

A STUDY OF POLICIES REGARDING ACCEPTANCE OF
CREDIT FROM TECHNICIAN EDUCATION PROGRAMS
BY SELECTED INSTITUTIONS IN OKLAHOMA

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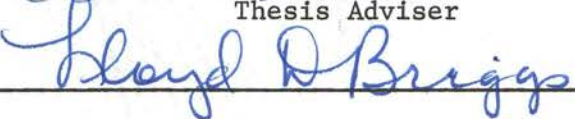
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CHAPTER I

PROBLEM DEFINITION

Introduction

A number of significant changes in occupational patterns in industry have taken place over the past few decades. These changes have been caused by automation, new processes, new materials, and the phenomenal advances in all fields of science and technology. Perhaps one of the most significant changes in occupational trends within the technical fields has been the creation of the technical institute-trained, semi-professional, technical specialist, who is commonly identified as the engineering technician.

Twenty or thirty years ago the professional engineer was a person trained in both technical theory and practical laboratory skills. Today, however, the trend in engineering education at the bachelor's degree level has been toward greater instructional emphasis in scientific theory and analytical methods of research and development. This trend in engineering education has created the need for a team of workers to replace yesterday's engineer. This team is made up of the skilled craftsman, who gives most of his time and energy to manipulating the tools of his trade; the engineer, as the leader of the team, spends most of his time thinking through his various problems; and between these extremes lie the occupations which have come to be known as technician jobs, which usually involve some manipulative work along with a

considerable amount of mental effort.

Until recently, most of the technicians have been trained at non-collegiate technical institutes, by military technical schools, or by industrial technical training programs. Today, the responsibility for technician education is being assumed more and more by junior colleges and universities. The junior colleges are offering associate degree programs in engineering technology, while some universities are offering baccalaureate level technician education programs.

With the rapid advancement of technology, the technician that received his training from non-collegiate technical schools, military schools, or by industrial technician training programs often finds that the level of training he has received is not sufficient to compete with graduates of a baccalaureate technician education program.

Statement of the Problem

When the graduate of the non-collegiate technician education program turns to the collegiate technician education programs, he often finds that he has to begin his study with the most basic courses in his technical specialty. Junior colleges and universities often will not recognize any learning experiences other than those experiences offered by their institution.

Purpose of the Study

This study was conducted to determine the present policies of Oklahoma's collegiate technician education departments in assigning college credit for activities and learning experiences other than those activities under the direct supervision of that particular department.

This study was concerned basically with answering three major questions:

1. Can technician education students with college credits earned at one institution transfer those credits to other institutions in Oklahoma?
2. Can technician education students receive credit from Oklahoma's collegiate technician education departments for knowledges and skills learned in a non-collegiate school?
3. Can technician education students receive credit from Oklahoma's collegiate technician education departments for skills and knowledges learned from work experience as a technician?

Need for the Study

Neither the technician who wishes to return to Oklahoma's collegiate system nor the technician education student who wishes to continue his education to a higher level has access to complete information concerning the amount of college credit he can receive from learning experiences already completed. The returning student or the continuing student would have to apply to each college and university in Oklahoma in order to determine at what level he could start.

Information gathered in this study can be made available to technicians returning to the collegiate system in Oklahoma and to technician education students who wish to continue their education at a higher level or a different location.

The technician education departments in Oklahoma's colleges and universities will have access to the results of this study to compare their policies regarding acceptance of transfer credit with the policies

of other technician education departments in Oklahoma.

Definition of Terms

The following are terms which will be used throughout this study:

1. Non-Collegiate School: For the purpose of this study, the term "non-collegiate school" is to mean any means of college-level work by independent study, educational television, extension courses, courses at industrial plants, military service experiences, and other non-traditional learning experiences outside regular college curricula.

2. Commission on Accreditation of Service Experience (CASE) of the American Council on Education: This is the accrediting body which formally evaluates the courses and programs offered by the armed services for collegiate institutions and is called the Commission on Accreditation of Service Experiences. This commission is not a military agency but is associated with the American Council on Education. As one of its major functions CASE reviews military service courses and makes credit recommendations to colleges and universities on the basis of the review.

3. Guide to the Evaluation of Educational Experiences in the Armed Services: The credit recommendations prepared by CASE are published in this guide.

4. The United States Armed Forces Institute (USAFI): Although USAFI is headquartered in Madison, Wisconsin, it services and supplies servicemen all over the world. The instructional materials which the institute supplies include courses for individual correspondence study, group class work, and tests. Some of the tests administered by USAFI include the General Examinations of the College-Level Examination

Program (CLEP), the Subject Standardized Test (both of which are achievement tests measuring knowledge in specific subjects), and End-of-Course tests, which are used to evaluate student learning in a USAFI course.

5. The College - Level Examination Program (CLEP): The College-Level Examination Program (CLEP), begun in 1965, is primarily a national program of credit by examination. It is sponsored by the College Entrance Examination Board and administered by the Educational Testing Service. The broad purpose of the CLEP, which is to improve access to higher education through a national system of credit and placement by examination, is based on the assumption that many people know much more than their academic credentials would suggest. The two basic types of examinations offered by the CLEP are the General and Subject Examinations. The five General Examinations consist of the English Composition, Humanities, Natural Sciences, Mathematics, and Social Sciences-History tests. The tests are not designed to measure advanced training in any specific discipline but rather to assess a student's knowledge and comprehension of basic facts and principles in each of the five subjects.

The CLEP Subject Examinations measure achievement in specific subjects. Each Subject Examination intends to measure knowledge acquired in a college-level subject which corresponds to the test. Eighteen examinations were available in 1973, and additional examinations are currently being developed.

6. American Council on Education (ACE): Since its founding in 1918, the American Council on Education has been a center of cooperation and coordination for the improvement of education on all levels. Among the Council's many publications are three widely used reference books: American Universities and Colleges, a directory of accredited institutions first published in 1928; American Junior Colleges, introduced in

1940; and the Guide to the Evaluation of Educational Experiences in the Armed Services.

7. Validation Examinations: An examination designed for the student who has earned credit in a course which an institution refuses to accept because of the method in which the course was taken or because the institution at which the course was taken was not accredited.

8. Advanced Standing Examinations: An examination designed for the students who are proficient in certain academic areas from experiences obtained in travel, reading, or other non-traditional means of education.

9. Transfer Credit: For the purposes of this study, "transfer credit" is to mean any college-level educational experiences for which the student attempts to have credit given as college work.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In this chapter a review of literature relative to collegiate acceptance of transfer credit has been made. This review deals with selected studies whose results bring into focus what seems to be some of the most significant trends related to collegiate acceptance of transfer credit. The central purpose of this study was to build upon the findings of earlier investigations while examining the collegiate policies regarding acceptance of transfer credit of selected institutions in Oklahoma.

Changing Needs of Technician Education

One of the many problems facing the educational system today is the problem of keeping up with a rapidly advancing technology. Possible solutions to this problem have been offered by Drucker (9) and Foncannon (12). Drucker calls his suggested solution "continuing education," while Foncannon labels his the "career ladder."

Both suggested solutions are essentially the same. Both suggest that a student attend an educational program until he reaches one of several skill levels and then leaves the educational system to work at that level until he is ready to return to the educational system for more training in his field of specialization.

While the "career ladder" approach or "continuing education" may solve the problem of keeping up with a changing technology, it creates another problem for educational institutions. That is the problem of evaluating the learning experiences of the returning student.

The Transfer Student

Colleges and universities are already facing the problem of students returning for more education and transfer students from other institutions. This problem is well stated by Anderson (2):

At one time most of the students who began their education at an institution of higher education either completed their program at that institution or left the system entirely. The emergence of the junior college on the American scene at the turn of the century and the comprehensive community college which began to appear sometime in the late 1940's introduced several new elements into the picture. The transfer, mobility, or articulating process now had to reckon with great diversity in types of students: background, ability level, interest, maturation, and purposes that had not been part of the prior experience. This diversity also became evident in terms of the types of institutions from which the students were transferring: junior colleges, community colleges, technical institutes, etc.

The problem of transfer was not only with the junior college student. In recent years many individuals, especially adults, have been educating themselves in non-traditional ways outside the classroom or in institutions whose primary function is other than education. Off-campus study takes place through correspondence and television courses, in the military service, in business and industry, in churches and museums, by independent study, and in countless other ways.

Two current trends emphasize the need to consider the problem of equivalency in higher education. The first trend is the growing number of adults engaged in learning activities outside of a traditional school system. Johnstone and Rivera (16) estimated that about 25 million

adults, or about one in five persons, were making a systematic effort to acquire new skills, information, and knowledge in one recent year. Most of these adults did not learn at institutions whose primary goal is education, and only 4 percent took courses for which formal credit was received. Moses (24) estimated that more than 82 million adult Americans will be involved in educational programs outside the mainstream of education by 1975.

Mackenzie (19) estimated that in 1965 there were 3 million students enrolled in correspondence courses. Sharon (36) found that 1.77 million armed forces personnel enrolled in correspondence courses offered by the armed forces. A survey by the Educational Testing Service (11) shows 64,000 students enrolled in technical courses offered by private correspondence schools.

The Carnegie Commission on Educational Television (6) reported the A. C. Nielsen Company estimated that almost 7 million homes tuned an educational television station in an average week in 1966. Murphy and Gross (25) estimated the size of instructional television's audience at 11 million for the 1963-64 academic year.

The second trend is the ever-increasing requirement of many vocations for college-trained individuals. One cannot enter professions such as law, engineering, medicine, teaching, and architecture without a baccalaureate degree. Spurr (37) found that many non-professional vocations are also making college degrees mandatory--business and civil service jobs often set up barriers against the promotion of qualified workers who lack degrees. Even in the Armed Services it has become very difficult to obtain a commission without a college degree. Howe (14), a former United States Commissioner of Education, indicates that

there is considerable evidence that public policy and institutional practice make it extremely difficult for competent but uncredentialed persons to have a fair crack at competitive situations, whether they be social, vocational, or educational. The great emphasis on credits, degrees, and diplomas has prompted some critics of the American educational system to suggest that it has produced, as reported in Time Magazine (35), a "creditial society."

The two trends--that of a growing adult education outside of the traditional educational institutions and that of a growing number of vocations requiring college degrees--together with the problem of the junior college transfer student has created a need for a system of evaluating the educational experiences of the transfer student.

Trends in Acceptance of Transfer Credit

In an article for the Vocational Guidance Quarterly, Morrison (23) stated that one of the major trends in vocational-technical education is for training programs to be "more responsive to the needs and interests of students." Bender and Murphy (3), in an article for the Pennsylvania School Journal, stressed "readiness for instruction" as the basis for admission to a technician education program. Phillips (32), after making a study of the characteristics of entering technician education students, concluded that technician education students tend to express "unrealistic" educational expectations.

Auburn University (29), faced with the necessity of establishing a policy governing the amount of and conditions under which credits could be transferred to their institution for students who pursued a terminal technical program in a junior college, made a survey of sister institu-

tions in their region to obtain their policies in this matter. Auburn found that a majority of the institutions have apparently decided against accepting credit from terminal technical programs in junior colleges.

Similar studies by Purtzer (33) regarding acceptance of transfer credit in industrial arts departments and Jansen (15) in agricultural education departments showed that generally these departments will accept credit earned at junior colleges but will not give credit for skills and knowledges learned in other than a collegiate setting.

Winandy and McGrath (39), after making a survey of each Illinois college and university, reported that transfer students in Illinois are, too often, the victims of "whim and fancy."

Martinko (20) found that many institutions of higher education across the United States have institutional non-traditional study programs that incorporate elements such as flexibility and individualized learning into the curriculum, but they are reluctant to formally recognize independent study outside the institution's own program.

A survey by Larson and Crain (18) concerning the use of competency examinations used in the certification of technical, trade and industry, and business and office education found that of 54 states and territories 16 states administer competency examinations, all in trade and industrial, 12 in technical, and 2 in business and office. Miller (22) found that several schools were granting credit for trade and industrial occupational experience.

Colorado State University, as reported by Maxwell (21), has launched an experimental program--Cooperation Via Televised Instruction in Education (CO-TIE)--designed to ease the transition of junior college

students. The Board of Regents (4) of the University of the State of New York established regents external degrees as an alternate route to a college degree. Specifically designed for those individuals who choose to learn on their own, the program is based on the philosophy that what a person knows is more important than how he learned it.

The Oklahoma State Regents for Higher Education (13) in the state plan for the 1970's made the following recommendations concerning non-traditional education and general education transfer policies:

- (1) Institutions should be sensitive to the need for instructional change and educational innovations in the preparation of institutional master plans for the decade of the 1970's. In an effort to meet the needs of the students and Oklahoma citizens for higher education in the decade ahead, Oklahoma colleges and universities should carefully consider such approaches as individualized instruction, advanced standing and challenge examinations, cooperative education, extramural degrees, joint degree programs, new calendar approaches, televised instruction and other promising avenues to improve efficiency and effectiveness.
- (2) Formal transfer policies should be developed by 1973 to assure that a graduate of a public two-year college in Oklahoma who has successfully completed the requirements for the associate degree will be eligible to transfer his work to a four-year college or university without the necessity of completing additional lower-division general education requirements.

Summary

The reports studied in this review of literature have shown that a problem exists in the evaluation of transfer credits but that some schools have recognized the problem and have taken steps to solve it. Some of the studies have only been concerned with agricultural education, industrial arts education, junior colleges, or universities. The reports in this review have either been made in other states or have grouped Oklahoma's institutions in with institutions from other states.

The purpose of this study was to determine the collegiate policies of selected institutions in Oklahoma regarding the acceptance of transfer credit from students in technician education programs to add to the work already done in other states and assess the situation in Oklahoma in relation to the completed studies.

CHAPTER III

PROCEDURE

Introduction

The major purpose of this study was to determine the policies regarding the acceptance of transfer credit from technician education programs by selected institutions in Oklahoma. This chapter is the description of the research procedure used to obtain this information.

Population and Method

Institutions employed in this study were selected from A Guide to Oklahoma Vocational and Technical Education (8).

College catalogues were obtained from each of these institutions and reviewed for the following information:

1. Policies related to the acceptance of transfer credit from students transferring from institutions accredited by a regional association.
2. Policies related to the acceptance of transfer credit from institutions which are not accredited by a regional association.
3. Policies related to the acceptance of transfer credit earned by taking correspondence courses.
4. Policies related to the acceptance of transfer credit earned by taking courses through extension.

5. Policies related to the granting of college credit by means of advanced standing examinations for learning experiences through non-traditional methods.
6. Policies related to the granting of college credit for learning experiences encountered while on active duty in the United States Armed Forces.
7. Associate and/or Bachelor's degree programs offered in technician education.

Information relating to the above items was searched for in the college catalogues from the following institutions:

Junior Colleges

- (1) Altus Junior College (1)
- (2) Connor's State College (7)
- (3) Eastern Oklahoma State College (10)
- (4) Murray State College (26)
- (5) Northeastern Oklahoma A & M College (27)
- (6) Northern Oklahoma College (28)
- (7) Oscar Rose Junior College (31)
- (8) Sayre Community College (34)
- (9) Tulsa Junior College (38)

Senior Colleges and Universities

- (1) Cameron College (5)
- (2) Langston University (17)
- (3) Oklahoma State University (30)

No contacts were made in any way at any of these institutions to insure the accuracy of information found.

CHAPTER IV

RESULTS

Introduction

The purpose of this study was to determine the policies regarding the acceptance of transfer credit from technician education programs by selected institutions in Oklahoma. Results of this study, as found in the college catalogues, are presented in this chapter.

Following is a breakdown, by institution, of the policies as listed in the institutions' college catalogues of the stated policies regarding transfer students from other institutions, correspondence and extension work, advanced standing examinations, training received in the Armed Forces, and a listing of technician education programs offered by the institutions.

Results

Altus Junior College

Transfer Students:

1. Students from accredited colleges: Transcripts of record from colleges or universities accredited by the North Central Association or other regional associations will be given full value.

(a) Each non-resident applicant must be in good standing in

the institution from which he plans to transfer.

- (b) Each nonresident applicant must have made satisfactory progress (an average of "C" or better) in the institution from which he plans to transfer.

2. Students from nonaccredited colleges: Transcripts of record from institutions not accredited by a regional association will be evaluated on the basis of the recommendations contained in the current issue of the Report of Credit Given by Educational Institutions, published by the American Association of Collegiate Registrars and Admissions Officers.

- (a) Each nonresident undergraduate applicant must meet the conditions of 1-a and 1-b above.
- (b) Each nonresident undergraduate applicant who meets 1-a and 1-b above also will be required to validate the transferred credit by making satisfactory progress (an average grade of "C" or better) for at least one semester.

Credits for Military Service:

Veterans and military personnel may have their service records evaluated at the time they have completed nine semester hours at Altus Junior College. A Guide to the Evaluation of the Educational Experience in the Armed Services is used to evaluate service schools.

Four semester hours in physical education, two semester hours in first aid, and two semester hours in personal hygiene are awarded for successfully completing two years of active service under honorable conditions.

Credit is also given for approved USAFI courses and CLEP examinations.

Programs Leading to the Associate in Applied Science Degree:

1. Agri-business*
2. Aviation
3. Accounting technology
4. Commercial art
5. Computer Science technology*
6. Drafting and Design technology
7. Electronic technology
8. Law Enforcement
9. Mid-Management*

Connor's State College

Transfer Students:

Transfer students from other institutions must meet general requirements for admission, have been honorably dismissed from the college from which he is transferring, and must maintain minimum grade requirements.

Advanced Standing Examinations:

Any person eligible for admission or any regularly enrolled college student whose special study, extensive reading, travel, or other unique educational experiences appear to have given him a proficiency in a course required in his regular curriculum equivalent to that ordinarily attained by those taking the course in regular class, may be granted permission to take an advanced standing or placement examination in the course. Such examinations will generally be more extensive and more complete than the final examinations in the course. Advanced standing or placement examinations may be requested in any course appearing in the current catalog, with the exceptions of some courses which do not lend themselves to this type of examination.

*Proposed program to be offered in 1975.

Courses appearing in the college catalog, for which CLEP examinations are available, may be requested by those students qualifying for advanced standing examinations.

Associate Degrees Offered in Technical Education:

1. Drafting and Design Technology
2. Electronics Technology
3. Medical Technology
4. Chemical Technology

Eastern Oklahoma State College

Transfer Students:

A transfer student who is in good standing with the college he formerly attended and whose grade record indicates ability to do satisfactory work may be admitted.

Advanced Standing:

Admission with advanced standing means that a student is admitted to college with recognition of a background of study which would be beyond that which is normally expected of a candidate for admission at the freshman level. Advanced standing may be recognized either by awarding college credit in a particular course or by advanced placement which would permit the freshman student to enter courses reserved for more advanced students.

Military Service:

Course credit for military service is granted in accordance with the recommendation of the American Council on Education. Military credits will not be entered on the student's record until he has made formal application for such credit and has completed a minimum of 12 semester hours in residence.

Associate Degree Programs in Technology:

1. Forestry
2. Ranch Operation
3. Computer
4. Mid-Management
5. Civil and Highway
6. Industrial Chemical
7. Building and Construction
8. Drafting and Design
9. Electronics
10. Electro-Mechanical
11. Mechanical

Murray State College

Transfer Students:

A student will be accepted from an accredited college if he is in good standing in the institution from which he is transferring and if he has made satisfactory progress (an average grade of "C" or better in that institution).

Students desiring to transfer from non-accredited colleges may petition the Committee on Admissions for acceptance. Also required is validation of transferred credit based on satisfactory progress (an average "C" or better) for at least one semester at Murray College.

Advanced Standing:

Any person eligible for admission or any regularly enrolled college student whose special study, extensive reading, travel, or other unique educational experiences appear to have given him a proficiency in a course required in his regular curriculum equivalent to that ordinarily attained by those taking the course in a regular class, may be granted permission to take an advanced standing examination in that course, subject to the following regulations:

1. Such examinations will generally be more extensive and more complete than the final examinations in the course.
2. There will be a charge of five dollars per examination, payable at the time of application. No refund of this fee will be made based on failure in the examination.
3. Credit earned by an individual not enrolled at Murray will be held pending subsequent enrollment; otherwise, no credit will be granted.
4. Applicants may earn no more than 12 semester hours credit through advanced standing examinations.

Associate Degree Programs in Technology:

1. Agriculture
2. Aviation
3. Drafting and Design
4. Electronics*
5. Electro-Mechanical*
6. General*
7. Instrumentation*
8. Mechanical*
9. Metallurgical*

Northeastern Oklahoma A & M College

Transfer Students:

Students from other collegiate institutions must present an official transcript and evidence of honorable discharge.

Advanced standing will be accorded students presenting transcripts showing credits in standard college courses equivalent to those offered in Northeastern A & M College. Such students must complete 15 hours in residence to be eligible for graduation.

*Pending Regent's approval.

Associate Degree Programs in Technology:

1. Automotive
2. Aviation
3. Computer Science
4. Drafting and Design
5. Electronics
6. Mechanical
7. Quality Control
8. Mid-Management
9. Refrigeration and Air Conditioning

Northern Oklahoma College

Transfer Students:

All students desiring admission should have the registrar of all colleges previously attended to send a transcript of their records directly to the registrar's office at least one month before registration.

Advanced Standing:

A student whose educational experiences appear to give him knowledge or proficiency equivalent to that ordinarily attained by those who have taken a course in regular class may be allowed to take an examination for credit in the course and have this recognized on his official college transcript. Credits earned by examination will be counted toward meeting the requirements of any degree program of which the course is a part. Credits earned by examination in courses not a part of the formal and specific requirements of a certain degree program may be counted as electives within the total accumulative credits normally prescribed for a degree.

Northern Oklahoma College recognizes and accepts scores from the CLEP of the Educational Testing Service. These standardized

tests as well as locally constructed, comprehensive examinations covering the content of courses will be administered on campus in accordance with announced dates and times.

Programs Leading to the Associate of Applied Science Degree in Technology:

1. Agri-Technology
2. Drafting and Design
3. Electro-Mechanical
4. Electronics
5. General
6. Law Enforcement
7. Mechanical

Oscar Rose Junior College

Transfer Students:

A student transferring from an Oklahoma college must have earned a cumulative grade-point average as listed below:

24-36 semester hours or less attempted	-- 1.40
37-72 semester hours attempted	-- 1.60

Students who transfer from other higher education institutions to Oscar Rose Junior College must submit transcripts from all institutions attended.

The same regulations noted above apply to students who have attended institutions of higher learning outside Oklahoma and wish to attend Oscar Rose Junior College.

Advanced Standing:

A student, while in residence in the college, may take examinations for undergraduate credit if the student has not enrolled in the course, upon approval of the application. Credit by examination is limited. All credit by examination is to be validated by the completion of a semester's residence credit at the college or by

completion of the requirements for a degree. The student is required to pay \$7.50 for the privilege of attempting to establish credit by examination.

Military Service:

One year or more of active duty will meet the requirements for two hours of physical education activity and two hours of personal health. This credit will be awarded to students only when they are planning to obtain an associate degree.

Evaluation of military service and schools will be made only when the experience in the service school is associated or related to the degree program. Oscar Rose Junior College will determine the final decision in granting such credit.

Reviews and decisions about the granting of academic credit of USAFI courses are the privileges of Oscar Rose Junior College.

Associate in Applied Science Programs in Technology:

1. Aeronautics
2. Electronics
3. Electro-Mechanical
4. Engineering Mechanics
5. Fluids
6. Industrial Drafting and Design
7. Instrumentation

Tulsa Junior College

Transfer Students:

Students from accredited colleges: Transcripts of records from colleges or universities accredited by the North Central Association or other regional associations will be given full value provided the student is in good standing in the institution from which he plans to transfer and the student has made satisfactory progress (an average of "C" or better).

Students from non-accredited colleges: Transcripts of records from institutions not accredited by a regional association will be evaluated on the basis of the recommendations contained in the current issue of the Report of Credit Given by Educational Institutions.

Advanced Standing:

Under special circumstances, a student regularly enrolled and in good standing who believes he is qualified by experience or previous training may request a special examination to establish credit in a particular course. (Not all courses are available for credit by examination.) A student must request to take the examination, complete the paper work, and pay all fees before the end of the sixth full week of the semester. No more than three courses may be taken by examination without special permission of the Dean of Instruction. A student will pay an examination fee of \$3.00 per examination, plus tuition at the regular rate per semester hour. "C" or above is considered a passing grade and a better grade of A, B, or C will be assigned. There is no refund of tuition or special fee in case of failure to establish credit. The last 15 semester hours required for graduation in any degree or certificate program must be earned in residency and may not be earned by examination.

Associate Degree Programs in Technology:

1. Drafting and Design
2. Electro-Mechanical
3. Electronics
4. Emergency Medical
5. Environmental Health
6. Fire Protection
7. Instrumentation
8. Media Equipment
9. Media Production

10. Medical Instrumentation
11. Medical Records
12. Med-Management
13. Pollution Control

Sayre Community College

Transfer Students:

Students transferring from other institutions of higher learning must present an official transcript of work done there in order to be admitted to Sayre Junior College.

Associate Degree Programs in Technology:

1. Mid-Management
2. Electronics
3. Medical Laboratory Technician

Cameron College

Transfer Students:

Transfer students from colleges or universities accredited by the North Central Association or other regional associations will be given full value provided the applicant was in good standing in the institution from which he plans to transfer and has maintained a grade of "C" or better.

For institutions not accredited by a regional association, the recommendations contained in the current issue of the Report of Credit Given by Educational Institutions will be used. Comparative courses taken at state accredited junior colleges will transfer at full value.

Advanced Standing:

Any prospective freshman student with superior high school achievement or Cameron students with knowledge of the subject

matter through prior experience may receive credit in a particular course through the CLEP testing program. Formal applications must be accompanied with a fee of \$15.00. Upon successful completion of the examination, the credit will be awarded without further tuition fees.

Students desiring to take an advanced standing examination for credit in a subject other than those offered through CLEP may submit an application to the department offering the course. A \$5.00 fee is charged for the test and, if successfully completed, regular tuition rate will be charged before credit is given.

Associate Degree Programs in Technology:

1. Data Processing
2. Drafting and Design
3. Electronics
4. Law Enforcement

Langston University

Transfer Students:

Students transferring to Langston University from another institution must be in good academic standing and entitled to honorable dismissal from that institution. Resident credit earned at accredited senior colleges and junior colleges (64 semester hour limit on junior college credits) will be accepted as resident credit at Langston University.

Correspondence and Extension:

Correspondence and extension credits earned at accredited institutions will be decided upon by the department involved.

Associate Degree Programs in Technology:

1. Data Processing
2. Electronic Technology

Oklahoma State University

Transfer Students:

Except as excluded below, college credits earned in residence at accredited colleges will be accepted by Oklahoma State and those credits will apply toward baccalaureate degrees in the same way that they would had they been earned in residence at Oklahoma State.

1. A minimum of 24 semester credit hours that apply toward a degree must be earned in residence at Oklahoma State.
2. The last 18 semester credit hours that apply toward a degree must be earned in residence at Oklahoma State.
3. Credits earned in a junior college cannot be used to satisfy OSU upper division (junior and senior) level requirements, and cannot exceed a total of 65 hours.
4. A minimum of one-half of the upper division requirements in a student's major field must be earned in residence at Oklahoma State.

A student who has earned credit in a course which Oklahoma State refuses to accept because of the method in which the course was taken or because the institution at which the course was taken was not accredited, may apply for a validation examination. The validation examination must be taken within the first 8 weeks after entering college and a grade of "C" or better made before the grade is recorded.

Correspondence Credits:

Oklahoma State will accept a maximum of eight semester credit hours earned through correspondence at another institution if that institution is fully accredited.

Extension Credits:

Credits earned through extension at accredited colleges will be accepted at Oklahoma State University, but a maximum of eight semester credit hours will apply toward a baccalaureate degree. Credits earned through extension at Oklahoma State plus any credits earned through correspondence at Oklahoma State cannot exceed one-fourth of the credits required for a bachelor's degree.

Advanced Standing:

Oklahoma State University is a national testing center for the College Level Examination Program (CLEP). National testing centers offer two kinds of examinations: General Examination and Subject Examinations. Oklahoma State grants college credit for only the Subject Examination at this time.

Many academic departments on campus at Oklahoma State offer advanced standing examinations in subject areas not offered by the CLEP. Any currently enrolled student whose travel, employment, extensive readings, or educational experiences appear to have given him proficiency in a subject that is offered at Oklahoma State equivalent to the proficiency ordinarily expected of those students who take the subject in a regular class may apply for an examination on the subject. Credit will be recorded with a grade of "P" if the student earns a "C" or better on the examination. A fee of \$6.00 per credit hour is charged. (This fee is not to be refunded even though the student receives no credit.)

Military Service:

Oklahoma State University grants eight semester hours credit for military service, which must include the completion of basic or

recruit training. Commissioned officers receive an extra twelve hours credit for their service.

USAFI credit is accepted and Armed Forces personnel have sixty days to establish, through USAFI examinations, advanced standing in subject matter which they mastered while in the Armed Forces.

Associate and Bachelor's Degree Programs in Technology at Oklahoma State University at Stillwater:

1. Aeronautical
2. Construction Management*
3. Drafting and Design
4. Electronics
5. Fire Protection and Safety*
6. General**
7. Mechanical Design
8. Mechanical Power
9. Metallurgical
10. Petroleum
11. Radiation and Nuclear

Associate Degree Programs at the Technical Institute in Oklahoma,

City:

1. Architectural
2. Computer Programming
3. Civil
4. Electronics
5. Fire Protection
6. Industrial Drafting
7. Instrumentation
8. Police Science
9. Technical Writing

*Associate degree only.

**Bachelor's degree only.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The problem with which this study was concerned was the lack of appropriate information concerning Oklahoma's institutional policies regarding acceptance of transfer credit from technician education programs. This chapter includes a summary of the study, conclusions, and recommendations.

Summary

The purpose of this study was to identify institutional policies regarding acceptance of transfer credit into technician education programs. Information was sought under the following major research topics:

1. Transfer credit from accredited institutions.
2. Transfer credit from non-accredited institutions.
3. Acceptance of correspondence and extension courses.
4. Credit allowed based upon advanced standing examinations.
5. Credit granted for educational experiences encountered while in the Armed Forces.
6. Listed as a matter of interest was the technician education programs offered by institutions.

The information for this study was obtained by reviewing the college catalogs of nine junior colleges and three senior colleges and universities.

Findings Related to the Research Topics

Information related to five major research topics were sought in this study. A summary of the information related to these five topics, as obtained from the college catalogs of nine junior colleges and three senior colleges and universities, is provided by topic.

Major Topic 1

What are the institutional policies related to the acceptance of transfer credit from students transferring from institutions accredited by a regional association?

The three senior colleges and universities grant full credit for work completed in institutions accredited by a regional association. All nine junior colleges indicated that credit would be granted; however, two gave no guidelines as to how the credit would be evaluated, four of the junior colleges left the evaluation of the transcript to the registrar, and three gave full credit under stated guidelines.

Major Topic 2

What are the institutional policies related to the acceptance of transfer credit from students transferring from non-accredited institutions?

The senior colleges and universities gave different policies on this topic. Langston had no stated policy. Cameron, which defines a non-accredited institution as one that is not accredited by a regional association, uses a current issue of the Report of Credit Given by Educational Institutions to evaluate courses from non-accredited institutions. Oklahoma State, which does not define "accredited institutions,"

will allow a course which is not accepted to be validated by examination.

Only three of the junior colleges mention non-accredited institutions. Two of these use a current issue of the Report of Credit Given by Educational Institutions to evaluate transcripts. The other has a committee to evaluate transcripts. The rest of the junior colleges either do not mention non-accredited institutions or do not distinguish between accredited and non-accredited institutions.

Major Topic 3

What are the institutional policies related to the acceptance of transfer credit earned through correspondence or extension courses?

Only the two universities--Langston and Oklahoma State--have stated policies regarding acceptance of correspondence or extension courses. Langston accepts only a limited number of credit hours and leaves the exact number up to the department involved. Oklahoma State will accept only eight credit hours of each from another fully accredited institution. None of the junior colleges mention correspondence or extension courses.

Major Topic 4

What are the institutional policies regarding the granting of credit based upon advanced standing examinations?

Two of the three senior colleges and universities offer both the CLEP and advanced standing examinations in areas not covered by the CLEP.

Seven of the nine junior colleges give advanced standing or the CLEP examinations.

Major Topic 5

What are the institutional policies regarding the granting of credit based upon educational experiences encountered while in the Armed Forces?

Oklahoma State is the only senior college or university with a stated policy regarding granting of credit for military service or USAFI courses.

Only three of the junior colleges mentioned granting credit for military service or USAFI courses.

Conclusions

1. While all institutions stated or implied that transfer credit would be accepted from other institutions, most did not explain what was considered to be an accredited institution. Many institutions advised the student to send his transcript to the registrar for evaluation but did not say by what method the transcript would be evaluated. There was little indication that the recommendations made by the State Regents for Higher Education were being considered.

2. Policies relating to granting of credit for non-traditional learning experience were even less clear than the policies related to collegiate transfer. Many colleges made no statement about policies related to credit granted for learning experiences while in the Armed Forces or to USAFI testing for college credit. Most colleges gave little or no information about advanced standing or CLEP examinations.

3. Collegiate policies of the institutions studied were not clear in meaning as to which transfer credits were acceptable and which were not acceptable. There are no clear guidelines, in most colleges, for the evaluation of transcripts. Evaluation of transcripts are, in most

colleges, left to the interpretation of the registrar.

Recommendations

1. Colleges and universities in Oklahoma should attempt to clearly explain policies related to acceptance of transfer credit and the method used in evaluation of transcripts. These policies should be in the college catalog along with a definition of terms used which a beginning student may not be familiar with. Every effort should be made to insure that each student requesting admission to the institution receives a college catalog with this information.

2. Due consideration should be given to the recommendations made by the Oklahoma Regents for Higher Education and additional ways of making transfer of credits from two-year to four-year institutions easier. Qualified personnel from the department into which a student is transferring should be made available, as a matter of policy, to evaluate work experience and to administer advanced standing examinations in that area.

3. A study should be made to correlate the policies related to acceptance of transfer credit as stated in college catalogs with the methods being practiced in evaluating transfer credit.

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VITA

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