

Subgroup 6

Series 4

6 a.

UNIVERSITY OF OREGON
EUGENE

OFFICE OF THE PRESIDENT

20 December 1943

Save
Discussed before State Bd. H.E. March 13, 1944

Dr. Frederick M. Hunter, Chancellor
State System of Higher Education
Eugene, Oregon

47. System

Dear Dr. Hunter:

Report of Committee of Executive Council on
Possible Revision of Admission Requirements

At the last meeting of the Chancellor's Executive Council a committee was appointed to investigate and report to the Council on the advisability of changing the admission requirements to Oregon State College, the University of Oregon and the Oregon Colleges of Education. The report of the committee is attached. The report is organized in the following manner:

- ✓ 1. Brief historical survey of requirements for admission to freshman standing in other institutions.
- ✓ 2. Brief comparison of uniform requirements of admission to freshman standing used at Oregon State College, the University of Oregon, the Oregon Colleges of Education, and most of the private colleges in Oregon since 1921.
- ✓ 3. Brief report on research studies indicating the consequences of using various methods of selecting students for admission to freshman standing.
- ✓ 4. Conclusions of the committee.
- ✓ 5. Recommendations of the committee.

It will be noted that the committee confined its study and recommendations to the admission of graduates of Oregon high schools to freshman standing. Nonresident graduates of out-of-state high schools and nonresident transfer students now are denied admission to Oregon State College and to the University of Oregon if they are considered to be poor academic risks. As soon as feasible it is expected that the same restriction will be applied to resident transfer students.

Yours very truly,

Earl M. Pallett

Earl M. Pallett, Chairman
Admission Policy and Standards
Committee

I. HISTORICAL SURVEY OF METHODS OF ADMISSION AT OTHER INSTITUTIONS

1. Each year American colleges admit a third of a million students. Of this number, approximately 65 per cent will leave the institution without attaining graduation. A major cause of leaving college before graduation is failure to do satisfactory work, and it is generally recognized that many other students tend to be misfits in the college they have entered.

2. Admissions policies and procedures have, in general, been adopted mainly through analogy, argument, tradition, competition, imitation, and logrolling of vested interests rather than through modification and evaluation under critical research conditions. In most colleges procedures for determining admission involve using one or more of the following types of data for the identification of students supposedly able or likely to maintain an acceptable level of achievement: (a) high-school diploma, showing high school graduation only; (b) high-school transcript, showing pattern of subjects and grades; (c) rank in high-school class; (d) subject matter examinations by the institution, the College Entrance Examination Board, or other agency; (e) intelligence or aptitude tests; (f) recommendations by the principal, teachers, and others; (g) personal interview; and (h) records and rating of personality traits, and personal history.

3. Even a casual review of the research literature reveals serious gaps in our knowledge of the significance of the above types of data. Many areas of admissions have scarcely been touched. Only (d) and (e) of the preceding list have been subjected to really searching study. Research on all the others has been limited to small populations and single institutions; much of this research has been superficial in methodology.

4. Until about 1870 each American college selected its own students primarily by examinations in subjects and according to local standards. In 1871 the inspecting and accrediting of high schools by universities was first undertaken. The year 1892 saw the first cooperative setting of standards between colleges and secondary schools. By 1915 the so-called Carnegie Unit, based on semester hours of study under standard conditions, had become generally used by those colleges which admitted students on the basis of secondary-school work. For other institutions the College Entrance Examination Board provided a means of uniformity. In 1901 this newly created Board examined nearly 1000 students. Beginning in 1916 the Board permitted candidates to take four examinations of the comprehensive type in place of an examination in each subject required for admission. By 1919 most Eastern institutions were admitting students on the basis of these examinations rather than preparatory-school certificates.

After 1919 some institutions administered intelligence tests as a means of guidance or of determining the admission of students not presenting appropriate certificates or units. In 1926 the College Entrance Examination Board adopted "scholastic-aptitude tests" as supplementary instruments. In recent years, admissions procedures have been expanded to include the inspection of the student's socioeconomic background, personal characteristics, and educational and vocational plans. Comprehensive achievement tests in various subjects have been used at the time of admission for sectioning students in

I. Historical Survey of Methods of Admission at Other Institutions - Cont'd

curriculums and subjects. Admissions standards are increasingly being defined in terms of specific knowledge and skill and specific traits directly measured instead of time spent under standard conditions in a secondary school.

5. There is still, however, much variation among institutions in regard to the basis of admission. About 63 per cent require a complete transcript of high-school credits. About 23 per cent of the colleges admit students on the basis of a high-school diploma.

Brown and Proctor reported seven bases for admission in use in 331 colleges in 1929: subject-matter examinations by the college; examinations by an outside agency; certificate from high school; combination of examinations and certificate; diploma; certificate, psychological test, and personal history; evidence of maturity; experience and tested aptitude. Brammell in a survey of 517 colleges in 1932 found twenty-five methods used singly in admitting students. Eleven other methods were used in varying combinations. The six most commonly used methods were: transcript of credits, College Entrance Examination Board examinations, local examinations, diploma, certificate, and scholastic rank in high-school class. In 1936 Gardner found 20 different methods in use by the 57 institutions surveyed by the North Central Association. The diploma and credits were the only methods used singly. Forty-six institutions required a specified pattern of high-school subjects for admission.

Source of Material

Summarized from Encyclopedia of Educational Research -- Monroe

*Groves
Sackett
marks
Hoke
Smith
Klemm*

II. CHANGE IN METHOD OF ADMISSION AT OREGON INSTITUTIONS

In 1921, all the higher educational institutions in Oregon, cooperating through the Oregon State Teacher's Association, established minimum requirements for admission to freshman standing. These uniform requirements were modified in 1928, and again in 1939. Below is given a brief outline indicating the essential differences in the three uniform plans.

Total Units	:	Required Units	:	Elective Units
(1921-28)	:	10 units - 3 English and 7 from	:	5 units in regularly offered
15	:	fields of mathematics, foreign	:	fields meeting requirements for
	:	languages, laboratory science,	:	graduation from a standard
	:	social science.	:	high school.
(1928-39)	:	7 units - 3 English and 4 from	:	8 units in regularly offered
15	:	fields of mathematics, foreign	:	fields meeting requirements
	:	language, laboratory science,	:	for graduation from a stand-
	:	social science; not less than 2	:	ard high school; at least
	:	units in a field.	:	2 units in one field.
(1939 to date)	:	8 units - 3 English, 2 social	:	8 units in regularly offered
16	:	science, 1 physical education,	:	fields meeting requirements
	:	and 2 in natural science and	:	for graduation from standard
	:	mathematics or foreign language.	:	high school
High School	:	mathematics?	:	
Graduation	:		:	

Source of Material

Catalogs from various colleges.

III. RESEARCH DATA ON VARIOUS CRITERIA FOR ADMISSION

All higher educational institutions have some form of selective admission requirements that operate in determining the membership of the freshman class. The purpose of the admission requirements is to select from the population at large those individuals who are most likely to do successful work in college and profit most from the experience of attending college. Four possible methods of screening involve the rejection of those applicants who: (1) do not meet a specific subject matter pattern; (2) are in the lower brackets of their high school grades; (3) are in the lower brackets of a test of college ability; (4) are not high school graduates. The data summarized below indicate the consequences of selecting students by various specific requirements under each of these heads.

(1) Required pattern of subjects: The records of one freshman class at the University of Oregon were checked against the required pattern of the University of California (3 units in English, 2 in languages, 2 in mathematics, 1 in science, 1 additional in languages or mathematics or science, and 1 in history). More than one-half of that class did not have the entire pattern, yet that supposedly deficient group contained 51% of all who earned a "C" or better average and 49% of all who earned a "B" or better average.

(2) "Prep decile" (the freshman class divided into tenths, with decile 1 the lowest tenth and decile 10 the highest tenth, on the basis of preparatory-school grades): At the University of Oregon the relationship between the lower prep deciles and University success is as follows:

<u>Freshmen in deciles</u>	<u>Percentage of all freshmen in these deciles who succeeded in:</u>	<u>Earning "C" or better</u>	<u>Earning "B" or better</u>	<u>Graduating</u>
1	26%			
1 and 2	30%		0.5%	4.3%
1, 2 and 3	36%		1.0%	6.8%
1, 2, 3, and 4	40%		1.5%	8.1%
1, 2, 3, 4 and 5	44%		2.2%	10.0%
			2.7%	10.4%

(3) "Psych decile" (tenths of the freshman class on the basis of score on the entrance psychological or placement examination): At the University of Oregon the relationship between the lower psych deciles and University success is as follows:

<u>Freshmen in deciles</u>	<u>Percentage of all freshmen in these deciles who succeeded in:</u>	<u>Earning "C" or better</u>	<u>Earning "B" or better</u>	<u>Graduating</u>
1	30%			
1 and 2	48%		0%	5.0%
1, 2 and 3	60%		0%	6.2%
1, 2, 3 and 4	59%		1.9%	8.7%
1, 2, 3, 4 and 5	60%		2.8%	9.6%
			4.1%	10.7%

(4) High-school graduation, as the sole requirement for admission, logically would be supplemented by selection based on the college record as that accumulates. A single term may be radically affected by unusual factors, yet the relationship between even the first term's record and subsequent success in the University of Oregon is as follows:

Freshmen with first-term GPA's	Percentage of all freshmen with these first-term records who succeeded in:		
	<u>Earning "C" or better</u>	<u>Earning "B" or better</u>	<u>Graduating</u>
below 1.0 (D)	0%	0%	1.1%
below 1.2	1.2%	0%	0.6%
below 1.4	3.4%	0%	0.7%
below 1.6	5.6%	0%	3.0%
below 1.8	10.7%	0%	3.9%
below 2.0 (C)	19.1%	0%	5.7%
below 3.0 (B)	55.7%	2.5%	13.1%

Source of Material

The data of paragraph (1) are from a study reported in the 1943 "University of Oregon Registrar's Report to the President", and cited therein on page 25. The data of paragraphs (2), (3), and (4) are from a study reported most completely in the "Bulletin of the American Association of Collegiate Registrars" for October 1935 and also referred to in the 1935 "University of Oregon Registrar's Report to the President", page 17.

IV. CONCLUSIONS OF THE COMMITTEE

1. The public and private colleges in Oregon have had for twenty-two years very wholesome and cooperative arrangements with the secondary schools in the state. It is essential that this relationship be maintained.

2. Because of the increase in high school population in Oregon the high school curriculum has been expanded and the graduation requirements have been changed in conformity with the national trend. Yet the State Board of Education, the State Superintendent of Public Instruction, and the high school administrators have consistently required that to be classified as "standard" high schools must include a substantial amount of solid academic subjects in the total subjects approved for credit toward graduation.

3. It is a distinct advantage to the high school students, the high schools and the colleges to have the high school graduation requirements and the college admission requirements identical. This has been done in Oregon by preserving a core of traditional subject matter and meeting semi-vocational aims through the use of elective units. Thus high school students at age thirteen or fourteen are not required to decide if they are going to college; high schools are not forced to offer two separate curricula; and colleges do not have to deny admission to those high school graduates who follow the wrong curriculum.

4. While the evidence seems to indicate that no predictive value toward future academic success is attached to any particular high school subject, nevertheless college faculties generally believe that a substantial amount of sound training in English, foreign language, mathematics, social science and laboratory science is preferable to superficial training in those fields; and is preferable, also, to training in semi-vocational fields.

5. It is the feeling of the committee that the present high school graduation requirements adequately cover both semi-vocational and college preparatory aims, provided that high school teachers and administrators carefully recognize the latter aim by sound academic material and efficient instruction in the fundamental fields of English, foreign languages, social science, mathematics and science.

6. Since the public school system comprises three distinct levels, each integrated with the others, it is the feeling of the committee that the most cooperative and democratic policy for the tax-supported institutions of collegiate rank in Oregon is to admit all graduates of standard Oregon high schools so long as the present policy of requiring for high school graduation a specific core of traditional subject matter is maintained.

7. It is the feeling of the committee that it would be unfortunate if a more restrictive plan of admission were adopted for the state-supported higher educational institutions in Oregon. No evidence is available which definitely proves that a specific subject matter pattern contributes to college success; but the present high school graduation requirements include a core of traditional subject matter which should suffice for those who believe it does make some contribution. Definite evidence is available which indicates that prep deciles, test ratings and other qualitative measures are good indexes of future college success when applied to groups; but they are not sufficiently accurate to avoid doing injustice in individual cases.

V. RECOMMENDATIONS OF COMMITTEE

1. That no change be made in the present admission requirements to the institutions under the control of the State Board of Higher Education.
2. That the State System of Higher Education, through the High School Relations Committee, emphasize to the high schools the conviction that sound academic material and efficient instruction, particularly in the fields of English, mathematics, social science and science, are essential to college success.
3. That the colleges give greater emphasis to the development of an advisory system for freshmen that will serve as an educational clinic whose objectives shall be: to orient the students into college; to assist them to comprehend their respective abilities; to place the lowest three deciles in special remedial courses designed to strengthen the educational background of the more competent members of the group and to encourage the less competent to transfer to other fields; and to provide a challenge to the more promising members of the class.
4. That the colleges, by the end of the freshman year, transfer to nondegree curricula or dismiss from the institution those freshmen whose academic performance has been unsatisfactory. As a general practice this procedure should apply in all cases where the grade point average is below 1.75 except when there is devinite compensating evidence that satisfactory work can be expected.

Committee:

C. A. Howard
E. B. Lemon
E. M. Pallett

? 5 year curricula.
HS Record
Placement Test,

December 31, 1943

Dean J. R. Jewell
University of Oregon
Eugene, Oregon

Dear Dean Jewell:

A graduate of an Oregon high school requesting admission to this institution submits his application on the uniform application blank furnished the Oregon high schools by the State Department of Education. It has been our policy here to recognize at face value such an application signed by the high school principal. Even though a more or less uniform course of study is prescribed by the state department, it is realized that the content of a specific course may vary somewhat in different schools and for that matter even in the same school.

You are of course familiar with the attitude of instructors in higher education as to the shortcomings of high school graduates. No doubt, some of the criticism frequently directed at the high schools is in a measure justified. However, I have never heard an Oregon high school accused of practicing any deception in the certification of subject matter. It is my judgment personally that with few exceptions indeed our secondary school executives can be depended upon to comply as nearly as feasible with the requirements of the State Department of Education and of the colleges so far as the certification of graduates may be concerned.

Very truly yours,

Dean of Administration

UNIVERSITY OF OREGON
SCHOOL OF EDUCATION
EUGENE, OREGON

OFFICE OF THE DEAN

December 24, 1943

Mr. E. B. Lemon
Oregon State College

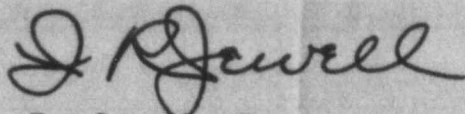
Dr. Earl Pallett
University of Oregon

Dear Sirs:

The general faculty of the University of Oregon has had a committee appointed to make a study of the entire matter of college entrance. I have been asked, as a member of that committee, to submit to the whole committee whatever objective evidence there may be as to this point: "How are entrance credits determined upon?"

I suppose the committee wants to know what evidence there is as to whether or not high school principals certify that their graduates have had one or more units in this or that subject, and yet may not have followed the state course of study. In other words, do you have any objective evidence that students are reported as having one unit of Subject A, or Subject B, or Subject C when they have not, as a matter of fact, completed what has been designated by the accrediting authorities as "a unit" in the subject under consideration?

Very truly yours,



J. R. Jewell, Dean



OREGON STATE SYSTEM OF HIGHER EDUCATION
OFFICE OF THE CHANCELLOR
EUGENE, OREGON

OREGON STATE COLLEGE, CORVALLIS
OREGON COLLEGE OF EDUCATION, MONMOUTH
EASTERN OREGON COLLEGE OF EDUCATION, LA GRANDE

March 8, 1944

UNIVERSITY OF OREGON, EUGENE
UNIVERSITY OF OREGON MEDICAL SCHOOL, PORTLAND
SOUTHERN OREGON COLLEGE OF EDUCATION, ASHLAND

RECEIVED
MAR 9 1944

TO THE INSTITUTIONAL HEADS OF THE STATE SYSTEM OF HIGHER EDUCATION

President A. L. Strand
Acting President Hollis
President Howard
President Redford
President Maaske
Dean Baird

PRESIDENT'S OFFICE
OREGON STATE COLLEGE

Gentlemen:

At the next meeting of the Curricula Committee of the State Board of Higher Education, called for 10:00 o'clock, Monday, March 13, at the Benson Hotel in Portland, the Admissions Committee of the Executive Council will present and review the report already in the hands of the Executive Council. I took the liberty to suggest to the Curricula Committee that the Presidents of the institutions be invited to attend. Chairman Groesbeck has expressed his approval of the suggestion and authorizes me to invite the gentlemen addressed above to be present for the presentation and discussion of this highly important report.

Should any one of you not be able to be in attendance, please notify me before time for the committee meeting.

Sincerely yours,

F. M. Hunter

Frederick M. Hunter
Chancellor

FMH:FD

May 4, 1944

47 System
Admission
Committee

To: Dr. D. T. Ordeman, Associate Registrar

Subject: Revision of Scholarship Regulations

You have in your files the report prepared by Dr. Pallett, Dr. Howard, and myself on the question of entrance requirements which has been approved by the State Board of Higher Education. This probably requires some adjustment of regulation 6 appearing in official booklet, Academic Regulations 1943-44. In a recent issue of the University Faculty News Bulletin, the following was noted:

REVISION OF SCHOLARSHIP REGULATIONS. At the May meeting of the faculty tomorrow, the chairman of the Scholarship Committee will give notice of a motion effecting some changes in University scholarship regulations, and will ask for unanimous consent to suspend the thirty-day rule and to give immediate consideration to the proposal. Prompt action will be requested in order that the new regulations, if approved, may be published in the 1944-45 revision of "University Regulations Affecting Student Life," which will be printed during the summer.

The purpose of the proposed changes is to bring the statement of scholarship regulations into closer conformity with the established practices of the Scholarship Committee and with recent recommendations of a joint committee representing the principal institutions of the State System, which recommendations have been favorably received by the Board of Higher Education.

In the statement of the motion below, the existing regulations are set forth and the text of the proposed revisions follows.

It is moved that paragraphs (1) and (2), Scholarship Regulations, page 56 of the 1943-44 University Catalog, which read as follows:

"(1) A lower-division student is automatically placed on probation if his grade-point average for any term is below 1.50. He is not released from probation until his grade-point average for a subsequent term is at least 1.75.

"(2) An upper-division student is given written warning if his grade-point average falls below 2.00 in any term. He is automatically placed on probation if his grade-point average for any term falls below 1.75 or his cumulative grade-point average below 2.00. He is not released from probation until he has made a term grade-point average of at least 2.00 and a cumulative grade-point average of at least 2.00."

be amended and revised to read as follows:

Dr. Ordeman
May 4, 1944
Page 2

"(1) Any student who receives a term grade-point average below 2.00 is automatically given a 'warning' of unsatisfactory scholarship. The Scholarship Committee will place a student on 'probation' whenever his record calls for a more emphatic warning that he is progressing toward disqualification but is to be allowed a longer time for improvement. Probation can be cleared only by specific committee action.

"(2) At the end of each academic year the committee will review all unsatisfactory records, and will decide which are to be disqualified from further attendance in the University. A cumulative grade-point average below 1.75 will establish a probable case for disqualification, as will continued failure to achieve the 2.00 which is considered the minimum satisfactory grade-point average."

E. B. LEMON
Dean of Administration

EBL:u

May 4, 1944

47. Byate

Admission

Committee

To: D. T. Ordeman, Associate Registrar

Subjects: Credits from Lewis and Clark College

Attached is a statement relative to credits from Lewis and Clark College prepared by Pallett and me a few days ago. Since this applies to all institutions in the System, it is not official until approved by the Chancellor's Executive Council. However, it is probably a safe guide to follow in the meantime.

The revision at this time grows out of the recognition extended Lewis and Clark last fall by the Accrediting Division of the Northwest Association of Colleges and Secondary Schools.

E. B. LEMON
Dean of Administration

EBL:u

Enc.

Effective as of this date, students transferring to the institutions comprising the State System of Higher Education from Lewis and Clark College (formerly Albany College) will be granted advanced standing as follows:

1. Students who completed work at Lewis and Clark College after September, 1943.
 - (a) Students holding degrees will be admitted to the graduate division on the same basis as transfers from other standard institutions.
 - (b) Undergraduate students will be granted advanced standing on the same basis as undergraduate transfers from other standard institutions.
2. Students whose last work at Lewis and Clark College was completed prior to September, 1943.
 - (a) Students holding degrees will be admitted to the graduate division, but must complete 60 hours of acceptable work rather than the 45 normally required for the master's degree.
 - (b) Undergraduate students will be granted advanced standing after completion of one year in regular residence study, including satisfactory completion of at least 45 hours of acceptable work.

UNIVERSITY OF OREGON
EUGENE

Office of the President

13 September 1944

Dr. Olof Larzell
✓ Mr. E. B. Lemon

Gentlemen:

The following is a statement of our agreement with reference to certain items on evaluation of credit from nonaccredited institutions:

1. Revision of Catalog Statement. It is agreed that the second paragraph of the statements in the University and State College catalogs for 1944-45 dealing with admission from unaccredited institutions (page 51 - University of Oregon catalog, page 68 - State College catalog, "Admission with Advanced Standing"; Page 51 - University of Oregon catalog, page 69 - State College catalog, "Admission with Graduate Standing") be revised to read as follows:

(For Admission with Advanced Standing)

No advanced standing is granted at entrance for unaccredited work. After three terms of satisfactory work in the University students may petition for credit for courses taken in unaccredited collegiate institutions; such courses must be equated to regular University courses, and University examinations may be required before credit will be allowed.

(For Admission with Graduate Standing)

Graduates of unaccredited collegiate institutions must complete at least one term of satisfactory work as special (unclassified) students in the University. They then may petition for admission to the Graduate Division, with graduate credit for all courses acceptable in their programs; the Graduate Record Examination may be required as an additional validation.

2. Method of Evaluating Transcripts from Lewis and Clark College to bring that institution into conformity with general policy. In order to simplify evaluation of credits transferred to institutions of the Oregon State System of Higher Education, it is agreed that students taking work in Lewis and Clark College subsequent to its accreditation in 1943-44 be considered to have thereby validated any unaccredited work taken there previously. That is, students who have attended Lewis and Clark College since September 1943 will be allowed credit at entrance for all work taken with that institution (subject to the usual limitations on transferred work, such as maximum loads and the like). Students who have not attended Lewis and Clark College since its accreditation will be treated the same as transfers from any other unaccredited institution.

cc - President C. A. Howard
President R. J. Maaske
President Walter Bedford
Mr. George Belknap

Sincerely yours,

Earl M. Pallett
Earl M. Pallett, Registrar

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PRESIDENT'S OFFICE
OREGON STATE COLLEGE

UNIVERSITY OF OREGON
EUGENE

OFFICE OF THE PRESIDENT

13 September 1944

President Charles A. Howard
President Roben J. Maaske
President Walter Redford

Gentlemen:

For some time Oregon State College and the University of Oregon have had a problem in evaluating transcripts sent to us from Lewis and Clark College, formerly Albany College at Portland, Portland Unit of Albany College, and Albany College at Albany.

Albany College at Albany was an accredited four-year institution until it closed in 1938; the Portland Unit of Albany College was unaccredited from 1934 to 1937 and was accredited as a junior college in 1937-38; Albany College at Portland was unaccredited during its entire existence from 1938 to 1942; and Lewis and Clark College was unaccredited until September 1943. Special arrangements worked out through the Chancellor's Executive Council took care of transcripts from the above variations of Albany College, but as Lewis and Clark College it is accredited at the present time.

In order to simplify the evaluation of credits transferred to the College and University for undergraduate and graduate work, Mr. Lemon, Dr. Larsell and I worked out the attached arrangement. I am transmitting it to you for your information. It is suggested that you follow the practice indicated on the attached sheet so that your evaluations will be in conformity with ours. I would have taken the matter up directly with each of you men, except that the real problem in connection with that institution was with the College and the University; and I felt that any practice we worked out would be acceptable to you.

Sincerely yours,

Earl M. Pallett, Registrar
and Executive Secretary

cc - Mr. E. B. Lemon
Dr. Olof Larsell
Mr. George Belknap

COPY

September 13, 1944

To: Dr. D. T. Ordeman, Associate Registrar

Subject: Proposed revision of advanced standing statement
in College catalog.

Dr. Pallett, Dr. Larsell, and I have accepted the following proposed revision of the catalog statement relative to advanced standing:

"It is further recommended that second paragraph of the statements in the University and State College catalogs for 1944-45 dealing with admission from unaccredited institutions (page 51-University of Oregon catalog, page 68-Oregon State College catalog 'Admission with Advanced Standing'; page 51-University of Oregon catalog, page 69-State College catalog 'Admission with Graduate Standing') be revised to read as follows:

"(For Admission with Advanced Standing)

"No advanced standing is granted at entrance for unaccredited work. After three terms of satisfactory work in the University students may petition for credit for courses taken in unaccredited collegiate institutions; such courses must be equated to regular University courses, and University examinations may be required before credit will be allowed.

"(For Admission with Graduate Standing)

"Graduates of unaccredited collegiate institutions must complete at least one term of satisfactory work as special (unclassified) students in the University. They then may petition for admission to the Graduate Division, with graduate credit for all courses acceptable in their programs; the Graduate Record Examination may be required as an additional validation."

Dean of Administration

EBL:JO

September 13, 1944

To: Dr. D. T. Ordeman, Associate Registrar
Subject: Lewis and Clark College Credits.

For a number of years, there has been more or less confusion concerning admission of students from Lewis and Clark College because of the changing status of that institution. Following a conversation with Dr. Pallett some time ago, he has submitted the recommendations below which seem to me satisfactory, and unless you note some objections, these may be considered operative from this date forward:

"Lewis and Clark College was accredited by the Northwest Association of Secondary and Higher Schools as a four-year institution beginning September 1943. This ended a period of change in names and location and accreditation:

"Albany College (at Albany) was an accredited four-year institution until it closed in 1938;

The Portland Unit of Albany College was unaccredited from 1934 to 1937, was accredited as a junior college only in 1937-38;

Albany College at Portland was unaccredited during its entire existence, from 1938 to 1942;

As Lewis and Clark College it was unaccredited during 1942-43.

"In order to simplify evaluation of credits transferred to institutions of the Oregon State System of Higher Education, it is recommended that students taking work in Lewis and Clark College subsequent to its accreditation be considered to have thereby validated any unaccredited work taken there previously. That is, students who have attended Lewis and Clark College since September 1943 will be allowed credit at entrance for all work taken with that institution (subject to the usual limitations on transferred work, such as maximum loads and the like). Students who have not attended Lewis and Clark College since its accreditation will be treated the same as transfers from any other unaccredited institution."

Dean of Administration

1067 RP-1

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UNIVERSITY OF OREGON
EUGENE

Office of the President

RECEIVED
AUG 21 1944
PRESIDENT'S OFFICE
OREGON STATE COLLEGE

18 August 1944

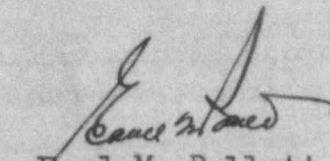
Mr. E. B. Lemon
Dean of Administration
Oregon State College
Corvallis, Oregon

Dear Mr. Lemon:

Last April or May I conferred with you in regard to the possibility of revising the requirements for admission of students from Lewis and Clark College. We agreed on a program and I presented it to Dr. Taylor and Clifford Constance. As a result of their suggestions a revision of the catalog statement also came under discussion and as a consequence we have approved on this campus not only the agreement you and I worked out with reference to handling transcripts from Lewis and Clark College, but also have agreed on a revision of the catalog statement appearing in the University catalog under "Admission with Advanced Standing" and under "Admission with Graduate Standing".

Attached you will find a statement covering our agreement on both items. It is my suggestion that you look it over carefully and see if you agree with the two procedures. If you do agree, will you please confer with Dr. Weniger and see if you can get his approval, then I thought you and I could talk with Dean Larsell in Portland at the Board meeting in September and clear the matter with him. After these clearances we would each be in a position to notify our respective admission officers and institutional editors so that the catalog change could be incorporated in the next edition of the catalog.

Yours very truly,


Earl M. Pallett
Executive Secretary

PROBLEMS OF ADMISSIONS AS AFFECTED BY ACCREDITATION OF LEWIS AND CLARK COLLEGE

1. Lewis and Clark College was accredited by the Northwest Association of Secondary and Higher Schools as a four-year institution beginning September 1943. This ended a period of change in names and location and accreditation:

Albany College (at Albany) was an accredited four-year institution until it closed in 1938;

The Portland Unit of Albany College was unaccredited from 1934 to 1937, was accredited as a junior college only in 1937-38;

Albany College at Portland was unaccredited during its entire existence, from 1938 to 1942;

As Lewis and Clark College it was unaccredited during 1942-43.

In order to simplify evaluation of credits transferred to institutions of the Oregon State System of Higher Education, it is recommended that students taking work in Lewis and Clark College subsequent to its accreditation be considered to have thereby validated any unaccredited work taken there previously. That is, students who have attended Lewis and Clark College since September 1943 will be allowed credit at entrance for all work taken with that institution (subject to the usual limitations on transferred work, such as maximum loads and the like). Students who have not attended Lewis and Clark College since its accreditation will be treated the same as transfers from any other unaccredited institution.

2. It is further recommended that the second paragraph of the statements in the University and State College catalogs for 1944-45 dealing with admission from unaccredited institutions (page 51-University of Oregon catalog, page 68-State College catalog "Admission with Advanced Standing"; page 51-University of Oregon catalog, page 69-State College catalog "Admission with Graduate Standing") be revised to read as follows:

(For Admission with Advanced Standing)

No advanced standing is granted at entrance for unaccredited work. After three terms of satisfactory work in the University students may petition for credit for courses taken in unaccredited collegiate institutions; such courses must be equated to regular University courses, and University examinations may be required before credit will be allowed.

(For Admission with Graduate Standing)

Graduates of unaccredited collegiate institutions must complete at least one term of satisfactory work as special (unclassified) students in the University. They then may petition for admission to the Graduate Division, with graduate credit for all courses acceptable in their programs; the Graduate Record Examination may be required as an additional validation.