



RECOMMENDATION

Repeal – This joint statement from the Oregon Board of Education and former Oregon State Board of Higher Education (OSBHE) is inapplicable under the state’s new governance model. OSBHE was sunset on July 1, 2015 and responsibility for Oregon’s community colleges has transferred to the Higher Education Coordinating Commission.

WEB SITE ADDRESS FOR THIS POLICY

<http://policies.uoregon.edu/content/joint-statement-state-board-education-and-state-board-higher-education-1978>

RESPONSIBLE OFFICE

For questions about this policy, please contact Office of the Senior Vice President and Provost at 541-346-2023.

ENACTMENT & REVISION HISTORY

Inherited by force of law from the State Board of Higher Education on July 1, 2014.

POLICY

August 1978

Sharing as we do responsibility for public post-high school education in Oregon and having shared interests in some aspects of education affecting public elementary and secondary education, the members of the State Board of Higher Education and the State Board of Education consider it essential that they be in continuing and close touch with each other on matters of mutual interest. There are several such matters, of which the subject of this present statement is one.

As the two Boards engage in joint consultations with respect to shared interests—which we anticipate doing more frequently than in the past—we believe that it may prove useful from time to time to summarize our views and to formalize them in statements such as this present one. As benchmarks, these statements will offer opportunity to clarify for all who have an interest in public education in Oregon, the shared views of the Joint Boards in areas in which their official responsibilities are joined.

The accompanying statement on (1) the coordination of off-campus credit and noncredit education, and (2) articulation among and between two- and four-year colleges and universities, and secondary schools, is the 1978 version of this statement.

The Joint Boards acknowledge the assistance of the Task Force on Postsecondary Education, consisting of representatives of the two Boards, the Educational Coordinating Commission, and the legislature in the development of this statement.

A Joint Statement by the Oregon State Board of Education and the Oregon State Board of Higher Education

Coordination of Off-Campus Credit and Non-Credit Education and Articulation Among and Between Two- and Four-Year Colleges and Universities and Secondary Schools

The Oregon State Board of Higher Education and the Oregon State Board of Education have mutual interests in serving the continuing education needs of Oregon. In this they are joined by a wide range of other agencies, some public and some private, which have had, and should continue to have, significant roles to play in the future. These include, but are not limited to the following: independent colleges and universities, some federal and state governmental agencies, park and recreation districts, YMCA-YWCA, proprietary schools, labor unions, the Grange, and others.

We believe that efficient use of the educational resources that the above agencies—public and private—represent, will require continuing efforts to achieve greater coordination in planning and scheduling of off-campus educational programs and offerings. In the interest of promoting that coordination, we should like to: (1) review the principal efforts that have to the present been made toward promoting coordination; and (2) suggest some assumptions and principles that we believe ought to guide the schools, colleges, universities, and other agencies under our jurisdiction in their efforts to coordinate off-campus education in Oregon.

Steps Toward Coordination in Continuing Education

Apart from the many informal but important relationships that have developed among employees of our two boards interested in off-campus education—and there are a good many such relationships (see Appendices A and B)—there have been three formal proposals in recent years relating to coordination in continuing education:

The Oregon Legislative Assembly—in establishing authorization for local school districts not included within a community college district to contract with the State Department of Higher Education for lower division transfer courses, and with the State Department of Education for post-high school vocational courses—stipulated (ORS 336.155) that:

The Department of Education and the Division of Continuing Education (of the Oregon University System) shall establish procedures to assure that duplication of classes does not occur.

The post-high school study (1966) conducted by a committee consisting of selected presidents from the System, the community colleges, independent colleges and universities, and the Board's office (Higher Education), appointed by the Educational Coordinating Council recommended that "those who have administrative responsibilities in Oregon education, in order to find ways of sharing the task and supplementing each other's efforts in continuing education, establish a Council on Continuing

Education." Such a council, it was recommended, should have as its purpose "arriving at decisions and understandings, interpreting policy and exploring broad areas of mutual concern with the hope that, in appropriate instances, responsibility for program development and administration could be shared."

This recommendation was followed by the appointment by the Educational Coordinating Council of a committee on continuing education having representation from the legislature and key agencies offering continuing education programs.

The aforementioned committee issued a report in October 1968, which called for the establishment of local coordinating committees on continuing education to be established in some 11 regions of the state "for the purpose of discussing mutual problems, particularly in regard to duplication of services." The committee recommended that the functions of these local coordinating committees should include: definition of unmet continuing education needs, development of long-range plans to provide programs, encouragement of cooperation among continuing education agencies, encouragement of sharing of resources, development of area catalogs listing continuing education and community service needs, and coordination of programs so as to avoid conflicts among the agencies offering continuing education programs or courses.

In 1970, the State Board of Education and the State Board of Higher Education adopted a joint agreement entitled "Coordination of Continuing Education and Community Service Programs."

In September 1977, a joint Task Force on Postsecondary Education with representation from the State Board of Higher Education, State Board of Education, the Legislative Assembly, and the Educational Coordinating Commission was formed to review the 1970 joint agreement, to propose appropriate amendments thereto, and such additional steps as seem necessary to make available to Oregon's residents access to effective programs of education without unnecessary duplication of effort.

It is in the context of the foregoing developments that we, the members of the State Board of Education and the State Board of Higher Education, now set forth a statement of guidelines for the coordination of off-campus activities of the educational agencies under our general jurisdiction, and articulation between educational segments and other public and private agencies.

1. We affirm our long-standing support of continuing education (credit and noncredit campus and off-campus) in Oregon. Continuing education—once thought of as desirable for some but not essential for most—has come to be seen in these times as necessary to all who would escape early occupational, educational, or cultural obsolescence.
2. We believe that off-campus education should be seen by the schools, colleges and universities, and other educational agencies under our jurisdiction, as an integral part of their responsibilities to the people of Oregon.
3. We emphasize that the disparate lifelong educational needs of Oregon citizens require that Oregon's educational institutions and agencies offer educational opportunities (including advising services) in a variety of modes, at times and locations that will accommodate the needs of prospective students and that will provide means for students to validate and receive credit for relevant knowledge they possess, irrespective of how or when acquired.
4. We commend the steps—formal and informal—that have been taken to bring about greater coordination of effort among the several educational agencies. We cite, in particular, the individual agreements drawn up between each community college and the Oregon State University Extension Service. We urge the continuation and renewal of these or similar formal agreements as may be necessary in the face of changing needs.

5. We commend the Oregon University System/Community College Coordinating Committee for its contributions to effective articulation between the System institutions and the community colleges, and encourage the committee in its continuing efforts.

The Joint Boards request that the committee give consideration to identifying ways in which the committee might also promote articulation between colleges/universities and the secondary schools. In so doing, the committee should avoid duplicating the articulation efforts of the High School/College Relations Council.

The committee consists of the seven members appointed by the State Department of Higher Education and an equal number appointed by the State Department of Education. Representatives of the independent colleges and universities and of the Oregon Educational Coordinating Commission are participant observers, by invitation of the committee. The committee meets at least once each term to consider shared interests and concerns and to iron out such difficulties as may have arisen involving System institutions and community colleges (e.g., student transfer problems, policies governing recording of credits on transcripts, course numbering, development of student writing competency).

General Guidelines

6. Periodically, at the request of one or both Boards, or upon the initiative of the Board's staffs, the staffs of the two Boards shall render reports to the Joint Boards concerning accomplishments, problems, and plans relating to articulation between the two- and four-year colleges and universities and between the colleges/universities and the secondary schools, including, in particular, a report of the accomplishments, problems, and plans of the System/Community College Coordinating Committee.
7. Any intersegmental issues related to matters under consideration in this statement, and affecting the two- and four-year public colleges and universities, the independent colleges and universities, or the public schools, which cannot be agreeably resolved by the segments concerned, may be referred to the Educational Coordinating Commission for review and recommendation.
8. Allocation to specific agencies under the jurisdiction of the two Boards of primary responsibility for the following aspects of off-campus education is made as follows:

Adult basic education (i.e., to develop reading, writing, and computational skills of adults to the twelfth grade or lower level) is the primary responsibility of the community colleges and/or area education districts, where the local public schools have primary responsibility.

Lower division academic credit courses offered off campus are the primary responsibility of the community colleges and/or area education districts in regions included within community college and area education districts. (The role of the independent colleges and universities is acknowledged.) Outside such districts, the Oregon University System, the community colleges, or independent colleges and universities may share the responsibility of offering lower division courses as may best serve the needs and interests of the area.

Lower division vocational-technical work offered off campus is the primary responsibility of the community colleges and/or area education districts in regions included within community college and area education districts, except for activities that have historically been within the purview of the Oregon State University Extension Service. (The role of the proprietary schools is acknowledged.)

Outside such geographic areas, lower division vocational-technical programs and services may be offered by whatever agencies have the resources (e.g., community colleges, Oregon Institute of Technology, Oregon State University Extension Service).

Upper division, graduate and advanced graduate courses and programs are the primary responsibility of the Oregon University System, a responsibility that it shares with Oregon's independent colleges and universities.

Responsibility for noncredit courses and activities offered off-campus is to be shared by the agencies of the State Department of Education (community colleges, community schools) and those of the State Department of Higher Education (Oregon State University Extension Service, colleges and universities of the System). This sharing will be coordinated in accordance with the provisions of the section on Coordination, Appendix A.

(Note to the reader: The material that follows is proposed as a replacement for the material on coordination that appeared in the 1970 joint agreement.)

Coordination

Respecting coordination of off-campus and noncredit activities, the joint Boards agree that: Planning can best be done by regions. For although there may be similarities in the categories and kind of off-campus educational services needed in the several regions of the state, there is variation in: (a) the nature of the agencies equipped to serve the continuing education needs of the several regions, and (b) their capacities to serve regional needs.

Planning regions will vary in size and in the constituency of the agencies involved. Some planning regions will include a community college and one or more other agencies (e.g., community schools, park and recreation district, proprietary schools). The northwest region of Oregon, with Astoria as the focal point, is illustrative. Or the Ontario area, with Treasure Valley Community College at the core, is another illustration.

Other planning regions will consist of (a) one or more four-year colleges and/or universities, (b) the community colleges serving the same area, and (c) such other agencies as desire to participate in the coordinative effort.

It is in this latter type of planning unit that the coordinating interest of the two Boards converge, owing to the presence in the unit of the two- and four-year colleges and universities. Such planning units would include each of the public four-year institutions (UO, OSU, PSU, SOU, OCE, EOU, OIT, UOHSC), the community colleges, and independent colleges and universities serving the area, and such other agencies as wish to participate in a coordinated effort.

Coordination of the off-campus credit and noncredit activities of the two- and four-year colleges within each of the several regions will be accomplished through the presidents of these institutions jointly discussing institutional plans for offering off-campus credit and noncredit activities.

The presidents of each of the public four-year colleges and universities will take the initiative in bringing together the presidents of the community colleges and independent colleges and universities serving the area, together with representatives of the principal other agencies offering educational services to

the area for the purpose of launching this coordinative effort. (The charge given the presidents of the public four-year colleges and universities is not intended to preclude community college presidents from convening such coordinative meetings as to them seem desirable in coordinating educational efforts in their areas, as suggested in the earlier illustrations relating to the Ontario and Astoria areas.)

The plans should be sufficiently specific as to make clear in what ways the institution plans on using off-campus credit and noncredit courses and activities in the medium range future (i.e., What is the role of off-campus credit and noncredit activities in the institutional plans? Whom does the institution wish to serve through off-campus courses and programs? Through what kinds of courses and programs? In what areas of the state? In what way does the institution plan on coordinating its planned off-campus activities with other institutions and agencies?)

The plans should, at the same time, be sufficiently broad and future oriented as not to require frequent discussions among institutional presidents in the region as to the general structure of institutional plans. Once every several years should suffice.

Should these consultations among the presidents identify unnecessary duplication and overlap in the programs proposed in the institutional plans, the presidents of the affected institutions will seek to negotiate a resolution of the problems. If they are unsuccessful in so doing, they shall refer the matter to the State Department of Higher Education and the State Department of Education for appropriate action in those instances in which public institutions are involved. The ultimate appeal in intersegmental disagreements in these matters is to the Educational Coordinating Commission.

Coordination at the operational level year-by-year or term-by-term is also encouraged by the Joint Boards, when that seems desirable. But the Joint Boards do not wish to mandate creation of regional coordinating committees in every corner of the state that would be required to meet regularly when, in the judgment of those closest to the scene, there is no necessity for such meetings.

The Boards anticipate that the presidential coordinative process will be sufficiently effective that only infrequent regional coordinative meetings will be necessary. Such intersegmental problems as may arise in the application of presidential agreements will be resolved by direct and open discussion between and among the agencies involved, or where necessary, by referral to the State Department of Higher Education and State Department of Education (where the public institutions are involved).

One practice that the Boards would like to encourage is the joint publication of the listing of off-campus courses and programs to be offered by the several segments in the same geographic area. This will greatly assist potential students in planning their educational activities.

Appendix A: Coordination of Public Two- and Four-year Colleges and Universities

Oregon has a proud record of cooperation between the State Board of Education and the State Board of Higher Education in bringing into being and nurturing Oregon's 13 community colleges, and in coordinating relationships between the community colleges and the System institutions.

The Legislative Assembly gave to the State Board of Education major responsibilities for assisting at the conception and birth of each of Oregon's community colleges and for general oversight of the community colleges.

To the State Board of Higher Education, the Legislative Assembly gave major responsibilities during the formative years of each of the community colleges to oversee, and to assure the development of, a college transfer program that would (1) assure ease of transfer of students from the two-year colleges to the four-year colleges and universities; and (2) assure that the courses and staff of the community college transfer programs were of a caliber that the community colleges could, without difficulty, meet accreditation standards of the Northwest Association of Schools and Colleges.

Those legislatively-mandated relationships between the State Board of Higher Education and the community colleges were to continue until the community college was accredited by the Northwest Association of Schools and Colleges. All 13 community colleges are presently accredited. Continuing coordination of System/community college activities is provided through the System/Community College Coordinating Committee and by the following devices:

Periodic meetings among two-year and four-year college and university faculty members in the same subject matter fields. These meetings bring together faculty in the same fields to discuss common problems and ways of easing the transition of students as they pass from two-year to four-year institutions and vice versa. Illustrative are the meetings held annually by faculties in health, physical education, and recreation, and the periodic meetings of faculty representatives in the law enforcement, nursing, and mathematics areas.

Provision by the System of needed transfer information to community college faculty advisors and students. The Board's office (Higher Education), in collaboration with the deans and department heads of System institutions, produces annually a publication entitled Transfer Programs, which sets forth recommended lower division college transfer courses in each of more than 50 different academic and professional major fields of study that students in community colleges should take if they wish subsequently to transfer to System institutions in any one of the fields, and to complete baccalaureate degree requirements without loss of time. Copies of Transfer Programs are distributed by the Oregon University System to community college faculty advisors, to high school counselors, and to System faculty and administrative officers. The 1977-78 edition was distributed as follows: 1,800 to community college faculty advisors, 250 to high school counselors, and 500 to System faculty and administrative officers.

Invitational programs conducted on System campuses for community college personnel. Various of the System institutions conduct on-campus programs to acquaint community college personnel (deans, administrators, counselors, and others at the community college's discretion) with the uniqueness of the programs and services of the System institutions being visited. In some, community college representatives have opportunities to visit with former students enrolled in the senior institution wherein circumstances of ease or difficulty of transition may be noted and corrective action taken, where it is needed.

Appendix B: Secondary/Postsecondary Educational Coordination

There is much being accomplished in the high schools, colleges and universities of Oregon by way of articulation and coordination of secondary/postsecondary education in Oregon. More remains to be accomplished, however, as suggested earlier in this statement. Current efforts at articulation and coordination include:

High School/College Relations Council. The Council was established in 1986 as an outgrowth of the Oregon University System High School/College Relations Committee, which had been active since 1934. It has operated as an independent agency with the System's Director of the Office of High School Relations serving as its executive secretary. The membership of the Council, now 60 persons, includes representatives from all public and independent two-year and four-year colleges and universities in the state and representatives from key educational organizations including State Department of Higher Education, State Department of Education, the Oregon Association of School Executives, Oregon Association of Secondary School Administrators, Oregon Personnel and Guidance Association, Oregon School Activities Association, the Oregon State Scholarship Commission, the Oregon School Boards Association, Oregon Association of School Counselors, and the Oregon Association of Student Financial Aid Administrators.

The Council meets in the fall and spring each year to consider concerns and interests of the membership regarding the articulation of high school graduates with postsecondary collegiate-level opportunities. Through committee deliberations and Council action, guidelines and standards have been developed in such areas as college and university contacts with high school students, articulation of alternative educational practices, admissions testing, and innovative grading practices.

Post-High School Plans Survey. Since the late 1950s the System Office of High School Relations has, in the fall of each year, conducted a Post-High School Plans Survey of Oregon high school seniors, followed a year later with a sampling study of what those students actually did after graduation. In recent years, the surveys have been conducted in collaboration with the Educational Coordinating Commission. Effective spring term 1978, the survey is being conducted of students at the completion of their junior year. In addition to the value of the surveys for study purposes, the activity provides opportunities for students to receive general information about postsecondary educational opportunities in Oregon and to request specific information about any of the public or independent colleges and universities of the state.

High School Vocational Education Survey. Annually, the Oregon Department of Education (Career and Vocational Education Section), in cooperation with the Oregon Educational Coordinating Commission and the public school districts in Oregon, conducts a High School Vocational Education Survey to secure information useful to public schools in their planning.

The goal of this follow-up study "is to gather data about activities and perceptions of Oregon students after leaving their formal high school training." The study focuses on the responses and impressions of former vocational (career cluster) students, with appropriate comparisons made with responses of general/college preparatory students.

Oregon Career Information System. (CIS). Since 1960 in concept, and 1971 in practice, CIS has pioneered in the delivery of information about occupational opportunities (by regions of the state), job descriptions (including necessary education or training for those jobs), and information about all schools and colleges (public, independent, and proprietary) in Oregon. CIS is a consortium with representation from the Oregon Board of Education, the Oregon Employment Division, the Oregon University System, intermediate education districts, local school districts, and other users. Approximately 325 junior and senior high schools, the 13 community colleges, and many others use CIS.

Information in the CIS files is accessed by computer terminals and manual needle-sort kits placed in schools and colleges. The information is updated continually so that users receive current data at all times. The more than 150 data items in the education files (such as costs of college attendance, student financial aid, academic offerings by specific fields, housing options, credit-by-examination opportunities) can be compared for any three institutions simultaneously.

Information to high school and other students concerning postsecondary educational opportunities.

Established, well-organized, systematic efforts are made in Oregon to provide information to high school and other students concerning post-high school educational opportunities and ways in which to make the most of these opportunities. The following are illustrative.

High school visitation program. Annual visitations are made to Oregon high schools by teams of representatives of the System Board's office and the System institutions to inform high school students of the post-high school educational opportunities open to them in the System institutions.

Informing high school students of the postsecondary educational opportunities available to them in System colleges and universities and in Oregon's community colleges. Each year, the System publishes and distributes to high school counselors and to high school seniors and their parents, a publication entitled It's Your Decision, that provides information concerning instructional programs available in System institutions and in each of the 13 community colleges, together with information concerning admissions policies, tuition and fee charges, and the like. A total of 32,000 copies are published and distributed each year.

Informing high school students about financial aid available in college. The System Office of High School Relations, in cooperation with the State Scholarship Commission, annually mails to all high school seniors who complete the Post-High School Plans Survey form a copy of the publication Meeting College Costs, published by the College Board, with an overlay of information concerning the costs of college and university attendance in Oregon, types of financial assistance available to students, and methods for determining eligibility for student financial aid. Approximately 26,000 copies are mailed to Oregon high school seniors each year.

Work with high school counselors. Annual counselor workshops are held by the System's Office of High School Relations in cooperation with the Oregon State Scholarship Commission to help counselors keep abreast of information relating to post-high school opportunities and means of financing them. Counselors are provided with copies of (1) The College Counselor's Guide, an annual publication containing information pertinent to counseling for college in Oregon, (2) It's Your Decision (described above) and (3) Transfer Programs (a publication prepared annually by the System Board's office setting forth the community college courses students should take in order to be able subsequently to transfer to System institutions and complete baccalaureate requirements in any of more than 50 subject matter fields without loss of time). In addition, counselors receive six editions yearly of the newsletter, Counseling for College, published by the System Office of High School Relations, which highlights activities, changes in instructional programs in System institutions, other items of interest, including important dates relating to school-college articulation.

The two-year and four-year public and independent institutions in Oregon and Washington have, since 1947, participated in the publication of Mapping Your Education, a book edited, published, and distributed annually to the high schools in the two states.

Costs of the publications are borne by the institutions included in the book and the secondary schools that purchase copies in order to provide counselors, students, and parents with current accurate information in an orderly, comparative fashion.

Most recent of the System's Office of High School Relations efforts to assist counselors to provide students with information they need in preparing for academic success in college is the publication of Preparing for College (1977). Sixty thousand copies were distributed to secondary schools with the financial assistance of the Oregon Department of Education, to be used with younger students (8th, 9th, 10th graders). The booklet offers suggestions to assist students: (1) in preparing, while in high school, adequately to meet basic academic skill expectations at the freshman college level; (2) in increasing their options, once in college, by broadening their preparation in specific areas of academic interest; (3) in planning early to make appropriate choices among postsecondary options; and (4) in preparing to meet financial obligations involved in attending college.

Special information program for college-capable minority. The System Office of High School Relations maintains a special program (federally funded) designed to identify college-capable prospects among minority and disadvantaged groups, to assist them in gaining admission to postsecondary institutions, and in securing the financial and other assistance necessary.

Policies facilitating transition from high school to college. The System Office of High School Relations, in cooperation with System institutional representatives, seeks to assure maintenance of policies that ease the transition of high school students into college and university programs.

NOTES