This updated search of the ERIC system, "Dissertation Abstracts", and the journal literature yields 26 document abstracts which cover the mutual relationships for the implementation of long-range educational objectives between state departments of education and school systems; four-year institutions and two-year institutions; and colleges and secondary schools. (SD)
This search covers the mutual relationships for the implementation of long-range educational objectives between: state departments of education and school systems; four-year institutions and two-year institutions; and colleges and secondary schools. (26 document abstracts retrieved)
Introduction

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Journal Articles

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Articulation of materials, methods, and educational objectives of language programs in French, German, Spanish, and Latin focuses on achievements and implementation of learning, speaking, reading, writing, and language analysis for levels 1 through 5. The programs emphasize the utilization of the unifying method of instruction with the objective of increasing awareness of the foreign culture. Course content includes regional grammatical features, basic skills development, and cultural concepts. The section on Spanish emphasizes structure and 'itnstitutions' to be mastered. The Latin material distinguishes three different curriculums used in the high schools and colleges of the state. (LR)

ED 049 534

Corporer, Polly

Analysis of Educational Programs

Report No.--P-4576

Pub Date Mar 71


EDRS Price MF-$0.65 HC-$3.29


This conference paper discusses the role of the planning, program, and budgeting system (PPBS) in planning for educational programs. Proper PPBS analysis includes (1) correct predictions of the language of alternative solutions, (2) ascertainment of peripheral effects of the alternatives, and (3) estimation of the effects of the alternatives throughout the probable life of the program. A PPBS analyzer should have (1) thorough knowledge of the educational system and an appreciation for the complex interactions among various parts of the system, and (2) a rational, objective, intellectual approach with a large measure of common sense. (Author/LRR)

ED 049 666

Standes, Lynn A., And Others

Articulation: Implications for the Teaching of Foreign Languages in Colorado

Colorado Congress of Foreign Language Teachers

Pub Date 71

Note--37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors--Articulation (Program), Articulation (Program), Articulation (Program), Articulation (Program), Articulation (Program), Articulation (Program)

Articulation of materials, methods, and educational objectives of language programs in French, German, Spanish, and Latin focuses on achievements and implementation of learning, speaking, reading, writing, and language analysis for levels 1 through 5. The programs emphasize the utilization of the unifying method of instruction with the objective of increasing awareness of the foreign culture. Course content includes regional grammatical features, basic skills development, and cultural concepts. The section on Spanish emphasizes structure and institutions to be mastered. The Latin material distinguishes three different curriculums used in the high schools and colleges of the state. (LR)

Colorado State University launched an experimental program, CO-TIE (Cooperation via Televised Instruction in Education), with one other 4-year college and five 2-year colleges in the state. The program was designed to ease the transition of junior college transfer students in engineering and other professional disciplines to 4-year college. It was hoped to alleviate the lack of realistic agreements on common core curricula and transfer credit standards between 2-year and 4-year colleges. The program employs modern automated educational techniques such as videotapes, electronic blackboard-by-wire, and other low-data-rate transmission devices for courses in mathematics, computer science, and vocational education. The mechanics of the instructional process is discussed. (Author/CA)

ED 050 732

Heintz, Michael C., Daniels, Jack L.

The Transfer of Students Into Community College

Pub Date 70

Note--11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors--Colleges, Higher Education, Junior College, Transfer Policy, Transfer Programs, Transfers, Transfer Students

The idea of the community college as a safety net or "salvage" institution is discussed in this report. The study explores: (1) how many reverse transfers exist; (2) who those students are who transfer from a 4-year to a 2-year institution; (3) the implications the findings may have for community colleges in the United States; (4) problems these students may encounter in transfer; and (5) the implications the findings may have for community colleges. The survey showed that 9.44 per cent of the student populations at 46 community colleges affiliated with the American Association of Junior Colleges are reverse transfer students. It is recommended that student personnel and instructional staff examine their methods for assisting these students and that colleges increase their institutional research in this area. (CA)

ED 051 375

Muck, Merrill


North Carolina Research Coordinating Unit in Vocational Education, Raleigh

Pub Date 70

Note--13p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors--Articulation (Program), Career Opportunities, Career Planning, Community Colleges, Elementary Education, Educational Opportunities, Higher Education, Junior College, Transfer Policy, Transfer Programs, Vocational Education

A well-articulated educational program provides students an opportunity to develop to their highest potential without unnecessary duplication of instruction and delay in attaining their educational and career objectives. To provide articulation between North Carolina's public system of elementary, secondary and post secondary schools, a board of education appointed a committee from State Department of Community Colleges and State Department of Public Instruction to cooperate with the Occupational Research Unit in coordinating and implementing articulated programs. Major objectives of the programs were: (1)
developing model administrative arrangements, (3) promoting articulation of subject matter, (4) providing a better total program of occupational education, and (5) providing articulation of handicapped and disadvantaged programs. The report contains examples of programs, evaluations, and suggestions for commencing articulated efforts. A review of research of articulated efforts in the United States, a detailed background of planning, implementing and reporting of articulation efforts in 1970, and a review of articulation efforts in North Carolina prior to 1970 are appended. (AS)

ED 052 678
HE 002 280
Application and Enrollment Patterns of Transfer Students. Palumbo, Peter J.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Report No. R-12
Pub Date Mar 71
Note-96p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors--Educational change, Transfer institutions

This is the first detailed study of transfer students in New York State Universities. Transfer students as defined here are those undergraduate students who were enrolled at a State University institution in the Fall 1970 term, but who have attended other colleges or universities prior to Fall 1970. This report briefly discusses: (1) the general findings; (2) class levels entered; (3) transfers with unknown histories; (4) type of educational background; and (5) applications, acceptances, and actual enrollments. Two summary tables are presented by prior and current institution type, and by prior institution and student level. The bulk of the report consists of data on transfer students by previous institution, total numbers, class level, and number not admitted for each State University institution in Fall 1970; and on full-time lower and upper division students, 1968-1980. (AF)

ED 052 693
HE 002 302
Pub Date Mar 70
Note-201p.
EDRS Price MF-$0.65 HC-$3.39

This preliminary report summarizes the Commission's underlying assumptions concerning financing education, state and regional planning and coordination, student and community participation, teacher education, new approaches, the special problem of the Milwaukee area, and the role of private education. Its recommendations cover: (1) the establishment of state and regional education boards; the financing of public and private elementary and secondary education, and undergraduate, graduate, professional, technical, and adult education; the institution of better special education programs; and many aspects of educational management. The appendices detail the structure and cost of recommended programs. See HE 002 301, the Commission's final report. (JS)

ED 052 769
Ogilvie, William
Final Report of the Articulation Study Committee to the Illinois Board of Higher Education.
Pub Date Jan 71
Note-24p.
EDRS Price MF-$0.65 HC-$3.29

Based on a committee study of articulation practices and problems in Illinois, this report presents guidelines for the transferability of credit from 2-year to 4-year institutions for: (1) students who have completed their associate degree in a baccalaureate-oriented program; (2) students who have not completed their associate degree, but are in a baccalaureate-oriented program; and (3) students enrolled in occupational programs without an associate degree. Priorities are given to the admission of transfer students to 4-year programs. A need exists for a representative body to monitor and assess junior-senior articulation and to submit recommendations to the Board of Higher Education on articulation practices. A realistic timetable should be developed for implementing the recommendations outlined in this report. (Author/CA)

ED 056 970
Behling, Herman E., Jr.
Teacher Education Centers. Improving Higher Education, Series A, No. 15.
Denver, Colo.; Maryland State Commission on Higher Education.
Pub Date Oct 70
Note-24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors--Teacher Education, Teacher Education Centers, Teacher Education Centers, Teacher Education Centers

Part I discusses the articulation of junior colleges and four-year universities in New York State, its role in providing a better total program of occupational education and (5) providing articulation of handicapped and disadvantaged programs. The report contains examples of programs, evaluations, and suggestions for commencing articulated efforts. A review of research of articulated efforts in the United States, a detailed background of planning, implementing and reporting of articulation efforts in 1970, and a review of articulation efforts in North Carolina prior to 1970 are appended. (AS)

ED 058 536
Readings in Staff Development. Southern Regional Education Board, Atlanta, Ga.
Pub Date Dec 70
Note-79p.
EDRS Price MF-$0.65 HC-$3.29

Identifiers--Alabama, Florida, Georgia, Mississippi, South Carolina

The bulk of the report consists of data on transfer students by previous institution, total numbers, class level, and number not admitted for each State University institution in Fall 1970; and on full-time lower and upper division students, 1968-1980. (AF)

ED 056 970
Behling, Herman E., Jr.
Teacher Education Centers. Improving Higher Education, Series A, No. 15.
Denver, Colo.; Maryland State Commission on Higher Education.
Pub Date Oct 70
Note-24p.
EDRS Price MF-$0.65 HC-$3.29
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ED 056 970
Behling, Herman E., Jr.
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ED 061 936
Pub Date Mar 72
Note-111p.
EDRS Price MF-$0.65 HC-$6.58

Identifiers--Florida

During the 1969-70 and the 1970-71 fiscal years, Florida's public community colleges engaged in 1966 staff and program development (SPD) activities. These activities included curriculum development, equipment acquisition, with particular emphasis on audio-visual aids, extended study, professional leave, and institutional visitations. This report describes the statutory and regulatory provisions for SPD, discusses the guidelines, definitions, and procedures which govern SPD in the system, and summarizes the SPD information submitted to the Florida Division of Community Colleges by the 27 colleges in the system. Funds for SPD activities are provided by the state to community college districts; charts showing the total state and college allocation for each district are provided. A brief description, cost, and the area served. (Author/CA)
Journal Articles

EJ 038 798 380 VT 502 488
At the National Level: Impossible . Burkett, Lowell A. American Vocational Journal, v46 n3, pp23-27, Mar 71
Vocational Education, Manpower Development, Comprehensive Programs, Program Planning, National Programs, Manpower Needs, Program Coordination.

EJ 038 800 380 VT 502 490
Vocational Education, Comprehensive Programs, Program Planning, National Programs, Manpower Needs, Program Coordination.

EJ 038 809 020 VT 502 505
Implications for Meeting the Needs of People Lamar, Carl F. American Vocational Journal, v46 n4, pp33-37, Apr 71

EJ 039 346 230 EA 501 580
Education in Virginia's New Constitution Howard, A. E. Dick. Compete v5 n2, pp17-20. Apr 71
State Legislation, Educational Quality, Educational Objectives, State Departments of Education.

EJ 039 813 380 TM 500 238
College Admission, Engineering Education, Personality Assessment, Socialization, Transfer Students, Authoritarianism, Self Concept, Personal Adjustment, Predictor Variables.

EJ 040 080 380 CG 503 325
Transfer Students, College Admission, Academic Performance, Admission Criteria, Junior College Students, Academic Standards, College Students.

EJ 043 809 380 CG 503 319
Changing Criteria for Community College Transfers Beals, Ernest W. Journal of the National Association of College Admissions Counselors, v16 n1, pp22-23, May 71
Institutional Role, Community Colleges, Transfer Students, College Students, Junior College Students, Educational Responsibility, Aptitude.

EJ 043 384 500 CG 503 319
Transfer Students, College Admission, Academic Performance, Admission Criteria, Junior College Students, Academic Standards, College Students.

EJ 044 920 380 CG 503 348
Research on Transfer Students: A Review of the Literature Meskill, Victor P.; Sheffield, Wesley, College Student Journal, v5 n3, pp46-51, Sep-Oct 71
Transfer Students, Community Colleges, Transfer Students, Community Colleges, Transfer Students, Community Colleges, Program Proposals.

EJ 058 461 020 360 500 340
Challenge Ahead: State-Level Control Wattenbarger, James L.; Bender, Louis W. Junior College Journal, v42 n9, pp17-20, Jun-Jul 72

As a result of the increasing control that states have over community colleges, this Florida program, funded by the W.K. Kellogg Foundation, has established a Center for State and Regional Leadership which aims in encouraging increased interaction between state agencies and colleges.
The Problem
This study examined the opinions of parents of secondary school students as to their preferences in school-to-home communications. Specifically, the study focused on the parent's preferences in the communication content, frequency, and media. The study also attempted to measure any significant relationship between the parents' preferences and occupational group.

Procedures
The population of this study were parents from three occupational groups: professional, semi-professional, and manual and service. Usable opinionnaires were returned by 72 parents. The opinionnaire required the parent to indicate the type of information and its desired frequency by marking one of four choices: never, seldom, occasionally, or frequently. Respondents indicated one of six media categories for each item: personal contact, written contact, general bulletins, school publications, group meetings, or mass media.

For the analysis of data, information items were also categorized into one of eight areas: individual student, school policies, curriculum and program, school activities, guidance, management, support programs, and staff.

Calculations of mean scores were made for each information item and area to determine the desirability and frequency with which parents from each occupational group and from the combined group want information. The one-way analysis of variance and the Scheffé test were applied to determine the significance of differences among the mean scores of the three occupational groups.

Chi-square was applied to each occupational group to determine whether the observed media frequency for each information item differed significantly from the expected frequency under equal probability.

Media preferences for each item and area were presented by percentages and in graphs.

Findings and Conclusions
The following generalizations apply only to the population studied.
1. Parents desire information of all types but information concerning the individual student, policies, curriculum and program, school activities, and guidance is desired more frequently than is information about the school's management, staff, and support programs.
2. Parents in the manual and service occupational group desire more information than do parents in either the professional or semi-professional group. Parents in the professional and semi-professional groups registered similar opinions about the frequency with which they desire information.
3. All parents within the population of this study more frequently desire information about the needs and faults of the school than about the school's strengths.
4. Parents frequently desire information about the school's goal and objectives.
5. Parents only occasionally desire financial and budgetary information.
6. No single media category is preferred for all information items and areas. General bulletins, school publications, and written contacts are most frequently preferred. Mass media and general meetings are preferred least frequently.
7. School publications are preferred sources of information about school activities, management, support programs, and staff; the general bulletin is preferred for information about the individual student.

Recommendations and Implications
1. The administration should transmit all types of information to all occupational
groups. Frequently desired information should be given priority and preferred media should be utilized.

2. School publications and general bulletins should serve as prime media for information dissemination. Research is needed to determine their effectiveness in increasing parental knowledge of school-related information.

3. A personalized school-to-home communication program should be developed, utilized, and continually evaluated in terms of the school's changing needs. Each school should develop its own personalized school home communication program.

4. Parents should be invited to serve as members of school committees whose function it is to establish the goals and objectives of the school and its educational programs.

5. Further research is needed to confirm the findings that the information desired by parents varies indirectly with their occupational group.

Decker, Larry Edward, Ph.D. AN ADMINISTRATIVE ASSESSMENT OF THE CONSEQUENCES OF ADOPTING COMMUNITY EDUCATION IN SELECTED PUBLIC SCHOOL DISTRICTS. Michigan State University, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-16412).

Today many innovations are being promoted and adopted in educational institutions, but as researchers have discovered, the consequence of adopting these innovations is little alteration in the structure and function of education.

Community education is an educational innovation being widely promoted and diffused. The promotional efforts are based almost entirely on the assumed benefits a community receives from its adoption. But there has been little systematic assessment of community education and almost none of the consequences of its adoption.

The purpose of this study is to assess and document the consequences of adopting community education as perceived by Regional University Community Education Center Directors and public school superintendents whose school districts have adopted community education and have been in operation over two years, but less than five years. The study was conducted in cooperation with the Charles Stewart Mott Foundation, Division of Training and Dissemination.

The study sampled two major populations involved in community education's implementation and adoption process: Regional University Community Education Center Directors (N=11) and public school superintendents (N=97).

The questionnaire had three major sections. Section I is based on topic areas considered to be the consequences of adopting community education. Section II is devoted to rating local individuals and groups on their support for community education. Section III provides information on the type and size of community education programs and on sources of financial support.

The data was analyzed with the assistance of the Michigan State University, College of Education, Research Consultation Office. The statistical techniques used include a basic statistics program, univariate analysis of variance, multivariate test of equality of mean vectors and Spearman's coefficient or rank correlation.

The general findings of the study are:

1) There is no statistically significant difference between perceptions of Regional University Community Education Center Directors and public school superintendents on items identified to assess consequences of adopting community education. Both groups appear to perceive the same consequences of adopting community education.
2) The highest positive ranked consequence of adopting community education is the belief that school facilities are used to a greater extent. The lowest ranked consequence of adopting community education is the belief that school libraries have become community libraries.

3) There is no statistically significant difference between perceptions of Regional University Community Education Center Directors and public school superintendents on local individuals' and groups' perceived level of support for community education. Both groups appear to perceive the same support levels of local individuals and groups for community education.

4) The highest positive ranking group for support of community education is the school board. The lowest ranking group for support of community education is custodians.

5) There are diverse responses on the expressed major benefit of adopting community education. The highest percentage for the Regional University Community Education Center Directors is 27% on "involvement and participation of citizens in decision-making and community activities." The public school superintendents' highest percentage is 32% on the "expansion and improvement of programs and services."

6) The top four sources of financial support for community education in school districts sampled are 1) state government, 2) school district, 3) fees and charges and 4) federal government. Data show that rural school districts tend to allocate a greater percentage of their school district budget for community education than do suburban and urban districts.

7) In the opinion of the Regional University Community Education Center Directors, school districts between 5,000 and 10,000 students have the highest level of commitment and support for community education. The size and type of school district they perceived to have the lowest commitment and support for community education are large urban districts over 40,000 students.

8) Public school superintendents express a very high level of support in community education within their school districts. Ninety-eight per cent of the superintendents would recommend that other school districts adopt community education.
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