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ABSTRACT

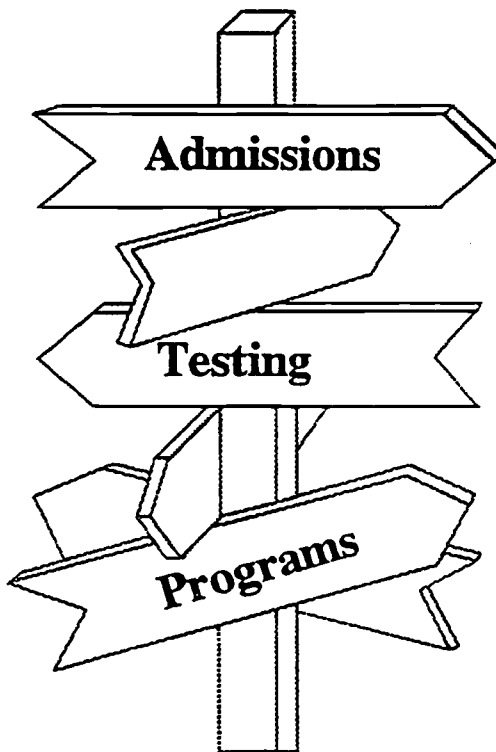
Given the increased complexity and variety of post-secondary educational options, the necessary guidance of college-bound students has become ever more critical and vital. Intended as a reference for counselors in their college guidance efforts, this handbook contains information on the Oregon State System High School Visitation Program, preparing for visitation, admission requirements and procedures, testing requirements, State System publications, special programs, college guidance activities, and the educational agencies, organizations, and institutions in Oregon. Though some of the handbook's content applies to all post-secondary education, the central focus and emphasis is on the public four-year colleges and universities in Oregon. Major sections are as follows: (1) A College Guidance Calendar for the 1996-97 Academic Year; (2) The State System High School Visitation Program; (3) Residency Rules; (4) Oregon State System Admission Requirements; (5) Admission of Community College Transfer Students; (6) Testing Requirements, Dates, and Information Sources; (7) Student Budgets and Financial Aid; (8) Special Academic Support Service Programs; (9) State System Publications and Services; (10) College Guidance Information and Resources; (11) Statement of Principles of Good Practice; (12) Pacific Northwest Association of College Admissions Counselors; and (13) College Credit Programs and Opportunities for High School Students. Contains tables that present 1996-97 CLEP, AP, and IB Credit Policies at Oregon state system institutions, Oregon community colleges, and Oregon independent colleges. (RB)

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The College Guidance Counselor's Handbook

1996-97

A college guidance and information resource for Oregon high school counselors



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INTRODUCTION

The College Guidance Counselor's Handbook is prepared by the Office of School Relations within the Oregon State System of Higher Education for the purpose of assisting Oregon high school counselors in counseling students for college.

Given the increased complexity and variety of post-secondary educational options, the necessary guidance of students in this area has become ever more critical and vital. It is no small task that confronts the counselor in not only providing the students with the necessary admissions, financial aid, school, and program information, but also equipping them with skills needed to make an intelligent decision about their post-high school plans. Though it is certainly not possible to meet all of these guidance needs in the pages of this publication, the contents of the handbook were compiled with that challenging task in mind.

We hope counselors will find the handbook a handy reference in their college guidance efforts. Included in the handbook is information on the State System high school visitation program, preparing for visitation, admission requirements and procedures, testing requirements, State System publications, special programs, college guidance activities, and the educational agencies, organizations, and institutions in Oregon. Though some of the handbook's content applies to all post-secondary education, the central focus and emphasis is on the public four-year colleges and universities in Oregon.

For detailed information on financial aid, please refer to the Oregon State Scholarship Commission publication, *The Financial Aid Handbook*. (Write or call the Commission office for a copy. See page 56 for address and telephone number.)

We eagerly seek your ideas and suggestions on how the handbook can be upgraded to serve you better in your daily guidance activities. Given our willingness to take your advice, a real opportunity exists for counselors to improve its contents so that it can be of greater assistance to you. Please give us your suggestions and ideas for the guide by contacting the Office of School Relations, PO Box 3175, Eugene, OR 97403-0175, or telephone:

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Gary Christensen, Assistant Vice Chancellor for Student Services	(541) 346-5729
Barbara Nehring, Administrative Assistant	(541) 346-5730

A College Guidance Calendar 1996-97 Academic Year

September 1996

13	Last day to register for Oct. 12 SAT I & II tests (Scholarship applicants who need to submit a test score should use this date.)
17	CIS Workshop, UO Knight Library, Eugene
18	CIS Workshop, UO Knight Library, Eugene
23	La Grande High School College Fair
23-27	State System High School Visitation - Beaverton to Hillsboro & John Day to The Dalles
24	CIS Workshop, Condon High School, Condon
24	CIS Workshop, Linn-Benton-Lincoln Educational Service District
25	CIS Workshop, Douglas Education Service District
27	Last day to register for Nov. 2 SAT I & II tests
27	Last day to register for Oct. 26 ACT test
30-Oct. 4	State System High School Visitation - Portland area & Portland to Hood River

October 1996

1	CIS Workshop, South Coast Education Service District
2	CIS Workshop, Jackson Education Service District
3	CIS Workshop, Henley High School, Klamath Falls
4	CIS Workshop, Prairie City High School
7-10	State System High School Visitation - Salem area & Albany to Lebanon
8	CIS Workshop, Location TBA, (Deschutes, Crook, & Jefferson Counties)
9	CIS Workshop, Location TBA, (Polk & Yamhill Counties)
10	CIS Workshop, Location TBA, (Marion County)
12	SAT I & II tests
14	CIS Workshop, Oregon Employment Dept., Beaverton Training Center, Suite C
15	PSAT/NMSQT
15	CIS Workshop, Oregon Employment Dept., Pendleton
17	CIS Workshop, Youth Employment Institute, Portland, 1704 NE 26th Street
18	OSSHE Fall Counselor Conference, Eugene Hilton
19	PSAT/NMSQT
21	CIS Workshop, Mt. Hood Community College, Room 2604
21-25	State System High School Visitation - Eugene area & Portland area
24	CIS Workshop, Youth Employment Institute, Portland, 1704 NE 26th Street
26	ACT test
26	WOSC Open House
28	Salem College Night, McKay High School
28	CIS Workshop, Oregon Employment Dept., Beaverton Training Center, Suite C
28-Nov. 1	State System High School Visitation - Salem area & Cave Junction to Reedsport
30	CIS Workshop, Union Education Service District
30-31	Portland National College Fair - Convention Center, Portland
31	CIS Workshop, Clatsop Community College, Seaside Campus

November 1996

- 1 CIS Workshop, St. Helens High School, Career Center
- 1 Last day to register for Dec. 7 SAT I & II tests
- 2 SAT I & II tests
- 2 OIT Open House
- 3 UO Open House
- 4-5 Spokane Inland Northwest National College Fair, Spokane Convention Center
- 4-8 State System High School Visitation - Lakeview to Ashland & Roseburg to Grants Pass
- 5 Idaho-Oregon Border College Fair, Treasure Valley Community College, Ontario
- 6 Boise National College Fair, The Boise Grove Center
- 8-9 Seattle National College Fair, Washington State Convention and Trade Center
- 9 OSU Open House
- 12-15 State System High School Visitation - Redmond to La Pine & Lincoln City to Springfield
- 15 Last day to register for December 14 ACT test
- 16 EOSC Open House
- 18-22 State System High School Visitation - Tillamook to Scappoose

December 1996

- 1 ROTC application postmark deadline - Air Force, Army & Navy/Marine
- 7 SAT I & II tests
- 14 ACT test
- 20 Last day to register for January 25 SAT I & II tests

January 1997

- 10 Last day to register for February 8 ACT test
- 18 SOSC Open House
- 18 OSU Kaleidoscope
- 25 SAT I & II tests

February 1997

- 1 WOSC Open House
- 7 Last day to register for March 15 SAT I only test
- 8 ACT test
- 22 PSU Open House

March 1997

- 14 Last day to register for April 12 ACT test
- 15 SAT I only test
- 28 Last day to register for May 3 SAT I & II tests

April 1997

6
12

OIT Open House
ACT test

May 1997

2
3
9
16
5-9
12-16

Last day to register for June 7 SAT I & II tests
SAT I & II tests
OSSHE Community College Advisor Conference
Last day to register for June 14 ACT test
Advanced Placement Program examinations
Advanced Placement Program examinations

June 1997

7
14

SAT I and II tests
ACT test

Admission Application Deadlines and Priority Filing Dates

Freshman Admission for Fall, 1997

EOSC	Application Priority Filing Date: August 1, 1997
OIT	Application Priority Filing Date: June 1, 1997
OSU	Application Priority Filing Date: March 3, 1997
PSU	Application Priority Filing Date: June 1, 1997
SOSC	Application Priority Filing Date: June 1, 1997
UO	Application Postmark Deadline: March 1, 1997
	Architecture and Interior Architecture: December 15, 1996 (University application) January 15, 1997 (Departmental application)
	Landscape Architecture: March 1, 1997
	Clark Honors College: November 1, 1996 (early admit decisions begin) February 1, 1997 (regular deadline)
	Fine & Applied Arts: March 1, 1997
WOSC	Application Postmark Deadline: Rolling admission

Transfer Admission for Fall, 1997

EOSC	Application Priority Filing Date: August 1, 1997
OIT	Application Priority Filing Date: June 1, 1997
OSU	Application Postmark Deadline: June 1, 1997
PSU	Application Priority Filing Date: June 1, 1997
SOSC	Application Priority Filing Date: June 1, 1997
UO	Application Postmark Deadline: May 15, 1997
WOSC	Application Postmark Deadline: Rolling admission

The State System High School Visitation Program

Description of the High School Visitation Program

The State System visitation team will include one representative from each State System campus (seven), plus a "team leader" from the Chancellor's Office of Academic Affairs, School Relations. Additional contact between individual high schools and state colleges and universities beyond the visitation program is governed by the student contact guidelines developed by the Oregon High School-College Relations Committee. Those guidelines permit further visits by mutual agreement of the school and the college.

The 1996-97 visitation program will have the same basic format as last year. The primary aim of the visitation program is educational. The visitation team's purpose is to inform and counsel students about the educational opportunities and services available in the Oregon State System of Higher Education. The visitation representatives will make every effort to assist students in pursuing their educational goals, whether or not those goals lead to attendance at a State System campus. You may be assured, then, that the goal of the high school visitation program is twofold -- to serve as a college guidance effort as well as a recruiting effort.

The time period for the visitation runs from mid-September to mid-November for a total of 15 visitation weeks. A weekly area schedule is included in this section.

Most visitations take place during the regular school day, either in a morning or afternoon session. Several schools schedule an evening visitation program. Such programs will be carefully scrutinized, however, as historically evening programs have low attendance rates. Although it's nice to have parents included in the (evening) program, typically only a fourth or less of the prospective college-bound students attend an evening program.

The format of the visitation program, in both high schools and on college campuses, typically consists of the following: 1) a general presentation by the team leader (Chancellor's Office representative) about the State System, including an overview of academic programs, admissions, financial aid, and scholarships; 2) two individual college sessions where students select the presentations by individual campus representatives they wish to hear; and 3) frequently a wrap-up session where students are free to ask additional questions or to obtain information from the schools not visited during the individual college sessions.

Visitation Program Formats for High Schools

In the spring of each year, all schools are sent a "visitation program survey" identifying the type of program they may participate in. Responses to that survey, then, form the basis for the fall visitation schedule. Later in the spring, all schools are mailed a "visitation program confirmation card" on which is indicated their visitation date. Completion and return of the card to our office before mid-June and the resolution of any conflicts completes the visitation scheduling.

For the 1996-97 visitation year, Class AAAA and AAA schools (OSAA classification) have the options of:

- 1) a visitation program in their own high school by an 8-person team consisting of representatives from each of the seven State System colleges and universities and a representative from School Relations; or
- 2) a visitation program on another high school or college campus where high schools come to a campus for a program involving an 8-person team with representatives from all seven State System institutions and a representative from School Relations; or
- 3) no participation in the visitation program.

Class AA and A schools (OSAA classification) have the options of:

- 1) a visitation program on a college or Class AAAA or AAA campus involving a team of eight representatives from the State System; or
- 2) a joint visitation program on a Class AA high school campus where two or more Class AA or A schools combine their students for a program with an 8-person team of representatives from the State System; or
- 3) no participation in the visitation program.

Ensuring Your Participation in the Visitation Program

To make final arrangements for the visitation program, we will mail a letter to you four weeks in advance of your visitation date. Included with the letter will be a list of names of the visiting representatives, a news release for your school paper, and a "visitation program planning form" in which the visitation date and time will be indicated.

By completing and returning the "visitation program planning form," you inform School Relations about your program format details and any other information that may be of assistance to the visitation team (i.e., special student needs, refreshments, planned counselor meeting with visitation team). Please return those forms no later than two weeks prior to your visitation date.

**Oregon State System of Higher Education
Office of School Relations
1996 High School Visitation Schedule**

Week 1	September 23 - 27	Beaverton to Hillsboro John Day to The Dalles	2 teams
Week 2	September 30 - October 4	Portland area Portland to Hood River	2 teams
Week 3	October 7 - 10	Albany to Lebanon Salem area	2 teams
Week 4	October 21- 25	Portland area Eugene area	2 teams
Week 5	October 28 - November 1	Salem area Cave Junction to Reedsport	2 teams
Week 6	November 4-8	Lakeview to Ashland Roseburg to Grants Pass	2 teams
Week 7	November 12 - 15	Redmond to La Pine Lincoln City to Springfield	2 teams
Week 8	November 18 - 22	Tillamook to Scappoose	1 team

Total visitation weeks: 15

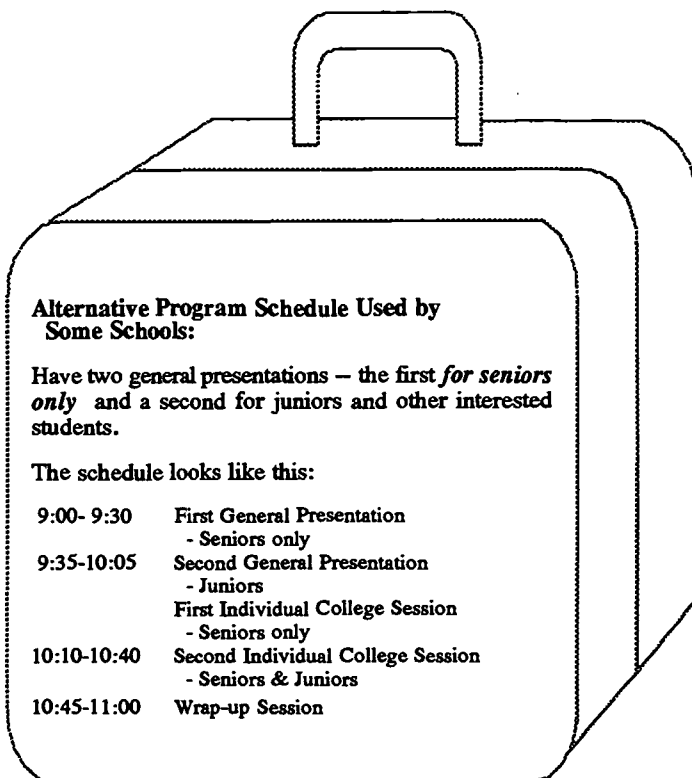
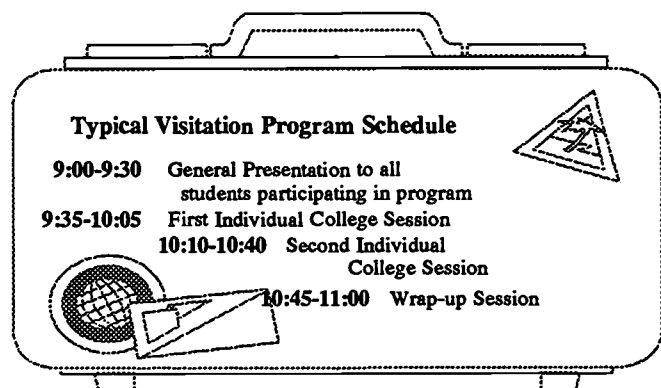
Visitation Program on a High School Campus

Note: Please allow at least 5 minutes passing time between all sessions for students to assemble for the presentation.

General Presentation

Time Required: 30 minutes

A Chancellor's Office team leader on the visitation team will be responsible for making a general presentation to initiate the visitation program. The team leader will discuss the following: (1) deciding on further education after high school; and (2) reviewing the State System campuses and their academic programs, admissions requirements, costs, financial aid and scholarship programs, and application procedures. This time is also used to introduce the visiting representatives and to give program directions to the students. For *equipment and facilities needed, please see page 10.*



Individual College Sessions

Time required:
30 minutes, 1st session
30 minutes, 2nd session

Two individual sessions are recommended to give students the opportunity to visit two colleges of their choice. The representatives will be prepared to address student groups of seniors and/or juniors on the academic programs, student services, and campus characteristics of their respective institutions, and to respond to questions from students.

Wrap-Up Session

Time required:
10-15 minutes

This session will allow students the opportunity to pick up additional brochures from colleges whose sessions they did not attend, *and* to individually ask questions of the college representatives. It is best to hold this session back in a central location (e.g., where the general presentation session was held).

Counselor and/or Faculty Meeting with Chancellor's Office Team Leader

Time required:
To be arranged

We strongly recommend that the fullest use be made of the Chancellor's Office team leader's time. It is his or her responsibility to represent the entire State System and to speak to that program and procedural information which is of critical importance to counselors, faculty, and students. Subjects for discussion could include academic programs, financial aid, admissions, and scholarship opportunities. Meetings with the team leader can take place during the individual college sessions or after the sessions, if travel time permits. Such meetings held after the individual sessions also allow for a critique of the visitation effort.

Counselor and/or Faculty Meeting with Campus Representatives During the General Presentation or With All Visitation Team Members Following the Last Session

Time required:
To be arranged

Some schools seek to best utilize the campus representatives by arranging meetings between them and the guidance staff and/or faculty during the general presentation. Such use of the campus representatives is highly recommended. Also, meetings between *all* team members and the guidance staff and/or faculty after the wrap-up session are encouraged. Topics for discussion could include critiquing the visitation program, update on academic programs, admissions, financial aid, the college preparedness of students, and/or other subjects of mutual interest and concern.

Visitation Program on a State System Campus: Class AAAA, AAA, AA, and A Schools

The format for the visitation program on a college campus will be generally the same as that for the high school campus. A general presentation will be followed by two individual college sessions. The added advantage many counselors see in attending a visitation program on campus is the chance to expose students for a few hours to a college environment.

Equipment and Facilities Needed for Visitation Program

All schools having a visitation program on their own campus need to provide the following facilities and equipment for the *general presentation* and the *individual college sessions*:

General Presentation

1. A central location to accommodate all students involved in the visitation program (auditorium, gym, cafetorium, etc.).
2. A microphone.
3. Screen.
4. AV table and extension cord.

Individual College Sessions

An individual meeting room for each campus representative is highly desirable. SOSC and OIT prefer rooms or areas that can be darkened for slide showing.

Wrap-Up Session

Usually held in the same location as the general presentation.

Preparing Students for the Visitation Program

Experience has shown the obvious: the most successful college visitation programs are those in which considerable preparation of students has been done prior to the program. Preparation simply means that students have been made aware of the upcoming visitation and the purpose of the program, stimulated to start considering and developing their post-high school plans, and told how the program relates to their current situation. The result is a far more productive program for all concerned. Methods of preparing students vary, but might include use of the checklist and materials listed below.

A Preparation Checklist for Visitation

- Encourage *all* students who have the potential for and/or interest in further education after high school to explore the program options available in the State System.
- Visit classes to announce and explain the purpose of the college visitation program.
- Encourage students in meetings prior to the visitation program to use the Career Information System in developing alternatives and exploring options.
- Encourage students to use CIS to identify colleges offering programs they desire and to glean information about the colleges.
- Make the *College Handbook*, the *Occupational Handbook*, CIS college catalogs, and other guidance materials available in the guidance center.
- Publicize the program through:
 - School paper
 - Daily announcements
 - Posters on bulletin boards
 - Other:
 - Radio or TV announcements
 - Letters to students
 - Letters to parents



NOTICE TO NONRESIDENTS OF THE STATE OF OREGON

Residence Classification Policy and Procedures

In Oregon, as in all other states, instruction fees at publicly supported four-year colleges and universities are higher for nonresident students than for resident students. Currently, nonresident students are assessed instruction fees that approximate the full cost of instruction.

The current rules and amendments (effective since November 1, 1993) used in determining residency seek to ensure that only bona fide Oregon residents are assessed the resident fee. Those rules — Oregon Administrative Rules, Chapter 580, Division 10 - Board of Higher Education — appear below.

Only duly authorized admissions officers have authority to apply and interpret these rules and procedures. No other indication or determination of residency by any other institutional office, department, program, or staff represents the official institutional determination of residency.

Summary of Key Considerations in Determining Classification as a Resident:

- (1) Establishment of a domicile in Oregon for a period of 12 months or more prior to the beginning of the term for which residency is sought.
- (2) Financial dependence on an Oregon resident or financial independence.
- (3) Primary purpose for being in Oregon other than to obtain an education.
- (4) Nature and source of financial resources.
- (5) Various other indicia of residency (e.g., ownership of Oregon living quarters, permanent Oregon employment, payment of Oregon income taxes).

Oregon Board of Higher Education Administrative Rules

These are the residency rules of the Board of Higher Education in effect since November 1, 1993.

Residence Classification

Definitions 580-10-029 For the purpose of rules 580-10-030 through 580-10-045, the following words and phrases mean:

- (1) "Domicile" denotes a person's true, fixed, and permanent home and place of habitation. It is the place where a person intends to remain and to which the person expects to return when the person leaves without intending to establish a new domicile elsewhere.
- (2) "Financially independent" denotes a person who has not been and will not be claimed as an exemption and has not received and will not receive financial assistance in cash or in-kind of an amount equal to or greater than that which would qualify him or her to be claimed as an exemption for federal income tax purposes by another person except his or her spouse for the current calendar year and for the calendar year immediately prior to the year in which application is made.
- (3) A "dependent" is a person who is not financially independent.

Determination of Residence 580-10-030

(1) For purposes of admission and instruction fee assessment, OSSHE institutions shall classify a student as an Oregon resident or nonresident. In determining resident or nonresident classification, the primary issue is one of intent. If a person is in Oregon primarily for the purpose of obtaining an education, that person will be considered a nonresident. For example, it may be possible for an individual to qualify as a resident of Oregon for purposes of voting or obtaining an Oregon driver's license and not meet the residency requirements established by these rules.

(2) An Oregon resident is a financially independent person who, immediately prior to the term for which Oregon resident classification is requested:

- (a) Has established and maintained a domicile in Oregon of not less than 12 consecutive months; and

(b) Is primarily engaged in activities other than those of being a college student. (i) A student may be considered primarily engaged in educational activities regardless of the number of hours for which the student is enrolled. However, a student who is enrolled for more than eight hours per semester or quarter shall be presumed to be in Oregon primarily for educational purposes. (ii) Such period of enrollment shall not be counted toward the establishment of a bona fide domicile of one year in this state unless the student proves, in fact, establishment of a bona fide domicile in this state primarily for purposes other than educational.

(3) An Oregon resident is also a person who is dependent on a parent or legal custodian who meets the Oregon residency requirements of these rules.

(4) The criteria for determining Oregon resident classification shall also be used to determine whether a person who has moved from Oregon has established a non-Oregon residence.

(5) If institution records show that the residence of a person or the person's legal custodian upon whom the person is dependent is outside of Oregon, the person shall continue to be classified as a nonresident until entitlement to resident classification is shown. The burden of showing that the residence classification should be changed is on the person requesting the change.

Residency Consideration Factors 580-10-031

(1) The following factors, although not necessarily conclusive or exclusive, have probative value in support of a claim for Oregon resident classification:

- (a) Be primarily engaged in activities other than those of a student and reside in Oregon for 12 consecutive months immediately prior to the beginning of the term for which resident classification is sought;
- (b) Reliance upon Oregon resources for financial support;
- (c) Domicile in Oregon of persons legally responsible for the student;
- (d) Acceptance of an offer of permanent employment in Oregon; and
- (e) Ownership by the person of his or her living quarters in Oregon.

(2) The following factors, standing alone, do not constitute sufficient evidence to effect classification as an Oregon resident:

- (a) Voting or registration to vote;
- (b) Employment in any position normally filled by a student;
- (c) The lease of living quarters;
- (d) Admission to a licensed practicing profession in Oregon;
- (e) Automobile registration;
- (f) Public records (e.g., birth and marriage records, Oregon driver's license);
- (g) Continuous presence in Oregon during periods when not enrolled in school;
- (h) Ownership of property in Oregon, or the payment of Oregon income or other Oregon taxes; or
- (i) Domicile in Oregon of the student's spouse.

(3) Reliance upon non-Oregon resources for financial support is an inference of residency in another state.

(4) The resident classification of a dependent person shall be that of his or her parents or legal custodians, or, in case of divorce or other similar circumstances, the parent or legal custodian upon whom the person is financially dependent, unless the dependent has been in Oregon with the other parent or a legal custodian and established Oregon residency under these rules 12 months prior to the term for which Oregon resident classification is requested.

Evidence of Financial Dependency 580-10-033

(1) In determining whether a student is financially dependent, and whether his or her parent or legal custodian has maintained a bona fide domicile in Oregon for one year, a student must provide:

- (a) Legal proof of custodianship;
- (b) Evidence of established domicile of parent or legal custodian; and
- (c) The identification of the student as a dependent on the federal income tax return of the parents or legal custodian.

Additional documentation to substantiate dependency during the current calendar year may be required at a later time if deemed necessary by the institution.

(2) A student who provides evidence that he or she is a dependent of a parent or legal custodian who has maintained a one-year domicile in Oregon shall not be required to establish a one-year domicile prior to classification of resident status, provided such a student may not be classified as a resident while receiving financial assistance from another state or state agency for educational purposes.

Residence Classification of Armed Forces Personnel 580-10-035

(1) For purposes of this rule, armed services means officers and enlisted personnel of the United States Army, Navy, Air Force, Marine Corps, and Coast Guard.

(2) Notwithstanding OAR 580-10-030, members of the armed services and their spouses and dependent children who reside in this state while assigned to duty at any base, station, shore establishment, or other facility in this state, or while serving as members of the crew of a ship that has an Oregon port of shore establishment as its home port or permanent station, shall be considered residents for purposes of the instruction fee.

(3) An Oregon resident entering the armed services retains Oregon residence classification until it is voluntarily relinquished.

(4) An Oregon resident who has been in the armed services and assigned on duty outside of Oregon must return to Oregon within 60 days after completing service to retain classification as an Oregon resident.

(5) A person who continues to reside in Oregon after separation from the armed services may count the time spent in the state while in the armed services to support a claim for classification as an Oregon resident.

(6) The dependent child and spouse of a person who is a resident under Section (2) of this rule shall be considered an Oregon resident. "Dependent child" includes any child of a member of the armed forces who:

(a) Is under 18 years of age and not married, otherwise emancipated, or self-supporting; or

(b) Is under 24 years of age, unmarried, enrolled in a full-time course of study in an institution of higher learning, and dependent on the member for over one-half of his/her support.

Residence Classification of Aliens 580-10-040

(1) An alien holding an immigrant visa or an A, E, G, H, I, [or] K, or L visa, or granted refugee or political asylum, Family Unity or Voluntary Departure in Lieu of Family Unity status, or otherwise admitted for permanent residence in the United States, is eligible to be considered an Oregon resident if OAR 580-10-030 is otherwise satisfied. The date of receipt of the immigrant visa, the date of approval of political asylum or refugee status, or the date of approval of lawful permanent residence, whichever is earlier, shall be the date upon which the 12 months and other residency requirements under OAR 580-10-030 shall begin to accrue.

(2) Notwithstanding any other rule, an alien possessing a nonimmigrant or temporary (i.e., B, C, D, F, J, or M) visa cannot be classified as a resident.

Changes in Residence Classification 580-10-041

(1) If an Oregon resident student enrolls in an institution outside of Oregon and later seeks to re-enroll in an OSSHE institution, the residence classification of that student shall be reexamined and determined on the same basis as for any other person.

(2) A person whose nonresident legal custodian establishes a permanent Oregon residence as defined in OAR 580-10-030 during a term when the dependent is enrolled at an OSSHE institution may register as a resident at the beginning of the next term.

(3) Once established, classification as a resident continues as long as the student remains in continuous academic year enrollment in the classifying institution.

(4) A person who seeks classification as a resident under these rules shall complete and submit a notarized Residence Information Affidavit. The affidavit and all required supportive documents and materials must be submitted by the last day to register for the term in which resident status is sought.

(5) No OSSHE institution is bound by any determination of residency except by duly authorized officials under procedures prescribed by these rules, including timely submittal of the notarized affidavit.

Review of Residence Classification Decisions by IRC 580-10-045

(1) An interinstitutional residency committee (IRC) is established, consisting of the officers determining student residence classification at OSSHE institutions and a member of the Chancellor's staff appointed by the Chancellor. The member of the Chancellor's staff shall serve as chairperson. A majority of the members of the Committee shall constitute a quorum. A majority of a quorum may make decisions.

(2) Residence cases of unusual complexity, especially where there may be conflict of rules, may be referred by an institution residence classification officer to the IRC for decision.

(3) Any person who is aggrieved by the institution residence classification may, within ten (10) days of the date of mailing or other service of classification decision, appeal the classification to the IRC. An aggrieved person may supply written statements to the IRC for [its] consideration in reviewing the case and may also make an oral presentation to the IRC. The decision of the IRC shall be final unless appealed.

(4) A person dissatisfied with the IRC decision may, within ten (10) days of the date of the mailing or other service of the IRC decision, appeal the IRC decision to the Vice Chancellor for Academic Affairs or designee. An appeal to the Vice Chancellor shall be in writing only. The Vice Chancellor's decision shall be final.

(5) A person granted a meritorious hardship exception to residency under this rule prior to July 1, 1990, shall not lose the exception solely because of the repeal of the exception authorization.

Residents Under WICHE 580-10-047

A certification officer, designated by the Board, shall determine the residence classification of any person seeking certification as an Oregon resident, pursuant to the terms of the WICHE Compact. Any person dissatisfied with the decision of the certification officer may appeal to the IRC. The decision of the IRC shall be final unless further appeal is made to the Vice Chancellor for Academic Affairs pursuant to OAR 580-10-045(4).

Residency Classification Procedures

To be considered for classification as a resident, certain procedures and materials must be submitted to the institutional residency officer in a complete and timely manner.

(1) Obtain and complete the Residence Information Affidavit, which is available from the institutional residency officer.

(2) Consult with the residency officer on the provision of all the required supportive documents and materials.

(3) Submit the affidavit and all other required materials and documents by the last day to register for the term in which resident status is sought.

Residency Classification Appeals

Any person may appeal an institutional residency classification decision within ten (10) days of the date of mailing or other notification of the decision. The appeal may be made to the State System's Interinstitutional Residency Committee (IRC) in writing or in person by notifying the institutional residency officer.

The decision of the IRC may be appealed to the Vice Chancellor for Academic Affairs in writing within ten (10) days of notification of the IRC decision. The decision of the Vice Chancellor is final.

Further Information

Persons interested in further information on or assistance with residency classification should contact the institutional residency officer at the institution where residency classification is sought.

Dea Wells
Eastern Oregon State College
La Grande OR 97850-2899
Phone: (541) 962-3519

Beth Murphy
Oregon Institute of Technology
Klamath Falls OR 97601-8801
Phone: (541) 885-1141
Toll free: 1-800-422-2017

Steve Massott
Oregon State University
Corvallis OR 97331
Phone: (541) 737-4411
Toll free: 1-800-291-4192
E-mail: massotts@ccmail.orst.edu

Veda Kindle
Portland State University
PO Box 751
Portland OR 97207-0751
Phone: (503) 725-3511
Toll free: 1-800-547-8887
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Southern Oregon State College
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Ashland OR 97520-5047
Phone: (541) 552-6600
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Larry Waddell
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Eugene OR 97403
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E-mail: brinegj@fsa.wosc.osshe.edu

Oregon State System Admission Requirements

General Requirements

The general entrance requirement to enter State System institutions is graduation from a standard or accredited high school with a satisfactory grade point average and the satisfactory completion of 14 units of specified subject requirements. (See specific requirements and alternatives below.)

Public high school students must graduate from a standard and/or accredited high school. Private high school students must graduate from an accredited high school.

However, though these are and will be the basic requirements, there may also be different or additional admission requirements for special programs, selective departments, or certain professional schools. Be sure students check the program they intend to enter for any special admission requirements.

Notes and Changes in Admission Policies, Procedures, and Fees for the 1997-98 Academic Year

Freshman Admission

- On all State System campus applications it is essential that students report courses completed and courses in progress which correspond to the approved college preparatory course list submitted by their high school.
- High schools need to complete and update annually a college preparatory course list report for use by State System admission offices to evaluate admission application and high school transcripts regarding completion of the subject requirements for admission. Course lists will be updated each spring. No courses may be added to a high school's college preparatory course list after November 1.
- Beginning in the fall of 1985, 14 units of subject requirements had to be met in addition to the minimum high school grade point average (or test score) for admission to freshman standing. Students who graduated prior to 1985 need only meet the admission requirements in effect for 1984-85. Exceptions to meeting the specific requirements for admission were provided for the Classes of 1985 and 1986, and exceptions continue only for the members of those classes.
- Beginning with admission to fall 1997, two years of (the same) foreign language replace the two years of college electives as part of the 14 subject requirements. Applicants who graduated prior to 1997 are excepted from meeting this requirement.
- Eastern Oregon State College has raised its minimum GPA requirement from 2.50 to a 3.00 in the courses taken to meet the 14 subject requirements. Students meeting this standard will be guaranteed admission. Students with below a 3.00 HSGPA in the 14 subject requirements will be selectively admitted based on a review of additional documentation to include a 300- to 500-word essay on educational goals, two letters of recommendation regarding academic potential, test scores, and any other evidence of academic and community achievement students wish to submit. Eastern is adopting this policy in order to improve the quality of admissions, academic performance, and rates of retention and graduation.

Transfer Admission

For admission to all seven campuses, transfer applicants must also have completed two terms of college-level foreign language with a grade of C- or above or two years of the same high school-level foreign language or satisfactory performance on an approved foreign language assessment. American Sign Language is acceptable in meeting the foreign language requirement.

The 1997-98 Undergraduate Admission Application Forms

Our campuses will be sure that your students have ready access to their admission applications via recruitment mailings, request cards, and application supplies sent to your counseling offices.

Again this year, students will have a choice of applying to each OSSHE college or university by paper application or by diskette. Each college and university has its own paper (hard copy) admission application. The diskette, however, is a COMMON APPLICATION for any or all of the OSSHE colleges and universities. Diskettes provided to each high school by School Relations will be available in three formats: DOS, Windows, and Macintosh.

Individual campuses may also have their own (separate) admission application diskettes, which they will mail directly to students who request a diskette rather than a paper application.

- See page 5 for admission application deadline and priority dates.
- Some selected or limited programs, such as architecture and honors colleges, require an earlier submission of an application. If a student plans to enter a selective or limited enrollment program, he or she should be aware of any special and early application procedures as listed in the institutional catalogs.
- All colleges and universities, with the exception of EOSC, require an application for admission before the student can be considered for financial aid.

Testing

- All State System schools require that students submit an SAT or ACT score as part of the admission process. Students are encouraged to take the ACT or SAT early in the year so they can submit their scores when applying for admission.
- Report the highest SAT or ACT composite score *from a single test date*.
- For students who may not meet the Grade Point Average Requirement, some colleges and universities may use a Predicted Grade Point Average formula which uses GPA and test scores in the computation. See page 22 for the PGPA formula chart used at OSU and the UO for determining admission consideration of a student. Other institutional formulas and tables (if applicable) should be available at the time applications are distributed around the first of October.

Tuition and Fees

- The admission application fee of \$50.00 must be included with the student's application.
- Fee *deferrals* (not waivers) may be granted to high school students who meet the criteria as stated on the deferral forms:
 - Student is now eligible for or participates in a free or reduced lunch program.

- Student now participates in or is eligible for a TRIO-type college preparatory program such as Upward Bound, Talent Search, EOP, HEP, etc.
- Student is a current recipient of state of Oregon or U.S. Public Assistance.

Deferral forms will be sent to school counselors shortly after October 1; a school official's signature is required on the form. Please note: OSSHE's fee deferral form is separate from, and distinctively different than, the College Board Fee Waiver form. OSSHE campuses will not accept the College Board form.

- Tuition and fees for the 1996-97 academic year will be approximately \$3,220 per year with minor differences among the campuses.
- Oregon State University and the University of Oregon require an advanced tuition deposit of \$200.00 in the Spring of 1997 for 1997-98 admitted students. Oregon State University's advanced tuition deposit deadline is May 15, 1997; University of Oregon's deadline is May 1, 1997.

Questions

Questions about admission procedures will undoubtedly continue to arise. Please give us a call with any questions you may have at (541) 346-5720 in Eugene, or call any State System admission office.

Admission Requirements for the 1997-98 Academic Year

Counselors please note: All SAT I and II score values used for alternative admission have been changed to their "recentered" values and are followed parenthetically by the old or original SAT scores. Please remind students that though the score values have changed (began with the administration of the April 1995 SAT) the performance value does not, meaning that the same performance will yield equivalent scores whether recentered or original.

Oregon Resident Students

Freshman Admission

To be considered for admission to freshman standing, ¹resident students need to fulfill each of the requirements (or alternatives) as specified below:

High School Graduation

Public high school graduates must have graduated from a standard or accredited high school.
Private high school graduates must have graduated from an accredited high school.

Nongraduates to be admitted must have:

- a minimum score of 40 on each of the five subtests of the Test of General Educational Development (GED); and
- an average score for the five tests of 58 (UO, OSU, SOSC), 55 (WOSC), 50 (OIT), 46 (PSU).

Graduates of nonstandard or unaccredited high schools must have:

- a minimum score of 1070 (970) SAT I or 23 ACT (UO, OSU); 1010 (900) SAT I or 21 ACT (SOSC); or 1000 (890) SAT I or 21 ACT (PSU, OIT, WOSC); and
- an average 470 (410) or above – 1410 (1230) total – on three College Board SAT II: Subject Tests (English, Math Level I or IIC, and a third of the student's choice); or meet the summer qualifying alternative available at some campuses.

Admission of Nongraduates and Graduates of Nonstandard and Unaccredited High Schools to Eastern Oregon State College: Students will be selectively admitted based on a review of a submitted portfolio that includes an essay on educational goals, recommendations, GED or other test scores, grades, and any other evidence of academic and community achievement.

Admission Tests

Students must submit scores of the Scholastic Aptitude Test (SAT I) or American College Test (ACT).

Achievement tests are required for applicants who are graduates of nonstandard or unaccredited high schools.

Test scores are used:

- As an alternative means of meeting the GPA requirement;

¹Students with any college credit, see *Transfer Admission* requirements on page 20.

- As the admission policy for graduates of nonstandard or unaccredited high schools;
- In selectively admitting qualified applicants; and
- For advising and guidance purposes.

NOTE: The Test of Standard Written English (TSWE) is no longer required for students applying to Southern Oregon State College and the University of Oregon.

Subject Requirements

Applicants must satisfactorily complete fourteen (one year equal to one unit) of college preparatory work in the following subject areas:

ENGLISH (4 UNITS) Shall include the study of the English language, literature, speaking and listening, and writing, with emphasis on and frequent practice in writing expository prose during all four years.

MATHEMATICS (3 UNITS) Shall include *first year algebra* and two additional years of college preparatory mathematics selected from geometry (deductive or descriptive), advanced topics in algebra, trigonometry, analytical geometry, finite mathematics, advanced applications, calculus, probability and statistics, or courses that integrate topics from two or more of these areas. (*One unit is highly recommended in the senior year.* Algebra and geometry taken prior to the ninth grade will be accepted.) Students must have completed, at a minimum, the Algebra II level (or equivalent) or higher to meet the math requirement.

SCIENCE (2 UNITS) Shall include a year each in two fields of college preparatory science such as biology, chemistry, physics, or earth and physical science, one recommended as a laboratory science.

SOCIAL STUDIES (3 UNITS) Shall include one year of U.S. history, one year of global studies (world history, geography, etc.), and one year of a social studies elective (government strongly recommended).

FOREIGN LANGUAGE (2 UNITS) Two years of the same high school-level foreign language or a C- or above in the third year of a high school-level language or two terms of a college-level foreign language with a grade of C- or above or satisfactory performance in an approved assessment of foreign language knowledge and/or proficiency. American Sign Language is acceptable in meeting the foreign language requirement.

Alternatives to the Subject Requirements (any *one* of the following):

For all institutions except EOOSC

- Score an average of 470 (410) or above – 1,410 (1230) total – on three College Board SAT II: Subject Tests (English, Math Level I or IIC, and a third of the student's choice); or
- Take make-up coursework (high school or college-level) for specific subject requirements missed in high school and achieve a passing grade. (One three-hour, college-level term course is equal to one unit of high school work.) For mathematics, satisfactory completion of intermediate algebra or above, or the equivalent of Math 95, fulfills (in total) the subject requirements in mathematics; or If admitted by exception to the foreign language requirement, one year of a college-level foreign language is required, for which an additional fee will be assessed.

- For OIT, earn a minimum of 2.00 GPA in nine term hours of prescribed summer session work at any college campus. For admission to 1997-98, EOSC, OSU, PSU, UO, SOSC, and WOSC do not offer the summer alternative.

If admitted by exception to the foreign language requirement, two terms of a college-level foreign language is required.

- For EOSC only, students who have below a 3.00 HSGPA in all subject requirement coursework may be selectively admitted based on a review of a submitted portfolio that includes an essay on educational goals, recommendations, grades, coursework, test scores, and any other evidence of academic and community achievement.

Grade Point Average Requirement

To be considered for admission, students must have a grade point average in all graded subjects taken toward graduation in four years of high school of 3.00 (OSU, UO), 2.75 (SOSC, WOSC), 2.50 (OIT, PSU, *EOSC).

*At EOSC, students with a GPA 2.50-2.99 must submit a portfolio for admission consideration; students with a 3.00 GPA and above in the OSSHE 14 subject requirements receive automatic admission.

Alternatives to the GPA Requirement (any of the following):

(For all institutions except EOSC)

- SAT I or ACT scores and high school grades to predict a 2.00 college GPA (UO, OSU); 1010 (900) SAT I or 21 ACT (SOSC); 1000 (890) SAT I or 21 ACT (PSU, OIT); 1000 (890) SAT I or 21 ACT or 2.00 predicted college GPA (WOSC).
- For OIT, earn a minimum of 2.00 GPA in nine term hours of prescribed summer session work at any college campus. For admission to 1997-98, EOSC, OSU, PSU, UO, SOSC, and WOSC do not offer the summer alternative.

If admitted by exception to the foreign language requirement, two terms of a college-level foreign language is required.

- For EOSC only, students who have below a 3.00 HSGPA in all subject requirement coursework may be selectively admitted based on a review of a submitted portfolio that includes an essay on educational goals, two recommendations, grades, coursework, test scores, and any other evidence of academic and community achievement.

Five Percent Special Admission

Institutions are authorized to admit a quota of freshmen totaling no more than five percent of the institution's first-time freshman class for the previous academic year as exceptions to the stated admission requirements. To qualify for five percent special admission, applicants are considered on a case-by-case basis.

Transfer Admission

To be admitted as a *transfer student*, resident applicants must have:

University of Oregon

- A minimum GPA of 2.25 or better in 36 or more quarter credit hours of acceptable college-level work; and
- All transfer applicants must complete a minimum of one term of college-level writing, beginning with WR 121; and college algebra or above, or the equivalent of Math 105. Each of the required courses must be completed with a grade of C- or above.

Oregon State University

- A minimum GPA of 2.25 or better in 36 or more quarter credit hours of acceptable college-level work; and
- All transfer applicants must complete a minimum of one term of college-level writing, beginning with WR 121; and college algebra or above, or the equivalent of Math 105. Each of the required courses must be completed with a grade of C- or above.

Portland State University

- A minimum GPA of 2.00 or better in 30 or more quarter credit hours of acceptable college-level work.

Southern Oregon State College

- A minimum GPA of 2.25 or better in 36 or more quarter credit hours of acceptable college-level work.

Western Oregon State College, Eastern Oregon State College, and Oregon Institute of Technology

- A minimum GPA of 2.00 or better in 24 or more quarter credit hours of acceptable college-level work.

All Transfer Applicants. Students who have accumulated 12 or more quarter credit hours of college-level work, but fewer than 36 (UO, OSU, SOSC); 30 (PSU); or 24 (WOSC, EOSC, OIT), must meet freshman admission requirements and have a minimum GPA of 2.25 (UO, OSU, SOSC) or 2.00 (PSU, WOSC, EOSC, OIT) in all college work attempted.

New Requirement for all Transfer Students. All transfer applicants must have completed two terms of college-level foreign language with a grade of C- or above or two years of the same high school-level foreign language or satisfactory performance on an approved foreign language assessment. American Sign Language is acceptable in meeting the foreign language requirement.

Special Transfer Admission

Institutions are authorized to grant special admission to transfer applicants on a case-by-case basis in accordance with each institution's transfer admission policy. Transfer students granted special admission who have not met the foreign language requirement will be required to take one year of a college-level foreign language, for which an additional fee will be assessed.

GPA - Test Score Alternatives
Oregon State University and the University of Oregon
Admission to Academic Year 1997-98

Applicants whose high school grade point averages are below a 3.00 may be considered for admission if their test score, in combination with GPA, meets the numbers listed in the table below:

Please note: SAT scores were recentered in April 1995. This chart is adjusted to reflect the recentering. For more information about recentering, please call The College Board Guidance and Admissions Department (408) 452-1400.

If High School GPA is:	Total SAT V + M Scores must be at least:	Total ACT Composite must be at least:	If High School GPA is:	Total SAT V + M Scores must be at least:	Total ACT Composite must be at least:
2.99	830	17	2.49	1120	24
2.98	840	17	2.48	1120	24
2.97	840	17	2.47	1120	24
2.96	850	17	2.46	1130	24
2.95	850	17	2.45	1130	24
2.94	860	17	2.44	1140	25
2.93	860	18	2.43	1150	25
2.92	860	18	2.42	1150	25
2.91	870	18	2.41	1160	25
2.90	880	18	2.40	1160	25
2.89	880	18	2.39	1170	25
2.88	890	18	2.38	1180	26
2.87	900	18	2.37	1180	26
2.86	900	18	2.36	1180	26
2.85	910	19	2.35	1190	26
2.84	920	19	2.34	1190	26
2.83	920	19	2.33	1200	26
2.82	930	19	2.32	1210	27
2.81	930	19	2.31	1210	27
2.80	940	19	2.30	1220	27
2.79	950	19	2.29	1230	27
2.78	950	19	2.28	1230	27
2.77	960	20	2.27	1240	27
2.76	970	20	2.26	1240	27
2.75	970	20	2.25	1240	28
2.74	970	20	2.24	1250	28
2.73	980	20	2.23	1250	28
2.72	980	20	2.22	1260	28
2.71	990	21	2.21	1270	28
2.70	990	21	2.20	1270	28
2.69	1000	21	2.19	1280	29
2.68	1010	21	2.18	1290	29
2.67	1010	21	2.17	1290	29
2.66	1020	21	2.16	1300	29
2.65	1020	21	2.15	1310	29
2.64	1030	22	2.14	1310	29
2.63	1040	22	2.13	1310	29
2.62	1040	22	2.12	1310	29
2.61	1050	22	2.11	1320	30
2.60	1050	22	2.10	1330	30
2.59	1050	22	2.09	1330	30
2.58	1060	22	2.08	1340	30
2.57	1070	23	2.07	1350	30
2.56	1070	23	2.06	1350	30
2.55	1080	23	2.05	1360	31
2.54	1090	23	2.04	1370	31
2.53	1090	23	2.03	1370	31
2.52	1100	23	2.02	1380	31
2.51	1100	23	2.01	1390	31
2.50	1110	24	2.00	1390	32

Freshman Admission Requirements Approved for 1997-98 Academic Year

	UO	OSU	PSU	EOSC	OIT	SOSC	WOSC
Freshman Admission							
High School Graduation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
High School GPA	3.00	3.00	2.50	■3.00	2.50	2.75	2.75
Subject Requirements: 14 units (4-English, 3-Math, 2-Science, 3-Social Studies, 2-Foreign Language)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SAT I/ACT Scores*	Yes	Yes	Yes	Yes	Yes	Yes	Yes

■3.0 and above in the OSSHE 14 subject requirements for automatic admission (EOSC). Below 3.0 with portfolio for admission consideration.
*Minimum SAT scores are not required but scores must be submitted and may be used for alternative or selective admission.

Transfer Admission Requirements Approved for 1997-98 Academic Year

	UO	OSU	PSU	EOSC	OIT	SOSC	WOSC
Transfer Admission							
GPA Residents	2.25	2.25	2.00	2.00	2.00	2.25	2.00
GPA Nonresidents	2.50	2.25	2.25	2.00	2.00	2.25	2.00
Admission Consideration for Applicants with 2.00 + GPA and AA Degree from Oregon Community Colleges	Yes	Yes	N/A	N/A	N/A	Yes	N/A
Minimum College Hours Required	36	36	30	24	24	36	24
All Applicants Must Meet Specified Course Requirements	Yes *	Yes *	Yes *	Yes *	Yes *	Yes *	Yes *

* Courses Required: One writing course beginning with WR 121, and one mathematics course at College Algebra level or above or the equivalent of Math 105. Each required course must be completed with a C- or above. Two terms of a college-level foreign language course with a grade of C- or above, or two years of the same high school-level foreign language course (if language taken in high school, please send high school transcript to the admission office) or satisfactory performance on a foreign language assessment.

Application Fee

Non-Refundable Application Fee

All colleges and universities

\$50.00

The student must pay the fee for each college or university to which he or she submits an application. The fee is not refundable. The fee must be included with each application or it will not be processed. If the student and family are having financial difficulties, the student may qualify for a fee deferral.

On the next page is a draft of the fee deferral form you may recommend for students who meet the qualifying criteria as stated on the form. School Relations will be sending final fee deferral forms to you shortly after October 1, 1996. OSSHE campuses will not accept the College Board Fee Waiver form. A waiver (College Board) means the application fee is never collected from the student; deferral (OSSHE) means the application fee is collected at a later date, when the student enrolls and pays fees. The application fee is usually taken directly out of any financial aid the student receives.

STUDENT INFORMATION

Student Name (Please Print)	Social Security Number*
Address	City
State	Zip Code
Telephone	

COLLEGE/UNIVERSITY ADMISSION APPLICATION

Send this form *with your completed admission application* to one or two of the Oregon state colleges or universities of your choice (Limit of two). If you are applying to two colleges, be sure to attach a copy of this form to both applications.

TO: Admissions Office

- Eastern Oregon State College, La Grande, OR 97850
- Oregon Institute of Technology, Klamath Falls, OR 97601
- Oregon State University, Corvallis, OR 97331
- Portland State University, Portland, OR 97207
- Southern Oregon State College, Ashland, OR 97520
- University of Oregon, Eugene, OR 97403
- Western Oregon State College, Monmouth, OR 97361

Please indicate the one or two campuses to which you are requesting a fee deferral

STUDENT AUTHORIZATION

I request that you defer my college admission application fee. I understand that deferment means I do not need to pay the fee now, but I will be required to pay the fee when I enroll. If I am receiving financial aid, it will be deducted from my financial aid funds.

Student Signature	Date
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HIGH SCHOOL STUDENT SECTION (Transfer Student Section on back)

Student: Give this form to your high school counselor or other school official for completion.

Counselor or Designated School Official: I recommend an admission application fee deferral for the student above. I base my recommendation on the following criteria (check all that apply):

1. Student is now eligible for or participates in a free or reduced lunch program.
2. Student now participates in or is eligible for a TRIO-type college preparatory program such as Upward Bound, Talent Search, EOP, HEP, etc.
3. Student is a current recipient of State of Oregon or U.S. Public Assistance.

Name of counselor or agency official. Please print.	Job Title
---	-----------

Name of school now attending or name of agency	Address of school or agency
--	-----------------------------

Signature of designated school/agency official

TRANSFER STUDENT SECTION

Please check all that apply. You must supply documentation as indicated.

- I am a current recipient of State of Oregon or U.S. Public Assistance (food stamps only or food stamps, cash, and medical assistance).
Documentation Required: Signed and dated statement from your caseworker.
- I am a current participant in my college or university's Equal Opportunity Program, TRIO, or other similar program.
Documentation Required: Signed and dated statement from the college's program director, including director's name, signature, title, and phone number.
- *My Expected Family Contribution (EFC) is \$_____.
Documentation Required: Copy of Part One of your Student Aid Report (SAR) from the college or university you are currently attending.
- I am currently classified as a dislocated worker.
Documentation Required: Copy of Determination of Dislocated Worker Form 1992B.

*Institutions may limit the number of applicants who request a deferral under this category.

Name of college now attending

Address of above college

OREGON STATE SYSTEM OF HIGHER EDUCATION
SOCIAL SECURITY NUMBER DISCLOSURE AND CONSENT STATEMENT

You are requested to provide voluntarily your Social Security Number to assist OSSHE (and organizations conducting studies for or on behalf of OSSHE) in developing, validating, or administering predictive tests and assessments; administering student aid programs; improving instruction; internal identification of students; collection of student debts; or comparing student educational experiences with subsequent workforce experiences. When conducting studies, OSSHE will disclose your Social Security Number only in a manner that does not permit personal identification of you by individuals other than representatives of OSSHE (or the organization conducting the study for OSSHE) and only if the information is destroyed when no longer needed for the purposes for which the study was conducted. By providing your Social Security Number, you are consenting to the uses identified above. This request is made pursuant to ORS 351.070 and 351.085. Provision of your Social Security Number and consent to its use is not required and, if you choose not to do so, you will not be denied any right, benefit, or privilege provided by law. You may revoke your consent for the use of your Social Security Number at any time by writing to the Registrar at the campus(es) to which you have applied for admission.

Admission of Community College Transfer Students

All of the State System's seven colleges and universities accept for credit all college transfer work completed in Oregon or other accredited community colleges. Students may transfer up to 108 quarter hours of work completed toward bachelor degree requirements. Upon special arrangement with the accepting institution, some community college work may be accepted after the student has earned 108 hours of credit toward a bachelor degree. However, students should be cautioned that all arrangements for the acceptance of the credit as specified by the accepting institution should be completed and approved, *in writing*, before enrolling.

For students planning on transferring to a State System institution after one or two years in a community college or a four-year college, it is extremely important that they carefully plan their coursework to coordinate with the program at the institution into which they are transferring. To accomplish this, they should work closely with a counselor at the community college or college and the appropriate office or department at the institution into which they will transfer.

AA/Oregon Transfer Degree

Any student who holds an Oregon community college Associate of Arts /Oregon Transfer degree that conforms to the guidelines set forth below and who transfers to an institution in the Oregon State System of Higher Education will have met the lower division general education requirements of that institution's baccalaureate degree programs.

Course, class standing, or GPA requirements for specific majors, departments, or schools are not necessarily satisfied by the Associate of Arts/Oregon Transfer degree. Transfer and credit acceptance policies vary among the state colleges and universities, so students should be sure to consult with the institution or program to which they plan to transfer.

GUIDELINES:

Each Oregon community college offers an Associate of Arts /Oregon Transfer degree that meets these broad guidelines:

A minimum of 90 credits will be required for the degree, and of these, at least 58 credits will conform to the general education and distribution requirements listed below. (All credit references are based on quarter credits.)

1. General Requirements

- a. **WRITING:** Nine credits of writing courses, with a grade of C- or better in each course. WR 121, 122 and 123 or 227.
- b. **Mathematics:** Four credits of college-level mathematics, for which at least Intermediate Algebra is a prerequisite, with a grade of C- or better.
- c. **Oral Communication/Rhetoric:** Three credits of a fundamentals of speech or communication course, with a grade of C- or better.

2. Distribution Requirements

- a. **ARTS AND LETTER:** A minimum of twelve credits, chosen from at least two disciplines, with no more than nine credits from one discipline.
- b. **SOCIAL SCIENCE:** A minimum of fifteen credits, chosen from at least two disciplines, with no more than nine credits from one discipline.
- c. **SCIENCE/MATH/COMPUTER SCIENCE:** A minimum of fifteen credits, including at least twelve credits in biological or physical sciences with laboratories, chosen from at least two disciplines.

3. Electives

Electives will comprise about thirty-two credits, depending on the student's selection of courses to meet the requirements above.

- 4. New Requirement:** All transfer applicants need two terms of college-level foreign language with a grade of C- or above, or two years of the same high school foreign language (if language taken in high school, please send high school transcript to the admission office). American Sign Language is acceptable in meeting the foreign language requirement.

Testing Requirements, Dates, and Information Sources

Students entering as beginning freshmen and transfer students who have fewer than 24 hours (30 hours at PSU and 36 hours at OSU, SOSC, and UO) of collegiate credit are required to submit scores from either the ACT (American College Testing Program) or the SAT I (Scholastic Assessment Test of the College Board) primarily for *placement and advising purposes*. SAT II: Subject Tests are recommended, but are not required.

Students should complete the student profile section of the SAT I or ACT to provide additional guidance information and to avail themselves of information services from colleges throughout the nation.

Below are the 1996-97 test dates. Counselors should have all necessary test registration materials sent to them by the respective testing organizations; for those who did not receive any testing materials, see the next page for addresses of the test organizations.



SAT I and II and ACT Tests Dates

FEES: SAT-I: \$21.50 ACT - \$19.00
 SAT-II: \$18.00, \$23.00, or \$28.00
 (depending upon number of tests taken,
 SAT Writing - additional \$5.00
 SAT Listening - additional \$2.00)

<u>Test</u>	<u>Date Given</u>	<u>Registration Closing Date</u>
SAT I & II	Oct. 12, 1996	Sept. 13, 1996
ACT	Oct. 26, 1996	Sept. 27, 1996
SAT I & II	Nov. 2, 1996	Sept. 27, 1996
SAT I & II	Dec. 7, 1996	Nov. 1, 1996
ACT	Dec. 14, 1996	Nov. 15, 1996
SAT I & II	Jan. 25, 1997	Dec. 20, 1996
ACT	Feb. 8, 1997	Jan. 10, 1997
SAT I only	Mar. 15, 1997	Feb. 7, 1997
ACT	April 12, 1997	Mar. 14, 1997
SAT I & II	May 3, 1997	Mar. 28, 1997
SAT I & II	June 7, 1997	May 2, 1997
ACT	June 14, 1997	May 16, 1997

Advanced Placement Program (College Entrance Examination Board)

Fees: \$72 for each exam: Qualified students with financial need may be nominated for fee reduction by their schools' AP Coordinators before April 1, 1997.

Dates: May 5-9, and May 12-16, 1997

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

Fees: \$8.50

Dates: October 15, 1996 and October 19, 1996

College Level Examination Program (CLEP)

Fee: General or subject exam - \$42.00
 Each additional examination taken on the same administration - \$42.00

Dates: Tests may be given any date of the month selected by the test center. English composition with Essay Examination will be given nationally only in January, April, June, and October.

Where to Write or Call for Test Information and Materials



American College Testing Program (ACT)

REGIONAL: Dallas Chapman, Asst. Vice Pres. &
Regional Manager
American College Testing
10419 Old Placerville Road, Suite 262
Sacramento, CA 95827-2508
(916) 361-0656

NATIONAL: American College Testing
PO Box 168
Iowa City, IA 52243
(319) 337-1000

The College Board (SAT, ACH, AP, CLEP, PSAT/NMSQT, & Other Board Materials)

REGIONAL: Richard Pesqueira, Exec. Director
Western Regional Office
The College Board
2099 Gateway Place, Suite 480
San Jose, CA 95110
(408) 452-1400

NATIONAL: The College Board
45 Columbus Avenue
New York, NY 10023-6992
(212) 713-8000

SAT Fee Waivers

Lee Tyler
Western Regional Office
The College Board
2099 Gateway Place, Suite 480
San Jose, CA 95110
(408) 452-1400

College Board Publications

College Scholarship Service (CSS)
College Board Publications
Box 886
New York, NY 10101-0886
(212) 713-8142

Educational Testing Service

Western Field Office
Program Services
(510) 873-8100

Princeton Office
(Address varies, depending on service)
(609) 921-9000 (General Switchboard)

Financial Aid Form (Profile)

College Scholarship Service
PO Box 6307
Princeton, NJ 08541
(609) 406-5340

Student Budgets and Financial Aid

The following table presents individual college and university (on campus) resident, undergraduate student budgets for 1996-97.

	EOSC	OTI	OSU	PSU	SOSC	UO	WOSC	AVG.
Resident Tuition & Fees	\$3,159	\$ 3,048	\$ 3,432	\$ 3,342	\$3,045	\$ 3,507	\$3,096	\$ 3,233
Room & Board	\$3,966	\$ 4,068	\$ 4,587	\$ 4,500	\$4,008	\$ 4,344	\$4,032	\$ 4,215
Books & Supplies	\$ 450	\$ 810	\$ 810	\$ 900	\$ 660	\$ 630	\$ 744	\$ 715
Personal Expenses	\$1,353	\$ 2,238	\$ 2,163	\$ 1,962	\$2,187	\$ 1,575	\$2,028	\$ 1,929
TOTAL	\$8,928	\$10,164	\$10,992	\$10,704	\$9,900	\$10,056	\$9,900	\$10,092

Financial Aid at the State System Colleges and Universities

The single, most important piece of information you can share with students about financial aid is to get the Free Application for Federal Student Aid (FAFSA) mailed in by or before **February 1**. When our colleges and universities receive a student's financial aid application **on time** (by March 1), that application receives **priority status** (vs. non-priority status). And the difference in status – priority vs. non-priority – can mean a big difference in the amount and type of financial aid awarded. Here is an example:

Sample Aid Package Dependent Freshman

	Living Off-Campus	Living On-Campus
Budget	\$10,902	\$10,206
Student Contribution	-0-	-0-
Parent Contribution	\$ 1,200	\$ 1,200
Aid Eligibility	\$ 9,702	\$ 9,006

	PRIORITY (Processed FAFSA Rec'd by March 1)		NON-PRIORITY (Processed FAFSA Rec'd by April 1)		NON-PRIORITY (Processed FAFSA Rec'd by May 1)	
	Off-Campus	On-Campus	Off-Campus	On-Campus	Off-Campus	On-Campus
Pell Grant (EFC* = \$1,200)	\$1,320	\$1,320	\$1,320	\$1,320	\$1,320	\$1,320
State Need Grant	1,056	1,056	1,056	1,056	1,056	1,056
OSSHE Supplemental Fee Waiver	700	700	800	800	-0-	-0-
SEOG	900	900	700	700	-0-	-0-
Perkins	1,601	1,205	-0-	-0-	-0-	-0-
Work-Study	1,500	1,200	-0-	-0-	-0-	-0-
Stafford	2,625	2,625	2,625	2,625	2,625	2,625
Aid Awarded	9,702	9,006	6,501	6,501	5,001	5,001
Unmet Need	0-	0-	\$3,201	\$2,505	\$4,701	\$4,005

*EFC = Expected Family Contribution

NOTE: To meet the March 1 priority deadline, students need to mail the FAFSA by February 1, 1997. Students who mail the financial aid application in late (after February 1), and thus receive non-priority status, often lose out on the federal government monies – loans and work-study – as indicated in previous non-priority examples.

The purpose of the FAFSA is to assess and determine the capacity of the family to contribute to the cost of a college education. Students and their parents, therefore, are expected to help pay for the cost of education.

Note that in the sample aid package for Dependent Freshman the only figure in the need formula that changes in the calculation is budget. If a student is living off-campus, the budget figure is \$10,902 and if a student is on-campus, it's \$10,206. Parent and student contributions remain the same. The same concept holds true for type of institution; only the budget figure changes, while parent and student contributions remain the same. For example, institution A may cost \$20,000 while institution B may cost \$10,000. But the student and parent contributions for a particular family are the same for each aid calculation on the two campuses.

Once you have mailed in your FAFSA, here are the next steps in the process:

1. The federal government will send you a Student Aid Report (SAR) for review by your family. Send the original SAR form with changes to the federal office indicated on the form; send the copies with changes to the college(s).
2. Colleges will send you a letter if they need additional information. Anytime you get a request for information from an office (like financial aid), send that information AS SOON AS POSSIBLE. If you can't supply the information right away, call the (financial aid) office and let them know so you won't get moved to the bottom of the pile.
3. You will receive an offer of financial aid (an award letter) from the college(s). The award letter will tell you: a) the budget for the year; b) your family contribution, and c) the types of aid you will receive. Each college's letter will look a little different, but they all provide the same basic information.
4. The award letter will have a response time, usually 15-30 days. Accept all offers of financial aid, as long as you don't have to put a deposit (\$) down. Once you definitely decide you are not going to attend a particular college, let the financial aid office know you are declining their offer.
5. Take all award letters to your high school counselor to help you evaluate/weigh the packaging of the award (i.e., loans vs. grants). One college may meet your financial needs but most of the aid is in loans that you will be paying back for many years. Another college may meet your needs with fewer loans, some grants, and work-study. An important question for your family to consider is how much loan debt are you willing to accumulate? Are you going to have to pay loans back by yourself or is your family going to help you pay back loans? Your counselor can help you sort through such issues.
6. Look carefully at the school budget and your financial aid allocation. Take a realistic view of your personal spending habits. What are your spending habits and how will they need to change to make ends meet in college? Put yourself on a college budget now and see how it works and where you need to make changes.
7. Because loans are a part of most aid awards, you will receive more paperwork during the summer; your parents will need to complete these loan forms.
8. Once you are in college and on financial aid, you need to be aware that the college has certain expectations of you. You must complete a minimum of 12 credit hours per term to remain eligible for financial aid. Financial aid is "performance-oriented." Colleges have a minimum GPA you must maintain to keep your financial aid. If you are disqualified from the college because of poor academic performance, you will lose your financial aid. Know your college's rules on financial aid and eligibility by reading all the information sent to you by the college!

Important Note: As a college freshman applying for financial aid for the next year, you will receive no prompt or help in remembering to apply. It is not like high school where a counselor will keep track for you. As a result, college freshmen and sophomores are the largest groups to miss the financial aid deadline.

So, before Thanksgiving see a financial aid advisor at your college about the FAFSA and scholarships. But you will have to initiate and schedule the appointment. And remember, you must apply for financial aid every year!

Financial Aid and Scholarship Resources

<http://www.cs.cmu.edu/afs/cs/user/mkant/Public/Finaid/finaid.html>
<http://www.teleport.com/~ossc/home.htm>

Also, connect with the individual colleges and universities for links to additional financial aid and scholarship information sites.

Special Academic Support Service Programs

There are various modes of entry into the different segments of higher education. Students enter the American system of higher education through selective processes influenced by self, parental, financial, and social consideration. How and when these influences affect selection depends on a variety of stimuli -- some subtle, and some directed. Generally, students strive for higher education preparation leading to college attendance through the encouragement of parents, teachers, counselors, and peers. Personal motivation and fear of failure clearly play a part in the process.

The Oregon State Board of Higher Education, through its Administrative Rules and implementing policies, recognizes the importance of higher education attainment for all the citizens of the state who have the capacity and will to benefit from advanced education. A college education not only enhances individuals' intellectual and personal development, but it is increasingly necessary for social, economic, and professional mobility.

The Board and the institutions of the State System acknowledge that barriers to higher education exist for some potential student groups who are capable of succeeding at college. Such groups often include economically-disadvantaged students or students of color who have expressed an interest in going to college even though they may not have demonstrated the potential for academic success, as well as students who lack confidence in their ability to make it in a college or university, particularly physically handicapped students, learning disabled students, or students who have limited English speaking ability.

The State Board recognizes: (1) that there is a discernible pattern in academically able students who exclude the college option, and (2) that professional guidance and intervention for college is a positive, creative, and socially desirable response to these student populations. What is most important to stress in the identification of these students is that they all have an untapped potential which, if they were encouraged to continue their education and allowed to try, would make them successful college students. The goal, then, is to make college a reality for all students who have the potential to be successful in college.

The basic purpose of the State System college and university special academic support service programs is to assist students with potential for college in gaining admission to college and in making satisfactory progress toward a degree. The services that are a part of the special programs include special assistance in admission, financial aid, academic advising, personal counseling, study skills, and tutoring.

The special academic support service programs were conceived out of the state's desire to be systematic in its effort in meeting the educational developmental needs of underprepared, underserved, and underrepresented students.

Discussed in greater detail on the following pages are the special program and support services within the State System. Listed is the name and phone number of the person to contact for further information about the programs. The programs vary significantly as to whom they serve and what services are provided, but all are designed to identify, encourage and assist people who, without special attention, might never have a chance to realize and develop their full potential. As a counselor, you can help each student find the school and program that best meets his or her needs.

Eastern Oregon State College

Eastern Oregon State College in La Grande offers a Minor in Bilingual and Hispanic Studies.

Bilingual and Hispanic Studies Minor

The Bilingual and Hispanic Studies Minor, in the School of Education, has the historical philosophy of providing participants with the best tools available as needed in the education of children with Spanish-speaking backgrounds. The Minor in Bilingual and Hispanic Studies has two major goals:

1. To train bilingual teachers to help children succeed in school.
2. To graduate 10-15 trained bilingual teachers per year.

The Bilingual and Hispanic Studies Minor is open to all students who are admitted to Eastern Oregon State College and have acquired a speaking proficiency in Spanish.

Each student in the Bilingual and Hispanic Minor Component works toward earning elementary or secondary certification in education. To teach the necessary bilingual skills, the program concentrates on familiarizing participants with materials and how to present materials effectively to pupils in the primary grades in Spanish and/or English. Skill development is enhanced by placing the students in actual elementary or secondary classrooms for practical experience in working with both Spanish and English-speaking children.

For more information about the program, contact Dr. Felipe Veloz, Director, Bilingual and Hispanic Studies, Eastern Oregon State College, La Grande, OR 97850, phone (541) 962-3312 or (541) 962-3843.

Native American Program

"Promoting Future Native Leaders"

Beginning with a deep commitment to develop the academic potential of each student and a respect for American Indian/Alaskan Native cultures, the Indian Education Institute began in 1969. The Institute has become a full member of Eastern Oregon State College student support service programs and is presently known as the Native American Program. While the name has changed,

the commitment remains the same.

GOALS

The Native American Program's primary goal is to recruit, retain, and graduate American Indian and Alaskan Native students at Eastern Oregon State College. The Native American Program provides support services to assist students as they pursue their educational goals. Approximately 50 Native American students, representing tribes from Oregon, Washington, Alaska, California, Idaho, Montana, and Canada, presently attend Eastern.

SERVICES

Services include financial aid and scholarship information, career/job information, assistance in securing housing, peer counseling, and academic advising and tracking. The Native American Program staff serve as the liaison to the Bureau of Indian Affairs (BIA)/Tribal Education Programs on behalf of the students. The program staff helps students network with other campus services, and assists them with private concerns which affect college success.

STAFF

The Native American Program is under the direct supervision of the Dean of Student Affairs. A full-time director is responsible for all program operations as well as supervisory duties of the Assistant Director and clerical staff.

SPEEL-YA INDIAN STUDENT ORGANIZATION

Speel-Ya is one of Eastern's oldest active clubs. The group meets twice monthly during fall and winter quarters and weekly during spring quarter. Speel-Ya offers social and cultural support to new and returning students. The club hosts potlucks, pizza parties, and informal get togethers, and takes an active role in enhancing the cultural awareness of Eastern's general student body and the community of La Grande. Speel-Ya also hosts Eastern's annual spring Pow Wow.

For more information, contact Jackie Grant, Director, Native American Program, Eastern Oregon State College, La Grande, OR 97850, (541) 962-3741.

FINANCIAL AID

Native American students are eligible to apply for all financial aid programs available at Eastern. Additionally, there are several grants and scholarships specifically for Native American students: The Underrepresented Minorities Achievement Scholarship (UMAS), First Citizen Award, Irene Sudbrough Scholarship, and Tribal and Bureau of Indian Affairs Scholarship programs. For more information on scholarship opportunities and applications contact the Native American Program office at (541) 962-3741.

The Learning Center

Supplemental Instruction and Group Study Sessions - The Learning Center provides a wide variety of academic support programs designed to help students achieve their educational goals. In addition to being the home of the Writing and Math Labs where students can receive individual attention, the Learning Center sponsors an ever-increasing number of small group study and Supplemental Instruction (SI) sessions. Students who participate in these sessions on a regular basis (at least once a week) find that they typically achieve higher grades, often by as much as a grade or more, than students who don't attend. All group study and SI sessions are free.

Writing Lab - The Writing Lab assistants and faculty provide Eastern Oregon State College students with a wide variety of services. These include individual feedback on writing assignments, help getting started, topic exploration and help with organization, grammar, sentence structure, and punctuation. The lab is open to all students who are interested in perfecting their writing.

Math Lab - Students enrolled in Basic Math through Calculus are assisted in the Math Lab by tutors who are available approximately 30 hours per week. Tutors are available at different times to answer questions and help find solutions to problems.

Word Processing - Students who want to use a word-processor to complete their college writing assignments have the opportunity to do so in the Learning Center. The Learning Center's computer lab is equipped with 18 computers designated exclusively for student use.

Workshops - Periodically, the Learning Center offers workshops on subjects such as time management, effective note-taking techniques, and test preparation, including preparation for the Writing Proficiency Exam (WPE). For further information, contact: Anna Maria Brophy, Learning Center Director, Eastern Oregon State College, La Grande, OR 97850, (541) 962-3774.

Student Counseling Center and Psychological Services

Counseling and Psychological Services - Counseling services are available on campus to provide help in overcoming personal difficulties and concerns, social and marriage relationship issues, and other problems which interfere with college success. Counselors will also be of help in assisting students to clarify their academic and career goals. Personal development classes, seminars, and workshops conducted by the Center's counselors are also available throughout the academic year.

Special Services - Not everyone has an equal chance of being successful in college. The Student Support Services Project provides a wide range of services designed to help eligible students meet their educational goals. The services include academic tutoring, counseling, special topic workshops, and peer mentoring, as well as other individual assistance.

Eligibility requirements may differ slightly from year to year, but basically, the intent of the project is to serve low income, disabled, or first generation college students and help them achieve graduation or completion of other educational goals at Eastern. For further information, contact: Dr. Thacher Carter, Director, Counseling Center, Eastern Oregon State College, La Grande, OR 97850, (541) 962-3392 or Bill Stinchcomb, Director of Student Support Services, Eastern Oregon State College, La Grande, OR 97850, (541) 962-3392.

Western Oregon State College

All services and programs at Western Oregon State College are sensitive and responsive to the needs of special students. In fact, Western's strength lies in its ability to address the unique needs of each student. Western offers a number of special programs to enhance the student's chances for success in both college and his or her career.

Multicultural Student Services & Programs

The Office of Multicultural Student Services & Programs, in collaboration with the campus community, strives to create an environment that is supportive, educational, and which celebrates the unique backgrounds and experiences among Western Oregon students. Services include:

- Assisting prospective students and their families with the admissions and college process
- Providing counseling and support
- General academic and career advisement
- Scholarship and financial aid assistance
- Connecting students to resources on campus
- Advising the Multicultural Student Union
- Coordinating the Underrepresented Minorities Achievement Scholarship program.

For more information, call (503) 838-8195 or write to Multicultural Student Services & Programs, Cottage 108, Western Oregon State College, Monmouth, OR 97361.

Tutoring and Study Skills Center

The Center provides peer tutoring in most academic areas, study groups, assistance in study skills, and help in preparation for the National Teacher's Exam and the California Basic Educational Skills Test. There is no charge, and all students are eligible for the services. Direct inquiries to Judy Turner, Coordinator of the Tutoring and Study Skills Center, (503) 838-8501.

Disability Services

The Office of Disability Services facilitates needed and appropriate accommodations on campus for students with disabilities as mandated by federal law. Services provided by the office help ensure that students with disabilities are able to participate fully in all of Western's programs and activities. The needs of students with disabilities are evaluated on an individual basis so that students receive the most appropriate service.

The following list includes the most common services requested to create a supportive environment in which students with disabilities can enhance their learning and personal growth. Additional resources are continually being developed.

- Accessibility Aides (notetakers, readers)
- Advocacy
- Communication Aids (interpreters, FM systems, TTY's)
- On-Campus Housing (wheelchair accessibility, visual signals)
- Leisure and Social Activities (clubs and activities, interpreted main-stage plays)
- Orientation
- Referral to Other Programs and Agencies
- Resource and Upcoming Event Information
- Technical Support (tape recorders, TTY's, braille)

The Office of Disability Services is located on the first floor of the Werner College Center in Room 012. Services and accommodations for students with disabilities are coordinated by the director. Appointments can be made by phone or arranged during office hours. Information about students with disabilities is confidential, and will not be shared unless the student consents in writing. Contact Martha Smith, Director of Disability Services, (503) 838-8250 (V/TDD).

Office of Undergraduate Advisement

An advisor assists students in exploring majors and minors, identifying faculty advisors, and making appropriate referrals. For more information, contact Anne Larmer, Director of Undergraduate Academic Advisement, (503) 838-8428.

**College
Enrichment
Program**

"Ensuring YOUR college success!" The College Enrichment Program assists students in overcoming barriers to success in college by offering a wide array of academic, career, and personal support, including:

- Academic counseling and scheduling
- Monitoring academic progress
- Basic skills assessments
- Financial aid and career counseling/referrals
- Courses in:
 - Becoming a Master Student (ED. 200)
 - Critical Thinking (HUM. 199)
 - Multiculturalism in the Collegiate Experience (ED. 200)
- Personal support counseling
- Basic math classes
(Math tutoring needs are referred to the Watson House)
- Tickets to cultural events on campus

Program requirements:

- First generation (neither parent graduated from a four-year college)
- Low income (need of 90% to 100% financial aid assistance)
- Learning or physical disability

Call (503) 838-8550 V/TDD to request an application packet.

Oregon Institute of Technology

The Oregon Institute of Technology in Klamath Falls has a support service program designed to assist students who need to improve their academic skills. There are four classes at the developmental level: Math 20, Basic Math; Math 70, Elementary Algebra; Writing 11, Writing Clinic; and Writing 115, Introduction to Writing, which emphasizes spelling, vocabulary, comprehension and reading speed. In addition to these classes, tutoring in both math and writing is available at no charge to the student. Free tutoring services are also available for most other classes offered on campus, such as chemistry, physics, and specific courses within majors.

Enhancing these services, the Learning Resource Center provides a wide variety of interactive software programs particularly aimed at the areas of mathematics, English, chemistry, and physics. Seminars and workshops that focus on study skills, career exploration, and transition to college life are also offered.

Faculty members are available to assist students as well. All faculty hold regular office hours, but students can arrange additional appointments if necessary. Because the student-to-faculty ratio is 16 to 1, one-on-one interaction with the instructors in the classroom is usually not a problem.

The Associated Students of Oregon Institute of Technology (ASOIT) provide a number of programs dealing with the student's individual adjustment to college. These programs deal with stress management, personal time management, familiarity with the "system," and other issues germane to the student's needs.

All students are encouraged to become familiar with the Career Services Office, and to take advantage of the seminars offered each term. Seminars like "Resume Writing," "Job-Hunting," and "Interviewing Skills" are offered free of charge to interested students. Students also have the opportunity to speak directly with representatives of industry who come to campus seeking to employ OIT graduates.

The Veterans Program offers assistance to veterans applying for educational benefits. The counselor for this program is located in the Registrar's Office.

For further information about Oregon Institute of Technology's special services, contact Tim Stanaway, Dean of Students, Oregon Institute of Technology, Klamath Falls, OR 97601, phone toll free: 1-800-422-2017.

Oregon State University

Oregon State University offers a number of specialized academic and student support programs including: Educational Opportunities Program, College Assistance Migrant Program, Health Careers Opportunity Program, Special Services Project, Services for Students with Disabilities, Center for Writing and Learning, Women's Center, Upward Bound Program, and general support through the Office of the Dean of Students.

Educational Opportunities Program

The Educational Opportunities Program (EOP) is designed to provide special assistance to those individuals who have traditionally been denied equal access to educational opportunities, and who may or may not meet regular university admission requirements, but who are recognized as having the potential to successfully complete a college degree program.

The philosophy and guidelines for the EOP were clearly set forth by an OSU Faculty Senate Committee when it was established at Oregon State University. Its major asset has been the strong commitment to using a cross-cultural approach for all activities, services, staff assignments, and benefits available to students. Another major commitment has been to the achievement of academic success for all enrolled students. In order to provide a real opportunity for all EOP students, a full range of academic assistance and personal support is available.

Based upon the results of diagnostic tests given to incoming students, students are advised to enroll in those classes designed to be most beneficial to their academic development. With the cooperation of several academic departments, the program offers courses for credit in the areas of writing, reading, mathematics, study methods, English for bilingual students, and personal development. Classes are small and, where appropriate, the course material is adapted to the particular needs of the student. Individual tutoring is offered through the EOP Learning Center.

College Assistance Migrant Program

The College Assistance Migrant Program (CAMP) is a federally funded program designed to provide services to students from migrant and seasonal farmworker backgrounds during the freshman year in college. CAMP-OSU serves 40 students at Oregon State University, 15 at Chemeketa Community College, and 15 at other community colleges.

To qualify for CAMP, students or their supporting family members must have worked a minimum of 75 days in seasonal or migrant farmwork in the past 24 months or have been eligible for Migrant Education services in high school. Additionally, students must demonstrate success potential for college and financial need.

Services provided to these students include admissions guidance; testing to assess academic strengths, weaknesses, and appropriate class placement; basic academic skill enhancement; academic advising, major selection, and career guidance; tutoring; cultural enrichment, orientation, and cross-cultural accommodation techniques; and supplemental financial aid.

Special Services Project

The Special Services Project is a federally funded program which provides services for 200 students with educational barriers or a physical handicap. In order to qualify as a student in the Special Services Project, a student must have a low-income background (150% of poverty level as determined by the U.S. Bureau of the Census), be a first-generation college student (neither parent graduated from a four-year college), or be physically handicapped.

Any departmental advisor who discovers a student with problems in basic skills, which can be attributed to the qualifying criteria, may recommend the student for SSP. Support given these students takes the form of personal counselors, financial aid advice, intensive tutoring, access to the EOP/SSP Learning Center and Learning

Laboratory, and access to special developmental classes in writing, mathematics, reading improvement, and study skills, as well as alternative testing for learning disabled students.

The purpose of Special Services Project is to increase retention in Oregon State University of the above-described students, and to increase the percentage of those students who graduate.

For more information, contact Larry Griggs, Director, Educational Opportunities Program; Milton West, Director, College Assistance Migrant Program; or Lita Verts, Director, Special Services Project, (verts1@ucs.orst.edu) Oregon State University, Corvallis, OR 97331, phone (541) 737-3628. FAX: (541) 737-3998.

The Center
for
Writing
and Learning

The Center for Writing and Learning provides a variety of instructional services for students, including a Writing Center, a Study Skills Program, and a Conversant Program. The Writing Center is open to every undergraduate or graduate writer on campus, for any discipline, who wants to get a peer response from another writer. Writers from faculty, staff, or Corvallis are welcome also. Writing Center Assistants often help writers with such matters as brainstorming, organizing, and revising, and they can help writers find answers to questions of grammar and usage as well. For half-hour or hour-long appointment call (541) 737-5640.

Short questions about writing may also be sent by e-mail to the Writing Center Hotline at Writing!@mail.orst.edu. The Study Skills Program offers a non-credit class, "How to Succeed in College," as well as free individual conferences. First-year students and graduates, students with families, and students who are older than average benefit from effective strategies in time management, test taking, concentration, note taking, etc. The Conversant Program provides international students with English-speaking partners to share language, culture, and friendship. For information on the Study Skills or Conversant Programs, call (541) 737-2930.

Women's
Center

The Women's Center is both a facility and program and operates as a division of the Memorial Union and Educational Activities. Its purpose is to provide a safe and supportive environment for all women on campus, to act as a clearinghouse for information of interest to women, and to organize programs and events which focus on women's issues, challenges and opportunities. The facility is available for student, faculty or staff use, and the library, resource files, scholarship, and job information are available to all. The Women's Center is dedicated to providing a place where

all women are appreciated and respected, regardless of race, color, national origin, sexual orientation, disability, religion, age, or marital status.

Located in Benton Annex, the Women's Center is open 8:00 a.m. - 5:00 p.m. Monday through Friday during the academic year. Call (541) 737-3186 for more information.

Services
for
Students
With
Disabilities

Through the Office of the Dean of Students, the University offers a program of services for students with disabilities.

Services available to students with disabilities at OSU include notetakers, sign language interpreters, textbooks on tape, and alternative testing. Assistance with registration, housing arrangements, and other special needs is also available.

These and other services are described in *Services for Students with Disabilities*, a brochure available from the Office of the Dean of Students. The brochure includes information about people to contact for assistance and a brief description of available services.

For more information about any of these services, contact Services for Students with Disabilities, 200 Kerr Administration Building, (541) 737-4098 or TDD (541) 737-3666.

Dean
of
Students

The Office of the Dean of Students specializes in providing personalized assistance and advising to students, parents, and the general public. Staff work closely with both traditional and nontraditional students with the primary focus being problem resolution, student retention, and academic success. For more information, contact J. Roger Penn, Dean of Students, Oregon State University, Corvallis, OR 97331, phone (541) 737-3661.

Portland State University

Portland State University has several departments designed specifically for supporting prospective college students and for students admitted to the university.

Pre-Admission Programs

New Student Programs

This office deals with high school relations and recruitment efforts focused on prospective undergraduate students. Areas of responsibility include developing and distributing public service information and recruitment publications, on- and off-campus programs, campus visitations, the OSSHE fall high school visitation program, college fairs, and various other outreach activities.

Underrepresented Student Recruitment

Portland State University is undertaking extensive efforts to identify and to recruit underrepresented students, helping them through the admissions process and the transition from high school to college. Our commitment is to serve the students of the region and to ensure that they will receive advising and support necessary for successful participation at Portland State University.

For additional information, contact Maria Alanis, Assistant Director of Admissions, Portland State University, PO Box 751, Portland, OR 97207, (503) 725-4447.

Upward
Bound

Portland State University's federally funded Upward Bound Program serves 55 students at Marshall, Lincoln, Jefferson, Wilson, Grant, Madison, and Franklin high schools in the City of Portland. Eligible students are currently enrolled in 9th, 10th, or 11th grade, and meet federal qualifying criteria. Upward Bound assists students with high school classes and helps them prepare for college.

Qualifying students in need of academic assistance participate in an academic year program and a summer program until high school graduation. During the school year, students receive tutorial and counseling services at Portland State University. The PSU Upward Bound Program has an excellent retention rate, and it places at least 80% of the graduating seniors in postsecondary institutions. For additional information contact Peggy Adams, Project Director, at (503) 725-4010.

Post-Admission Programs

Students admitted to PSU are provided support through a variety of services offered by many different offices.

Educational
Equity
Programs
and
Services (EEPS)

This office manages various programs and services that increase access for, and improve the retention of, students from low-income, ethnic, and other disadvantaged groups that are underrepresented in postsecondary education. Programs and activities based in EEPS include Educational Equity Services, Upward Bound, Educational Talent Search: Project Plus, Educational Opportunity Program, as well as a variety of scholarship and leadership programs.

**Student Support
Services/
Educational
Opportunity
Program (EOP)**

EOP provides comprehensive academic support for 265 students who meet federal qualifying criteria. Services include case management advising, tutorial assistance, and a series of courses designed to build skills and confidence. Program counselors also assist students in developing yearly academic plans and guide them toward achieving their desired goals.

Underrepresented Minorities Achievement Scholarship Program

Students admitted to PSU who are recipients of the Underrepresented Minorities Achievement Scholarship Program can receive support through a special advising component in the Educational Advancement Program. Students receive advising and advocacy as well as monitoring of their academic progress through seminars and referrals.

Portland Teachers Program

Recipients of the Portland Teachers Program scholarship are given academic support and guidance through the information and academic support program. These students also have access to the campus-wide tutorial and learning skills center.

Minority Leadership Program

The Minority Leadership Program connects freshmen to upper-class students and faculty who provide information related to encouraging students' academic success.

For additional information, contact Paulette Watanabe, Director of Educational Equity Programs and Services, Portland State University, PO Box 751, Portland, OR 97207, (503) 725-5347.

New Student Orientation Program

New students have many questions about such things as advisement, enrollment, special course offerings, housing, and university activities. The new student orientation program provides students with an opportunity to learn about specific academic programs and university services available at PSU in order to help them make the transition from their previous environment to PSU.

Students participate in sessions and activities designed to familiarize them with the campus and with other new students at PSU. They also meet with an advisor and learn how to register for classes.

An orientation program is also offered specifically for parents/guardians and other guests of new students.

For additional information contact Michele Toppe, Coordinator of New Student Orientation Programs, Portland State University, PO Box 751, Portland, OR 97207, (503) 725-5796.

**Information and
Academic
Support
Center (IASC)**

The Information and Academic Support Center facilitates the transition of newly admitted and newly enrolled students, promotes academic success by providing a supportive academic environment for continuing students, and serves as a central information and referral point for students to campus services, resources, and academic advisors.

Programs and activities housed in the IASC include: General Education Requirement Advisement and Major Advising Referral, Academic Support Program, Disability Services for Students, Mentor Program for Returning Women Students, Tutorial and Learning Skills Program, and Veterans Services.

The Office of Disabled Student Services (DSS), located in the IASC, works with students to overcome disability-related barriers to education at Portland State University. DSS can assist students with orientation to campus, priority registration, classroom notetaking, sign language interpreters, and library research assistance. DSS also works closely with many state and local services providers to meet the needs of Portland State University's disabled students.

For additional information, contact Dan Fortmiller, Director, Information and Academic Support Center, Portland State University, PO Box 751, Portland, OR 97207, (503) 725-4005.

Southern Oregon State College

Southern Oregon State College offers special services to address specific needs for helping students benefit from their college careers and for developing their fullest potential as students and as individuals. Special support services are available through the Counseling & Student Resource Center. Inquiries for any of these programs may be directed to the Director, Dr. Bill Eriksen, Southern Oregon State College, Ashland, OR 97520, phone (541) 552-6213, or 1-800-482-7672.

Minority Student Program (Multicultural Affairs)

The Minority Student Program is designed to encourage minority student enrollment and to ensure that each student receives the services and support necessary for success in college. This program provides assistance through the Office of Multicultural Affairs in the form of help with the admission and financial aid processes, information on scholarships, support groups and social activities, as well as directing students to academic advising and support services such as tutoring and study skills. Office located in Stevenson Union, top floor. (541) 552-6221 or 1-800-482-7672. Dean Stephen Flynn is the administrative supervisor.

The Office of Program Advising

The Office of Program Advising offers academic advising for all students who have not declared a major. Advisors help students understand general education requirements and help students plan course schedules. Mr. Larry Nollenberger is the Director of Program Advising, phone (541) 552-6213 or 1-800-482-7672, ext. 6213.

The Counseling Program

The Counseling Program offers personal counseling by professional and para-professional counselors. This program provides students with a counselor they can talk with about any difficulties they may encounter, including anxiety, fear, guilt, depression, interpersonal relationship conflicts, and alcohol or drug-related problems. Contact Dr. William Eriksen, (541) 552-6213 or 1-800-482-7672, ext. 6213.

Office of Disabled Student Services

The Office of Disabled Student Services offers assistance to physically impaired students in finding tutors, readers, housing, and meeting other special needs the student may encounter. Student advocates provide a variety of services addressing individual needs, including resource and referral information, accessibility assistance, test proxies, registration and admission processes, campus orientation, notetakers, readers for visually impaired, and special equipment. Contact the Student Access Center, (541) 552-6213 or 1-800-482-7672, ext. 6213.

The Tutorial Program

The Tutorial Program offers free peer-tutoring to all students. Qualified tutors trained in specific subject areas are matched with any student needing help with academic areas. Referrals are also made to existing tutorial labs such as the Math, Writing, and Accounting Labs. For additional information contact the Student Access Center, (541) 552-6213, or 1-800-482-7672, ext. 6213.

Veterans Program

The Veterans Program offers assistance to veterans applying for educational benefits, as well as academic counseling and referrals to various campus and community agencies. For more information contact the Student Access Center, (541) 552-6213 or 1-800-482-7672, ext. 6213.

University of Oregon

The University of Oregon is committed to the preparation, admission, enrollment, retention, and graduation of students. Numerous support services are offered by the University of Oregon to assist students in achieving success. These include the Office of Academic Advising and Student Services, Office of Multicultural Affairs, High School Equivalency Program, Office of Orientation, Undergraduate Support Program, and Academic Learning Services/Educational Opportunities Program.

Office of Academic Advising and Student Services

The Office of Academic Advising and Student Services (OAASS) coordinates academic advising with primary responsibility for students who have not chosen majors. They help students translate their special interests, goals, and aspirations into majors and minors. The office has additional responsibility for students in pre-law and the pre-health sciences. OAASS works with all students to clarify general education requirements and thereby ensure timely graduation. The office also monitors students relative to their academic standing (academic probation, disqualification, and reinstatement) and assists in the

development of appropriate schedules.

For more information, contact the Office of Academic Advising and Student Services, 5217 University of Oregon, Eugene, OR 97403-5217. Or call (541) 346-3211 TTY: (541) 346-1083.

Office of Multicultural Affairs

The Office of Multicultural Affairs (OMA) is dedicated to empowering students of color to successfully complete their University of Oregon educational experience. OMA strives to meet this responsibility by providing an honest and caring atmosphere sensitive to all students.

Services include academic advising, tutor referrals, liaison assistance with other University programs and departments, a computer laboratory, selected course offerings in wiring and math, and scholarship, employment, and internship information. The Office of Multicultural Affairs offers information programs and resources and leadership to the University through the Scholar Speaker's Series, the Mentor Program, and its Awards and Graduation Ceremony honoring students and faculty who have contributed to the diversity of the University. Furthermore, the office improves the quality of the new student experience through its welcoming programs, including the Fall Orientation Retreat and the Leadership Team Program.

For more information, contact Marshall Saucedo, Director, Office of Multicultural Affairs, 1255 University of Oregon, Eugene, OR 97403-1255, phone (541) 346-3479.

High School Equivalency Program

The High School Equivalency Program (HEP) is a federally funded program that provides an alternative educational opportunity for men and women, 16 years or older, who have not completed a high school education. HEP provides migrant and seasonal farmworking youth with academic skills necessary to pass the GED exam, and provides career counseling and information on job training, employment opportunities, and higher education. Because HEP is located on a college campus, students also have the opportunity to participate in a variety of social, cultural, and recreational activities.

To qualify for HEP, students must be at least 16 years old and not have completed high school. Additionally, either the student or their parent/legal guardian must have worked at least 75 days within the last two years in agriculture as a migrant or seasonal farmworker.

The program offers instruction in preparation for the five GED tests (math, grammar, literature, social studies, science). Students also take classes in life skills, reference skills, computers, and leadership. HEP also offers the following services: a weekly stipend, tutoring, personal and vocational counseling, and emergency medical and dental care.

For more information or to request an application, contact Emilio Hernandez, Jr., High School Equivalency Program, 1685 E. 17 Avenue, Eugene, OR 97403-5226, or call (541) 346-0881.

**Office of
Orientation**

Newly admitted freshmen and transfer students are encouraged to attend IntroDUCKtion, the summer orientation program, or New Student Orientation, the fall orientation program. IntroDUCKtion also includes special orientation sessions for parents of freshmen.

During orientation, new students receive academic advising, enroll in courses, meet faculty, staff and other students, and learn about university support services and student activities.

Current UO sophomores, juniors, and seniors serve as peer counselors and hosts during orientation.

For more information, contact Jackie Balzer, Director of Orientation, 5216 University of Oregon, Eugene, OR 97403-5216, or call (541) 346-1159.

**Undergraduate
Support
Program**

The Undergraduate Support Program (USP) is designed to provide academic support for students who do not meet minimum University admissions requirements, but who show potential. USP provides maximum support for students through personal advising, individual course planning, a prescribed program of coursework, and tutorial services. Students are required to sign and fulfill a one-year contract. Students are also required to meet with an advisor twice a term.

For additional information, contact Linda Liu, Office of Multicultural Affairs, 1255 University of Oregon, Eugene OR 97403-1255 or call (541) 346-3479.

**Academic Learning
Services/Educational
Opportunities
Program/
Teaching Effectiveness
Program**

Academic Learning Services (ALS) provides learning and teaching support to UO students and faculty. ALS provides classes designed to help students improve their approaches to studying, learning, and academic performance; non-credit workshops addressing specific academic skills; subject-area tutoring for many University courses; and drop-in math and writing labs. Assistance is also available for students preparing for graduate school admissions tests, such as the GRE, LSAT, GMAT, and MCAT.

A federal grant allows ALS to offer comprehensive support to non-traditional students through the Educational Opportunities Program (EOP). Qualified students may receive free tutoring, advising, and personal counseling and enroll in special University-level classes in writing, math, and critical thinking. Eligibility is based on income, educational level of parents, documented disability, and a need for special support services.

The Teaching Effectiveness Program (TEP) offers faculty members resources and services to help them access and improve their teaching. TEP sponsors workshops, seminars, classroom observations, videotaping, and other consultative and confidential services to interested faculty and graduate instructors.

For further information regarding teaching and learning support at the UO, contact Susan Lesyk, Director, Academic Learning Services, 1213 University of Oregon, Eugene, OR 97403-1213, or call (503) 346-3226.

Oregon Health Sciences University

**Office of
Multicultural
Affairs**

The educational mission of the Oregon Health Sciences University includes admitting and retaining students of demonstrated ability from all segments of the population.

The functions of the program include identification of underrepresented students through high school and college recruitment visits, individual and group counseling, and community research.

The staff's primary concern is to attend to the incoming students' needs which affect their scholastic achievement. Therefore, the program is designed in three phases: (1) recruitment; (2) counseling; and (3) retention services.

The Recruitment Services:

1. Identify students from underrepresented groups who exhibit interest and motivation toward achievement in a health career;
2. Provide the student with assistance and with accurate, realistic information regarding academic and career choices; and
3. Help students formulate a plan of action.

The Counseling Services:

1. Provide supportive services which allow the student to enhance the potential for personal and academic success;
2. Organize the supports which will help the student to progress toward completion of graduation requirements; and
3. Identify and assess students who exhibit a need for assistance.

The Retention Services:

1. Provide accurate individual assessment of students' academic strengths and weaknesses;
2. Provide prescriptive counseling to help students develop their academic skills;
3. Provide a variety of methods of instruction by which students can enhance their academic achievement; and
4. Provide a variety of student-centered cultural enrichment activities.

The major obstacles preventing underrepresented students from participating in graduate and professional education programs in the health sciences are as follows: (1) financial aid; (2) academic preparation; (3) supportive service systems; (4) environment; and (5) information. Oregon Health Sciences University works to provide: (1) expanded efforts in outreach, recruitment, and admissions; (2) more responsive counseling, basic skills, and adjunct course services (i.e., tutorials); (3) continued development of special programs and services; and (4) improved faculty, staff, and student awareness of underrepresented students and their modes of learning.

For more additional information about the services offered, contact the Office of Multicultural Affairs, Oregon Health Sciences University, 3181 SW Sam Jackson Park Road, Portland, OR 97201, phone (503) 494-7574.

Special Academic Support Service Directors

State System Office

P.O. Box 3175
Eugene, OR 97403
(541) 346-5727

Thomas Coley
Assistant Vice Chancellor for
Academic Affairs and Special Projects
Office of Academic Affairs
Oregon State System of Higher Education

Eastern Oregon State College

Bilingual Education Program
(541) 962-1312

Dr. Felipe Veloz, Director

Native American Program
(541) 962-3741

Jackie Grant, Director

Special Services Project
(541) 962-3392

Bill Stinchcomb, Director

Micronesian Program
(541) 962-4792

Kay Scully, Director

Learning Center
(541) 962-3663

Anna Maria Brophy, Director

Counseling Center
(541) 962-3392

Dr. Thacher Carter, Director

Oregon Health Sciences University

Multicultural Affairs
(541) 494-7574

Alfonso Lopez-Vasquez, Director
Leslie Garcia, Assistant Director

Oregon Institute of Technology

Counseling Center
(541) 885-1015
1-800-422-2017

Dr. John Hancock
Director of Counseling

Minority Student Counseling
(541) 885-1410

DeWayne "Tex" Hollis
Minority Student Services Coordinator
Dr. Tim Stanaway
Dean of Students

Oregon State University

Educational Opportunities Program
(541) 737-3628
FAX: (541) 737-3998
e-mail: griggsl@ucs.orst.edu

Larry Griggs, Director

Special Services Project
(541) 737-3909
FAX: (541) 737-3998
e-mail: vertsl@ucs.orst.edu

Lita Verts, Director

College Assistance Migrant Program
(541) 737-3902

Milton West, Director

Services for Students With Disabilities
(541) 737-3669

Tracy Bentley, Director

Portland State University

Disabled Student Services
(503) 725-4005

Lisa Cavendor, Coordinator

Educational Equity Programs & Services
(503) 725-5347

Paulette Watanabe, Director

Educational Opportunity Program
(503) 725-3815

Clevonne Jackson, Coordinator

Information & Academic Support Center
(503) 725-4005

Dan Fortmiller, Director

New Student Orientation
(503) 725-8359

Michele Toppe, Coordinator

Upward Bound
(503) 725-4010

Peggy Adams, Coordinator

Southern Oregon State College

Minority Student Program
Office of Multicultural Affairs
(541) 552-6221 or 1-800-482-7672, Ext. 6221

Joan Jackson, Associate Dean of Students

University of Oregon

High School Equivalency Program (HEP)
(541) 346-3531

Emilio Hernandez, Jr., Director

**Academic Learning Services Center
and Educational Opportunities Program**
(541) 346-3226

Susan J. Lesyk, Director

Disabled Student Services
(541) 346-3211

Hilary Gerdes, Coordinator

Multicultural Affairs
(541) 346-3479

Marshall Saucedo, Director

Multicultural Recruitment & Admissions
(541) 346-3201 or 1-800-232-3825

**Guadalupe Martinez, Assistant Director
Admissions**

Western Oregon State College

Minority Student Concerns
(503) 838-8195 (V/TDD)

David Martinez, Coordinator

Tutoring & Study Skills Center
(503) 838-8501

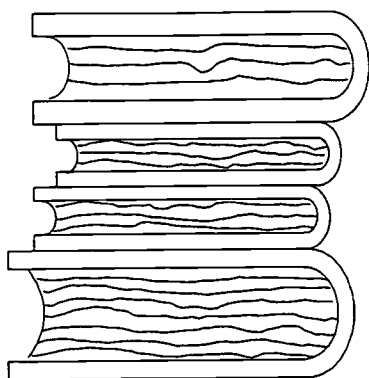
Judy Turner, Coordinator

College Enrichment Program
(503) 838-8550 (V/TDD)

Leo Rasca-Hidalgo, Director

Services for Students with Disabilities
(503) 838-8250 (V/TDD)

Martha Smith, Director



State System Publications and Services

The Office of School Relations is maintained within the Office of Academic Affairs of the Oregon State System of Higher Education to act in areas pursuant to the articulation of high school students to college -- especially as they involve Oregon high schools and the State System institutions. Besides the high school visitation program, several publications and services are offered for the purpose of informing and counseling students on the programs and services available in the State System of Higher Education.

The Post-High School Plans Survey

Each year the Office of School Relations conducts a Post-High School Plans Survey for the purpose of monitoring trends in the post-high school activities of Oregon high school graduates. Via the survey, students have the opportunity to request information on Oregon colleges (public and private four-year universities and colleges and community colleges) in which they are interested. Survey results are also used by individual schools and school districts for educational studies.

The success of the survey depends on the cooperation and persistence of counselors in getting their students to complete the survey form. Beyond the value of the survey to our office, there are also several benefits realized by counselors and students alike by participating in the survey. They are as follows:

- Having students complete the questionnaire serves to stimulate an awareness and activity on their part in making post-graduation plans;
- Through the survey, students may indicate up to three colleges or universities in Oregon from which they would like to receive information;
- Selected information from the survey will be included in the "High School-College Profile Reports" which are scheduled for the upcoming academic year;
- Counselors may elect to have the survey forms returned to them (after processing in our office) to use in studying and monitoring the post-high school choices of their own graduates.

You Can Go Anywhere With Oregon's Public Colleges And Universities

The *You Can Go Anywhere* brochure contains information on the major undergraduate programs of study in the State System, admissions, financial aid, costs to attend, campus preview days, and other information that is of central and immediate importance to both senior and transfer students. This brochure is distributed to students who attend the high school visitation program. The brochure is also available on diskette in a Mac and Windows/PC format. Diskettes will be mailed to all Oregon high schools in late September.

The College Guidance Counselor's Handbook

Besides describing the high school visitation program, *The College Guidance Counselor's Handbook* (this publication) is also intended to function as a compact and efficient reference tool for the high school counselor. The handbook is revised annually. Please refer to the introduction for a word on how counselors can assist in improving future editions of this Handbook.

College Talk Newsletter

The *College Talk* newsletter, published by the Office of School Relations, is intended to keep high school counselors and community college advisors abreast of facts and developments which will aid them in guiding the college-bound student. The newsletter features articles on Systemwide policies that affect the transition of students from high school or community college to the four-year public colleges and universities. The newsletter also highlights individual campus news. The newsletter is published three times during the school year and mailed to guidance personnel throughout the state.

High Achieving Student Lists

In the spring of each year the Office of School Relations collects lists of each high school's high achieving students (3.5 GPA and above) for subsequent distribution to the State System colleges and universities. The colleges and universities then send scholarship information directly to the students at their home addresses. Scholarship information includes the Presidential Scholarship, Oregon Laurels, Underrepresented Minorities Achievement Scholarship, and campus departmental or school scholarships available to incoming freshmen.

Statewide Fall Counselor Conference

The Office of School Relations hosts a statewide conference in the fall for high school college guidance counselors. The conference is a one-day program and is held at the Eugene Hilton. Counselors have the opportunity to hear from all the admission directors and attend sessions on timely issues of mutual concern to K-12 and higher education.

The fall 1996 conference will be held on October 18.

College Preparatory Course Lists Used For Admission To OSSHE Colleges And Universities

Each spring high schools are requested to submit their college preparatory course lists to be used for admission. Guidelines on each of the subject areas -- English/language arts, mathematics, science, social studies, and foreign language -- as well as guidelines on applied academic courses are provided for use and reference by the high school in determining the appropriateness of courses for the list. Deadline for submission of the course list is early June of each year.

Please note: Any updates or revisions to a high school's course list must be submitted no later than November 1. Absolutely no additions will be allowed after that date. If your school has omitted a course from the list and it affects a student's admission to a college or university, the student will have to petition the college or university as a special admit candidate. The student's petition should contain a letter from the high school principal or counselor explaining why the course was left off the list and verify that the course is, in fact, a college preparatory course according to OSSHE's guidelines. Such a letter by a high school, however, does not guarantee the student admission as a special admit student; it only provides an element to be considered as part of the student's petition.

SAVVY Prep Program

This program, offered by School Relations, is designed for seventh- and eighth-grade students and their parents. A team of two or three OSSHE personnel will come to your school for an evening program to share the following information with the audience:

- **Academic Preparation:** The courses and tests you should take during the ninth through twelfth grade that will help you get admitted to the college or university of your choice;
- **Scholarship Applications:** What you need to do to be competitive for academic scholarships; where to look for scholarship opportunities/listings.
- **Financial Aid and Financial Planning:** What types of financial aid are currently available and how you and your family can best save for the skyrocketing costs of a college education.

Please call Gary at (541) 346-5729 if you are interested in hosting SAVVY Prep at your school during the 1996-97 academic year.

Counselor Advisory Council to Oregon State System of Higher Education

Beginning fall 1993 a Counselor Advisory Council to the Oregon State System of Higher Education (OSSHE) was formed. The purpose of the Counselor Advisory Council is to advise and assist OSSHE in the transition of students from high school to post-secondary education. In particular, the Council will provide practical input to OSSHE on educational reform issues of mutual interest and concern. The Council will also act as a forum for input from counselors statewide, and as a body to communicate back to counselors the issues and policies discussed with OSSHE.

Six new high school members, a new OSSHE admissions director, and a community college dean will be joining the Council for the next two years (1996-98). Continuing members are serving the second half of their two-year term.

New members serving the 1996-98 biennium are:

Roland Altenburg	Henley High School
Gary Christensen	OSSHE, Chair
Linda Christensen	Sheldon High School
Steve Keller	Salem Academy
Pat Loughary	Blue Mountain Community College
Martha Pitts	University of Oregon
Dian Poujade	Beaverton High School
Pam Romanko	La Pine High School
Cap Sharples	Marshfield High School

Continuing members for 1996-1997 are:

Dean Cole	Oregon City High School
Sherrill Kirchhoff	Oregon State Scholarship Commission (Ex-Officio)
Christie Plinski	South Albany High School
Dave Pollard	Astoria High School
Terral Schut	Eastern Oregon State College
Marva Thornley	Clackamas High School
Dick White	Cleveland High School
Margaret Winthrop	Oregon School Counselors Association (Ex-Officio)

The Council meets three times during the school year. You are encouraged to contact any of the above members with issues or concerns you would like discussed. There was a full plate of topics last year and there should be a continuing barrage of interesting and challenging issues for 1996-97.

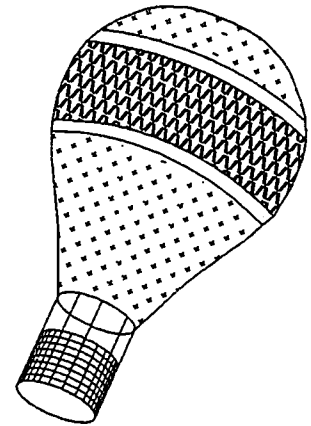
If you are interested in serving on the Council for 1997-1999 biennium, please call Gary at (541) 346-5729. Members are selected with consideration for geographic area/location, school size, gender, and ethnicity.

College Guidance Information and Resources

The Oregon State System of Higher Education

The Oregon State System of Higher Education is composed of the public four-year colleges, universities, and professional schools in Oregon. The eight institutions of the System include Eastern Oregon State College (La Grande), Oregon Institute of Technology (Klamath Falls), Oregon State University (Corvallis), Portland State University (Portland), Southern Oregon State College (Ashland), University of Oregon (Eugene), Western Oregon State College (Monmouth), and the Oregon Health Sciences University (Dentistry, Medicine and Nursing in Portland).

In addition to undergraduate and graduate programs, continuing education courses are offered on the eight campuses and correspondence courses are available through the Office of Independent Study in Portland.



Eastern Oregon State College

La Grande, OR 97850-2899
(541) 962-3393 or
1-800-452-8639 (Admissions only)
FAX: (541) 962-3418
e-mail: admissions@eosc.osshe.edu
<http://www.eosc.osshe.edu>

Terral Schut, Director,
Admissions/ New Student Programs
Jack Johnson, Director, Financial Aid
Dr. Dixie Lund, Dean, Extended Programs
Michael Daugherty, Director, Residence Life
Dea Wells, Registrar

Oregon Institute of Technology

Klamath Falls, OR 97601-8801
(541) 885-1150 or
1-800-422-2017
FAX: (541) 885-1115
e-mail: kratochb@oit.osshe.edu
<http://www.oit.osshe.edu>

Beth Murphy, Registrar
Barbara Kratochvil, Director of Admissions
Sherie Westervelt, Acting Director, Financial Aid
George Abendschein, Director, Housing

Metro Center (Portland)
(503) 725-3066

Richard Moore, Director

Oregon State University

104 Kerr Administrative
Corvallis, OR 97331-2106
(541) 737-4411 or
1-800-291-4192
FAX: (541) 737-2482
e-mail: osuadmit@ccmail.orst.edu
<http://www.orst.edu>

Robert Bontrager, Director, Admission & Orientation
Keith McCreight, Director, Financial Aid
Thomas Scheuermann, Director, Housing

Portland State University

Portland, OR 97207-0751
(503) 725-5500 or
Toll-free 1-800-547-8887
FAX: (503) 725-5525
e-mail: admit@adm.pdx.edu

TBA, Director, Admissions and Records
Samuel Collie, Director, Financial Aid, (503) 725-3461
Karen Hickenbottom, Human Resources and
Residence Life Manager, (503) 725-4392

Southern Oregon State College

1250 Siskiyou Blvd.
Ashland, OR 97520-5032
(541) 552-6411 or
Toll-free 1-800-482-7672
FAX: (541) 552-6329
e-mail: admissions@wpo.sosc.osshe.edu
<http://www.sosc.osshe.edu>

Al Blaszak, Director of Admissions & Records
Conney Alexander, Director, Financial Aid
Val Wyckoff, Director, Residence Halls & Food Services
Steve Flynn, Dean of Students
Linda Barnes, Director of Career Center
Bill Eriksen, Director of Counseling
Gregg Miller, Director of Family Housing

University of Oregon

1217 University of Oregon
Eugene, OR 97403-1217
(541) 346-3201 or
Toll-free 1-800-232-3825
FAX: (541) 346-5815
e-mail: uoadmit@oregon.uoregon.edu

Martha Pitts, Director, Admissions
e-mail: mpitts@oregon.uoregon.edu
Herbert Chereck, Registrar
Edmond Vignoul, Director, Financial Aid
Michael Eyster, Director, Housing

Western Oregon State College

345 N. Monmouth Avenue
Monmouth, OR 97361-1394
(503) 838-8000 (V/TDD)
FAX: (503) 838-8289
e-mail: wolfgram@fsa.wosc.osshe.edu

Alison Marshall, Director, Admissions
John Brinegar, Registrar
Michael Cihak, Dean of Students & Enrollment
Management
Sandra Mountain, Director, Financial Aid
Allen Gidley, Director, Housing

Oregon Health Sciences University

All Schools University
3181 SW Sam Jackson Park Rd.
Portland, OR 97201-3098
(503) 494-7800
FAX: (503) 494-4629
e-mail: souzav@ohsu.edu

Victoria Souza, Registrar and Director of Financial Aid

School of Dentistry
611 SW Campus Drive
Portland, OR 97201-3097
(503) 494-8249

Nora Cromley, Associate Dean for Admissions
and Student Affairs

OSSHE Office of Independent Study

Independent Study, through correspondence courses, provides college- and high school-level learning opportunities for persons who seek or require education outside the traditional classroom setting. Students may begin courses at any time and study at convenient times and places. The program includes credit and noncredit correspondence courses.

Many college-level courses listed in the *Independent Study Bulletin* are taught by faculty at the colleges and universities of the Oregon State System of Higher Education.

College credits earned through Independent Study are transferable to most colleges and universities in the United States. High school and college students should consult their principal or registrar to ascertain the exact number of correspondence credits that will be accepted by the school district or institution. Independent Study does not award degrees or diplomas.

Information concerning this program is issued twice yearly in catalogs published by the Office of Independent Study. Students with unique educational needs who may be better served through correspondence courses are encouraged to make inquiry.

Office of Independent Study

Brad Hansen, Director

PO Box 1491
Portland, OR 97207
(503) 725-4865 or
1-800-547-8887, x 4865
FAX: (503) 725-4840
e-mail: brad@ses.pdx.edu

OSSHE International Programs

The Oregon State System of Higher Education offers a number of international study opportunities at various locations throughout the world. These programs are designed to offer academic, cultural and personal learning opportunities in a structured academic setting. Through the network of opportunities, OSSHE seeks to remove as many of the traditional barriers to study abroad as possible. Many of the programs have been in operation between 20 and 30 years, and over the years, most participants have reflected that the experience of living and studying overseas was one of the most valuable components of their undergraduate experience.

Programs offered by OSSHE to students at all the public colleges and universities in Oregon are located in: China, Denmark, Ecuador, France, Germany, Japan, Korea, and Mexico. In addition, two new programs are currently being developed in Thailand and Vietnam. These new additions reflect the growing importance of the Pacific Rim to Oregon's economy and changing cultural heritage. OSSHE has a major commitment to preparing students for the global workplace, both on its campuses and through the International Exchange Programs. (Please also see the section in this Guide on the new Global Graduates Program.)

Instruction in Ecuador, France, Germany and Mexico is in the native language of the host country and students are required to demonstrate at least intermediate-level competency (second-year college) in that language. In China, Denmark, Japan, Korea, and the new programs in Thailand and Vietnam, the language of instruction is English. In those programs, there is either no language prerequisite, or a minimal prerequisite.

All coursework taken in OSSHE International Programs is guaranteed academic credit on the student's home campus. Students should also note that participating in an approved OSSHE program entitles them to use their financial aid to offset program costs. Certain programs also provide scholarship assistance to qualified students.

Students wishing to participate in a study abroad program are encouraged to begin planning early in their college career. Information brochures and program applications are available from the OSSHE International Programs Office, 444 Snell Hall, Oregon State University, Corvallis, OR 97331-1642, or by calling (541) 737-3006, or the International Education Office on any of the OSSHE campuses.

Beginning fall 1996, information about all OSSHE International Programs will be posted on the World Wide Web at the following address: http://www.orst.edu/dept/intl_ed/osshe/

Global Graduates

The Oregon International Internship Program enables students to gain career-related experience in an overseas work environment. Students participating in this program are placed in internships with businesses, governmental agencies and nonprofit organizations worldwide. During their period abroad, students learn about professional practices in another country, hone skills for their careers after college, and experience life in a different culture. In countries where English is not the local language, students also develop foreign language skills. Global Graduates Scholarships and university financial aid are available to support student participation in this program. The knowledge acquired while interning abroad will broaden the perspectives of Oregon's college graduates and help them excel in the global marketplace.

The Office of School Relations

The Office of School Relations has been established within the Chancellor's Office of the Oregon State System of Higher Education to coordinate the school-college activities of the seven State System institutions (Eastern Oregon State College, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon State College, University of Oregon, and Western Oregon State College).

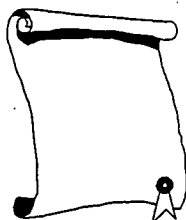
Responsibilities of the office include: coordination of the State System visitation program; coordinating State System scholarship information; coordinating services for special students (educationally disadvantaged, handicapped, etc., see pages 33-48); preparation and dissemination of systemwide information publications (*College Talk* newsletter, *The College Guidance Counselor's Handbook*, and *You Can Go Anywhere With Oregon's Public Colleges and Universities*, see pages 49-51 for descriptions of these publications); representing the State System in state, regional and national school-college related associations; conducting studies of post-high school plans of juniors; and otherwise assisting in activities related to school-college articulation. The organizational chart on the following page depicts the office in relation to other educational entities in the state.

Office of School Relations

PO Box 3175
Eugene, OR 97403-0175
FAX: (541) 346-5764
<http://www.osshe.edu>

TBA, Director of School Relations
Gary Christensen, Assistant Vice Chancellor
for Student Services
(541) 346-5729
e-mail: gary_christensen@sch.osshe.edu
Barbara Nehring, Administrative Assistant
(541) 346-5730
e-mail: barbara_nehring@sch.osshe.edu

Oregon State Scholarship Commission



The Governor appoints a commission to administer all state grant, loan, and scholar recognition programs, and those programs of the federal government requiring state administrative services. The Commission's staff has the responsibility of selecting awardees for some programs, determining eligibility of applicants for other programs, informing citizens of available benefits and facilitating their application for them, instructing school counselors in procedures necessary to assist prospective applicants, and providing leadership within the financial aid community.

State Scholarship Commission
1500 Valley River Drive, Suite 100
Eugene, OR 97401
(541) 687-7400
1-800-452-8807
FAX: (541) 687-7419
<http://www.teleport.com/~ossc/home.htm>

Doug Collins, Executive Director
Jeff Svejcar, Deputy Director
Tom Turner, Director Special Services
Jim Beyer, Grant Program Director
Shari Wood, Director Loan Processing
Kathy Silke, Director Loan Collection
Sherrill Kirchhoff, Private Award Coordinator
Shelley Turner, Director Default Prevention
Randy Brewer, Director ISD

Where to Write or Call for Free Application for Federal Student Aid Forms

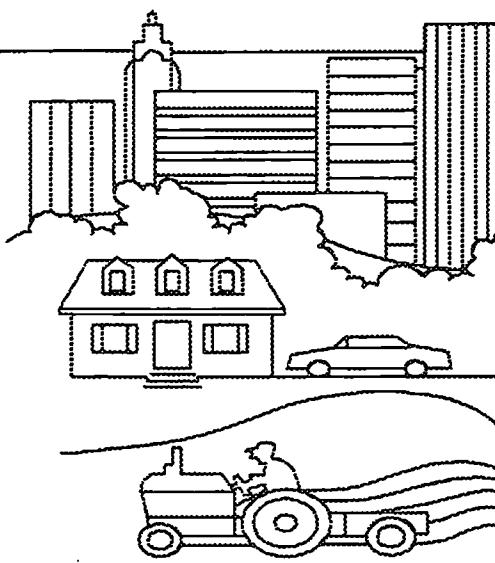
Attn: Susie Morgan
Application Ordering System
U.S. Department of Education
Student Financial Assistance Program
PO Box 96159
Washington, D.C. 20002-6159
FAX: (202) 205-0657
1-800-433-3243

Pacific Northwest Association of College Admissions Counselors

A regional branch of the National Association of College Admissions Counselors (PNACAC) was organized in 1965 to provide a forum in which school and college personnel involved in counseling for college in the Northwest could collectively review current trends in the field, seek mutually acceptable approaches to identified problems, and develop lines of communication for continuing dialogue.

The Association meets annually in the spring and rotates the location between Washington, Oregon, and Idaho. Membership by school, college, or individuals is open to all interested persons in the field. Non-members are invited to meetings as well. For information about the Association write to the President, Monica Burnett, Office of Admission, Carroll College Regional Office, PO Box 1157, Spokane, WA 99210, (509) 482-1598, e-mail: mburnett@carroll.edu or to the Secretary, Beth Woodward, Associate Dean of Admissions, Pacific University, Forest Grove, OR, 97116, (503) 359-2218, e-mail: woodwarb@pacificu.edu

**Oregon
Community
Colleges**



Blue Mountain Community College

P.O. Box 100
Pendleton, OR 97801
(541) 276-1260

Pat Loughary, Dean, Students and College Services
(541) 278-5934; e-mail: plougha@bmcc.cc.or.us
Dana Young, Director of Financial Aid
(541) 278-5752; e-mail: dyoung@bmcc.cc.or.us

Central Oregon Community College

2600 NW College Way, Bend, OR 97701
(541) 383-7500
e-mail: welcome@coccc.edu
(for new student inquiries)

Helen Pruitt, Assistant Director of Admissions & Records
e-mail: hpruitt@coccc.edu
Richard Thompson, Director, Financial Aid
e-mail: rthompson@metolius.coccc.edu

Chemeketa Community College

P.O. Box 14007, Salem, OR 97309
(503) 399-5006
(Financial Aid 399-5018)

Jeri Hunter, Director, Enrollment Services
Patricia Galligan, Director, Financial Aid

Clackamas Community College

19600 S. Molalla Avenue
Oregon City, OR 97045
(503) 657-6958

Mary Dykes, Associate Dean of Student Services, x2425
e-mail: maryd@clackamas.cc.or.us
Kathy Campbell, Director, Financial Aid, x2209
e-mail: kathyc@clackamas.cc.or.us

Clatsop Community College

1653 Jerome, Astoria, OR 97103
(503) 325-0910

Linda Oldenkamp, Director of Admissions,
(503) 325-0910 x2325
Sally Oleson, Registrar, (503) 325-0910, x2456
Sharon Boring, Financial Aid, (503) 325-0910 x2212

Columbia Gorge Community College

400 E. Scenic Drive, The Dalles, OR 97058
(541) 296-6182

Karen Carter, Director of Enrollment Services

Lane Community College
4000 E. 30th Ave., Eugene, OR 97405
(541) 747-4501
FAX: (541) 744-3995

Linn-Benton Community College
6500 SW Pacific Blvd.
Albany, OR 97321
(541) 917-4812
FAX: (541) 917-4838

Mt. Hood Community College
26000 SE Stark, Gresham, OR 97030
(503) 667-6422

**Oregon Coast Community College
Service District**
332 SW Coast Hwy., Newport, OR 97365
(541) 265-2283, x111

Portland Community College
P.O. Box 19000
Portland, OR 97219-0990
(503) 244-6111

Rogue Community College
3345 Redwood Highway
Grants Pass, OR 97527
(541) 471-3500

**Southwestern Oregon Community
College**
1988 Newmark, Coos Bay, OR 97420
(541) 888-7423

**Tillamook Bay Community College
Service District**
2510 First Street, Tillamook, OR 97141
(541) 842-8222
FAX: 842-2214

Treasure Valley Community College
650 College Blvd., Ontario, OR 97914
(541) 889-6493

Umpqua Community College
P.O. Box 967, Roseburg, OR 97470
(541) 440-4604

Sharon K. Williams, Registrar/Director of Admissions &
Records
e-mail: williamss@lanecc.edu
Linda DeWitt, Director, Financial Aid
e-mail: dewittl@lanecc.edu

Diane Watson, Director of Admissions & Records
Lance Popoff, Director, Financial Aid

Marilyn Kennedy, Registrar/Director of Admissions
Carl L. Rawe, Jr., Director, Financial Aid

Ellen Sunnes, Director of Student Services

Admissions Coordinators:
Cascade Campus - Nick Barnett, ext. 5291
Rock Creek Campus - Lynn McBeth, ext. 7225
Southeast Center - Bill Dobson, ext. 6252
Sylvania Campus - Stan Rodier, ext. 4520
Corbett Gotfried, Financial Aid Director, ext. 4490

Ted Risser, Director, Enrollment Services
Shirley Willis-Haslip, Director, Financial Aid
Kathy Burkey, Dept. Head, Counseling

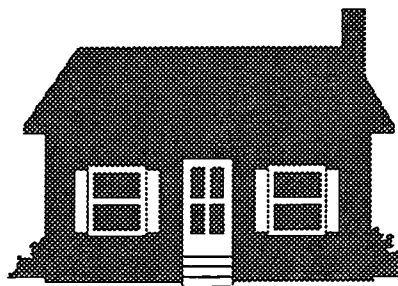
Joanna F. Blount Associate Dean of Student
Services/Registrar, ext. 7339
Robin Bunnell, Financial Aid Director, ext. 7412

Jack Lutes, Director of Student Services, ext. 135
Terrie Minner, Counselor, Student Services, ext. 134

Ronald Kulm, Dean of Student Services, ext. 232
Kathy Gibson, Director, Financial Aid, ext. 233

Larry Shipley, Registrar & Director, Admissions
Claudia Justice, Director of Financial Aid

Oregon Independent Colleges



Cascade College

9101 E. Burnside
Portland, OR 97216-1515
(503) 255-7060

Concordia University

2811 NE Holman, Portland, OR 97211
(503) 288-9371

Eugene Bible College

2155 Bailey Hill Rd., Eugene, OR 97405
(541) 485-1780
<http://www.ebc.edu>

George Fox University

414 N. Meridian Street, Newberg, OR 97132
(503) 538-8383

Lewis & Clark College

0615 SW Palatine Hill Rd.
Portland, OR 97219-7899
(503) 768-7040 or 1-800-444-4111
e-mail: admissions@lclark.edu
<http://www.lclark.edu>

Linfield College

900 SE Baker Street
McMinnville, OR 97128
(503) 434-2279
e-mail: admissions@linfield.edu

Marylhurst College

P.O. Box 261, Marylhurst, OR 97036-0261
(503) 636-8141 or 1-800-634-9982
<http://www.marylhurst.edu>

Multnomah Bible College

8435 NE Glisan, Portland, OR 97220
(503) 255-0332
e-mail: admiss@multnomah.edu
<http://www.multnomah.edu>

Northwest Christian College

828 E. 11th Ave., Eugene, OR 97401
(541) 343-1641

Mary Horton, Director, Admissions and
Financial Aid

Peter D. Johnson, Director of Admission
Mickie Bush, Registrar
James Cullen, Director, Financial Aid

Trent Combs, Director, Admissions
e-mail: tcombs@ebc.edu
Doug White, Director, Financial Aid

Jeff Ricky, Dean of Admissions
e-mail: jricky@foxmail.gfc.edu
Andrea Cook, Registrar
e-mail: acook@foxmail.gfc.edu
Jim Jackson, Director of Financial Aid
e-mail: jjackson@foxmail.gfc.edu

Michael Sexton, Dean of Admissions
Ron Elmore, Director Student Financial Services
e-mail: sfs@lclark.edu

John Reed, Dean of Enrollment Services
e-mail: jreed@linfield.edu
Dan Preston, Director, Financial Aid
e-mail: dpreston@linfield.edu
Cindy Klaus, Director of Admissions
e-mail: cklaus@linfield.edu

Marylee H. King, Acting Dean of Student Services
John Rolston, Registrar
Marlena McKee-Flores, Director, Financial Aid

Joyce Kehoe, Director of Admissions
David Allen, Director of Financial Aid

Randy Jones, Director of Admissions
Carrie Le Compte, Director, Financial Aid
Tracy Sims, Registrar

Pacific Northwest College of Art
1219 SW Park Ave., Portland, OR 97205
(503) 226-4391
e-mail: pncainfo@pnca.edu

Pacific University
2043 College Way
Forest Grove, OR 97116
(503) 359-2218
1-800-677-6712
e-mail: admissions@pacific.edu
<http://www.pacific.edu>

Reed College
3203 SE Woodstock Blvd.
Portland, OR 97202
(503) 777-7511

University of Portland
5000 N. Willamette Blvd.
Portland, OR 97203
(503) 283-7147
1-800-227-4568
e-mail: reilly@uofport.edu

Warner Pacific College
2219 SE 68th Ave., Portland, OR 97215
(503) 788-7495
1-800-582-7885
e-mail: admiss@warnerpacific.edu
<http://www.warnerpacific.edu>

Western Baptist College
5000 Deer Park Dr. SE
Salem, OR 97301
(503) 375-7005
1-800-845-3005
e-mail: dmilionis@wbc.edu

**Western States Chiropractic
College**
2900 NE 132nd
Portland, OR 97230
(503) 251-5734
1-800-641-5641

Willamette University
900 State Street
Salem, OR 97301-3922
(503) 370-6303
e-mail: undergrad-admission@willamette.edu

Sally Lawrence, President
Colin Page, Director, Admissions
Jennifer Satalino, Financial Aid Director

Jesse Welch, Dean of Enrollment Management
e-mail: welchjr@pacificu.edu
Beth Woodward, Director, Undergraduate Admissions
e-mail: woodwarb@pacificu.edu
Glendi Gaddis, Director, Financial Aid
e-mail: gaddisg@pacificu.edu

Jon Rivenburg, Acting Dean of Admission
Scott Muir, Assoc. Dean of Admission
Richard Dent, Director, Financial Aid

Daniel Reilly, Director, Admissions
Rita Lambert, Director, Financial Aid

Bill Stenberg, Dean of Admissions
Rick Weems, Director, Financial Aid

Daren Milionis, Director, Admissions
Kevin Multop, Director, Financial Aid
Nancy Hedberg, Acting Director, Student
Life and Enrollment Management

Jack Roberts, Dean of Admissions
Michele Keeney, Director, Financial Aid

James M. Sumner, Dean of University Admissions
Leslie L. Limper, Director of Financial Aid

Oregon Career Development Association

President: Beth Swank

Career Counselor
University of Oregon Career Center
PO Box 3257
Eugene OR 97403-0257
(541) 346-6009

Oregon Career Information System

1244 University of Oregon
Eugene, OR 97403-1244
(541) 346-3872
1-800-495-1266

Cheryl Buhl, Director (541) 346-2345
Romella Lee, User Services Specialist, Mid-Willamette/
Southern/Central Oregon (541) 346-2350
Susan Roudebush, User Services Specialist, Northern
Oregon (541) 725-4979
Leslie Ford, User Services Specialist, Eastern/North
Central (541) 278-9795

Private Vocational-Technical Schools

Oregon Career College Association
Pioneer Pacific College
25195 SW Parkway Avenue
Wilsonville, OR 97070
(503) 682-3903

Ray Gauthier, President

Private Vocational Schools
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203
(503) 378-5810, x335
FAX: (503) 378-5156

Ted Williams, Private School Specialist

Oregon Counseling Association

President: Maggie Pedersen

15605 SW Roshak Road
Tigard, OR 97224
Phone: (503) (home) 590-9076

President-Elect: Carol Sisson

39 NW Louisiana Avenue
Bend OR 97701
Phone: (541) 382-8862

Oregon School Counselors Association

President: Liz Curtis

245 Carlson Heights
North Bend, OR 97459
Phone: (541) (work) 756-8325/(home) 756-6453

President-Elect: Donna Rogers

1351 NE Ray Court
Hillsboro, OR 97124
Phone: (503) (home) 693-1880/(work) 359-2435

Oregon College & University Counseling Association

President: Carol Lynn Morse

1515 W 25th Avenue
Eugene, OR 97405
Phone: (work) (503) 747-4501, x2234

Reserve Officer Training Corps Program

Eastern Oregon State College

Department of Military Science
Guard Officer Leader Detachment
1410 L Avenue
La Grande OR 97850
(541) 962-3587

Cpt. Thomas E. Maeder, Professor of Military Science,
Oregon Army National Guard

Oregon State University

**Department of Military Science
McAlexander Fieldhouse
Corvallis, OR 97331
(541) 737-3511**

**Dept. of Naval Science
Naval Armory
Corvallis, OR 97331-5401
(541) 737-6289**

**Dept. of Air Force Studies
Corvallis, OR 97331-4903
(541) 737-3291**

**Lt. Col. Greg Hightower, Professor of Military
Science, U.S. Army**

Cpt. M. R. Rice, USN, Professor of Naval Science

Col. Richard C. Fast, Professor of Aerospace Studies

Portland State University

**Department of Military Science
PO Box 751, Portland, OR 97207
(503) 725-3212**

**Lt. Col. Regina Largent, Professor
Military Science**

Southern Oregon State College

**Department of Military Science
Ashland, OR 97520
(541) 552-6409**

**Cpt. John Conklin, Professor of Military Science,
Oregon Army National Guard**

University of Oregon

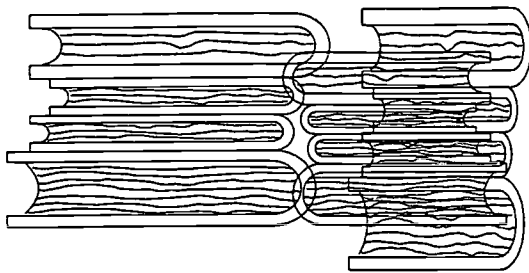
**Department of Military Science
1679 Agate
Eugene, OR 97403
(541) 346-3102**

Lt. Col. Javan B. Ridge

Western Oregon State College

**Department of Military Science
345 N. Monmouth Avenue
Monmouth, OR 97361
(503) 838-8356**

MSG Doug Cox, Asst. Professor, Army ROTC



College Directories

Barron's Profiles of American Colleges compiled and edited by the College Division of Barron's Educational Series. 1,800 pages. \$23.95. 21st edition. Barron's Educational Series, Inc., 250 Wireless Blvd., Hauppauge, NY, 11788-3924.

Black College Career Guide provides information about the history, enrollment, curriculum, tuition, and available scholarships at the nation's historically black colleges and universities. \$6.95 plus \$2 shipping. Zulema Enterprises, 108 William Howard Taft Road, Suite 11, Cincinnati, OH 45219, 1992.

Campus Visits and College Interviews Schneider, Zola Dincin. Must reading for students and parents. A valuable tool for guidance counselors who help high school students choose colleges. 130 pages. \$9.95. College Board Publications, Box 886, New York, NY 10101-0886, 1987.

Choosing a College Miller, Gordon Porter. The Student's Step-by-Step Decision-Making Workbook. Introduces students to the logical, step-by-step process of choosing a college. 165 pages. \$9.95. College Board Publications, Box 886, New York, NY 10101-0886, 1990.

College Board Guide to 150 Popular College Majors, The This unique reference provides detailed descriptions of the most widely offered undergraduate majors, each written by a leading professor in the field. Students can explore the content, course of study, related fields, careers, and other facts in their academic area of interest. 328 pages. \$16. College Board Publications, Box 886, New York, NY 10101-0886.

College Comparison Guide, The Townsend, Kiliaen V.R. Truly unique and quite different from other college guides. Profiles an excellent cross section of colleges and universities through comparative listings. 320 pages. \$20.00. The College Comparison Guide, 56 Paces West Drive, NW, Atlanta, GA 30327, October 1992.

College Explorer, 1996 The software program that matches student needs with specific offerings at more than 2,800 two- and four-year colleges. Students may search for colleges using any of 600 options. MS-DOS, \$125. College Board Publications, Box 886, New York, NY 10101-0886.

College Explorer PLUS, 1997 The best college search software. 1997 features include: full address and phone number for every college, detailed information on freshman and transfer application deadlines and priority dates, credit hours awarded for AP, in-depth cost and financial aid information, and essential facts for foreign students. Students can search the undergraduate data base using over 800 options, including: degree levels and majors, Advanced Placement policies, admission rates, enrollment size and campus setting, sports programs, special services, and more. MS-DOS \$195. Annual update fee \$99. College Board Publications, Box 886, New York, NY 10101-0886.

College Guide for Parents, The Shields, Charles J. Information and advice for parents to help their teenager make informed college choices. 200 pages. \$14.00. Revised and Updated Edition. College Board Publications, Box 886, New York, NY 10101-0886, 1994.

College Handbook, 1997, The Admission requirements, costs, current enrollment, majors, sports, activities, and much more in the only one-volume guide to the nation's 3,200 two- and four-year colleges. 1,700 pages, \$21.95. College Board Publications, Box 886, New York, NY 10101-0886.

College Handbook for Transfer Students, 1997, The Detailed information about transfer policies at 2,800 two- and four-year institutions, plus a detailed guidance section that explains the transfer process. 576 pages. \$17.95. College Board Publications, Box 886, New York, NY 10101-0886.

College Handbook Foreign Student Supplement, 1997, The Provides undergraduate and graduate foreign students with essential facts on TOEFL and other required tests, application deadlines, complete costs, ESL programs, overseas test dates, and more. 288 pages. \$16.95. College Board Publications, Box 886, New York, NY 10101-0886.

ExPAN Software that provides students with a new and comprehensive way of handling the process of choosing, applying to, and paying for college. Based on a student portfolio. Students send applications electronically to colleges. The College Board, 1996. \$750. For further information, call toll-free 1-800-223-9726.

Insider's Guide to the Colleges, The by Yale Daily News Staff. College descriptions by the students who attend them. Should be taken with more than a polite grain of salt. \$14.95. 20th edition (paperback). St. Martin's Press, 175 Fifth Avenue, New York, NY 10010, 1996.

Oregon Programs of Study and Training Describes programs of study and training for postsecondary education and provides up-to-date lists of the Oregon institutions where they are offered. \$45.00. Oregon Career Information System, 1244 University of Oregon, Eugene, OR 97403-1244, 1996-97 edition.

Oregon Schools This volume contains information on all public and private certified, accredited, and/or approved post-secondary schools in Oregon. \$45.00 for CIS consortium members. Oregon Career Information System, 1244 University of Oregon, Eugene, OR 97403-1244, 1996-97 edition.

Oregon Short-Term Training Programs This book contains comprehensive and current information on over 1,400 training programs of one year or less in Oregon and surrounding areas. \$45.00 for CIS consortium members. Oregon Career Information System, 1244 University of Oregon, Eugene, OR 97403-1244. 1996-97 edition.

Peterson's Guide to Colleges with Programs for Students with Learning Disabilities Profiles more than 1,000 two-year and four-year colleges that offer special academic programs. 800 pages. \$26.95. Peterson's Guides, Dept. 2342, P.O. Box 2123, Princeton, NJ 08543-2123, 1995.

Peterson's Guide to Four-Year Colleges \$21.95. Peterson's Guides, Dept. 2342, P.O. Box 2123, Princeton, NJ 08543-2123, 1996.

Peterson's Guide to Two-Year Colleges \$17.95. Peterson's Guides, Dept. 2342, P.O. Box 2123, Princeton, NJ 08543-2123, 1996.

Peterson's Annual Guide of Graduate Programs:

#1 **Professional Programs: An Overview** 1995. \$24.95.

#2 **Humanities and Social Sciences** 1995. \$34.95.

#3 **Biological and Agricultural Sciences** 1995. \$41.95.

#4 **Physical Sciences and Mathematics** 1995. \$31.95.

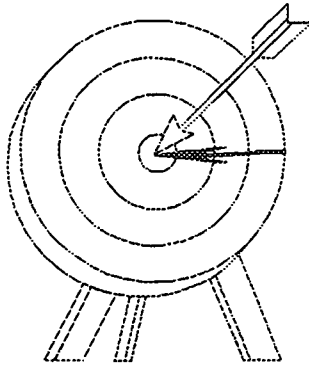
#5 **Engineering and Applied Sciences** 1995. \$34.95.

#6 **Business, Education, Health, and Law** 1995. \$24.95

6 volumes available. \$193.70.

Peterson's Guides, Dept. CS94,
P.O. Box 2123, Princeton, NJ 08543-2123.
1-800-338-3282

Writing Your College Application Essay McGenty, Sarah Myers. Provides the latest information on: application essay policies of over 180 institutions, types of essay questions most frequently asked, and over 40 actual questions. 131 pages. \$9.95. College Board Publications, Box 886, New York, NY 10101-0886, 1991.



Educational Guidance

ABC's of Eligibility for College-Bound Student Athletes (video). To help student athletes to make sound decisions, covers NCAA regulations on eligibility, and college academic requirements for sports participation. VHS videotape. 33 minutes. \$49.95. College Board Publications, Box 886, New York, NY 10101-0886. 1994.

Campus Daze: Easing the Transition from High School to College Gibbs, George. A book that will prepare high school seniors for what's ahead. 40 pages. \$4.00, plus 5% for postage and \$3.00 handling. Octameron Associates, PO Box 2748, Alexandria, VA 22301. 1994.

Campus Opportunities for Students with Learning Differences Crooker, Judith M. Tells students what questions to ask when selecting a college. Advises them how to prepare for the more rigorous academic schedule. Teaches students how to recognize when they need special assistance and how to get that assistance whenever necessary. 44 pages. \$4.00, plus 5% postage and \$3.00 handling. Octameron Associates, PO Box 2748, Alexandria, VA 22301. 1994.

Campus Pursuit: How to Make the Most of The College Visit and Interview Ripple, G. Gary. 32 pages. \$5.00, plus 5% postage and \$3.00 handling. Octameron Associates, PO Box 2748, Alexandria, VA 22301. 1995.

Campus Visits and College Interviews Schneider, Zola Dincin. A complete guide for college-bound students and their families. "Must reading for students and parents." The author explains why campus visits are so important and how to plan for them. 130 pages. \$9.95. College Board Publications, Box 886, New York, NY 10101-0886. 1987.

College Board Guide to Jobs and Career Planning Mitchell, Joyce Slayton. Solid facts for the 1990s about the kinds of jobs available, preparation needed, and fastest growing careers. Description of over 100 occupations. 331 pages. \$14.00. College Board Publications, Box 886, New York, NY 10101-0886. 1994.

College Board Guide to 150 Popular College Majors, The This unique reference provides detailed descriptions of the most widely offered undergraduate majors, each written by a leading professor in the field. Students can explore the content, course of study, related fields, careers, and other facts in their academic area of interest. 328 pages. \$16. College Board Publications, Box 886, New York, NY 10101-0886.

College Bound Kaye, Evelyn and Gardner, Janet. The student's handbook for getting ready, moving in, and succeeding on campus. Advice on how to live with a roommate, find and use campus support services, manage money, and cope with freshman shock. 159 pages. \$9.95. College Board Publications, Box 886, New York, NY 10101-0886. 1988.

College Match: A Blueprint for Choosing the Best School for You! Antonoff, Steven R., and Friedemann, Marie A. Combines easy-to-use worksheets with practical advice in a step-by-step approach. 132 pages. \$7.50, plus 5% postage and \$3.00 handling. Octameron Associates, PO Box 2748, Alexandria, VA 22301. 1995.

College Planning/Search Book \$10.00. American College Testing Publications, P.O. Box 168, Iowa City, IA 52243. 1995.

College Times, 1997 Annual magazine is packed with news, information, and expert advice on: planning for college, choosing a college, and paying for college. Special feature: the 4-page College Planning Calendar. 32

pages. Only available in packages of 50 for \$21.95. College Board Publications, Box 886, New York, NY 10101-0886.

Countdown to College Schneider, Zola Dincin and Kalb, Phyllis D. "Shows students how to use their high school years to be really prepared for college." 140 pages. \$9.95. College Board Publications, Box 886, New York, NY 10101-0886. 1989.

How to Help Your Teenager Find the Right Career Sheilds, Charles J. The parents' guide to helping their children explore career interests and find alternatives best suited to their interests and abilities. 203 pages. \$12.95. College Board Publications, Box 886, New York, NY 10101-0886. 1988.

I Am Somebody: College Knowledge for the First-Generation Campus Bound Leider, Anna. A no-nonsense guide to college admission and financial aid. High in motivational content, it seeks to overcome every misconception and false belief about higher education held by its potential audience. 96 pages. \$6.00, plus 5% postage and \$3.00 handling. Octameron Associates, PO Box 2748, Alexandria, VA 22301. 1994.

Index of Majors and Graduate Degrees, 1997 Comprehensive guide to 580 undergraduate majors, 470 master's degree programs, 380 doctoral programs, and 10 professional programs. 688 pages. \$17.95. College Board Publications, Box 886, New York, NY 10101-0886.

Inside College Moses, Henry C. A seasoned dean of freshmen helps students explore the social, ethical, and academic challenges of going to college. 240 pages. \$10.95. College Board Publications, Box 886, New York, NY 10101-0886. 1990.

Job Search Notebook A handy pocket-sized booklet designed to help the job hunter collect facts needed for job search success. \$.75 each or \$.50 each for over 100 for CIS consortium members. Oregon Career Information System, 1244 University of Oregon, Eugene, OR 97403-1244.

Occupational Outlook Handbook, The U.S. Government Bookstore, 915 Second Avenue, Seattle, WA 98174, phone (206) 553-4271. Cloth - \$22.95; paper - \$18.95. 1996.

Official Guide to SAT II: Subject Tests, The Includes full-length practice Subject Tests (formerly called Achievement Tests), along with answer sheets, answer keys, and scoring instructions. 1994. 380 pages. \$15.00. College Board Publications, Box 886, New York, NY 10101-0886.

Official Handbook for the CLEP Examinations, The Essential guide for students who want to earn credit for the college level learning they have acquired. 496 pages. \$15.00. College Board Publications, Box 886, New York, NY 10101-0886. 1995.

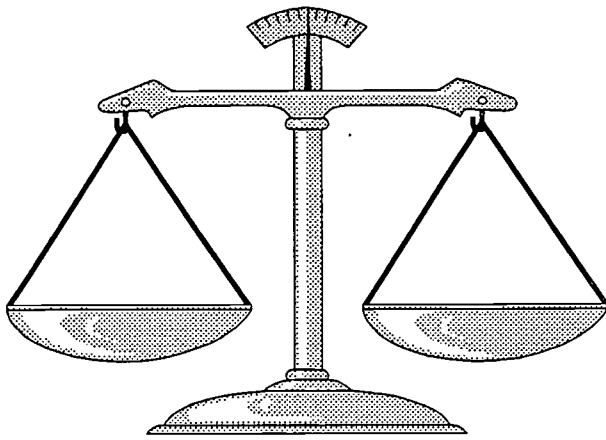
Oregon Occupations This book contains current and localized information on 346 occupations, representing 95% of Oregon's labor market. \$50.00 for CIS consortium members. Oregon Career Information System, 1244 University of Oregon, Eugene, OR 97403-1244. 1996-97 edition.

Oregon Programs of Study and Training This book describes programs of study and training for postsecondary education and provides up-to-date lists of the Oregon institutions where they are offered. \$45.00 for CIS consortium members. Oregon Career Information System, 1244 University of Oregon, Eugene, OR 97403-1244. 1996-97 edition.

Oregon Short-Term Training Programs \$45.00 for CIS consortium members. Contains comprehensive and current information on over 1,400 training programs of one year or less in Oregon and surrounding areas. Oregon Career Information System, 1244 University of Oregon, Eugene, OR 97403-1244. 1996-97 edition.

Top Professions Covers the 100 most popular, dynamic and profitable careers in America today. Helps readers capitalize on current business and economic trends in career decision-making. 230 pages. \$10.95. Peterson's Guides, Dept. 2342, P.O. Box 2123, Princeton, NJ 08543-2123. 1989.

Test Skills A preparation program for the new PSAT/NMSQT. Designed to help students -- particularly those from minority and disadvantaged groups -- sharpen skills and increase confidence needed to succeed on their college admission exams. Spiral bound with instructor materials and student handouts. \$40.00. College Board Publications, Box 886, New York, NY 10101-0886. 1992.



Scholarships and Other Financial Aid

A's & B's of Academic Scholarships, The Wexler, Debra L. For the good student who stands in the upper 33% of the class, with a B average or better, and combined SAT scores of 900 or more (21 on the ACT). The nation's 1600 colleges and universities offer 100,000 awards in amounts ranging from \$200 to \$20,000. Each of these awards is described in detail. 156 pages. \$7.50, plus 5% postage and \$3.00 handling. Octameron Associates, PO Box 2748, Alexandria, VA 22301. (703) 836-5480. 18th edition. 1996/97.

Finding Money for College, 1996 Bear, John. How to locate and obtain money for college from numerous sources such as private foundations, big corporations, the military, athletic departments and the government. Contains helpful addresses. 128 pages. \$8.95. Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707. 1995.

College Costs and Financial Aid Handbook, 1997, The The most up-to-date facts on costs, plus financial aid and scholarship availability at 3,200 two- and four-year institutions. 320 pages. \$16.95. College Board Publications, Box 886, New York, NY 10101-0886.

College Cost Explorer FUND FINDER, 1997 Software program provides detailed information on: more than 3,300 scholarship programs, and printouts of scholarship lists and descriptions, college costs and financial aid at 2,800 U.S. colleges and universities, federal and state programs, internships and grants for graduate study, application criteria and deadlines, where to write for applications, and more. MS-DOS, \$295. Annual renewal fee, \$150. College Board Publications, Box 886, New York, NY 10101-0886.

Don't Miss Out: The Ambitious Student's Guide to Financial Aid Leider, Robert and Anna. This publication covers the spectrum of scholarships, grants, loans and personal finance techniques and will link students with every form of aid for which they are qualified. 120 pages. \$7.50 plus 5% postage and \$3.00 handling. Octameron Associates, PO Box 2748, Alexandria, VA 22301. 1995.

Free Money For College Blum, Laurie. A book that provides the reader with the actual sources of money available. 224 pages. \$14.95. Facts on File, Inc., 460 Park Avenue South, New York, NY 10016. 1993.

Guide to Oregon Foundations, The Information on financial awards and scholarships offered by various Oregon foundations. \$25.00. United Way, 619 SW 11th Ave., Suite 300, Portland, OR 97205-2646. (503) 228-9131. 1993.

How the Military Will Pay for College Describes major military-based sources of college tuition help. 184 pages. \$9.95. Peterson's Guides, Dept. 2342, PO Box 2123, Princeton, NJ 08543-2123. 1989.

Loans and Grants from Uncle Sam: Am I Eligible and for How Much? The complete consumer guide to federal student aid programs. 72 pages. \$6.00, plus 5% postage and \$3.00 handling. Octameron Associates, PO Box 2748, Alexandria, VA 22301 (703) 836-5480. 1995.

Need a Lift? An annually revised handbook published as a part of The American Legion's Education Program, contains sources of career, scholarship and loan information for not only children of veterans but for all children. \$3.00 prepaid. Emblem Sales, ATTN: Need a Lift?, PO Box 1050, Indianapolis, IN 46206.

Oregon Financial Aid - Grants, Loans, and Scholarships This book describes the major sources of financial aid for college and post-secondary vocational education. It contains an overview which answers common questions about financial aid and information about specific national, state, and local scholarships. \$70.00 for a two-volume set for CIS consortium members. Oregon Career Information System, 1244 University of Oregon, Eugene, OR 97403-1244. 1996-97 edition.

Paying for College: A Guide for Parents Krefetz, Gerald. Provides parents with sound advice on preparing for increasing college costs and shrinking aid programs. Offers parents easy-to-understand guidelines for achieving their financial goals, starting with an emphasis on planning. 160 pages. \$14.00. College Board Publications, Box 886, New York, NY 10101-0886. 1994.

Paying Less for College Covers all major sources of financial aid, financial aid availability of 1,800 U.S. colleges, complete information on non-need and need-based aid, and academic and athletic scholarship information. 624 pages. \$26.95. Peterson's Guides, Dept. 2342, PO Box 2123, Princeton, NJ 08543-2123. 1995.

Winning Money for College Third edition. The first complete guide to non-need scholarship competitions. 362 pages. \$10.95. Peterson's Guides, Dept. 2342, PO Box 2123, Princeton, NJ 08543-2123. 1992.

Career Information System

CIS is another source of information and a tool through which counselors can help students and students can help themselves become better prepared to take full advantage of visits by college representatives. CIS provides current educational and occupational information to students and clients in schools and social agencies in Oregon. CIS's mission is to improve educational and occupational decisions for Oregonians.

CIS is designed for student use, thereby freeing counselors to counsel. CIS consists of several independent but related components. Each user can start with any component and use whichever ones are pertinent.

Programs of Study and Training Describes coursework, teaching methods, and degrees for all types of academic and vocational post-secondary programs. This information file also lists all Oregon schools with programs in the field of study and describes the particular programs at each school.

Schools Facilitates comparison of sizes, costs, admissions requirements, housing, and services of all post-secondary schools in Oregon. CIS computers also contain information on two-year, four-year, and graduate institutions nationwide; a School Sort process allows students to select schools based on their interests and needs.

QUEST and Occupation Sort Helps students explore occupations related to their self-assessed interests and abilities.

Occupations Covers more than 95 percent of the employment opportunities in Oregon and major kinds of work found elsewhere in the country. Descriptions include required aptitudes and skills, work setting, preparation, licensing, wages, current employment, and outlook. Occupations are clustered according to common, specific functions.

Job Search Contains tips for preparing resumes, filling out applications, preparing for interviews, and other job search skills.

Financial Aid Describes the major sources of financial aid for college and post-secondary vocational education. Includes information about specific national, state, and local scholarships. Over 1,900 entries are all cross-referenced by type (talent, interest, academic major, organizational affiliation, need, etc.), and can be sorted to develop a financial aid list that matches the user's attributes.

This information is stored in computers for rapid access and update. CIS's new software is delivered in a Windows environment, enhancing exploration and ease of use. It may be accessed in any of 548 sites around the state through microcomputer or printed material. CIS computerized information is available in nearly every high school and community college in Oregon. It is also used by many counseling agencies and some colleges.

CIS also provides several other career guidance software packages, including the Career Path Planner and SKILLS.

For further information, consult the CIS *Coordinator's Notebook* or see the CIS Coordinator in your building. If you need help locating CIS in your community or want more information, contact: Career Information System, 1244 University of Oregon, Eugene, OR 97403-1244, phone (541) 346-3872 or 1-800-495-1266. (Names of staff members on page 63.)

Statement of Principles of Good Practice

(Adopted October 7, 1989)

(Revised September, 1995)

For Members of The National Association for College Admission Counseling

Ethics in recruiting students and awarding scholarships provided the impetus for creating NACAC in 1937. As a reflection of that major purpose, one of the first actions taken by the founders was the creation of a Code of Ethics. After many years of reviewing, updating, and rewriting, this Code is today's *Statement of Principles of Good Practice*.

While the Code originally applied only to NACAC members, the importance of ethical practices in the admission process for all institutions was recognized by those in the profession. As a result, a joint statement utilizing the basic philosophy of NACAC's Code of Ethics was developed in tandem with the American Association of Collegiate Registrars and Admissions Officers and The College Board, and was endorsed by the American Council on Education, the National Association of Secondary School Principals, the National Student Association, and the American School Counselor Association.

The *Statement of Principles of Good Practice* is reviewed annually and revised to reflect new concerns for ethical admission practices and policies.

High schools, colleges, universities, other institutions and organizations, and individuals dedicated to the promotion of formal education believe in the dignity, the worth, and the potentialities of every human being. They cooperate in the development of programs and services in post-secondary counseling, admission, and financial aid to eliminate bias related to race, creed, gender, sexual orientation, age, political affiliation, national origin, and disabling conditions. Believing that institutions of learning are only as strong ultimately as their human resources, they look upon counseling individual students about their educational plans as a fundamental aspect of their responsibilities.

They support, therefore, the following *Statement of Principles of Good Practice* for members of the National Association for College Admission Counseling:

I. Admission Promotion and Recruitment

A. College and University Members agree that they:

1. Will ensure that admission counselors are viewed as professional members of their institutions' staffs. As professionals, their compensation shall take the form of a fixed salary rather than commissions or bonuses based on the number of students recruited.
2. Will be responsible for the development of publications, written communications, and presentations (i.e., college nights, college days, and college fairs) used for their institution's promotional and recruitment activity. They:
 - a) Will state clearly and precisely the requirements for secondary school preparation, admission tests, and transfer student admission.
 - b) Will include a current and accurate admission calendar. If the institution offers special admission options such as early admission, early action, early decision, or

waiting list, the publication should define these programs and state deadline dates, notification dates, required deposits, refund policies, and the date when the candidates must reply. If students are placed on wait lists or alternate lists, the letter which notifies the students of the placement should provide a history that describes the number of students placed on the wait list, the number offered admission, and the availability of financial aid and housing. Finally, if summer admission or mid-year admission is available, students should be made aware of the possibility in official communication from the institutions.

- c) Will provide precise information about costs, opportunities, and requirements for all types of financial aid, and state the specific relationship between admission practices and policies and financial aid practices and policies.
- d) Will describe in detail any special programs, including overseas study, credit by examination, or advanced placement.

- e) Will include pictures and descriptions of the campus and community which are current and realistic.
 - f) Will provide accurate information about the opportunities/selection for institutional housing, deadline dates for housing deposits, housing deposit refunds, and describe policies for renewal availability of such institutional housing.
 - g) Will provide accurate and specific descriptions of any special programs or support services available to students with handicapping conditions, learning disabilities, and/or other special needs.
 - h) Will identify the source and year of study when institutional publications and/or media communications cite published ratings of academic programs, academic rigor or reputations, or athletic rankings.
 - i) Should indicate that the institution is a NACAC member and has endorsed the principles contained in this *Statement*.
3. Will exercise appropriate responsibility for all people whom the institution involves in admission, promotional, and recruitment activities (including their alumni, coaches, students, faculty, and other institutional representatives), and educate them about the principles outlined in this *Statement*. Colleges and universities which engage the services of admission management or consulting firms shall be responsible for assuring that such firms adhere to this *Statement*.
4. Will speak forthrightly, accurately, and comprehensively in presenting their institutions to counseling personnel, prospective students, and their families. They:
- a) Will state clearly the admission requirements of their institutions, and inform students and counselors about changed admission requirements so that candidates will not be adversely affected in the admission process.
 - b) Will state clearly all deadlines for application, notification, housing, and candidates' reply requirements for both admission and financial aid.
 - c) Will furnish data describing the currently enrolled freshman class and will describe in published profiles all members of the enrolling freshman class. Subgroups within the profile may be presented separately because of their unique character or special circumstances.
 - d) Will not use disparaging comparisons of secondary or post-secondary institutions.
 - e) Will provide accurate information about the use/roll of standardized testing in their institutions' admission process.
5. Will not use unprofessional promotional tactics by admission counselors and other institutional representatives. They:
- a) Will not contract with secondary school personnel for remuneration for referred students.
 - b) Will not offer or pay a per capita premium to any individual or agency for the recruitment or enrollment of students, international as well as domestic.
 - c) Will not encourage students to transfer if they have shown no interest in doing so.
 - d) Will not compromise the goals and principles of this *Statement*.
6. Will refrain from recruiting students who are enrolled, registered, or have declared their intent or submitted contractual deposit with other institutions unless the students initiate inquiries themselves, or unless cooperation is sought from institutions which provide transfer programs.
7. Will understand the nature and intent of all admission referral services utilized by their institutions (including their alumni, coaches, students, faculty and other institutional representatives) and seek to ensure the validity and professional competency of such services.
- B. Secondary School Members agree that they:**
- 1. Will provide a program of counseling which introduces a broad range of post-secondary opportunities to students.
 - 2. Will encourage students and their families to take the initiative in learning about colleges and universities.

3. Will not use disparaging comparisons of secondary or post-secondary institutions.
 4. Will establish a policy with respect to secondary school representatives for the release of students' names. Any policy which authorizes the release of students' names should provide that the release be made only with the students' permission consistent with applicable laws and regulations. That permission may be a general consent to any release of the students' names. Secondary school representatives shall, in releasing students' names, be sensitive to the students' academic, athletic, or other abilities.
 5. Will refuse any reward or remuneration from a college, university, or private counseling service for placement of their school's students.
 6. Will be responsible for all personnel who may become involved in counseling students on post-secondary options available and educate them about the principles in this *Statement*.
 7. Will be responsible for compliance with applicable laws and regulations with respect to the students' rights to privacy.
 8. Will not guarantee specific college placement.
 9. Should provide information about opportunities and requirements for all types of financial aid.
 10. Should indicate that the institution is a NACAC member and has endorsed the principles in this *Statement*.
- C. Independent Counselor Members agree that they:**
1. Will provide a program of counseling which introduces a broad range of post-secondary opportunities to students.
 2. Will encourage students and their families to take initiative in learning about colleges and universities.
 3. Will not use disparaging comparisons of secondary or post-secondary institutions.
 4. Will refuse unethical or unprofessional requests (e.g., for names of top students, names of athletes) from college or university representatives (e.g., alumni, coaches, or other agencies or organizations).
 5. Will refuse any reward or remuneration from a college, university, agency, or organizations for placement of their clients.
 6. Will be responsible for all personnel who may become involved in counseling students on post-secondary options and educate them about the principles in this *Statement*.
 7. Will be responsible for compliance with applicable laws and regulations with respect to the students' rights to privacy.
 8. Will not guarantee specific college placement.
 9. Will provide advertisements or promotional materials which are truthful and do not include any false, misleading, or exaggerated claims with respect to services offered.
 10. Will communicate with the secondary school counselor, after obtaining student and parental consent, about the college admission process.
 11. Should provide information about opportunities and requirements for all types of financial aid.
 12. Should consider donating time to students who need the services of an independent counselor but who are unable to pay.
 13. Should indicate that the NACAC member has endorsed the principles in this *Statement*.
- D. All other members providing college admission counseling services to students agree to adhere to the principles in this *Statement*.**
- E. College fairs, clearinghouses, and matching services that provide liaison between colleges and universities and students shall be considered a positive part of the admission process if they effectively supplement other secondary school guidance activities and adhere to this *Statement*.**

II. Admission Procedures

A. College and University Members agree that they:

1. Will accept full responsibility for admission decisions and for proper notification of those decisions to candidates and, when possible, to their secondary schools.
2. Will receive information about candidates in confidence and respect completely, consistent

with applicable laws and regulations, the confidential nature of such data.

3. Will not apply newly-revised requirements to the disadvantage of a candidate whose secondary school courses were established in accordance with earlier requirements.
4. Will not require candidates or the secondary schools to indicate the order of the candidates' college or university preferences, except under early decision plans.
5. Will not make offers of admission to students who have not submitted admission applications.
6. Will permit first-year candidates for fall admission to choose, without penalty, among offers of admission and financial aid until May 1. Colleges that solicit commitments to offers of admission and/or financial assistance prior to May 1 may do so provided those offers include a clear statement that written requests for extensions until May 1 will be granted, and that such requests will not jeopardize a student's status for admission or financial aid. Candidates admitted under an early decision program are a recognized exception to this provision.
7. Will work with their institution's administration to insure that financial aid and scholarship offers and housing options are not used to manipulate commitments prior to May 1.
8. Will, if necessary, establish a wait list that:
 - a) Is of reasonable length.
 - b) Is maintained for the shortest possible period and in no case later than August 1.
9. Will establish wait list procedures that ensure That no student on any wait list is asked for a deposit in order to remain on the wait list or for a commitment to enroll prior to receiving an official written offer of admission.
10. Will state clearly the admission procedures for transfer students by informing candidates of deadlines, documents required, courses accepted, and course equivalency and other relevant policies.
11. Will inform students and counselors about new or changed requirements which may adversely affect candidates who have met all required deadlines, deposits, and commitments according

to the students' original notification from the institution.

12. Will accept, for the purposes of documenting student academic records, only official transcripts in the admission or registration process which come directly from the counseling, guidance, or registrar's offices of the institution(s) the candidate attends or has attended, or from other appropriate agencies.
13. Should admit candidates on the basis of academic and personal criteria rather than financial need. This provision shall not apply to foreign nationals ineligible for federal student assistance.
14. Should notify high school personnel when the institution's admission selection committee includes students.
15. Should notify candidates as soon as possible if they are clearly inadmissible.
16. Should make every effort to provide candidates for financial aid with financial aid decisions as soon as possible following an offer of admission.

B. Secondary School Members agree that they:

1. Will provide, in a timely manner, for colleges and universities accurate, legible, and complete official transcripts for the school's candidates.
2. Will provide colleges and universities with a description of the school's marking system which may include the rank in class and/or grade point average.
3. Will in their profiles and other publications provide true and accurate information with regard to test scores for all students in the represented class cohort group who participated in college admission testing.
4. Will provide accurate descriptions of the candidates' personal qualities which are relevant to the admission process.
5. Will urge candidates to understand and discharge their responsibilities in the admission process. Candidates will be instructed to:
 - a. Comply with requests for additional information in a timely manner.

- b. Respond to institutional deadlines and refrain from stockpiling acceptances.
 - c. Refrain from submitting multiple deposits or making multiple commitments.
 - d. Refrain from submitting more than one application under any early decision plan and, if admitted under such a plan, comply with all institutional guidelines including those regarding the obligations to: enroll, withdraw all other applications, and refrain from submitting subsequent applications.
 - e. Respond to institutional deadlines on housing reservations, financial aid, health records, and course prescheduling, where all or any of these are applicable.
6. Will not reveal, unless authorized, the candidates' college or university preferences.
 7. Will sign only one early decision agreement for any student.
 8. Will counsel students and their families to notify other institutions when they have accepted an admission offer.
 9. Encourage students to be the sole authors of their applications and essays and will counsel against inappropriate assistance on the part of others.
 10. Should report any significant change in candidates' academic status or qualifications, including personal conduct record, between the time of recommendation and graduation, where permitted by applicable laws and regulations and if requested by an institution's application.
 11. Should provide a school profile which clearly describes special curricular opportunities (e.g. honors, Advanced Placement courses, seminars) and a comprehensive listing of all courses with an explanation of unusual abbreviations and any information required for proper understanding.
 12. Should advise students and their families not to sign any contractual agreement with an institution without examining the provisions of the contract.
 13. Should counsel students and their families to file a reasonable number of applications.
- C. Independent Counselor Members agree that they:**

1. Will urge candidates to recognize and discharge their responsibilities in the admission process. Candidates will be instructed to:
 - a. Comply with requests for additional information in a timely manner.
 - b. Respond to institutional deadlines and refrain from stockpiling acceptances.
 - c. Refrain from submitting multiple deposits or making multiple commitments.
 - d. Refrain from submitting more than one application under any early decision plan and, if admitted under such a plan, comply with all institutional guidelines including those regarding the obligations to: enroll, withdraw all other applications, and refrain from submitting subsequent applications.
 - e. Respond to institutional deadlines on housing reservations, financial aid, health records, and course prescheduling, where all or any of these are applicable.
 2. Will not reveal, unless authorized, the candidates' college or university preferences.
 3. Will follow the process recommended by the candidates' high school for filing college applications.
 4. Will encourage students to be the sole authors of their applications and essays, and counsel against inappropriate assistance on the part of others.
 5. Should advise students and their families not to sign any contractual agreement with an institution without examining the provisions of the contract.
 6. Should counsel students and their families to file a reasonable number of applications.
- D. All other members providing college admission counseling services to students agree to adhere to the principles in this *Statement*.**

III. Standardized College Admission Testing

Members accept the principle that fairness in testing practices should govern all institutional policies. Because test results can never be a precise measurement of human potential, members commit themselves to practices that eliminate bias of any kind,

provide equal access, and consider tests as only one measure in admission/counseling practices.

A. College and University Members agree that they:

1. Will use test scores and related data discretely and for purposes that are appropriate and validated.
2. Will provide prospective students with accurate and complete information about the use of test scores in the admission process.
3. Will refrain from using minimum test scores as the sole criterion for admission, thereby denying certain students because of small differences in scores.
4. Will use test scores in conjunction with other data such as school record, recommendations, and other relevant information in making decisions.
5. Will educate staff in understanding the concepts of test measurement, test interpretation, and test use so they may make informed admission decisions from the test data.
6. Will maintain the confidentiality of test scores.
7. Will publicize clearly policies relating to placement by tests, awarding of credit, and other policies based on test results.
8. Will, in the reporting of test scores, report first on all first-year admitted or enrolled students, or both, including special subgroups (e.g., athletes, nonnative speakers, etc.) and then, if they wish, may present separately the score characteristics of special subgroup populations. Universities with more than one undergraduate division may report first by division and then by special subgroups within divisions. Clear explanations of who is included in the subgroup population should be made. Those institutions that do not require tests or for which tests are optional will only report scores if the institution clearly and emphatically states the limits of the group being reported.
9. Should conduct institutional research to inquire into the most appropriate use of tests for admission decisions.
10. Should counsel students to take only a reasonable number of tests and only those necessary for their post-secondary plans.

11. Should refrain from the public reporting of mean and median admission test scores and instead, depending upon the requested information, report scores by any or all of the following methods:

- a) Middle 50 percent of the scores of all first-year applicants.
- b) Middle 50 percent of the scores of all first-year students admitted.
- c) Middle 50 percent of the scores of all first-year students enrolled.
- d) Appropriate score bands for all first-year students applied, admitted, and enrolled.

B. Secondary School Members agree that they:

1. Will release and report test scores only with students' consent.
2. Will avoid comparing colleges and universities solely on the basis of test scores.
3. Will avoid undue emphasis on test scores as a measure of students' potential and ability when representing students to colleges and universities.
4. Will work with other school officials and other groups to keep test results confidential and in perspective.
5. Will, in the reporting of test scores, report on all students within a discrete class (e.g., freshman, sophomore, junior, senior) who participated in college admission testing.
6. Should inform students about what tests they need for admission, where they may take them, and how to interpret the results in their own contexts.
7. Should be knowledgeable about the limitations of standardized tests and counsel students with these limitations in mind.
8. Should inform students about the use and validity of test scores, both for admission and as measures of potential and ability.
9. Should counsel students and families on how test scores may be used in the admission process by colleges and universities.

10. Should counsel students to take only a reasonable number of those tests necessary for their post-secondary plans, without regard to the impact the test results may have on the school profile report.
11. Should counsel students and families about data, other than test results, that may be submitted as part of the application process.
12. Should counsel students about test preparation programs and inform them about alternative programs and/or approaches.
13. Should refrain from the public reporting of mean and median admission test scores, and instead, report scores by either or both of the following:
 - a) Middle 50 percent of *all* students enrolled.
 - b) Appropriate score bands of *all* students enrolled.

C. Independent Counselor Members agree that they:

1. Will release and report test scores only with students' consent.
2. Will avoid comparing colleges and universities solely on the basis of test scores.
3. Will avoid undue emphasis on test scores as a measure of students' potential and ability when representing students to colleges and universities.
4. Will work with other school officials and other groups to keep test results confidential and in perspective.
5. Should inform students about what tests they need for admission, where they may take them, and how to interpret the results in their own contexts.
6. Should be knowledgeable about the limitations of standardized tests and counsel students with these limitations in mind.
7. Should inform students about the use and validity of test scores, both for admission and as measures of potential and ability.

8. Should counsel students and families on how test scores may be used in the admission process by colleges and universities.
9. Should counsel students to take only a reasonable number of tests and only those necessary for their post-secondary plans.
10. Should counsel students and families about data, other than test results, that may be submitted as part of the application process.
11. Should counsel students about test preparation programs and inform them about alternative programs and/or approaches.

D. All other members providing college admission counseling and/or testing services to students agree to adhere to the principles in this *Statement*.

IV. Financial Aid

Member institutions are encouraged to support the principle of distributing financial aid funds on the basis of proven financial need. Members agree that financial aid should be offered to candidates in the forms of scholarships, grants, loans, or employment, either alone or in combination. Members agree that financial aid should be viewed as supplementary to the efforts of students' families when students are not self-supporting. No-need scholarship funds should not reduce the total amount of funds available to students with demonstrated need.

A. College and University Members agree that they:

1. Will, through their publications and communications, provide students, families, and schools with factual and comprehensive information about their institutions' costs, aid opportunities, and practices including practices for foreign nationals.
2. Will employ methods in determining the financial contribution of candidates' families, and ability to pay, in a consistent and equitable manner.
3. Will state clearly to candidates for admission the total yearly cost of attending the institutions, and report to students seeking financial aid an estimate, after documentation, of the amount of aid which may be available to them.
4. Will notify accepted aid applicants of institutional financial aid decisions before the

date by which a reply must be made to the offer of admission, assuming all forms are in on time.

5. Will make awards to students who apply for renewal of financial aid by reviewing their current financial circumstances and establishing the amount of aid needed.
6. Will permit first-year candidates for fall admission to choose, without penalty, among offers of financial aid until May 1. Colleges that solicit commitments to offers of need-based and/or merit-based financial aid prior to May 1 may do so provided those offers include a clear statement that written requests for extensions until May 1 will be granted, and that such requests will not jeopardize a student's status for housing and/or financial aid. Candidates admitted under an early decision program are a recognized exception to this provision.
7. Will state clearly policies on renewal of financial aid.
8. Will not publicly announce the amount of need-based aid awarded to candidates; however, amounts of no-need scholarship awards may be a matter of public record.
9. Will not make financial aid awards to students who have committed to attend other institutions unless the students initiate such inquiries.
10. Will not make financial aid awards to students who have not submitted admission applications.
11. Will refrain from withholding financial aid awards until the awards from the students' other college choices have been announced.
12. Should refrain from using financial need as a consideration in selecting students. This provision shall not apply to foreign nationals ineligible for federal student assistance.
13. Should, to the extent possible, within the institutions' capabilities, meet the full need of accepted students.

B. Secondary School Members agree that they:

1. Will refrain, in public announcements, from giving the amounts of financial aid received by individual students; however, amounts of no-need scholarship awards may be a matter of public record.

2. Will not guarantee financial aid or scholarship awards.

3. Should advise students who have been awarded financial aid by non-collegiate sources that they have the responsibility to notify the college of the type and amount of such outside aid.

C. Independent Counselor Members agree that they:

1. Will refrain, in public announcements, from giving the amounts of financial aid received by individual students; however, amounts of no-need scholarship awards may be a matter of public record.

2. Will not guarantee financial aid or scholarship awards.

3. Should advise students who have been awarded financial aid by non-collegiate sources that they have the responsibility to notify the college of the type and amount of such outside aid.

D. All other members providing college admission counseling services to students agree to adhere to the principles in this *Statement*.

V. Advanced Standing Students and the Awarding of Credit

A. College and University Members agree that they:

1. Will design placement, credit, and exemption policies to augment educational placement opportunities, not to recruit students.
2. Will evaluate student competency through the use of validated methods and techniques.
3. Will define and publish in the institutions' pre-admission information the policies and procedures for granting credit.
4. Will evaluate previously earned credit, published by the admitting college or university, in a manner which ensures the integrity of academic standards as well as the principle of fairness to the students.

B. Secondary School Members agree that they:

1. Will alert students to the full implications of college and university placement, credit, and

exemption policies with regard to their educational planning and goals.

2. Will make students aware of the importance of accreditation.
3. Will make students aware of the possibilities of earning credit through both non-traditional educational experiences and examinations and alternative methods of instruction.

C. Independent Counselor Members agree that they:

1. Will alert students to the full implications of college and university placement, credit, and exemption policies with regard to their educational planning and goals.
2. Will make students aware of the importance of accreditation.
3. Will make students aware of the possibilities of earning credit through both non-traditional educational experiences and examinations and alternative methods of instruction.

D. All other members providing admission counseling services to students agree to adhere to the principles in this *Statement*.

NACAC's Statement of Guidelines for the Traditionally Underrepresented in Higher Education

(Approved by NACAC Assembly, October 1969)
(Revised October 1992)

The following resolutions are intended to be guidelines/goals for NACAC members in dealing with the traditionally underrepresented in higher education. In October 1969, NACAC adopted 11 resolutions dealing with access to higher education in an attempt to help institutions focus on their commitment and responsibility to minority and other disadvantaged students. This revised version was developed by the NACAC Human Relations Committee and approved by the NACAC Assembly in October 1992.

Resolution No. 1 – That each NACAC college and university member, through its admission office, actively strives to enroll and advocate for the retention through graduation of a proportional representation of traditionally underrepresented persons in its student body.

Resolution No. 2 – That each NACAC college and university member includes in its admission policy affirmative action information indicating the institution's admission practices regarding race, gender, creed, national origin, age, and disabling conditions.

Resolution No. 3 – That each NACAC college and university member, through its admission office, makes use of the multivariable approach to the selection of applicants, which would include consideration of the student's academic record (GPA, test scores, class rank, etc.), personal characteristics, and extracurricular involvement. This approach is encouraged in order to ensure that undue emphasis is not placed upon any one of the aforementioned factors and that the selection process is equitable for the entire pool of applicants. Furthermore each NACAC college and university member, through its admission practices and standards, guarantees that the "special talent" student be evaluated for admission in the same manner as any other college student – on the merit of his/her personal, academic, and extracurricular performance and characteristics – and that all such applicants be processed directly through the college or university admission office. Special talent students may include, but are not limited to, athletes, musicians, actors, and leaders.

Resolution No. 4 – That each NACAC college and university member extends supportive services that promote positive developmental experiences and serve to ensure persistence through graduation for all students.

Resolution No. 5 – That each NACAC college and university member makes appropriations out of its normal operating budget for recruitment of and financial assistance packaging for the traditionally underrepresented student.

Resolution No. 6 – That each NACAC college and university member, through its financial assistance office, seeks to take full advantage of all assistance programs that are compatible with its institutional policies regarding traditionally underrepresented students.

Resolution No. 7 – That each NACAC college and university member, through its financial assistance office, supports the principle of distributing financial assistance on the basis of financial need. (See *Statement of Principles of Good Practice for Member of the National Association of College Admission Counselors*.)

Resolution No. 8 – That each NACAC college and university member, through its admission and financial assistance office, uses a twelve-month year in assessing financial need should an academic program extend beyond the normal academic year.

Resolution No. 9 – That each NACAC institutional member actively strives toward proportional representation of traditionally underrepresented persons on every level of institutional life.

In order to provide a more specific understanding of some of the terms employed in the preceding resolutions, the following definitions are provided:

Proportional Representation – A number of students or personnel that is reflective of the proportion or ratio of those persons in the national population.

Special Talent Students – Students who may possess special talents include, but are not limited to, athletes, musicians, actors, and leaders.

Traditionally Underrepresented – Includes, but is not limited to, African American/Black, Asian American, Pacific Islander, Latino/Hispanic, Native American (Indian, Eskimo, and Hawaiian), and the economically disadvantaged.

Affirmative Action – Practices, procedures, and policies that reflect a commitment to equal opportunity, and that encourage the establishment of specific guidelines for recruitment, hiring, development, training, promotion, etc., of students and employees.

Nondiscrimination Statement – A statement reflecting a policy of nondiscrimination in all practices, activities and programs and a pledge to treat people equally without concern for age, gender, race, creed, disabling conditions, national origin, sexual orientation, or political affiliation.

Developmental Experiences – Those life experiences relating to the shaping of “whole persons,” experiences which affect the social, academic, and emotional growth processes of students.

Support Services – May include, but are not limited to, academic tutoring, orientation, advising, mentoring, and counseling.

NACAC's Statement of Transfer Students' Rights and Responsibilities in the College Admission Process

(Revised July 1992)

Transfer students also have rights and responsibilities in the admission process. This Statement provides guidelines that are uniquely applicable to students who transfer from one institution to another.

WHEN YOU APPLY TO TRANSFER FROM ONE COLLEGE OR UNIVERSITY TO ANOTHER YOU HAVE RIGHTS

Before You Apply:

- You have the right to receive information from colleges and universities about their transfer admission requirements, including all documents required for admission, financial aid, scholarship, and housing.
- You have the right to receive information about transfer of courses, credit hours, quality points, and degree requirements. This includes information about transferring courses with grades below a "C," courses you may have repeated, and credit previously granted by examination or advance placement.
- You should know that admission officers at NACAC member institutions will not recruit students who are currently enrolled at other institutions unless those students initiate the inquiries, or unless institutions that provide transfer programs seek such cooperation.

When You Are Offered Admission:

- You have the right to receive an official notification of acceptance and at least one month prior to enrollment:
 - a) Written evaluation of courses and credits accepted for transfer credit and their course equivalencies;
 - b) An outline of transfer courses and requirements which these courses and requirements will satisfy for the degree you are seeking;
 - c) A statement about your previous grade point average/quality points and how they will affect or not affect (your new index);
 - d) A written analysis of the number of semester/quarter-hours and credits required to complete a degree in your currently stated major field of study (if applicable).
- You have the right to wait to respond to an offer of admission and/or financial aid until May 1.
- Colleges that request commitments to offers of admission, financial assistance, and/or housing prior to May 1, must clearly offer you the opportunity to request (in writing) an extension until May 1. They must grant you this extension and your request may not jeopardize your status for housing and/or financial aid.

WHEN YOU APPLY TO TRANSFER FROM ONE COLLEGE OR UNIVERSITY TO ANOTHER, YOU HAVE RESPONSIBILITIES

Before You Apply:

- You have the responsibility to research and understand the transfer policies and procedures of each college and university to which you plan to apply, including admission, financial aid, scholarships, and housing. This includes being aware of any deadlines, restrictions and other transfer criteria. You also have to be sure that you understand the policies of each college or university regarding deposits that you may be required to make before you enroll.

As You Apply:

- You must complete all materials that are required for application and submit your application materials on or before the published deadlines. You should be the sole author of your applications.

After You Receive Your Admission Decisions:

- You must notify each college or university which accepts you whether you are accepting or rejecting its offer. You should make these notifications as soon as you have made a final decision as to the college you wish to attend.
- You may confirm your intention to enroll and, if required, submit a deposit to only one college or university. The exception to this arises if you are placed on a wait list by a college or university and are later admitted to that institution. You may accept the offer and send a deposit. However, you must immediately notify a college or university at which you previously indicated your intention to enroll.

If you think that your rights as a transfer applicant have been denied, you should contact the college or university immediately to request additional information. In addition, you should notify the **Executive Director of the National Association of College Admission Counselors, 1631 Prince Street, Alexandria, Virginia 22314-2818**. This individual will notify the president of the NACAC state or regional affiliate who will initiate an investigation of your complaint.

NACAC's Statement on Recruitment and Admission of Student Athletes

(Approved by NACAC Assembly, October 1992)

In 1981, the National Association of College Admission Counselors (NACAC) responded to the questionable practices used in recruiting student athletes by taking a firm stance to protect both students and institutions. Today, NACAC fully supports recent reform measures instituted by the National Collegiate Athletic Association and institutions of higher education as they relate to the recruitment and retention of student athletes. The association has joined other professional organizations to recognize that intercollegiate athletics represent an important element of the total educational program of our nation's colleges and universities, while recognizing the need to maintain a careful balance between collegiate athletics and the academic mission of these institutions.

School and college admission counselors are in a position to support the college application and admission activities of prospective college student athletes. In the secondary schools, the counselors play an important role in advising the student about college selection. In the colleges, the admission officers and counselors who assist in the recruitment should ultimately oversee the admission of the student athlete to the institution.

Counselors recognize the realities of intense competition for a limited number of outstanding athletes, which often result in pressure to modify admission standards and procedures. When the modification of standards and procedures takes place, both students and institutions suffer. Therefore, the probability of a successful academic experience for the student athlete should always be the overriding consideration in the admission decision.

The following guidelines are designed to assist individual counselors, admission officers, and other educators involved in the recruitment process as they work to ensure the proper advisement of prospective student athletes.

Colleges and Universities Should:

- Adhere to the NACAC *Statement of Principles of Good Practice* in all dealings with student athletes.
- Fully inform prospective student athletes regarding the academic, admission, and graduation requirements of the institution and the specific guidelines set forth by the respective athletic association as they apply to their student status.
- Work closely with coaches and others recruiting student athletes in the field to inform them of admission criteria and procedures, academic standards, graduation requirements, and the contents of the NACAC *Statement of Principles of Good Practice*.
- Work to ensure that procedures for the recruitment and admission of student athletes conform to those practices established for all other candidates for admission.
- Stay abreast of all rules and regulations governing the recruiting, eligibility, and financial aid of student athletes as interpreted by applicable athletic associations and other similar regulatory organizations.
- Communicate to the highest levels of the institution the harm to individuals which can come from the improper and unethical treatment of recruited athletes and the misunderstandings which are generated when recruited athletes do not follow the stated institutional application and admission procedures.
- Develop accurate and current studies of academic performance, retention, and graduation experience of student athletes and distribute them to recruited athletes and the public.

- Encourage the consideration of the prospective student athlete's entire educational record (academic grade point average, test scores, class rank, course selection, etc.), as well as other relevant personal characteristics and demonstrated talent evaluations in all admission decisions.

Secondary Schools Should:

- Provide accurate information to students, parents, and fellow educators regarding the college admission and financial aid process.
- Work toward reducing the pressure on highly recruited athletes by assisting the student athletes in assessing a full range of educational opportunities offered by various institutions.
- Stay abreast of the rules and regulations governing the recruiting, eligibility, and financial aid for student athletes as interpreted by respective athletic associations and other similar regulatory organizations.
- Report recruitment and/or admission violations to the appropriate authorities, including, but not limited to, the following: director of admission, college president, respective athletic associations, and the NACAC Admission Practices Committee.

In the recruitment of student athletes, educational outcomes are often overshadowed by the need to procure the student's athletic talents. As school and college admission counselors, we must ensure that the academic rules of our institutions are not devalued. Cooperation among school agencies, athletics, admission, administration, and faculty must be coordinated before any student, including student athletes, will be best served. Counseling and admission professionals should strive to foster the cooperation which will result in the proper matching of the student athlete, thereby benefiting both the student and the institution.

Pacific Northwest Association of College Admission Counselors

Guidelines for Hosting College Fairs Individual High School/College Visits Parent Information Nights

Adopted by the PNACAC Executive Board
July 1995

The Pacific Northwest Association of College Admission Counselors (PNACAC) recommends that the following guidelines be extended to and from hosts and participants at college fair programs, individual visits to high school or college campuses, parent information nights, and other events designed to assist students in the transition from secondary to higher education.

College Fairs:

1. Schools in a given region should try to consolidate and take turns hosting college fair programs. All schools in the region should be invited and the program should be publicized in all local media. College fair programs scheduled at times when other organized programs (i.e., state high school visitations, community college transfer days) are in the area would be appreciated.
2. High schools should refrain from hosting individual or regional college fairs during the week preceding, week of, or week after a national college fair located in their state or area of the state. Investing time and resources in preparing students for and busing students to the national college fair, where a wider range of college choices is available, may prove more valuable to college counseling efforts.
3. Fairs should be scheduled at least six months ahead of the selected date. Greater lead time for colleges and universities will lead to greater participation.
4. No Friday evening programs should be scheduled.
5. College representatives should not attend a program unless officially invited and have the responsibility of accepting or refusing an invitation in a timely manner. Institutions who do not respond by the publicized response date may not be able to attend.
6. In selecting institutions for participation at college fair programs, space limitations being the exceptional circumstance, all accredited, not-for-profit, two- and four-year, public and private colleges and universities should receive an invitation. Lists of higher education institutions are available from the Pacific Northwest Association of College Admission Counselors (PNACAC) or the National Association of College Admission Counselors (NACAC).
7. In the current times of declining resources and limited staff, a college or university may need to decline an invitation to participate in a college fair or other program. When this happens, the host's response should be one of courtesy and understanding.
8. College representatives should arrive on time for a college fair program and remain until the end of the program.
9. College promotional and informational materials should be in good taste. Gifts, trinkets, (i.e., pencils, key chains, candy, etc.) and monetary incentives are prohibited.
10. The use of audio-visual equipment or display materials should be left to the discretion of the host institution and their acceptability should be stated in the invitation. When audio-visual or display materials are permitted, and shared facilities are used, they should not intrude upon another institution's presentation.
11. Conversations with students and parents are to be conducted in a professional manner. College representatives should remain behind or on the side of tables, not in the aisles.
12. Colleges and universities will be expected to notify the high school/program sponsor if a representative other than a professional staff member or a faculty member will be attending the scheduled college fair program.
13. College representatives should refrain from any disparaging comparisons of other post-secondary institutions, including programs, services, and personnel.

14. College fair participation fees are discouraged. But if they are assessed, they should be levied to cover expenses only. Any fees should be outlined in the invitation sent to college representatives. These costs should be kept at a minimum and only serve to self-support the college fair program. Institutional facility costs should be borne by the high school or host institutions.
15. Requests for college representatives to donate door prizes (banners, mugs, etc.) for drawings are strongly discouraged.
16. Host institutions should provide an evaluation form to all college representatives for providing feedback to the host institution.

Individual School Visits:

1. College representatives should request appointments a minimum of one month in advance. If a request is made by telephone, written confirmation of the request outlining arrangements agreed upon should follow. The written request should include the telephone number and address of the college representative.
2. If a college representative cannot meet a scheduled appointment, the high school contact should be notified as soon as possible and another scheduled time should be arranged if the high school's schedule permits.
3. Secondary schools should make a serious effort to allow college representatives to visit their schools on a reasonable schedule and should notify a representative of any change affecting an established appointment (i.e., shortened schedule for assemblies, etc.).
4. It is expected that college representatives will be prepared to meet with all students without regard to race, nationality, creed, gender, or sexual orientation. This guideline does not, however, preclude special programs developed by college representatives to specifically address the needs of underrepresented minority students. Regardless of the target population, college representatives should willingly provide admissions information to all high school students who choose to attend a session. Also, with prior notice, college representatives should have information materials available in alternative formats (other languages, enlarged type, etc.) if requested.
5. College representatives should be well informed and should not misrepresent their institution or any other institutions. If representatives are to be students or alumni rather than paid employees of the institution, the high school counselor or host should be informed. The high school counselor or host should also be informed if a student or alumnus will accompany representatives.
6. During visits, college representatives should have accommodations that allow for adequate vocal interchange with students. Arrangements in cafeterias or other general purpose areas where other activities are ongoing should be avoided whenever possible.
7. College representatives should have the opportunity to meet a professional staff member of the host institution or, at a minimum, a trained volunteer who can collect information about the representative's institution.
8. During an individual school visit, college representatives should assure that the high school counselor receives the following information:
 - A clear statement of admission requirements including transfer student policies.
 - If possible, admission decisions on students from the visiting high school.
 - If possible, a listing of students from the visiting high school who attend the institution.
 - Dates for upcoming campus visitation programs.

Adapted from: Illinois Association of College Admission Counselors (IACAC) *College Day/Night Guidelines & Statement of IACAC Practices and Courtesies*

Parent Information Nights:

1. Programs should begin with a high school representative (counselor, principal) explaining the purpose of the program and introducing the presenters. Introductory time may also be used for sharing relevant information and general college advising purposes by the school counseling staff.
2. Programs should cover four general information areas: community colleges; four-year public colleges and universities; independent colleges and universities; financial aid (unless a separate financial aid night is organized).
3. One of two program formats are suggested:
 - A. A panel with one professional representative from each of the above four areas, with individual presentations of 10-15 minutes in length; or
 - B. Professional representatives giving respective presentations, scheduled simultaneously, in separate rooms. Participants then select two or three (of the four) sessions to attend. Sessions are usually 30 minutes in length.
4. College/university representatives should not be given, nor expect, monetary rewards or gifts for their participation in parent night programs.

References

1. Counselor Advisory Council to the Oregon State System of Higher Education, 1993-1995
2. Illinois Association of College Admission Counselors (IACAC) *College Day/Night Guidelines & Statement of IACAC Practices and Courtesies*
3. Montana Post Secondary Educational Opportunities Council *Fall Tour Regulations and Sanctions*
4. *NACAC's Statement of Principles of Good Practice* (Revised October, 1992).

College Credit Programs and Opportunities for High School Students

The concept of the student as a consumer in education has drawn attention to credit-by-examination as a means of saving time and money in attaining higher education credentials. Each of the seven undergraduate colleges and universities in the State System give credit-by-examination through *institutional course challenge*, the *College Level Examination Program (CLEP)*, and *Advanced Placement (AP)*. Following a brief explanation of each of the programs below is a chart summarizing and outlining the credit given at each State System institution through the Advanced Placement Program and the College Level Examination Program. In addition, there are charts for AP & CLEP policies at *some* of the independent and community colleges. These charts are incomplete in that we have included only those institutions that chose to submit their AP & CLEP policies for inclusion. (See pages 97-115.)

Advanced Placement Program

The number of Oregon students taking Advanced Placement examinations has grown steadily. The program, administered by The College Board, has two basic parts: (1) coursework; and (2) the examinations themselves.

Advanced Placement courses are set up in high schools and taught by members of the faculty. No formal admission to the program is required to set up a course. However, teachers usually read Advanced Placement course descriptions, consult with others teaching AP classes, and attend special seminars designed to help them set up a curriculum. Often, PSAT scores are used to identify likely candidates for AP courses.

Classes may be specifically designed for students planning to take AP exams, or they may be regular classes in which supplemental work is required for students interested in Advanced Placement. In addition, each year the program has a large number of successful students who prepared for the exams through independent study. In hundreds of cases, these independent learners are the only AP candidates from their school.

Students who pass the AP exams with a score of 3 or better are qualified to receive college credit at one of 2,800 American colleges and universities that give credit for AP exams. There are 29 examinations in 16 college subjects offered. See pages 103-104 for AP policies at State System colleges and universities.

Students may take the AP exams as early as the tenth grade; however, most students take them in their senior year. The fee for each examination is \$72.00.

Research by The College Board has shown that AP students earn above-average grades in college and are more likely to graduate with honors than non-AP students. Ninety percent of the AP students consider their advanced courses as the most valuable of all their high school classes.

Administrators, teachers or counselors interested in further information about AP may contact: Lindy Daters or Shirley Quackenbush, Suite 480, 2099 Gateway Place, San Jose, CA 95110-1017; (408) 452-1400.

College Level Examination Program

The College Level Examination Program (CLEP) was originally established to provide college credit for the older student who had achieved college-level knowledge in experiences outside formal education. However, in addition to these "nontraditional" learners, CLEP has been widely used by students of traditional college age.

CLEP examinations are recognized at more than 2,800 colleges in the United States. There are two types of CLEP examinations: (1) the general exams which cover five liberal arts areas -- English composition, humanities, social sciences and history, natural sciences, and mathematics -- and (2) 30 subject matter exams covering business, composition and literature, foreign languages, history and social sciences, and science and mathematics.

CLEP success stories document individuals who accelerated their college career by two years or more by intense independent study and the use of CLEP exams. The fee is \$42 per examination, and \$42 for each additional examination taken at the same administration. For more information about CLEP exams, contact: CLEP, PO Box 6601, Princeton, NJ 08541-6601; (609) 951-1026.

Course Challenge

Many institutions allow students to "challenge" a number of undergraduate courses for credit. This challenge is in the form of an examination, which is usually prepared and administered by faculty members in the department offering the course. Generally, students may not challenge a course which duplicates credit previously earned -- or a course more elementary than one in which the student has already received credit. In addition, students are usually allowed only one attempt to acquire credit-by-examination for each course challenged.

Regulations on whether students receive a grade or a pass/no pass for the challenged course vary among departments and institutions. A typical challenge fee for each course challenged is \$40.00.

1996-97 CLEP and AP Credit Policies at State System Institutions

Charts on the following pages indicate the credit given at each State System institution through the College Level Examination Program (CLEP) and the Advanced Placement Program (AP). The left part of a column indicates a score, and the right part denotes the number of credit hours given for that score. In some cases, no credit is given for a particular score, but a course requirement may be waived. This is indicated on the chart by the letter "W" or "waive."

College-High Programs: Credit Policies for "College Coursework Taught in High School" at Selected Northwest Colleges and Universities

The information below is an attempt to establish and report to high school counselors the credit acceptance policies for "college-level coursework taught in high school" at selected Northwest colleges and universities. When using this information to inform and advise students, the following definitions and qualifications should be noted:

1. A "Yes" means in all cases that the coursework will be accepted by the receiving college, but *only* if it is (1) college level and transferable, and (2) reported via the cooperating college's official transcript. The high school transcript alone *will not* suffice. Also, other conditions may apply, so please note Nos. 3. and 4. below.
2. A "No" means that in all cases, *no* such credit so acquired will be accepted for any students at any time.
3. "No Dual Credit" simply means that the receiving college will *only* accept the credit *if* it was not used to also meet the credit requirements for graduation from the student's high school. How the receiving college determines the use of credit varies, so the counselor or student should contact the college for details.
4. "Conditional" means that the receiving college makes the acceptance *and* application of such credit conditional in some way and/or decided on a case-by-case basis. Therefore, the counselor or student should contact the college for policy details and procedures.
5. Finally, all students should be encouraged to inform the college or colleges they plan to attend -- even before taking the course, if possible -- of their intention to transfer such college credit in order to clarify individual institutional policy and procedures for the proper and full transfer of the credit.

**Credit Acceptance Policies at Oregon Public and Independent Colleges
for College Coursework Taught in High School (College-High)**

<u>Institution</u>	<u>Yes</u>	<u>No</u>	<u>No Dual Credit</u>	<u>Conditional</u>
Oregon Community Colleges				
Blue Mountain Community College	X			
Central Oregon Community College	X			
Chemeketa Community College	X			
Clackamas Community College	X			
Clatsop Community College	X			
Columbia Gorge Community College	X			
Lane Community College	X			
Linn-Benton Community College	X			
Mt. Hood Community College	X			
Oregon Coast Community College	X			
Portland Community College	X			
Rogue Community College	X			
Southwestern Oregon Community College	X			
Tillamook Bay Community College Service District	X			
Treasure Valley Community College	X			
Umpqua Community College	X			
Oregon State Colleges and Universities				
Eastern Oregon State College	X			
Oregon Institute of Technology	X			
Oregon State University	X			
Portland State University	X			
Southern Oregon State College	X			
University of Oregon	X			
Western Oregon State College	X			
Oregon Independent Colleges				
Cascade College	X			X
Concordia University	X			
George Fox University	X			X
Lewis & Clark College			X	
Linfield College	X			
Marylhurst College	X			X
Multnomah Bible College		X		
Northwest Christian College	X			X
Pacific University	X			X
Reed College		X		
University of Portland	X			
Warner Pacific College	X			X
Western Baptist College	X			X
Willamette University	X			

Oregon State System of Higher Education
College Level Examination Program

	EOSC		OIT		OSU		PSU	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
General Exam								
English Composition								
English Composition w/Essay								
Humanities	500	5			500	□ 9	500	9
Mathematics								
Natural Sciences	500	9			500	□ 9	500	9
Social Sciences & History	500	5			500	□ 9	500	9
Subject Exam								
American Government	50/65	3/5	47	3			52	6
American History I	50	5	45	4.5	55	9		
American History II	50	5	45	4.5	55	9		
American Literature	50	5	46	9				
Analysis & Interp. of Lit.	55	3	49	3				
Calc. w/Elem. Functions	50	8	41/45	4/8	50	8	50	8
College Algebra	49	4	46	4	47	w/111	50	4
College Algebra-Trigonometry	50	4	45	4	50	4	50	4
College Composition								
College French	50	12			44	8	50	15
College German	50	12			43	8	45	15
College Spanish	50	12					50	15
English Literature	54	5	46	9				
Freshman English								
General Biology	49	10	46	12	51	12	49	● Waive
General Chemistry	49	10	47	12	50-55	9-15	(1) 48	9-11
Human Growth and Development	50	5	45	3				
Info. Systems & Computer Applics.	52	3						
Introduction to Educ'l. Psychology	50	2	47	3				
Introduction to Management	50	3	46	3				
Introductory Accounting	48	5					■ 65	8
Introductory Business Law	51	3	51	3				
Introductory Macroeconomics	■ 50	5	44	3	50	3	(2) 50	3
Introductory Microeconomics	■ 50	5	41	3	50	3	(2) 50	3
Introductory Psychology	50	5	50	6			50	6
Introductory Sociology	50	3	47	3			▲ 50	Waive
Principles of Marketing	48/61	3/5	50	4				
Trigonometry	49	5	46	4.5			50	4
Western Civilization I	■ 50	5	47	4.5	55	9		
Western Civilization II	■ 50	5	50	3/6	55	9		

- Plus essay.
- ▲ Waives SOC 204, 205 as prerequisite for upper-division courses.
- Waives Bi 251, 252, 253.
- w/111 Waives Math 111.
- Lower-division students (with fewer than 90 credits only)

(1) Satisfies Ch 201, 202, 203 or Ch 221, 222, 223. (Does not include laboratory credit.)

(2) The passing of both micro and macro satisfies Ec 201, 202, 203.

Oregon State System of Higher Education
College Level Examination Program

	SOSC		OHSU / UO		WOSC	
	Score	Credit	Score	Credit	Score	Credit
General Exam						
English Composition						
English Composition w/Essay	50	9				
Humanities	500	9	500	12		
Mathematics						
Natural Sciences	500	9	500	12		
Social Sciences & History	500	9	500	12	488	9
Subject Exam						
American Government					50	3
American History I	50	3	50	4	50	6
American History II	50	3	50	4	50	3
American Literature	■50	9	50	8	50	9
Analysis & Interp. of Lit.	■55	3				
Calc. w/Elem. Functions	50	4	50	4	50	4
	60	8	60	8	60	8
College Algebra					50	4
College Algebra-Trigonometry					50	4
College Composition	■50	6			50/25	6/3
College French			48	12	50/51+	12/12+
College German					50/51+	12/12+
College Spanish			50	4	50/51+	12/12+
			54	8		
			55	12		
English Literature	■54	9	■54	8		
Freshman English						
General Biology	49	9	49	12	50	8
General Chemistry	48	9	48	12	50	9
Human Growth and Development	50	5				
Info. Systems & Computer Applics.						
Introduction to Educ'l. Psychology						
Introduction to Management						
Introductory Accounting						
Introductory Business Law	56	3	51	3		
Introductory Macroeconomics	54	3	54	4	50	3
Introductory Microeconomics	54	3	54	4	50	3
Introductory Psychology	47	6			25-50	3-6
Introductory Sociology	60	6				
	45-60	3-6				
	45	3	46	4	50	3
Principles of Marketing						
Trigonometry					50	4
Western Civilization I	56	9			50	3
Western Civilization II					50	9

■ Plus essay.

Oregon State System of Higher Education
Advanced Placement Program

	EOSC		OIT		OSU		PSU	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
Composition and Literature								
English								
Language and Composition	4-5	10	3 4-5	3 6	3 4-5	3 9	8 8	
Literature and Composition			3 4-5	3 3	3 4-5	3 9	8 8	
Foreign Languages								
French								
Language	3	12	3	3	2 3	Waive 8	3	15
	4	20	4	6	4	12	4	18
	5	24	5	9	5	15	5	24
Literature	3	3	3	3				
	4	5	4	6				
	5	8	5	9	4-5	5		
German								
Language	3	12	3	3	2 3	Waive 8	3	15
	4	20	4	6	4	12	4	18
	5	24	5	9	5	15	5	24
Latin								
Vergil								
Literature					3 4 5	8 12 15		
Spanish								
Language	3	12	3	3	2 3	Waive 8	3	15
	4	20	4	6	4	12	4	18
	5	24	5	9	5	15	5	24
Literature	3	3	3	3				
	4	5	4	6				
	5	8	5	9	4-5	5		
History and Social Sciences								
Government and Politics								
Comparative	4-5	3						
United States	4-5	3	3-5	3	4-5	8		
History								
European			3 4	3 6				
			4 5	6 9			4-5	9
United States	3-5	10	3 4	3 6	3-5	6		
			5 6	9 6			4-5	9
Macroeconomics	3-5	5	3-5	3	3-5	9		
Microeconomics	3-5	5	3-5	3	4-5	3		
Psychology			3-5	3	3-5	6		
Science and Mathematics								
Biology	3-4 5	10 15			3 4-5	4 12		
			3-5	12			4-5	Waive
Calculus AB	4-5	8	3-5	4	2 3-5	Waive 8	Δ	
Calculus BC	4-5	12	3-5	8	2 3-5	Waive 12	Δ	
Chemistry	3-5	12	3-5	12	3-5	15	4-5	9
Computer Science A	4-5	4	3-5	3				
Computer Science AB			3	3				
Physics B	4-5	4	4-5	6				
	3-4	8	3	4				
Physics C	5	12	4	8	4-5	15	4-5	12
	3	6	3-4	4				
	4-5	10	5	8	4-5	4	4-5	6
Humanities								
History of Art	5	3	3 4-5	3 6				
Music Theory					3-5	9		
	3-5	6			4-5	6	3 4-5	4 8
Studio Art (General)		✓			3-5	4		

✓ Credit awarded based on program review.
§ Exam or portfolio assessment.

Δ Evaluation by department.

Oregon State System of Higher Education
Advanced Placement Program

	SOSC		OHSU / UO		WOSC	
	Score	Credit	Score	Credit	Score	Credit
Composition and Literature						
English						
Language and Composition	3-5	6	3 4-5	3 6	3-5	3
Literature and Composition			3 4	8 11	4	9
	3-5	15	5	14	5	12
Foreign Languages						
French						
Language	3 4-5	12 21			3-5	12
Literature			4-5	16		
German						
Language	3 4-5	12 18	3 4-5	12 16	3-5	12
Latin						
Vergil	4-5	3	3-5	4		
Literature	4-5	3	3-5	8		
Spanish						
Language	3 4-5	12 21	4-5	12	3-5	12
Literature			4-5	16		
History and Social Sciences						
Government and Politics						
Comparative	3-5	3	3-5	4		
United States	3-5	3	3-5	4		
History						
European	3-5	6	3-5	8	3-5	9
United States	3-5	9	3-5	8	3-5	9
Macroeconomics	4-5	3	3-5	4	3-5	3
Microeconomics	4-5	3	3-5	4	3-5	3
Psychology	3-5	3	3-5	4	3-5	3
Science and Mathematics						
Biology	3 4-5	4 9				
			3-5	12	3-5	12
Calculus AB	3 4-5	4 8	3 4	4 8	3-5	4-8
Calculus BC	3 4-5	8 12	3 4-5	8 12		
					3-5	4-12
Chemistry	3-5	15	3-5	12	3-5	8-12
Computer Science A	3-5	4	4-5	4		
Computer Science AB	3 4-5	4 8	3 4-5	4 8		
Physics B			3 4-5	8 12		
	3-5	9				
Physics C	3-5	12	3-5	4		
Humanities						
History of Art	4-5	3	4-5	12		
Music Theory	4-5	9	4-5	12		
Studio Art	3-5	3				

Oregon Community Colleges
College Level Examination Program

	Blue Mountain		Central Oregon		Chemeketa		Clackamas	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
General Exam								
English Composition								
English Composition w/Essay								
Humanities	500	9	50	⊕ 9	500	9	500	9
Mathematics								
Natural Sciences	500	9	50	△ 9	500	9	500	9
Social Sciences & History	500	9			500	9	500	9
Subject Exam								
American Government							52	6
American History I	50	9	■ 50	4	⊕ 50			
American History II			■ 50	4	⊕ 50	9		
American Literature	50	9	■ 50	9	■ 50	9		
Analysis & Interp. of Lit.								
Calc. w/Elem. Functions			50	4-8	50	10	50	8
College Algebra			50	4	50	5	50	4
College Algebra-Trigonometry							50	4
College Composition								
College French					50	12	50	12
					64	12		
College German					50	12	45	12
					64	12		
College Spanish					50	12	50	12
					64	12		
English Literature	50	9	50	9	54	9		
Freshman English								
General Biology	49	12	49	12	51	12	49	12
General Chemistry			50	12	50	15	48	9-11
Human Growth and Development					50	3		
Info. Systems & Computer Applics.								
Introduction to Educ'l. Psychology								
Introduction to Management			75	⊕ 3				
Introductory Accounting			75	⊕ 3			■ 65	9
Introductory Business Law			75	⊕ 3	51	3		
Introductory Macroeconomics			50	4	⊕ 50		(2) 50	3
Introductory Microeconomics			50	4	⊕ 50	6	(2) 50	3
Introductory Psychology							50	6
Introductory Sociology	50	9	50	3	50	3	▲ 50	Waive
Principles of Marketing			75	⊕ 3				
Trigonometry					50	5	50	4
Western Civilization I			■ 50	⌘	⊕ 50			
Western Civilization II			■ 50	⌘	⊕ 50	9		

■ Plus essay.

⊕ Must have score of 50 on both tests to receive credit.

⊕ Elective credits.

△ Non-lab science credits.

▲ Waives SOC 204, 205 as prerequisite for upper-division courses.

⌘ Passing both satisfies History 101, 102, 103.

(2) The passing of both micro and macro satisfies Ec 201, 202, 203.

Special Note: Not all colleges transcript CLEP credit. Please check with the individual college for policy clarification.

Oregon Community Colleges
College Level Examination Program

	Clatsop		Lane		Linn-Benton		Mt. Hood	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
General Exam								
English Composition								
English Composition w/Essay								
Humanities	500	9	500	12	500	9	500	9
Mathematics								
Natural Sciences	500	9	500	12	500	9	500	12
Social Sciences & History	500	9	500	12	500	9	500	9
Subject Exam								
American Government	50	9			50	9	50	3-6
American History I	50	9	50	4	50	3	50	6
American History II			50	4	50	3	50	3
American Literature	50	9	50	8	50	9	50	9
Analysis & Interp. of Lit.					50	9		
Calc. w/Elem. Functions			50	4				
			60	8	50	15	45	4
College Algebra	47	4			50	5	50	4
College Algebra-Trigonometry					50	10	50	4
College Composition	50	6			50	6		
College French			48	12				
College German								
College Spanish			50	4	50	24		
			54	8				
			55	12				
English Literature			54	8	50	9	54	9
Freshman English								
General Biology			49	12	50	12	49	12
General Chemistry	48	9	48	12	50	12	50	10
Human Growth and Development								
Info. Systems & Computer Applics.								
Introduction to Educ'l. Psychology								
Introduction to Management					50	3		
Introductory Accounting	50	9			50	9		
Introductory Business Law			51	3	50	4	51	3
Introductory Macroeconomics	50	3	54	4	50	4	50	3
Introductory Microeconomics	50	3	54	4	50	4	50	3
Introductory Psychology					50	6		
Introductory Sociology	46	3	46	4	50	9	46	3
Principles of Marketing					50	3		
Trigonometry					50	5	50	4
Western Civilization I	49	9			50	3	50	9
Western Civilization II					50	3		

■ Plus essay.

**Oregon Community Colleges
College Level Examination Program**

	Portland Columbia Gorge Oregon Coast Tillamook Bay		Rogue		Southwestern Oregon	
	Score	Credit	Score	Credit	Score	Credit
General Exam						
English Composition						
English Composition w/Essay						
Humanities	500	9	500	9		
Mathematics						
Natural Sciences	500	9	500	9	500	9
Social Sciences & History	500	9	500	9	500	9
Subject Exam						
American Government			*			
American History I	50	3	50	3	50	9
American History II	50	3	50	3		
American Literature	50	9	50	9		
Analysis & Interp. of Lit.			*			
Calc. w/Elem. Functions			50	4	50	4-12
College Algebra	50	4	50	4	50	4
College Algebra-Trigonometry	50	4	*		50	4-8
College Composition						
College French						
College German						
College Spanish						
English Literature	50	9	54	9		
Freshman English			*			
General Biology	50	12	50	12		
General Chemistry	50	8	50	8		
Human Growth and Development			50	3		
Info. Systems & Computer Applics.			50	3		
Introduction to Educ'l. Psychology						
Introduction to Management	50	3	*		45	4
Introductory Accounting			*		55	12
Introductory Business Law	50	3	51	3		
Introductory Macroeconomics	50	3	54	3		
Introductory Microeconomics	50	3	54	3		
Introductory Psychology	50	9				
Introductory Sociology	50	9	50	3	46	3
Principles of Marketing			50	3	55	3
Trigonometry			50	4	50	4
Western Civilization I	50	3	50	3		
Western Civilization II	50	3	50	3		

* Tests will be individually evaluated if a student presents scores on admission.

Oregon Community Colleges
College Level Examination Program

	Treasure Valley		Umpqua	
	Score	Credit	Score	Credit
General Exam				
English Composition	500	6	500	6
English Composition w/Essay			500	6
Humanities	500	9	500	9
Mathematics				
Natural Sciences	500	9	500	9
Social Sciences & History			500	9
Subject Exam				
American Government	47	3		
American History I	‡45	3/6	50	4
American History II	‡45	3/6	50	4
American Literature	46	9	50	9
Analysis & Interp. of Lit.				
Calc. w/Elem. Functions	47	8	50	4
College Algebra	45	4		
College Algebra-Trigonometry	45	4		
College Composition				
College French			50	12
College German			50	12
College Spanish	50	12	50	12
English Literature			■ 54	9
Freshman English				
General Biology	46	12	49	12
General Chemistry	47	12	48	9
Human Growth and Development	45	3		
Info. Systems & Computer Applics.	52	4		
Introduction to Educ'l. Psychology				
Introduction to Management	50	3		
Introductory Accounting	47	12		
Introductory Business Law	51	3	51	3
Introductory Macroeconomics	(2) 48	3/6	54	3
Introductory Microeconomics	(2) 47	3/6	54	3
Introductory Psychology	47	3	50	3
Introductory Sociology	47	3	46	3
Principles of Marketing	50	3		
Trigonometry	50	4		
Western Civilization I	‡46	3/6		
Western Civilization II	‡47	3/6		

■ Plus essay.

‡ Passing both satisfies Hst 201, 202, 203.

‡ Passing both satisfies Hst 101, 102, 103.

(2) Passing both satisfies Ec 201, 202, 203.

**Oregon Community Colleges
Advanced Placement Program**

	Blue Mountain		Central Oregon		Chemeketa		Clackamas	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
Composition and Literature								
English								
Language and Composition			3	3-6	3-5	6	3-5	3-9
Literature and Composition					3	3	3	3
			3	3-9	4-5	12	4-5	6-12
Foreign Languages								
French								
Language			3	12-24	3	4	3	12
	3-5	4-12	4-5		12		4-5	24
Literature								
German								
Language			3	12-24	3	4		
			4-5		12		4-5	24
Latin								
Vergil								
Literature								
Spanish								
Language			3	12-24	3	4	3	12
	3-5	4-12	4-5		12		4-5	24
Literature								
History and Social Sciences								
Government and Politics								
Comparative								
United States	3-5	4-12	3	6	4-5	3		
History								
European	3-5	3-6	4-5	9	3-5	6		
United States			4-5	8	3-5	9	4-5	9
Macroeconomics			3	4				
Microeconomics			3	4				
Psychology			4-5	€3				
Science and Mathematics								
Biology	3-5	4-12	3-5	4-12	3	4		
Calculus AB			4-5		12		4-5	12
			3		5			
Calculus BC			3-5	4	4-5	10	3-5	4-8
Chemistry			3-5	8-12	3-5	14	3-5	4-8
Computer Science A			4-5	8-12	3-5	15	4-5	15
Computer Science AB			4	3				
Physics B			3	3				
Physics C			3		3	4		
			4	8	4-5	12	4-5	12
			5	12	4-5	4	4-5	6
Humanities								
History of Art					3-5	9		
Music Theory							3	6
							4-5	9
Studio Art								

☞ Contact Clatsop directly for information on their Advanced Placement Program.

€ Elective credits.

* Tests will be individually evaluated if a student presents scores on admission.

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**Oregon Community Colleges
Advanced Placement Program**

	Lane		Linn-Benton		Mt. Hood		Portland Columbia Gorge Oregon Coast Tillamook Bay	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
Composition and Literature								
English								
Language and Composition	3 4-5	3 6	3-5	9	3 4-5	3 6	3-5	9
Literature and Composition	3 4 5	8 11 14	3-5	3	3 4-5	3 6	3 4-5	3 12
Foreign Languages								
French								
Language	3 4-5	12 12			4	10		
Literature	3 4-5	12 16					3-5	9-15
German								
Language	3 4-5	12 16			4	10		
Latin							3-5	9-15
Vergil	3-5	4						
Literature	3-5	8						
Spanish								
Language	3 4-5	12 12	3	4				
Literature	3 4-5	12 16	4-5	12	4	10	3-5	9-15
History and Social Sciences								
Government and Politics								
Comparative	3-5	4						
United States	3-5	4						
History								
European	3-5	8						
United States	3-5	8	3-5	9			4-5	9
Macroeconomics	3-5	4	3-5	9	4-5	* 3-9	4-5	9
Microeconomics	3-5	4	4	4				
Psychology	3-5	4	4	4				
Science and Mathematics								
Biology	3 4-5	8 12				3 8		
Calculus AB	3 4-5	4 8	3-5	12	4-5	12	4-5	12
Calculus BC	3 4-5	8 12	3-5	5	3-5	4	3-5	8
Chemistry	3-5	12	3-5	10	3-5	8	3-5	8
Computer Science A	4-5	4	3-5	15	3-5	*	4-5	9-15
Computer Science AB	3 4-5	4 8						
Physics B	3 4-5	8 12						
Physics C	3-5	4	3-5	15	3-5 3-5	10 10	4-5	10
Humanities								
History of Art	4-5	12						
Music Theory	4-5	12	3-5	9	3-5	* 3-9		
Studio Art							3-5	8

* Credit and/or waiver based on division chair recommendation.

Oregon Community Colleges
Advanced Placement Program

	Rogue		Southwestern Oregon		Treasure Valley		Umpqua	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
Composition and Literature								
English								
Language and Composition	3	3	3	6			3	3
Literature and Composition	4-5	6			3-5	9	4-5	6
			3	9	3	9	3	9
	3-5	9-15					4-12	5-15
Foreign Languages								
French								
Language							3	12
Literature	3-5	12					4-5	13
							3	12
	3-5	12					4-5	13
German								
Language							3	12
	3-5	12					4-5	13
Latin								
Vergil								
Literature							3	12
Spanish								
Language							4-5	13
Literature	3-5	12			3-5	12	3	12
	3-5	12					4-5	13
History and Social Sciences								
Government and Politics								
Comparative								
United States								
History								
European	3-5	9					3-5	9
United States	3-5	9	3	9	3-5	9	4-5	9
Macroeconomics					*3-5	3/6	3-5	3
Microeconomics					*3-5	3/6	3-5	3
Psychology								
Science and Mathematics								
Biology								
	3	8					3	8
	4-5	12			3-5	12	4-5	12
Calculus AB								
	3	4					3	4
	4-5	8			3-5	12	4-5	8
Calculus BC								
	3	8					3	8
	4-5	12					4-5	12
Chemistry								
	3-5	9			3-5	15	3-5	9
Computer Science A					3-5	4	4-5	4
Computer Science AB							3	4
Physics B							3	8
	3	8					4-5	12
	4-5	12					3	4
Physics C								
	3-5	9-15					4-5	4
Humanities								
History of Art								
	4-5	9	3	9			4-5	9
Music Theory								
	4-5	8	3	◇12				
Studio Art								
	3-5	9	3	9				

- ◇ Plus successful completion of our 4-part composition exam.
- * Must have Micro and Macro for Ec 201, 202, 203.

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Oregon Independent Colleges
College Level Examination Program

	Cascade		Concordia		George Fox \mathcal{F}		Linfield	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
General Exam								
English Composition	500	3	500	3	500	3	500	5
English Composition w/Essay					500	3	*	
Humanities	500	3	500	6	500	7	500	5
Mathematics	500	3	500	3	500	6	500	5
Natural Sciences	500	6	500	6	500	8	500	5
Social Science-History	500	6	500	6	500	9	500	5
Subject Exam								
American Government	*		50	3	50	3	*	
American History I	*		50	3	50	3	*	
American History II	*		50	3	50	3	*	
American Literature	*		49	3	49	3	*	
Analysis & Interp. of Lit.	*						*	
Calc. w/Elem. Functions			49	4	49	8	*	
College Algebra	*		50	3	50	3	*	
College Algebra-Trigonometry	*						*	
College Composition	*		50	3			*	
College French					42	6		
College German			44	6	49	6	*	
College Spanish			44	6	43	6		
English Literature	*				52	6	*	
Freshman English	*				44	6		
General Biology	*				53	6	*	
General Chemistry	*		49	3	48	3	*	
Human Growth and Development	*		50	3			*	
Info. Systems & Computer Applics.	*		50	6	48	8	*	
Introduction to Educ.'l. Psychology	*		50	6	50	8	*	
Introduction to Management	*		50	3	50	3	*	
Introductory Accounting	*		50	3	50	3		3
Introductory Business Law	*		50	6	50	6	52	6
Introductory Macroeconomics	*		50	3	50	3	52	3
Introductory Microeconomics	*		50	3	54	3	52	3
Introductory Psychology	*		50	3	50	4	52	3
Introductory Sociology	*		50	3	50	3	52	3
Principles of Marketing	*		50	3	50	3	*	
Trigonometry	*		50	3	51	3	52	3
Western Civilization I	*		50	3	50	3	*	
Western Civilization II	*		50	3	50	3	*	

\mathcal{F} George Fox bases cut-off at B-level.

⊙ These are done by subscore. Student must get 50 in each subscore to receive a total of 6 semester credit hours. If subscores are 50-45, student will get only 3 semester credit hours.

* Tests will be individually evaluated if a student presents scores on admission.

Oregon Independent Colleges
College Level Examination Program

	Marylhurst		Multnomah Bible		Northwest Christian		Pacific University	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
General Exam								
English Composition	500	9	500	3	500	9	530	3
English Composition w/Essay					500	9	530	3
Humanities	500	9	500	6	500	9	530	3
Mathematics	500	9	500	6	500	9	530	4
Natural Sciences	500	9	500	6	500	9	530	4
Social Sciences & History	500	9	500	6	500	9	530	3
Subject Exam								
American Government	51	5	52	4	51	4.5	530	3
American History I	49	5			49	4.5	530	3
American History II	49	5			49	4.5	530	3
American Literature	48	10			48	9	530	3
Analysis & Interp. of Lit.	52	10			52	9		
Calc. w/Elem. Functions	43	10	50	6	49	9	530	4
College Algebra	49	5	50	4	49	4.5	530	4
College Algebra-Trigonometry	49	5	50	4	49	4.5	530	4
College Composition					49	9	530	3
College French	41	10	50	6				
	48	10			*		530	3
College German	38	10	50	6				
	45	10			*		530	3
College Spanish	47	10	50	6				
	52	10			*		530	3
English Literature	48	10	50	3	48	9	530	3
Freshman English					48	9	530	3
General Biology	48	10	49	6	48	9	530	4
General Chemistry	50	10	48	6	50	9	530	4
Human Growth and Development	49	5			49	4.5		
Info. Systems & Computer Applics.	54	5			54	4.5		
Introduction to Educ'l. Psychology	50	5			50	4.5		
Introduction to Management	49	5			49	4.5		
Introductory Accounting	47	10			50	9	530	3
Introductory Business Law	54	5			54	4.5		
Introductory Macroeconomics	47	5	50	2	47	4.5	530	3
Introductory Microeconomics	44	5	50	2	47	4.5	530	3
Introductory Psychology	50	5	50	3	50	4.5	530	3
Introductory Sociology	50	5			50	4.5	530	3
Principles of Marketing	53	5			53	4.5	530	3
Trigonometry	52	5	50	4	52	4.5	530	4
Western Civilization I	49	5	55	3	49	4.5	530	3
Western Civilization II	50	5	55	3	50	4.5	530	3

* Tests will be individually evaluated if a student presents scores on admission.

Oregon Independent Colleges
College Level Examination Program

	University of Portland		Warner Pacific		Western Baptist	
	Score	Credit	Score	Credit	Score	Credit
General Exam						
English Composition	500	3	⊗	3	500	6
English Composition w/Essay			⊗	3		
Humanities	⊙ 500+50	6	⊗	3	500	6
Mathematics	⊙ 500+50	6	⊗	3	500	6
Natural Sciences	⊙ 500+50	6	⊗	3	500	6
Social Sciences & History	⊙ 500+50	3				
Subject Exam						
American Government	50	3	⊗	3	★	
American History I	49	3	⊗	3	★	
American History II	49	3	⊗	3	★	
American Literature	50	3	⊗	3	★	
Analysis & Interp. of Lit.	51	3	⊗	3	★	
Calc. w/Elem. Functions	50	4				
	60	8	⊗	3	★	
College Algebra	49	3	⊗	3	★	
College Algebra-Trigonometry	50	4	⊗	3	★	
College Composition	50	3	⊗	3	★	
College French	44	3				
	56	6	⊗	4		
College German	44	3				
	55	6	⊗	4		
College Spanish	45	3				
	55	6	⊗	4		
English Literature	49	3	⊗	3	★	
Freshman English	50	3	⊗	3	★	
General Biology	49	6	⊗	3	★	
General Chemistry	48	6	⊗	3	★	
Human Growth and Development	51	3	⊗	3	★	
Info. Systems & Computer Applics.	48	3	⊗	3	★	
Introduction to Educ'l. Psychology			⊗	3		
Introduction to Management	50	3	⊗	3	★	
Introductory Accounting	50	6	⊗	3	★	
Introductory Business Law	51	3	⊗	3	★	
Introductory Macroeconomics	50	3	⊗	3	★	
Introductory Microeconomics	50	3	⊗	3	★	
Introductory Psychology	50	3	⊗	3	★	
Introductory Sociology	50	3	⊗	3	★	
Principles of Marketing	50	3	⊗	3	★	
Trigonometry	49	3	⊗	3	★	
Western Civilization I	50	3	⊗	3	★	
Western Civilization II	50	3	⊗	3	★	

★ Tests will be individually evaluated if a student presents scores on admission.

⊙ These are done by subscore. Student must get 50 in each subscore to receive a total of 6 semester credit hours. If subscores are 50-45, student will get only 3 semester credit hours.

⊗ According to American Council on Education Guidelines, (202) 939-9475.

**Oregon Independent Colleges
Advanced Placement Program**

	Cascade		Concordia		Eugene Bible	
	Score	Credit	Score	Credit	Score	Credit
Composition and Literature						
English						
Language and Composition	4	⊙	4	6	3-5	3
Literature and Composition					3	3
	4	⊙	4	6	4-5	6
Foreign Languages						
French						
Language	3	⊙			3-5	6
Literature	3	⊙				
German						
Language	3	⊙	3-5	6	3-5	6
Latin						
Vergil						
Literature						
Spanish						
Language	3	⊙	3	8		
			4-5	12	3-5	6
Literature	3	⊙				
History and Social Sciences						
Government and Politics						
Comparative			4	2		
United States						
History						
European	3	⊙	3-5	6	3-5	6
United States	3	⊙	3	3	3	3
			4-5	6	4-5	6
Macroeconomics			3	3		
Microeconomics			3	3		
Psychology					3-5	6
Science and Mathematics						
Biology	3	⊙	3	4	3	3
			4-5	8	4-5	8
Calculus AB	3	⊙			3	4
			3-5	4	4-5	8
Calculus BC	3	⊙			3	4
					4-5	11
Chemistry	3	⊙	3	3	3	3
			4-5	8	4-5	8
Computer Science A			3	3		
			4-5	8		
Computer Science AB	3	⊙	3	3		
			4-5	8		
Physics B	3	⊙	3	3	3	3
			4-5	8	4-5	8
Physics C			3	3	3	3
			4-5	8	4-5	8
Humanities						
History of Art	3	⊙	4-5	4	3-5	2
Music Theory						
Studio Art						

⊙ Amount of credit determined by the department concerned.

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**Oregon Independent Colleges
Advanced Placement Program**

	George Fox		Lewis & Clark*		Linfield		Marylhurst	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
Composition and Literature								
English								
Language and Composition	3-5	3	4-5	4	4-5	5	4-5	9
Literature and Composition	3	3					4-5	9
	4-5	6	4-5	4	4-5	5		
Foreign Languages								
French								
Language	3-5	6	4-5	4	4-5	5	4-5	9-12
Literature			4-5	4	4-5	5	4-5	9-12
German								
Language	3-5	6	4-5	4	4-5	5	4-5	9-12
Latin								
Vergil			4-5	4	4-5	*	4-5	9-12
Literature			4-5	4	4-5	*	4-5	9-12
Spanish								
Language	3-5	6	4-5	4	4-5	5	4-5	9-12
Literature			4-5	4	4-5	5	4-5	9-12
History and Social Sciences								
Government and Politics								
Comparative			4-5	4				
United States			4-5	4				
History								
European	3-5	6	4-5	4	4-5	5	4-5	9
United States	3	3					4-5	9
	4-5	6	4-5	4	4-5	5		
Macroeconomics			4-5	4	4-5	*	4-5	3
Microeconomics			4-5	4	4-5	*	4-5	3
Psychology			4-5	4			4-5	3
Science and Mathematics								
Biology	3	3						
	4-5	8	4-5	4	4-5	5	4-5	9
Calculus AB	3	4						
	4-5	8	4-5	4	4-5	5	4-5	6
Calculus BC	3	4						
	4-5	11	4-5	4	4-5	5	4-5	6
Chemistry	3	3						
	4-5	8	4-5	4	4-5	5	4-5	9
Computer Science A	3	3						
	4-5	8	4-5	4	4-5	*		
Computer Science AB	3	3						
	4-5	8	4-5	4	4-5	*		
Physics B	3	3						
	4-5	8	4-5	4	4-5	5	4-5	6
Physics C	3	3						
	4-5	8	4-5	4	4-5	5	4-5	6
Humanities								
History of Art	3-5	2	4-5	4	4-5	5	4-5	9
Music Theory			4-5	4			4-5	9
Studio Art			4-5	4	4-5	5	4-5	9

* Tests will be individually evaluated if a student presents scores on admission.
 X Lewis & Clark grants 4 semester hours for scores of 4-5 on all AP exams.

**Oregon Independent Colleges
Advanced Placement Program**

	Multnomah Bible		Northwest Christian		Pacific University		Pacific Northwest College of Art	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
Composition and Literature								
English								
Language and Composition	3-5	6	3	⊙				
Literature and Composition	3	3	4-5	⊙	4-5	3		
	4-5	6	3	⊙				
			4	⊙	4-5	3	4	6
			5	⊙				
Foreign Languages								
French								
Language	3	6	3	⊙			3	3
Literature	4-5	16	4-5	⊙	4-5	3		
			3	⊙				
			4-5	⊙	4-5	3		
German								
Language	3	8	3	⊙			3	3
	4-5	16	4-5	⊙	4-5	3		
Latin								
Vergil					4-5	3	3	3
Literature					4-5	3		
Spanish								
Language	3	6	3	⊙			3	3
Literature	4-5	18	4-5	⊙	4-5	3		
			3	⊙				
	4-5	6	4-5	⊙	4-5	3		
History and Social Sciences								
Government and Politics								
Comparative					4-5	3		
United States					4-5	3		
History								
European	4-5	6					3	3
United States			3-5	⊙	4-5	3		
	3-5	6	3-5	⊙	4-5	3	3	3
Macroeconomics					4-5	3		
Microeconomics					4-5	3		
Psychology			3	⊙	4-5	3		
Science and Mathematics								
Biology	3	3	3	⊙				
			4-5	⊙	4-5	4	4	6
Calculus AB			3	⊙				
	4-5	6	4-5	⊙	4-5	4		
Calculus BC			3	⊙				
	3-5	6	4-5	⊙	4-5	4		
Chemistry	4-5	6	3-5	⊙	4-5	4	4	6
Computer Science A					4-5	3		
Computer Science AB					4-5	3		
Physics B	3	4	3	⊙				
	4-5	6	4-5	⊙	4-5	4	4	6
Physics C			3	⊙				
	4-5	6	4-5	⊙	4-5	4	4	6
Humanities								
History of Art			3	⊙	4-5	3	4	6
Music Theory					4-5	3		
Studio Art			4-5	⊙	4-5	3		

⊙ Amount of credit to be determined by the department concerned..

Oregon Independent Colleges Advanced Placement Program

	Reed		University of Portland		Warner Pacific		Western Baptist	
	Score	Credit †	Score	Credit	Score	Credit	Score	Credit
Composition and Literature								
English								
Language and Composition			3	3	3	P	3	⊙
			4-5	6	4-5	4		
Literature and Composition			3	3	3	P	3	⊙
	4-5	1	4-5	6	4-5	4		
Foreign Languages								
French								
Language			3	6	3	P	3	⊙
	4-5	1	4-5	12	4-5	4		
Literature					3	P	3	⊙
	4-5	1	3-5	+6	4-5	4		
German								
Language			3	6	3	P	3	⊙
	4-5	1	4-5	12	4-5	4		
Latin								
Vergil	*				4-5	⊙		
Literature	*				4-5	⊙		
Spanish								
Language			3	6	3	P	3	⊙
	4-5	1	4-5	12	4-5	4		
Literature					3	P	3	⊙
	4-5	1	3-5	+6	4-5	4		
History and Social Sciences								
Government and Politics								
Comparative					3	P		
United States								
History								
European			3	3	3	P	3	⊙
	4-5	1	4-5	6	4-5	4		
United States			3	3	3	P	3	⊙
	4-5	1	4-5	6	4-5	4		
Macroeconomics			3	3	4-5	⊙		
Microeconomics			3	3	4-5	⊙		
Psychology					4-5	⊙		
	4-5	1			4-5			
Science and Mathematics								
Biology								
			3	4	3	P	3	⊙
	4-5	2	4-5	8	4-5	4		
Calculus AB			3	4	3	P	3	⊙
	4-5	1	4-5	8	4-5	4		
Calculus BC			3	8	3	P	3	⊙
	4-5	1	4-5	12	4-5	4		
Chemistry			3	4	3	P	3	⊙
	4-5	1	4-5	8	4-5	4		
Computer Science A					3	P		
					4-5	4		
Computer Science AB					4-5	4	3	⊙
Physics B			3	4	3	P	3	⊙
			4-5	8	4-5	4		
Physics C			3	4	3	P	3	⊙
	4-5	1	4-5	8				
Humanities								
History of Art								
			3	3	3	P	3	⊙
	4-5	1			4-5	4		
Music Theory								
	4-5	1						
Studio Art					3	P	3	⊙
	4-5	1			4-5	4		

- ⊙ Advanced placement without credit is conferred for a score of 3.
- ⊙ Amount of credit determined by the department concerned.
- * Tests will be individually evaluated if a student presents scores on admission.
- † One Reed College unit is equivalent to four semester hours or six quarter hours.

**Oregon Independent Colleges
Advanced Placement Program**

	Willamette	
	Score	Credit
Composition and Literature		
English		⊙
Language and Composition	4-5	
Literature and Composition	4-5	⊙
Foreign Languages		
French		
Language	4-5	⊙
Literature	4-5	⊙
German		
Language	4-5	⊙
Latin		
Vergil	4-5	⊙
Literature	4-5	⊙
Spanish		
Language	4-5	⊙
Literature	4-5	⊙
History and Social Sciences		
Government and Politics		
Comparative	4-5	⊙
United States	4-5	⊙
History		
European	4-5	⊙
United States	4-5	⊙
Macroeconomics	4-5	⊙
Microeconomics	4-5	⊙
Psychology	4-5	⊙
Science and Mathematics		
Biology	4-5	⊙
Calculus AB	4-5	⊙
Calculus BC	4-5	⊙
Chemistry	4-5	⊙
Computer Science A	4-5	⊙
Computer Science AB	4-5	⊙
Physics B	4-5	⊙
Physics C	4-5	⊙
Humanities		
History of Art	4-5	⊙
Music Theory		
Studio Art	4-5	⊙

⊙ Amount of credit determined by the department concerned.



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