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ABSTRACT

THIS REPORT OF THE SPECIAL AD HOC COMMITTEE ON  
 PRIVATE VOCATIONAL SCHOOLS, CREATED IN 1968 BY THE EDUCATIONAL  
 COORDINATING COUNCIL, PRESENTS INFORMATION REGARDING ACCREDITATION OF  
 PRIVATE SCHOOLS, SERVICE PROVIDED BY THESE SCHOOLS, AND OFFICIAL  
 RECOGNITION OF THE SCHOOLS. RECOMMENDATIONS WERE: (1) REPRESENTATION  
 OF PROPRIETARY SCHOOLS ON THE EDUCATIONAL COORDINATING COUNCIL, (2)  
 PROVISION BY THE COUNCIL FOR ANNUAL REPORTING BY PROPRIETARY SCHOOLS  
 IN A FORM COMPARABLE TO THAT FOLLOWED BY OTHER SEGMENTS OF EDUCATION,  
 (3) REPRESENTATIVES ON THE RESEARCH AND MANAGEMENT DATA COMMITTEE OF  
 THE COUNCIL, AND (4) RECOGNITION BY THE STATE OF THE ACCREDITING  
 ASSOCIATIONS FOR PROPRIETARY SCHOOLS WHICH ARE RECOGNIZED BY THE  
 UNITED STATES OFFICE OF EDUCATION. (JK)

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A COMMITTEE REPORT

ED036821

# THE PROPRIETARY SCHOOL IN OREGON

The Report of the  
Educational Coordinating Council's  
Ad Hoc Committee on Private Vocational Schools

April 1969

ED036821

State of Oregon  
EDUCATIONAL COORDINATING COUNCIL

647 Union St., N.E.  
Salem, Oregon 97310

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*Nine-Twenty-three Southwest Taylor, Portland, Oregon 97205 • (503) 228-6528*

April 7, 1969

Mr. Richard Rosenberg, Chairman  
Oregon Educational Coordinating Council  
647 Union Street, Northeast  
Salem, Oregon 97310

Dear Mr. Rosenberg:

Enclosed herewith is the report of the Council's Special Ad Hoc Committee on Private Vocational Schools. During the three times the committee met it became apparent that there were two main problems which could have an adverse effect upon the total utilization of the educational resources of the proprietary schools: their profit motivation and the different terminology, course patterns and result evaluation these schools use when compared to Oregon's non-proprietary schools.

The committee found no real quarrel with profit as a proper motivation for schools but addressed itself instead to the training results obtained by proprietary schools. The educational services offered by the proprietary schools the committee felt are needed by the state and are of a high quality. The difficulty in assessment of these services lies in the fact that these schools are not considered in the planning for the provision of educational services in the State of Oregon.

The committee feels that the proprietary schools could make an even greater contribution to Oregon education if they were considered as a bona fide part of the educational resources of the state and were included in the planning process.

Respectfully yours,

  
Donald H. Bassist, Chairman  
Ad Hoc Committee

DHB:mj

THE PROPRIETARY SCHOOL

IN OREGON

The Report of the  
Educational Coordinating Council's  
Ad Hoc Committee on Private Vocational Schools

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## INTRODUCTION

1           The Educational Coordinating Council, at its October 17, 1968  
2 meeting, created a special Ad Hoc Committee on Private Vocational Schools.  
3 The charge to the Committee was to consider the role of the proprietary  
4 school in the educational process in Oregon and in addressing itself to  
5 that question, to consider also the questions posed by Dr. Ben Lawrence,  
6 Executive Director, Educational Coordinating Council, in a speech to the  
7 Oregon Association of Private Vocational Schools on October 12, 1968. The  
8 questions from the speech are reproduced in Appendix A.

9           The Committee was composed of people from proprietary schools, the  
10 community colleges, private and independent colleges and universities, the  
11 State Department of Higher Education (Division of Continuing Education),  
12 and the State Department of Education.

## BACKGROUND INFORMATION

15  
16           In 1965, a Legislative Interim Committee on Technological Employ-  
17 ment recommended, and the Oregon Legislature enacted, law which: (1) estab-  
18 lished an Advisory Committee which was to be the proprietary school advocate  
19 (ORS 345.330), and (2) allowed the community colleges to contract with the  
20 proprietary school for the provision of educational services (ORS 341.445).

21           The Report of the Post-High School Study Committee, published in  
22 October 1966, said of this legislation that the Advisory Committee was  
23 necessary to the development of standards for these schools and should  
24 function in lieu of any recognized accrediting association; and that the  
25 authorization to contract was to encourage greater coordination between  
26 the community college and the proprietary school. Both statutes were

1 considered necessary to the identification of a role which would help 1  
2 relate the proprietary school to other segments of education in Oregon. 2

3 Part of the weakness of these statutes is that the Advisory 3  
4 Committee represents only about half of the proprietary schools in Oregon 4  
5 (those licensed by the State Department of Education), and the community 5  
6 colleges have made but very limited use of the statute allowing a con- 6  
7 tractual arrangement with the proprietary school for the provision of 7  
8 educational services. 8

9 To date, there are several -- largely uncoordinated -- efforts to 9  
10 increase the standards of these schools and to define their role. The 10  
11 Legislature, State Department of Education, Oregon Association of Private 11  
12 Vocational Schools, U. S. Office of Education, national accrediting asso- 12  
13 ciations, and individual proprietary schools have all been concerned with 13  
14 licensing, accrediting, coordination, and planning as they relate to these 14  
15 schools. 15

#### 16 Licensing 16

17 To ensure the conduct of a particular quality of program, Chapter 17  
18 345 of the Oregon Revised Statutes states that licenses 18  
19 19

20 . . . shall be granted only to such persons as are 20  
21 trustworthy, competent, ethical and equipped to transact 21  
22 such business in such manner as to safeguard and protect 22  
23 the interests of the public . . . 23

24 In addition, the Superintendent of Public Instruction requires 24  
25 that there be submitted to his office by the applicant school a certified 25  
26 financial statement, a bond in the amount of \$2,500 and certain materials 26  
descriptive of the nature of the program the school would propose to

offer, and the characteristics of the staff it is proposed shall teach in the school.

While the latter materials relating to program and staff, are reviewed by the State Department of Education, the principal factor considered in the licensing process is the school's financial statement and the bond. The review of the material relating to program and staff is cursory in character, and the issuance of a license to a school is not taken as approval or disapproval by the State Department of Education of the program or the persons employed to teach therein. In short, the license is in the nature of a business license which reflects primarily the financial responsibility of the school.

#### Certification and Accreditation

ORS 345.360 provides that the State Superintendent of Public Instruction shall cause to be issued certificates of compliance to vocational schools which demonstrate compliance with minimum standards developed by the Advisory Committee and which standards have been adopted by the Board of Education. There is the specific stipulation that the certification of compliance shall not be required of any vocational school as a condition to issuance or continuance of the license.

Minimum standards and the issuance of certificates represent an informal accrediting process in which many schools have chosen to participate (see Appendix B). A few schools are accredited by a recognized accrediting association (see Appendix C), reflecting the recent establishment of accrediting associations for some proprietary schools.

1           Accreditation is a process of recognizing those educational insti- 1  
 2           tutions whose performance and integrity entitle them to the confidence of 2  
 3           the educational community and the public. This recognition is extended 3  
 4           largely through nongovernmental or voluntary agencies which have assumed 4  
 5           responsibility for establishing criteria, visiting and evaluating insti- 5  
 6           tutions at the institution's request, and approving those institutions 6  
 7           that meet their criteria. Many proprietary schools are taking steps to 7  
 8           achieve accreditation by an accrediting agency approved by the U. S. 8  
 9           Office of Education. The Committee feels accreditation by an approved 9  
 10          accrediting agency should be a goal of all proprietary schools. 10

11           Accreditation of the proprietary school performs a number of 11  
 12          functions: 12

- 13           1. It intensifies each institution's efforts toward 13  
 14           maximum educational effectiveness. 14
- 15           2. It facilitates the evaluation of students' credits 15  
 16           for admission or transfer to other institutions. 16
- 17           3. It promotes high educational standards and ethical 17  
 18           business practices in the proprietary school. 18
- 19           4. It is a means of assuring the public of high quality 19  
 20           vocational and avocational education. 20

21           The Committee reviewed materials from certain accrediting associa- 21  
 22          tions to determine the role each of these associations plays in accrediting 22  
 23          the proprietary schools. Those reviewed were: 23

- 24           -- The Northwest Association of Secondary and Higher Schools 24
- 25           -- The Accrediting Commission for Business Schools 25
- 26           -- The National Association of Trade and Technical Schools 26
- The National Home Study Council
- The Cosmetology Accrediting Commission

1        The Northwest Association of Secondary and Higher Schools, at the 1  
2 post-secondary level, serves the Northwest region of the United States by 2  
3 accrediting community colleges, four-year institutions, and some special- 3  
4 ized institutions such as Oregon Technical Institute. This accrediting 4  
5 agency does not assume the responsibility for accrediting the wide range 5  
6 of vocational and technical schools, and is apparently not prepared to 6  
7 do so since its criteria for accreditation excludes any institution which 7  
8 is a profit-making institution. 8

9        To fill the gap in the accreditation of the proprietary school, 9  
10 several accrediting associations have formed and obtained U. S. Office of 10  
11 Education recognition. Among these associations are: 11

- 12        1. The Accrediting Commission for Business Schools. The sole 12  
13 function of this commission is to accredit institutions in 13  
14 the field of business education. The commission accredits 14  
15 business schools in five classifications: One-year and two- 15  
16 year business schools, junior and senior colleges of business, 16  
17 and data processing programs and institutions. 17
- 18        2. The National Association of Trade and Technical Schools. 18  
19 This accrediting association examines only those private 19  
20 trade and technical schools offering courses and programs 20  
21 traditionally related to such schools. 21
- 22        3. The National Home Study Council. This accrediting agency 22  
23 examines only eligible home study schools which apply and 23  
24 which offer courses of an academic, technical and vocational 24  
25 nature that reflect the customary offerings of regular 25  
26 secondary schools, technical institutes and colleges. 26

Private correspondence schools offering unique and unusually different programs of instruction are not reviewed and accredited by this agency. Such schools are advised to seek examination by professional societies and organizations in their respective subject matter fields or professions.

4. The Cosmetology Accrediting Commission. This commission is the result of a recent merger of two national accrediting associations in the field of cosmetic therapy. Its sole function is the accreditation of cosmetology schools.

The U. S. Office of Education recognizes the Accrediting Commission of Business Schools, the National Association of Trade and Technical Schools, and the National Home Study Council as:

. . . accrediting agencies and associations which he [U.S. Commissioner of Education] determines to be reliable authority as to the quality of training offered by educational institutions. [See Appendix D.]

The Cosmetology Accrediting Commission has requested recognition by the U. S. Office of Education for the purpose of offering accreditation services to cosmetology schools. For initial recognition, the agency or association is requested to furnish information establishing its compliance with the stated criteria (see Appendix E). This information may be supplemented by personal interviews or investigation of the agency's facilities, records, personnel qualifications and administrative procedures.

#### CONCLUSIONS

The proprietary school is unique to education in Oregon. It offers highly specialized training -- primarily, although not exclusively,

1 at the post-secondary level. Since it depends primarily on tuition for  
2 its educational program, it must be efficient in the presentation of the  
3 program and operate at a profit.

4 While the fact that these schools are profit-motivated has caused  
5 some to conclude that the proprietary school is a commercial establishment  
6 and that this is inconsistent with it being an educational institution,  
7 the Committee feels that this is not so. The source of funds by which a  
8 school carries out its program should not affect its ability to assist  
9 students to reach certain educational objectives nor cast the school in  
10 a different light. The fact that private and independent nonprofit insti-  
11 tutions of higher education receive public funds does not make them public  
12 institutions. The more important questions concern the educational  
13 objectives of the institution and the quality of the program offered.

14 There is evidence that the proprietary school: (1) is an edu-  
15 cational institution; (2) is concerned about the quality of its program;  
16 and (3) should be a part of the total educational planning process in  
17 Oregon. The Committee has found the following to be of significance when  
18 addressing itself to these issues.

- 19 1. The U. S. Office of Education has recognized certain ac-  
20 crediting agencies which have been determined to be  
21 "reliable authority as to the quality of training  
22 offered by educational institutions." (See Appendix D.)

23 Among those listed, each of the following has accredited  
24 one or more proprietary schools in Oregon:  
25  
26

- The Accrediting Commission for Business Schools
- The National Association of Trade and Technical Schools
- The National Home Study Council

In accrediting certain proprietary schools in Oregon, these agencies have determined, by U. S. Office of Education definition, not only that the school operates at a certain level of quality, but also that it is an educational institution.

2. The proprietary schools constitute a significant part of the educational effort in Oregon. There are approximately 140 of these schools serving annually more than 15,000 Oregon residents at the post-secondary level (see Appendix F).

3. The report of the Interim Committee on Technological Employment to the Governor and the 53rd Legislative Assembly recognized the proprietary school's importance in assisting Oregon in meeting its total training needs by recommending:

- a. . . . that the Superintendent of Public Instruction appoint an advisory committee of seven officials from private proprietary schools which shall recommend standards of operation to him.
- b. . . . that, upon approval of the Superintendent of Public Instruction, public school administrators be allowed to contract for services from private schools.

4. In carrying out the recommendations of the Interim Committee on Technological Employment, the 1965 Legislative Assembly provided in ORS 345.320:

Purpose. The Legislative Assembly finds that private vocational schools operated in this state are capable of increasing the educational opportunities available in this state and of making a contribution to the social and economic progress of the people of this state. Private vocational schools offer different

approaches to education than do public schools and  
are often able to provide vocational and placement  
assistance not otherwise available . . .

5. In October, 1966, the report, Post-High School Education in Oregon, acknowledged the efforts of the Legislature to relate the proprietary school to other segments of education by stating:

Effective coordination of the educational planning of public post-high school educational institutions, particularly the community colleges, with the proprietary schools demands that there be ready, easy communication between them.

The report went on to state:

It is our conviction that there is not yet sufficiently ready communication between the proprietary schools and the community colleges.

As a means of opening up channels, which are essentially unchanged from what they were when the report was published, and of encouraging communication, for which there is a greater need now than when the report was published, the report recommended:

. . . that the proprietary schools be given voice on the State Educational Coordinating Council where the State System institutions, independent colleges and universities, community colleges, and elementary and secondary school education already have representation.

6. Finally, in the provision of a statutory base for the Educational Coordinating Council, the following language appears:

. . . The Council shall be broadly representative of the public and of private and public institutions of higher education, including junior colleges, community colleges and technical institutes in the State of Oregon.

The Committee feels that the proprietary schools fall within this description.

#### RECOMMENDATIONS

The Council's Ad Hoc Committee on Private Vocational Schools has reviewed carefully the function of the proprietary school in Oregon, and with the thought of improving and ensuring the quality of program, the comparability of data, and the planning and coordination of all education in Oregon, the following recommendations are made:

1. The proprietary schools should have representation on the State of Oregon Educational Coordinating Council to improve the coordination and planning of the proprietary school with other segments of education in Oregon. In addition:
  - a. Provision should be made by the Council, with the advice of its Research and Management Data Committee, for the annual reporting of basic, relevant information from proprietary schools in a form which is comparable to data reported by other segments of education; and
  - b. The proprietary school should have representation on the Council's Research and Management Data Committee.
2. The State should recognize the accrediting associations for proprietary schools which are recognized by the U. S. Office of Education as reliable authority as to the quality of training offered by those educational institutions.

## Appendix A

## QUESTIONS FROM SPEECH OF OCTOBER 12, 1968

THE FIRST QUESTION HAS TO DO WITH CURRICULAR CONTENT. Private vocational schools generally do not offer, nor attempt to encourage, elective courses designed to round out the individual in the academic and social sense. In order to be accepted, will private vocational schools be required to change this policy -- or will public institutions begin to copy the vocational schools in some instances? Students today are calling for more relevant curriculums. Vocational schools have tended to serve the students' needs directly. There is some reason to believe that community colleges are already beginning to adopt the private vocational school point of view.

QUESTION NUMBER TWO HAS TO DO WITH THE SELECTION OF CURRICULAR PROGRAMS. Private vocational schools generally offer programs which will attract enough students to be profitable. Public schools cannot be this selective. They must provide programs in some cases which are high cost and have low enrollments. Can public schools be expected to recognize the private school for planning and enrollment purposes when the private school is not required to provide programs that are expensive and inefficient?

THE THIRD QUESTION PERTAINS TO ACCREDITATION. Private vocational schools have made some progress toward establishing accrediting standards. Will the State accept their efforts thus far, or will they be required to make greater strides in the establishing of standards before being fully accepted by the educational community?

THE FOURTH QUESTION PERTAINS TO THE PROFIT MOTIVE. Many -- if not most -- private vocational schools are profitmaking enterprises. The rest of Oregon's recognized educational system is non profit. In order to be accepted, will the private vocational schools have to become non profit -- or will the profit motive be accepted as a legitimate function of State recognized educational programs?

### Participation

Moving from the questions pertaining to recognition -- full recognition of private vocational schools will be realized only through their full participation in the planning process.

THE FIRST QUESTION PERTAINING TO PARTICIPATION DEALS WITH COOPERATION IN STATEWIDE MANAGEMENT INFORMATION SHARING. Oregon's colleges and universities, with the assistance of the Educational Coordinating Council, are able to share data and information for comparison and planning purposes at the state level. They are cooperating in the development and implementation of a coordinated management information sharing system in order to improve this capability. This information is vital to long-range planning to meet the educational needs of Oregon. Will private vocational schools be prepared to cooperate in these joint efforts? How can the State take cognizance of the services rendered, or evaluate the programs offered by these schools, if such information is not available?

THE SECOND QUESTION PERTAINING TO PARTICIPATION HAS TO DO WITH THE DEVELOPMENT OF STATEWIDE PLANS AND GUIDELINES. Most, if not all, of Oregon's colleges and universities contribute in some way, from time to time,

to the development and review of plans and guidelines for Oregon education through service on the Council's committees. Will private schools be able and willing to participate in this way?

THE THIRD QUESTION PERTAINING TO PARTICIPATION HAS TO DO WITH THE WILLINGNESS OF THE PRIVATE SCHOOLS TO ABIDE BY DECISIONS THAT ARE MADE THROUGH THIS PLANNING PROCESS. The success of coordination has hinged upon the willingness of the participating institutions to voluntarily submit to statewide planning decisions. Will private vocational schools be prepared to submit to such decisions that may affect them?

## Appendix B

SCHOOLS ISSUED CERTIFICATES OF COMPLIANCE BY  
STATE DEPARTMENT OF EDUCATION

1. Advertising Art School  
420 S.W. Washington Street  
Portland, Oregon 97204
2. Baker Business College  
P.O. Box 413, Rand Bldg.  
2005 1st Street  
Baker, Oregon 97814
3. Bassist Fashion Institute  
923 S.W. Taylor St.  
Portland, Oregon 97205
4. Beaverton Business College  
10835 S.W. Canyon Rd.  
Beaverton, Oregon 97005
5. Career Builders, Inc.  
726 S.E. Grand Avenue  
Portland, Oregon 97214
6. Cinderella School of Self  
Improvement & Models Agency  
147 Liberty Street N.E.  
Salem, Oregon 97301
7. Commercial Driver Training  
12005 N. Burgard St.  
Portland, Oregon 97203
8. Electronic Computer Programming  
Institute of Oregon, Inc.  
Oregonian Bldg., 1320 S.W. Broadway  
Portland, Oregon 97201
9. Evelyn Wood Reading Dynamics  
401 S.W. 11th Avenue  
Portland, Oregon 97205
10. Franklin Institute of Sales, Inc.  
1101 S.W. Washington Street  
Portland, Oregon 97205
11. Glorea LaVonne Finishing,  
Fashion, Modeling & Dress  
Design School  
813 S.W. Alder, Woodlark Bldg.  
Portland, Oregon 97205
12. Hood River Skilled Trade  
Schools  
408 Oak, P.O. Box 539  
Hood River, Oregon 97031
13. Hutchinson School of Floral  
Design  
6316 N.E. 26th Avenue  
Portland, Oregon 97211
14. Industrial Welding School  
of Oregon  
1620 S.E. Hawthorne Blvd.  
Portland, Oregon 97214
15. Interstate Training Service  
4035 N.E. Sandy Blvd.  
Portland, Oregon 97212
16. McKinzie Auto Body & Fender  
School  
2640 N.E. Alberta Street  
Portland, Oregon 97211
17. Merritt Davis School of  
Commerce  
210 Liberty Street S.E.  
Salem, Oregon 97301
18. Merritt Davis School of  
Commerce  
833 Klamath Avenue  
Klamath Falls, Oregon 97601
19. Merritt Davis School of  
Commerce  
40-42 N. Riverside  
Medford, Oregon 97501

20. Mt. Hood Ski School, Inc.  
19244 S.E. River Drive Ct.  
Milwaukie, Oregon 97222
21. Norman F. Webb -- Real Estate  
Salesman & Brokers Course  
710 Capitol Tower  
Salem, Oregon 97301
22. North Pacific Dental &  
Medical College  
720 S.W. Alder Street #17  
Portland, Oregon 97205
23. Northwest Schools  
1221 N.W. 21st Avenue  
Portland, Oregon 97209
24. Northwestern College of Business  
1950 S.W. 6th Avenue  
Portland, Oregon 97201
25. Offset and Duplicating School  
363 Court Street N.E.  
Salem, Oregon 97301
26. Oregon Meat Cutting School  
Cottage Grove, Oregon 97424
27. Oregon Polytechnic Institute  
1208 S.W. 4th Avenue  
Portland, Oregon 97204
28. Oregon School of Massage  
P.O. Box 55  
Eagle Creek, Oregon 97022
29. Pacific Academy of Accountancy  
618 S.W. 5th Avenue  
920 Failing Building  
Portland, Oregon 97204
30. Pacific Business College  
1119 S.W. Park Avenue  
Portland, Oregon 97205
31. Pacific Coast Institute of  
Technology  
P.O. Box 275, 650 N. 1st  
Woodburn, Oregon 97071
32. Portland Real Estate School  
3024 N.E. Glisan Street  
Portland, Oregon 97232
33. Portland Secretarial School  
317 S.W. Alder Street  
Portland, Oregon 97204
34. Portland Upholstering School  
7626 N.E. Sandy Blvd.  
Portland, Oregon 97213
35. Reading & Study Skills Center  
1008 S.W. 6th, Suite 201  
Portland, Oregon 97204
36. Real Estate School of Oregon  
904 S.W. Main St., Masonic Temple  
Portland, Oregon 97205
37. Robertson School of Business  
619 S.E. Cass Avenue  
Roseburg, Oregon 97470
38. Salem Business College  
547 Court Street N.E.  
Salem, Oregon 97301
39. Sales Training of Portland, Inc.  
2104 S.W. 5th Avenue  
Portland, Oregon 97201
40. Technical Training Service, Inc.  
P.O. Box 11226  
5018 N.E. Union  
Portland, Oregon 97211
41. West Coast Training Service  
2035 S.W. 58th Avenue  
The Sylvan Building  
Portland, Oregon 97201
42. Western Business University  
812 S.W. 10th Avenue  
Portland, Oregon 97205

## Appendix C

SCHOOLS ACCREDITED BY ACCREDITING ASSOCIATIONS  
RECOGNIZED BY THE U. S. OFFICE OF EDUCATION

Among the schools currently licensed under Chapter 345 of the Oregon Revised Statutes, the following have received accreditation by the accrediting agency designated:

Accrediting Commission of National Trade and Technical Schools:

Bassist Fashion Institute  
North Pacific Dental and Medical College  
Electronic Computer Programming Institute of Oregon

Accrediting Commission of National Home Study Council:

Interstate Training Service

Accrediting Commission for Business Schools:

Northwestern College of Business  
Portland Secretarial School

## Appendix D

NATIONALLY RECOGNIZED  
ACCREDITING AGENCIES AND ASSOCIATIONS

The following is a list of nationally recognized accrediting agencies and associations which have been determined by the Commissioner of Education to be reliable authority as to the quality of training offered by educational institutions either in a geographical area or in a specialized field. This list is published as required by the pertinent legislation and is based on information currently available (December 31, 1968):

Regional Accrediting Associations and Agencies

Middle States Association of Colleges and  
Secondary Schools

New England Association of Colleges and  
Secondary Schools

North Central Association of Colleges and  
Secondary Schools

\* Northwest Association of Secondary and  
Higher Schools

Southern Association of Colleges and Schools

Western Association of Schools and Colleges

National Specialized Accrediting Associations and Agencies

Accrediting Association of Bible Colleges

\* Accrediting Commission for Business Schools

The American Association of Collegiate Schools  
of Business

American Association of Nurse Anesthetists

The American Association of Theological Schools

American Bar Association

American Chemical Society

American Council on Education for Journalism

American Council on Pharmaceutical Education

American Dental Association

American Library Association

American Optometric Association

American Osteopathic Association

American Podiatry Association

The American Public Health Association, Inc.

American Speech and Hearing Association

American Veterinary Medical Association

Council on Medical Education of the American  
Medical Association

Council on Social Work Education

Engineers' Council for Professional Development

Liaison Committee on Medical Education

National Architectural Accrediting Board

National Association for Practical Nurse Education  
and Services, Inc.

National Association of Schools of Art

National Association of Schools of Music

\* National Association of Trade and Technical Schools

National Council for Accreditation of Teacher  
Education

\* National Home Study Council

National League for Nursing, Inc.

Society of American Foresters

Other

New York Board of Regents

## Appendix E

U. S. OFFICE OF EDUCATION CRITERIA  
FOR RECOGNIZING ACCREDITING AGENCIES

The following are the criteria which the Commissioner of Education will utilize in determining whether a nationally recognized accrediting agency or association is reliable authority as to the quality of training offered by educational institutions.

The agency or association:

1. Is regional or national in the scope of its operations. (Regional as here used means several states);
2. Serves a definite need for accreditation in the field in which it operates;
3. Performs no function that would be inconsistent with the formation of an independent judgment of the quality of an educational program or institution;
4. Makes publicly available (a) current information concerning its criteria or standards for accreditation, (b) reports of its operations, (c) lists of institutions or educational programs which it has accredited;
5. Encourages and gives staff guidance for institutions or program self-study prior to accreditation;
6. Secures sufficient and pertinent data concerning the qualitative aspects of an institution or educational program, and accredits only those institutions or programs which after on-site examination are found to meet the published criteria for accreditation;
7. Has an adequate organization and effective procedures to maintain its operations on a professional basis. Among the factors to be considered in this connection are that the agency or association:

(a) Clearly sets forth the scope of its accrediting activities, both as to geographical area and nature and type of institutions or program fields covered;

(b) Has financial resources as shown by its audited financial statements necessary to maintain accrediting operations in accordance with published policies and procedures;

(c) Has clear, written definitions of and procedures for (1) the accrediting of institutions or programs, (2) placing them on a probationary status, (3) revoking accredited status, and (4) reinstating the accredited status of an institution or program;

(d) Charges only reasonable fees;

(e) Uses experienced and qualified examiners to visit institutions, to examine educational objectives, to inspect courses, programs, administrative practices, services, and facilities, and to prepare written reports and recommendations for evaluation by the agency or association -- and causes such examination to be conducted under conditions that assure an impartial and objective judgment;

(f) Evaluates an institution or program only with the specific authorization of the chief executive officer of the institution;

(g) Provides for adequate consultation during the visit between the team of visitors and the faculty, administrative staff, and students

(h) As a result of the accreditation visit, furnishes a written report to the chief executive officer of the institution with comments on the institution's areas of strength, on the areas needing improvement, and on suggested means of improvement.

(i) Provides the chief executive officer with an opportunity to comment upon the factual elements of the report of the visiting team before the agency or association takes action on it;

(j) Evaluates the report of the team in the presence of a member of the team, preferably the chairman;

(k) Provides a regular means whereby the institution may appeal to the final authority in the agency or association;

(l) Re-evaluates at reasonable intervals its accredited institutions and educational programs;

8. If an agency has developed a preaccreditation status, it shall have adequate procedures and requirements for the award of such status comparable to those employed for the award of accredited status;

9. Reviews at regular intervals the criteria by which it evaluates institutions or educational programs, in order that the criteria shall both support constructive analysis and emphasize factors of critical importance;

10. Has demonstrated not less than two years' experience as an accrediting agency;

11. Has gained acceptance of its criteria, methods of evaluation, and decisions by educational institutions, practitioners, licensing bodies and employers throughout the United States;

12. Has demonstrated its capability and willingness to enforce ethical practices among the institutions and educational programs accredited by it.<sup>1</sup>

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<sup>1</sup>These criteria supersede the criteria previously promulgated by the Commissioner of Education on October 4, 1952, 17 F. R. 8929-8930.

## Appendix F

PROPRIETARY SCHOOLS IN OREGON  
TYPE, COURSE OFFERINGS, AND ENROLLMENT

July 1967 - June 1968

Type of Vocational School (1)	No. of Schools by Type (2)	Course Offering of Schools (3)	Enrolled Students July 1967 to June 1968 (4)
Aeronautics, Flight Schools	35	Flight Training for Commercial Pilots' Licenses & Ground Training Courses.	479
Barber Schools	4	Scientific Fundamentals of Barbering	205
Beauty and Hair-dressing Schools	38	Scientific Fundamentals of Hair-dressing and Beauty Culture.	1,562
Business Schools	14	Secretarial Science, Business Machines, IBM Key Operators, Accounting, Legal Secretary, Medical Secretary, Receptionist.	3,218
Dental and Medical Technician Schools	4	Dental & Medical Receptionist, Crown & Bridge, X-ray Technology, Medical & Dental Assistants, Dentures, Massage.	225
Driver Training for Commercial Vehicles	1	Commercial Transport Operations-Pickup and Delivery, Refresher Course.	86
Sales and Merchandising	7	Professional & Junior Modeling, Dress Fashioning, Posture, Personal Charm.	892
Real Estate Schools	7	Real Estate Salesman, Real Estate Broker.	1,323
Salesmanship & Self-Improvement Schools	8	Dale Carnegie Prof. Sales -- Sales Training, Self Improvement, Effective Sales Speech.	2,477
Trade & Technical Schools	23	Printing, Drafting, Transmission, Elec. Tech. Eng. Tuneup, Auto Body & Fender Repair, Grocery Checking, Meat Cutting, Bartending-Cocktail Hostess, Nursing Aides, Heavy Equipment Operators & Mechanics, Radio & TV Operating Engineer, Electronic Technician, Furniture Upholstering, Commercial Art.	4,563
Other	2	--	2,510

NOTE: Not included in Appendix F are the following types of proprietary schools:

- |                     |  |
|---------------------|--|
| a. Driver Training  | c. Correspondence  |
| b. Self-Improvement | d. Flight Schools (offering instruction for private pilot license only). |