

Nonresidents:

By MARTHA BLISS
Of the Emerald

Out-of-staters beware: residency requirements are tightening, thereby enabling fewer of you to skip out on those dreaded non-residency fees. As a result of revisions made by the Oregon State Board of Higher Education in January, the admissions office is slowly phasing in new guidelines which will become absolute by fall.

These new guidelines define an emancipated nonresident student who is eligible for residency as "one who has a domicile independent of that of his parent or legal guardian, and receives no financial support from his parents or guardian."

Gone are the exceptions for students who are over age 21 or, if under age 21, who are married. Under the old guidelines, students falling under these exceptions did

not need to demonstrate financial independence from their parents or guardians; if they established an Oregon domicile (place of permanent residence), they were automatically considered independent.

By cutting out the exceptions, the new guidelines treat everyone the same. The purpose for them, according to Roy Lieuallen, chancellor of the State Board, is to rid the residency policy of any poten-

tial discrimination. He explains the board was acting in accordance with state laws which prohibit any discriminatory distinction on the basis of age or marital status.

Lieuallen defends the revisions and says they do not necessarily "tighten" the residency guidelines. University admissions director Jim Buch, on the other hand, views them as decidedly "a lot stricter."

Buch reports the admissions office is currently operating under both guidelines, handling students already "in the pipeline" of establishing residency under the old and those just beginning their pursuits under the new.

Other than the depletion of the exceptions, the new guidelines are about the same as the old and will probably spark the same amount of student confusion, which Buch describes as immense.

A major area of confusion, he says, is the time period required to establish an Oregon domicile. If a person establishes this before he initially registers at any Oregon postsecondary institution, the period is six months. "Initial includes every type of registration imaginable—summer session, non-matriculation, you name it. For students already registered, the period stretches out to 12 months.

Another stickler is the definition of "no financial support from his parents or guardian." Buch says self support is a subjective decision on the part of the admissions office and he offers a few exam-

ples of the situations it involves:

- Lisa Luckie inherits a bundle from her rich uncle.

- Stu Dent works full time while going to school full time and pays his nonresidency fees completely by himself on a deferred schedule for two terms. But on the third term, the last day to pay deferred tuition comes a week before pay day and he calls his dad for help.

- Little Ritchie's parents set up a savings account for him at birth and deposit massive sums into it every year on his birthday.

On just rough estimation, Buch figures Lisa Luckie would be just that—lucky—while Stu Dent would have blown his chances for obtaining residency. Little Ritchie's situation, however, is one which has no set solution yet, he says.

Still another area of confusion is the degree of financial help a student can obtain from his parents or guardian and still qualify as self-supporting. Unlike regulations in the financial aid office where a student claiming independence on a financial aid application can receive up to \$600 from his parents or guardian, residency regulations stipulate a student applying for residency status can receive no money from them. Buch says this difference in regulations causes great confusion among students applying for both financial aid and residency.

All inquiries about residency status should be directed to Robert Campillo, assistant director of admissions, 270 Oregon Hall.

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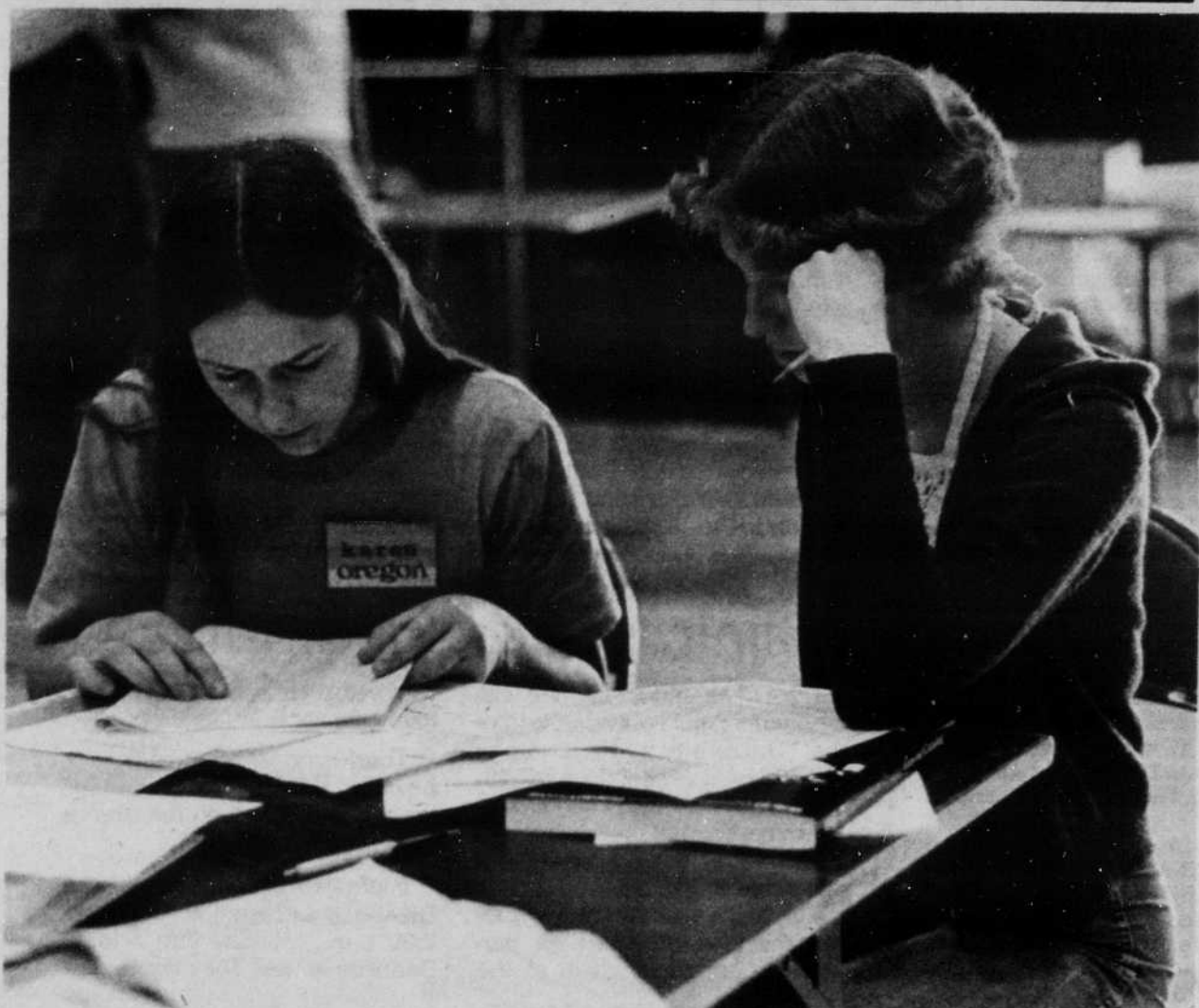


Photo by Kim Smith

Registration already?

An early orientation program aide assists in decoding registration forms for a University newcomer signing up for fall term classes. While registration assistants and academic advisers endeavored to make freshmen feel less like "frosh," other aides decoyed concerned parents to informal coffee hours and parties where questions were answered.

Challenging courses

Students save time and money

By LORI PETERSON
Of the Emerald

Rising tuition costs and lack of time to attend school contribute to the growing popularity of course challenge at the University.

Course challenge exams in the College Level Examination Program (CLEP) provide an opportunity for students to complete group requirements without attending regular class sessions.

"The exam makes students more likely to finish their degree if they don't have money to go through the last year," says Evelyn Rowe, counseling center psychologist.

Rowe said the faculty legislation addressed itself to course challenge in 1972, and old legislation was revised initiating the

CLEP exam into various departments on campus.

Barry Siegel, a University professor of economics, was directly involved in the legislature activity that took place.

"During debate there was little faculty opposition," he says. "We got departments to approve individual subject matter, but our biggest challenge was getting students to take the exams."

A student has a choice of taking either a CLEP exam that is generally approved and arranged through the counseling center, or setting up a special exam (approved by the department chair) through particular professors, according to Siegel.

One recent change in policy, Siegel notes, is if the student does

not pass the exam, it does not go on his record.

Professors and advisers have been generally supportive of course challenge since initiation.

Dick Crawford, director of student advising and pre-major programs at the Wallace School of Community Services and Public Affairs, says, "If students have fewer than 90 hours, I refer them to this. We have a very high percentage of students who take and pass these exams." He adds, "Credit by exam is used much less by our students. We usually refer more people to the CLEP."

Crawford finds most students who take CLEP exams have family obligations or work experience,

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Faculty protests evaluation rules

The Faculty Personnel Committee — which makes promotion and tenure recommendations to the president — asked the Oregon State Board of Higher Education Thursday to reconsider allowing students to participate in faculty evaluation until some legal questions are answered.

This came in response to the board's July 20 decision to require student participation in faculty evaluation decisions at seven state-supported colleges and universities in Oregon.

Originally, the wording of the measure said faculty evaluation "may" include input from students, but an ASUO-Oregon Student Lobby proposal was accepted by the board that said evaluations "shall" include student input.

The seven-member Faculty Personnel Committee, elected from the faculty at-large, then protested the decision.

"We weren't notified of the meeting," said committee secretary John Wish, a marketing professor. "And we feel that two major issues should be taken into account before making a decision. The first is the conflict between the rules in the University Charter, which say the faculty shall govern the University, and the rules adopted by the State Board."

The second issue is whether or not there is a legal difference in a denial of tenure by a student writing the case evaluation, as opposed to a faculty member writing the case evaluation.

"Dave Frohnmayer (assistant to the president on legal affairs) is researching the question," said Wish, but Frohnmayer could not be reached for comment Monday.

Administration officials have said all along that students do participate on personnel committees at the department and school level. However, Vice-Pres. for Academic Affairs Harry Alpert admits "most departments do not include student participation" in the evaluation process, and there has been no attempt to codify that participation into uniformity.

David Patterson, head of the Oregon State University Faculty Senate said his executive committee plans to meet on the student evaluation issue next week.

Patterson stated his group had supported a recommendation encouraging student participation, but not making it mandatory. He said that board action was contrary to the senate's desire and predicted that it might wish to add its voice for reconsideration.