>
</tr>
<tr>
<td>Social Work</td>
<td>11</td>
</tr>
<tr>
<td>Stewardess</td>
<td>1</td>
</tr>
<tr>
<td>Theater</td>
<td>3</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>1</td>
</tr>
<tr>
<td>Other (vocational goal not yet established)</td>
<td>11</td>
</tr>
</tbody>
</table>

Non-Traditional Degrees

By S. D. Lovell
Southern Illinois University at Edwardsville

THE DEANS COLLEGE
This is an undergraduate honors program designed to serve the
outstanding student. Each Deans College student is assigned a senior faculty adviser who, together with the student, arranges a program of courses appropriate to the student's needs, interests, and capabilities. The student is not required to fulfill any of the requirements for the B.A. or B.S. degree except the minimum number of hours for graduation. Four hours of individual honors work may be taken each quarter under the direction of the student's adviser.

Entrance into the Deans College is based for incoming freshmen on nominations and recommendations of their high school teachers and guidance personnel. Grades, test results and specific accomplishments are given serious consideration in the selection of students. For students already enrolled in the University a 4.5 g.p.a. (out of a possible 5.0) or the nomination by five faculty members is required. While in the program a 4.0 average must be maintained. At present there are approximately 325 students enrolled in the Deans College.

Probably borrowing the idea for the Deans College from another university, the Vice President for Academic Affairs (for both the Carbondale and the Edwardsville campuses) and the head of Academic Affairs at SIUE provided the initial impetus to the program. At the beginning the aim was to include only a very small number of students (1%) within the program. This portion of the student body has grown to 4 or 5%.

Reaction to the program has been good, generally. Faculty members and students have supported it. At present the program appears to attract more of the better students than in the past.

Apparently the Deans College has had little if any appreciable effect on the traditional B.A. or B.S. requirements or on the various curricula. Probably one reason for this is the fact that the program itself has no courses or special features except the freedom of students from the General Studies requirements. Although the program was established with the idea that the participating students would not be required to establish a major, the practical effect, in many cases, has been the opposite. They are in a position to take many major courses and often do, for the students find it difficult to graduate without the signature of a dean who, in effect, is signing for a department or discipline.

There are no figures available on the number of Deans College students who go on to graduate school, but it is the impression of the director of the program that a high percentage of them do study toward a graduate degree.

THE OPEN UNIVERSITY PROGRAM

This program is based on the British Open University idea. Participating students do most of their work outside the classroom. Texts, workbooks and audiovisual materials replace lectures. However, learn-
ing centers are established where teachers are available to meet with students for discussion and consultation, and where audiovisual materials are available to students. Students may “at any time” contact teachers on the telephone. Throughout the year, several weekend sessions are held during which the students and instructors will meet to review the assigned materials.

Two courses are offered this year—one in humanities and one in science. Each course lasts the entire academic year, and each confers 24 quarter hours of credit. Yet to be determined is how these courses will fit into the General Studies Program. This is the first year of the Open University Program, so we are not sure how successful it will be. However, it is off to a good start, for the two classes offered this quarter have attained a total enrollment of approximately 100 students.

Non-Traditional Degrees

By Warren S. Smith
Penn State University

GENERAL ARTS AND SCIENCES MAJOR, B.A. DEGREE

Administered in the College of Liberal Arts

This program enrolls over 600 students—one of the largest majors in the University. In its present form it dates back about 10 years.

At Penn State, all B.A. degrees require 70 credits from options in speaking and writing skills (9), foreign language (12), science-mathematics (18), arts, humanities, social and behavioral sciences (27), physical education (4).

The General Arts and Sciences Major requires in addition:
18 credits, with at least 3 in each of four groupings:
   The Arts, Humanities, Science, Math, Social and Behavioral Sciences. Plus 18 credits in any one of them.
   Half of these 18 must be upper-division courses.

Additional Option: With the advisor’s approval these 18 credits may be programmed from courses anywhere in the university—but again, half must be upper-division.

This is a “walk-in” major: any student may declare for it if college requirements are met.

It is an advisory unit—not a teaching unit. It has no faculty and no budget.

Requires a staff of interested and competent advisors. The office includes a full-time advisor, a half-time advisor, graduate assistants.
and secretaries. There is a student-advisor-training program, which prepares upperclassmen to advise incoming freshmen.

There is no "standard" program. Majors include pre-dental, pre-medical, pre-law, pre-ministerial, trainees in business and basic therapy.

SAMPLES: Preparing for a career in biological illustration, combining courses in Biology, Art, and Journalism.

Preparing for a career in Environmental Law, with courses in the colleges of Liberal Arts, Earth and Mineral Sciences, and Human Development.

General performance of students: excellent.

GENERAL ARTS MAJOR, B.A. DEGREE
Administered in the College of Arts and Architecture
This program was initiated in 1972 by the college administration to meet the need of students whose dominant interest is in the arts, but who do not want to specialize in any one arts area.

It currently enrolls about 30 students; has graduated only 2 so far.

These students need the same 70 credits of B.A. requirements as the majors in General Arts and Sciences. In addition, the General Arts major requires:

9 credits in each of any four areas of the arts. (These areas are loosely interpreted and might include: painting, sculpture, print-making, architecture, dance, theatre, film, music, esthetics, environmental arts, art history, etc.)

At least six credits must be in the history of the arts.

At least 12 of these credits must be in upper-division level.

The above 36 credits plus the 70 required for the B.A. still allow for a minimum of 24 elective credits.

At present, the advising is done by the Associate Dean of the College, but as the program is steadily expanding, advising may be shifted to the Office of General Education in the arts.

Performance of these majors is about average. Quite a number of them simply want to bide time before committing themselves to a major in some one of the arts majors. The use of the program for this purpose is considered completely proper.

THE BACHELOR OF PHILOSOPHY DEGREE

This degree has no college identification. It is administered by a committee.

It is for the unusual student who feels his needs cannot be met by any of the standard programs, and who is willing to build his own program with the help of a preceptor.

For graduation the B.Ph. student needs 120 credits comprising a program of his own making, certification by his preceptor, and ap-
proval by the committee. Entrance to the program must be after the Freshman year.

To apply, a student must convince the committee that he has a valid program and must secure his own preceptor. Only one student per preceptor is permitted.

From the catalog: "The preceptor must be able to certify to the B.Ph. committee that the student has achieved the stated goals. The basis of this certification might be a comprehensive examination (written or oral), a written report, a public seminar or performance, the presentation of a paper to a national meeting of a professional society, etc."

The program was begun in 1972, and is still regarded as experimental. Only 4 students have been graduated so far. There are 14 currently in the program. The program grew out of the "relevance" arguments of the 60's.

Of students who express an interest in this program, only about 30% follow through to present a program and find a preceptor. Of these, about 75% are accepted by the committee. Most common reason for rejection: The student's program fits into a traditional curriculum.

The academic performance of the students has been very good.

EXTERNAL (OR EXTENDED) DEGREE

In its early stages of development, this program aims to allow students to acquire credits for a baccalaureate degree without residence requirements. It will make use of credit by examination and credit for life experiences.