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THE PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and *Ex-officio* Members to the Senate
FROM: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **May 1, 1995**, at 3:00 p.m. in room 53 Cramer Hall.

AGENDA

- A. Roll
- B. Approval of the Minutes of the April 3 and 17, 1995 Meeting
- C. Announcements and Communications from the Floor
 - 1. Announcements
 - 2. President's Report
 - 3. Provost's Report
- D. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- E. Reports from the Officers of Administration and Committees
 - Spring Term Registration Report - Tufts
 - 1. Interinstitutional Faculty Senate - Burns
 - 2. Annual Report, Intercollegiate Athletic Board - Brenner
 - 3. Annual Report, Budget Committee - Lall
- F. Unfinished Business
 - 1. Four-credit Course System Interim Report, Academic Requirements Comm. - Rosengrant
 - 2. Four-credit Course System Interim Report, University Planning Council - Oshika
 - 3. Four-credit Course System Interim Report, Curriculum Committee - Holloway
- G. New Business
 - 1. Environmental Science Program Proposal, Curriculum Committee - Holloway
 - 2. Community Development Program Proposal, Curriculum Committee - Holloway
- H. Adjournment

The following documents are included with this mailing:

- B Minutes of the April 3 and 17, 1995 Senate Meeting
- E2 Annual Report, Intercollegiate Athletic Board
- E3 Annual Report, Budget Committee
- G1 Environmental Science Program Proposal
- G2 Community Development Program Proposal

Secretary to the Faculty

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THE PORTLAND STATE UNIVERSITY FACULTY SENATE

Minutes: Faculty Senate Meeting, April 3, 1995, and April 17, 1995
Presiding Officer: Loyde Hales
Secretary: Sarah E. Andrews-Collier

Members Present

April 3, 1995:

Abrams, Barton, Becker, Bowlden, Bowman, Bulman, Cooper, DeCarrico, Etesami, Falco, Feeney, Fisher, Fosque, Fokine, Franks, Goldman, Gray, Greco, Hales, A. Johnson, Dav. Johnson, Kosokoff, Lall, Lendaris, Liebman, Limbaugh, Maynard, McBride, Miller, Ogle, Rhee, Robertson, Smith, Svoboda, Talbott, Watanabe, Wetzol, Wollner.

Alternates Present:

Tracy for Jolin, Forbes for Tinnin, Mandaville for Weikel

Members Absent:

Bluestone, Bodegom, Brenner, Kenny, Kocaoglu, Krug, Manning, Novy, Raedels, Seltzer, Watne.

Ex-officio Members

Present:

Andrews-Collier, Davidson, Desrochers, Diman, Hollaway, Koch, Oshika, Putnam, Reardon, Rosengrant, Toscan, Ward

Members Present

April 17, 1995:

Abrams, Becker, Bluestone, Bodegom, Brenner, Bulman, Cooper, Feeney, Fosque, Franks, Goldman, Gray, Greco, Hales, A. Johnson, Fisher, Kosokoff, Lall, Maynard, Ogle, Svoboda, Talbott.

Alternates Present:

Hollaway for Fokine, Frazer for Lendaris, Forbes for Tinnin, Parshall for Wetzol.

Members Absent:

Barton, Bowlden, Bowman, DeCarrico, Etesami, Falco, D. Johnson, Jolin, Kenny, Kocaoglu, Krug, Liebman, Limbaugh, Manning, McBride, Miller, Novy, Raedels, Rhee, Robertson, Seltzer, Smith, Watanabe, Watne, Weikel, Wollner.

Ex-officio Members

Present:

Andrews-Collier, Davidson, Desrochers, Diman, Koch, Oshika, Ramaley, Toscan.

B. APPROVAL OF THE MINUTES

The meeting was called to order at 3:14 p.m. on April 3, 1995. The Faculty Senate Minutes of March 6, 1995, were approved.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. Announcements

CHANGES IN FACULTY SENATE AND/OR COMMITTEE ROSTERS SINCE 3/6/95

COMMITTEE: David Holloway, CLAS, has been appointed Chair of the Curriculum Committee. Tom Potiowsky, ECON, has been named to the Advisory Council to replace Steve Brenner for the remainder of his term, through June 1995. Martha Hickey, FLL, has been appointed to the Deadline Appeals Committee through June 1995.

On Monday, April 10, at 4:00 p.m. in the Cascade Room, the Ad Hoc Committee on the Big Sky Option will present its final recommendation to President Ramaley, and the Intercollegiate Athletic Board will comment.

Senators and ex-officio members are requested to speak loudly and to state their names when recognized by the chair. Members located on or above the transverse aisle will not be recognized.

President Ramaley, in accordance with normal governance procedure, approved the motion to extend the Writing-Intensive Courses Pilot Project for one year, through 1995-1996. The President also approved the motion to adopt the Evaluation of Transfer Credit from Foreign Institutions, as proposed by ARC.

2. President's Report

The Provost reported for the President, who was out of town.

3. Provost's Report

REARDON stated there is still nothing to report on higher education budget deliberations.

The accreditation visit is scheduled to start April 12. REARDON thanked John Cooper for his "heroic monumental" effort in directing the self-study and its publication.

PSU is one of three schools, with Kent State and Carlton College, featured in an article in this month's "Policy Perspectives." Copies of the article will be made available.

PSU is a finalist, with Lewis & Clark College, for locating a permanent program of Waseda University (Japan) in Portland. Should our proposal be accepted, Waseda would commit to construction of residence and classroom facilities.

At the national meeting of the American Association of Higher Education two weeks ago, PSU made several presentations. As a result, we have been contacted by the Kellogg, Pew and Cleveland foundations to submit proposals for support of implementing the General Education Program and our community based learning proposals.

3. Vice President's Report

DESROCHERS stated budget deliberations will continue for a minimum of several more weeks.

The "Contract With America" proposes ending or eliminating some federal student financial aid, and the Senate Appropriations Committee rejected this proposal last week. It is very important for us to be vocal before the conference committee starts, to preserve the Senate decision. Senator Hatfield has expressed his commitment to preserving student financial aid.

The University District was featured on "The Oregonian" op-ed page today in an article by Chuck Leonard of US West. A proposal goes before City Council Wednesday, April 5.

Constuction proposed for Waseda University would be on the plaza corridor on 4th Ave.

4. Vice Provost's Report

KOCH stated three important graduate scholarships are currently open for application, the Oregon Laurels Graduate Tuition Remission Program, the Elsa Jorgenson Award, and the Oregon Sports Lottery Scholarship. There is a single application for the three programs.

D. QUESTION PERIOD

There were no questions for Administrators or the Chair.

E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

Robert Tufts, Registrar, reported on Spring 1995 registration. Enrollment is down one tenth of one percent in headcount and up 3.0% in FTE, compared the Spring 1994.

COOPER asked if there was a problem with the touch tone registration system. TUFTS stated the system is designed so once the Wait List is engaged, students can only be added through it. If the Wait List is shorter than the number of drops, the system will save places for those students and let other students in. KOSOKOFF stated departments must maintain a long wait list to make the system operate properly.

COOPER asked if the system keeps a record of students turned away. TUFTS stated no, as they can keep shopping for courses in the system. WETZEL stated there is a CLAS ad hoc committee working with the Advisory Committee on Information Technologies and Bruce Taggart to address these problems.

1. Interinstitutional Faculty Senate

BURNS, who reported after C.3. so he could return to class, stated that the Board is asking for response from IFS and faculty to the "Draft: *Faculty Diversity Initiatives for the State System*." A copy has been forwarded to the Secretary of the Faculty and is available in that office. The is primarily to improve racial and ethnic diversity of faculty and students; as late as 1993, Oregon had less than one-half the national rate of faculty ethnic distribution.

LENDARIS asked what is the intent of the "ABD" part of this. BURNS stated that it is to help minorities finish their degrees, as well as help them move into tenure track positions in Oregon.

LALL stated we should also work at retention of the small number we have now. BURNS stated he would forward that comment.

2. Annual Report, Academic Requirements Committee

ROSENGRANT presented the report(E1) and extended the committee's thanks to Angie Garbarino and her staff at Degree Requirements for their efforts this year. Petition numbers were relatively small this year. Two areas on the petitions related to student and faculty narrative, were monitored this year. The committee will continue to work closely with University Studies to anticipate changes in requirements.

HALES accepted the report for Senate.

3. Annual Report, General Student Affairs Committee

PUTNAM presented the report(E3) for the committee.

LENDARIS requested an explanation of the campus firearms policy. PUTNAM stated firearms are allowed for class activities. JOHNSON asked if concealed weapons are permitted. PUTNAM stated they are not. DESROCHERS stated she referred the issue of procedures for allowing firearms on campus to the committee because a student group requested permission this year and she noted there was not a clear policy.

4. Center for Academic Excellence

Sherwin DAVIDSON, Vice Provost, outlined the history and scope of the Center. She initially met with the Steering Committee who recommended she also make presentations like today's to deans, departments and individual faculty.

The Provost moved to establishment of the Center as a result of reports from three task forces he convened last Spring. Their memberships were recommended by the Steering Committee. The three components represented by those task forces, community service, pedagogy and assessment have been integrated in the center. Six volunteer faculty members also comprise a committee to develop university policy for assessment. The center has three operating principles, 1) always relate activities to learning outcomes and faculty scholarship, 2) keep the center in the center of the faculty, and 3) Devorah Lieberman and Amy Driscoll are her assistants..

Devorah LIEBERMAN, as the director of teaching learning and excellence, stated her area has three purposes, 1) validation, 2) valuing teaching, and 3) supporting teaching enhancement. An example of enhancing classroom instruction is the March 31 video conference on teaching strategies. An example of curricular and professional growth efforts is training in portfolio development. An example of interdisciplinary action is contacting Hoffman recipients to mentor faculty, as well as other ideas the faculty have forwarded. The campus phone number is 5-5642, and the home page on the Worldwide Web is [HTTP://CLAS.WWW.pdx.edu/cae.cae.html](http://CLAS.WWW.pdx.edu/cae.cae.html).

Amy DRISCOLL stated she performs a three-fold function at present as director of university-community partnerships. She supports the curriculum reform of General Education and its community connections. For example, she executed 125 placements in community service for the Pluralistic Society group, and four pilot capstone experiences are in place. Second, she is engaged in promoting and supporting community based learning at all levels in the university . There are

currently 34 placements. For example, she acted as a broker for local senior citizens so that students from David Johnson's American Family History course will record their oral histories. Another example is a partnership with cable access television to conduct a research study for them. She has developed a three part database on currently offered courses, community agencies, and already existing partnerships. She is also coordinating the April 27 assessment workshop. Another example is "reflection" seminars organized for students after completing the learning experience. Lastly, there are several assessment projects for community based learning. Third, she is coordinating existing partnerships on and off campus to eliminate duplication of services and maximize resources.

DAVIDSON named the assessment team: Miller-Jones, Messer, Perrin, Kinnick, Dillon, and Sieber. She also stated she had the aide of a selection committee in choosing Lieberman and Driscoll.

5. Sophomore Inquiry Courses

HOLLOWAY reported that Tom Biolsi, General Education Chair, has forwarded the list of Sophomore Inquiry courses to the Curriculum Committee. Courses will be listed as omnibus UnSt 201 in the Schedule, and Curriculum will review the course proposals. Next year they will be resubmitted for approval as regular courses. Course titles are: African Studies, American Studies, Asian Studies, Classical Greek Civilization, Community Studies, Culture of the Professions, Decision Making, European Studies, Focus on Families, Knowledge, Rationality and Understanding, Latin American Studies, Media Studies, Nineteenth Century Studies, Science and the Humanities, Science and the Liberal Arts, Women's Studies. A few others may be added.

F. UNFINISHED BUSINESS

1. Four-credit Course System Interim Report, Academic Requirements Committee

ROSENGRANT presented ARC's recommendations for changes in the General Education requirement(F1). FOSQUE asked why credits were lowered. ROSENGRANT stated the committee felt it was more in keeping with other developments. MERCER stated there is a likelihood that major requirements will increase. MANDAVILLE asked how many years more would we need this. ROSENGRANT stated at least seven, which is the time length the "PSU BULLETIN" is in effect for.

2. Four-credit Course System Interim Report, University Planning Council

OSHIKA distributed UPC's interim report(attached to these minutes).

3. Four-credit Course System Interim Report, Curriculum Committee

HOLLOWAY stated his committee has nothing yet to report. He distributed a document prepared for his committee's next meeting (attached to these minutes) which outlines anticipated timeline problems in the conversion.

H. ADJOURNMENT

COOPER reminded the assembly that although there are now formal schedules for the accreditation team's visit, they may make informal contacts with faculty as well. The team will summarize their findings in an open meeting, on Friday, April 14, 1995 at 11:00 a.m. in the Cascade Room.

The meeting was adjourned at 4:32 p.m. until April 17, 1995, at 3:00 p.m. in 53 Cramer Hall.

THE SECOND APRIL MEETING OF THE PSU FACULTY SENATE WAS CALLED TO ORDER AT 3:10 P.M., APRIL 17, 1995.

A. ROLL CALL

HALES announced that the roll was a quorum less one, but that the meeting would continue informally to conduct item G. New Business, Consultant's Report on Improving Student Services. This item requires no formal action at this time. This item must be the first order of business after Announcements.

B. APPROVAL OF THE MINUTES

Approval of the minutes of April 3, 1995, was postponed until May 1, 1995.

C. ANNOUNCEMENTS

1. Announcements

There were no announcements.

2. President's Report

RAMALEY stated the accreditation team visit was a success and extended her thanks to the faculty for the team's compliments. She congratulated John Cooper and those who assisted him for the Self Study.

Regarding budget deliberations, there is a promising development in the last four days. The Association of Oregon Industries has come out in favor of a higher education budget with no more than a 5% cut, versus the budget proposed by the Governor. The Chancellor has concluded that such level of funding would prevent a severe drop-off of quality and opportunity, and still permit some internal redistribution of resources.

Today we officially became an "urban grant institution," according to Title XI of the Higher Education Act of 1965. This enables us to qualify for certain grants for urban community service.

On Tuesday, April 18, 1995, at 11:00 in 327 SMC, RAMALEY will conduct a press conference to announce her decision regarding PSU's move to NCAA Division I-AA and application to the Big Sky conference.

The Pappas Consulting Group report on Improving Student Service that follows these remarks is an important step in the changes we are making at PSU. The report will provoke good campus-wide discussion of our goals and purposes, and prepare the way for significant improvements in this area.

3. Provost's Report

DIMAN, reporting for Reardon, introduced Janine Allen, new Vice Provost for Student Services, who will start July 1, 1995.

G. NEW BUSINESS

1. Consultant's Report on Improving Student Services

R. JOHNSON, Special Assistant to the Provost, introduced Alceste Pappas and George Langdon of the Pappas Consulting Group Inc., who presented the Draft Report: College/School Based Model for Student Success (distributed at meeting and mailed to absent Senate members).

FRASER asked for a clarification of "process redesign." Pappas stated that this referred to such activities as the admissions process. Langdon cited the example of professional school admissions, which require two applications.

DESROCHERS asked for a clarification of the asterisks on Exhibit A-1. Pappas stated the small asterisks indicate areas where the university needs to re-assign responsibilities. Langdon reiterated it is PSU's decision where to locate these services.

HOLLOWAY stated that academic support is also essential in the professional schools, as well as the college. Langdon stated that what is important is that this be somewhere under the aegis of academic enterprises. Pappas stated that it is not a question of ownership; these may be housed in CLAS, but they must be available to all students.

H. ADJOURNMENT

HALES adjourned the meeting at 4:07 p.m.

INTERCOLLEGIATE ATHLETICS BOARD
ANNUAL REPORT TO THE FACULTY SENATE
May 1995

Board Membership: Steven Brenner (chair), Brandon Calheim (student), Cindy Cretin (student), Mary Gordon-Brannan, Susan Hayden (student), Jim Mustard (community), Bruce Stern, Robert Walker, Judith Van Dyck-Kokich

Ex-officio: Lindsay Desrochers, Robert Lockwood, Teri Mariani, Randy Nordlof

During the academic year the IAB has undertaken a number of activities in its role of serving as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing intercollegiate athletics. The most significant activities include:

I. Studied the recent decisions concerning Title IX rules on gender equity as they apply to PSU's athletic program and developed a gender equity policy which was adopted by President Ramaley. The gender equity policy is:

Portland State University asserts the value of equitable participation and treatment of men and women in intercollegiate athletics through its structure, programs and policies and supports the "Principle of Gender Equity" developed by the NCAA.

In broad terms, PSU believes that athletic financial assistance be allocated in proportion to the numbers of male and female participants in intercollegiate athletics; that all benefits, opportunities, and treatment afforded participants, coaches and athletic administrators of each sex be equivalent; and that the athletic interests of women be accommodated to the same degree as those of men with respect to the number of participation opportunities, team competitive levels and selection of sports offered. Further, PSU accepts the responsibility to act affirmatively to ensure gender equity in both the quantity and quality of athletic participation.

In compliance with Title IX, PSU expects to maintain existing intercollegiate athletic opportunities for men in non-revenue producing sports, while expanding participation opportunities for women. PSU believes it is its duty to create an environment in which student athletes, coaches and athletic administrators are not subject to gender-based discrimination.

2. Analyzed, approved and sent on to the Incidental Fee Committee the Athletic Department Budget for 1995-96.
3. Approved the recommendation of the Athletic Director and Men's Soccer Coach to eliminate men's soccer from PSU's athletic program for 1995-96.
4. Developed and distributed the "IAB Report" which described the activities of the IAB, how athletics are funded at PSU, provided a copy of the University's gender equity policy, described the role of athletics at PSU and outlined the work of the Ad Hoc Committee on the Big Sky Option.
5. Evaluated the report of the Ad Hoc Committee on the Big Sky Option and recommended to President Ramaley that PSU join the Big Sky Conference subject to a number of specific conditions. The IAB weighted both the significant benefits and financial risks involved in this move and concluded that the potential benefits are worth taking the risks identified if a set of conditions are met.

University Budget Committee

Annual Report

April 10, 1995

Committee Members: Erik Bodegom, Grant Farr, Stanley Hillman, Thomas Kindermann, Burton Onstine, Carol Burden, Anne Christensen, Bruce Keller, Michael Bowman, Cindy Dunn, William Feyerherm, James Kimball, B. Kent Lall (**Chair**), Edward Schafer, Beatrice Oshika,
Student members: Mike Whitman, Todd Olson, Jeffrey Gronlund

Ex-officio:

Lindsay Desrochers, J. Kenneth Harris, Michael Reardon

The budget committee has gone through a process of learning and gathering information in preparation for its work, which still lies ahead. This process consisted of the following:

1. Review of Preliminary Planning Budget 1995-97
2. Discussion of various ballot measures and their impact on the budget
3. Review of OSSHE budget request
4. Endorsement of PSU's mission and location in seeking lower budget reductions
5. Serving as resource to gather and convey faculty, student and staff sentiments
6. Review of BAS model
7. Review of sources of revenues, total university and education and general budgets, and instructional budget
8. Review of budget implications and impact of accumulated savings
9. Review of accreditation report on finance
10. Discussion of cost efficiency in education delivery systems and its curriculum implications
11. Update on legislative budget hearings

The committee elected very early in its deliberations to wait in projecting any budget reductions until the picture became clear. It acknowledges President Ramaley's support in endorsing this concept. The committee is very pleased with the support provided by the ex-officio members in sharing current information and seeking input on all issues.

PORTLAND STATE UNIVERSITY
BA/BS in ENVIRONMENTAL STUDIES (ENVS)

The Environmental Studies program will provide students with an opportunity to earn either a bachelor's degree in Environmental Policy or Environmental Science. The Environmental Studies program is designed to allow students to develop the skills and interdisciplinary understanding needed to deal with environmental issues.

Objectives

The objectives of the program are

- to develop an awareness of the interdisciplinary nature of environmental studies,
- to develop a breadth of understanding that emphasizes integrating the diverse disciplines involved in environmental problem solving,
- to develop a depth of knowledge related to problem solving in one disciplinary area of environmental studies, and
- to provide education in concepts, skills, and techniques appropriate for life-long learning.

Course of Study

The course of study has several parts.

- 1) Each student will complete work in general education (the University Studies program) and in a series of foundation courses in mathematics and the natural and social sciences.
- 2) Each student will complete course work in the core curriculum which provides background in environmental systems science and in the analysis and understanding of environmental policy development and implementation. The core also provides for field experiences for students.
- 3) Each student will develop a breadth of understanding in environmental studies by completing course work in the "connected learning" phase of the curriculum. This requirement provides environmental policy students to expand understanding in environmental sciences and provides environmental science students with complementary course work in the environmental social sciences.
- 4) Each student majoring in environmental studies also must earn a minor in a recognized departmental program. The current list of minors to support this degree program include minors in anthropology, biology, chemistry, economics, geography, geology, and physics.

Summary of credit count

<u>Environmental Science</u>		<u>Environmental Policy</u>
48	Foundation	49
41	Core	41
39	General Education	39
12	Connected Learning	12
[24-40]	Minor*	[24-40]
164-180		165-181

*Note: Foundation courses include courses in minor courses of study.

ENVIRONMENTAL STUDIES CORE COURSES

The following courses are to be created to support the environmental studies program.

ENVS 150 (1)	Environmental Studies Orientation
ENVS 160 (3)	Introduction to Environmental Systems (includes basic techniques such as map reading, graphing, basic data handling and descriptive statistical techniques, computer utilization)
ENVS 201 (4)	Applied Environmental Studies: Science and Policy Considerations
ENVS 202 (4)	Applied Environmental Studies: Preparation for Problem Solving
ENVS 203 (4)	Applied Environmental Studies: Project
ENVS 320 (4)	Analysis of Environmental Systems I
ENVS 321 (4)	Analysis of Environmental Systems II
ENVS 322 (4)	Environmental Risk Assessment
ENVS 407(1,1,1)	Environmental seminar
ENVS 425(4)	Advanced Environmental Topics
ENVS 450 (6)	Case Studies in Environmental Problem Solving

The following omnibus course numbers are requested for the environmental studies program.

ENVS 199 Special studies (Credit to be arranged.)

ENVS 399 Special studies (Credit to be arranged.)

ENVS 401 Research (Credit to be arranged.) -- Consent of instructor and chair of department.

ENVS 404 Cooperative education/Internship (Credit to be arranged.)

ENVS 405 Reading and conference (Credit to be arranged.) Pass/no pass only.

ENVS 410 Selected topics (Credit to be arranged.) -- Consent of instructor.

PORTLAND STATE UNIVERSITY
B.S./B.A. IN COMMUNITY DEVELOPMENT

The Community Development program will provide students with the opportunity to earn either a B.A. or a B.S. in Community Development. The proposed program is an interdisciplinary major focused on the issues of community and the development of community well-being, whether defined economically, socially, or politically. The major has evolved from the existing Certificate in Urban Studies, and will replace the Certificate program.

Objectives

The objectives of the program include:

- to develop an interdisciplinary undergraduate program that mobilizes a set of Portland State's academic strengths within the School of Urban and Public Affairs and the College of Liberal Arts and Sciences around issues of community;
- to express the School of Urban and Public Affairs' commitment to undergraduate education in a new way;
- to make the most of the experience gained in the urban studies certificate program, founded thirty-five years ago;
- to offer students a reliable pathway towards enlightened citizenship and professional service;
- to advance a field that is of importance in urban sustainability and vitality;
- to reinforce and help express Portland State's urban mission.

Course of Study

The key elements of the community development program will be these:

Major Requirements (67):

- sophomore inquiry community studies "gateway" course (4).
- introductory courses from sociology, economics and political science (9);
- two courses in statistics and analytic methods (Mth 243-244 or equivalent) (6);
- a three-quarter core colloquium in the junior year (12);
- thirty credits in one of two tracks: Community Organization and Change or Housing and Economic Development; courses may be selected from relevant courses in Urban Studies, the social sciences, and the professional schools (30).
- two course equivalents in a clustered, supervised field research or internship situation (6 credits).

New Urban Studies Courses

USP 301 Theory and Philosophy of Community Development

USP 302 Methods of Community Development

USP 303 Community Development Field Seminar

USP 450 Citizen Participation

April 3, 1995

To: Faculty Senate
From: Beatrice Oshika, LING/SYSC, 5-4141/4973
Chair, University Planning Council
Subj: Interim report re planning for 3-->4 credit conversion

This is interim status report of the UPC re establishment of protocols for implementation and approval procedures necessary to support conversion of typical undergraduate course credit from three to four credits in time for the 1996-97 academic year, as approved by the Faculty Senate at its February 1995 meeting. The assumption is that the procedures for implementation and approval should be in place by the 1995-96 academic year.

UPC has concentrated on two main sets of issues: a) class scheduling; and b) cross-department/school/college issues that need to be tracked in the conversion, such as interdependencies in majors, prereqs, etc that may not be obvious if focus is solely on intra-dept concerns.

SCHEDULING: After extensive discussions re the scheduling procedures, including a meeting of Robert Tufts with UPC and conversations between Oshika and Tufts, it is clear to UPC that a MINIMUM requirement to proceed is the establishment of a database of rooms available for general instruction, including information such as location, size, seating capacity, movable/fixed chairs, equipment such as overheads, TVs, wiring for phones, LAN, etc. Currently there appear to be only partial databases of this type, incomplete, errorful, and not updated in synch. In addition, there needs to be a central planning unit that maintains such data and coordinates space allocation -- right now such decisions are made on an ad hoc basis and units such as depts, schools, OAA, Smith Center etc. have local control over use of some space.

Although PSU is running very thin with respect to resources (with only about 100 rooms available for general class use), it appears that it should be to handle a schedule with a base of 4-credit classes, possibly offering classes on a mixed pattern of 2 days/week spread over M-F, because the overall capacity of space has not been reached, although there are excess course requests from depts at peak hours. If courses are spread more efficiently throughout the day, and there are incentives/rewards for depts to offer courses throughout the day, it appears that a full schedule of classes can be offered.

CROSS-ORGANIZATIONAL ISSUES:

David Holloway, the new chair of the Curriculum Committee, has met with UPC and we will be working together to come up with guidelines and checklists that academic units can use in their planning for the conversion. Specifically we wish to ensure that cross-unit issues, such as dependence on courses in another dept to fulfill some major or prereq requirements, are fully accounted for during the conversion process. We also are looking at ways of making the process less labor-intensive for committees such as the Curriculum Committee, with possibly more rigorous review required at the dept and school/college levels, while still adhering to standards of faculty governance.

WHAT TO EXPECT:

UPC will be meeting weekly during the Spring 95 term, and Oshika and Holloway will meet regularly to coordinate the UPC and Curriculum Committee activities. I assume we will give status reports at the May and June Senate meetings, and by June should have draft guidelines and timelines in place.

TO: The Faculty Senate

HANDOUT--- April 3, 1995

FROM: David Holloway--once and now suddenly again, Chair, University Curriculum Committee

RE: Interim, preliminary response to the Senate 6 February resolution on 4-hour conversion

The UCC met (for the first time this year) last Wednesday, March 27. The Chair, newly appointed as of March 21, also attended a meeting of the University Planning Committee. The UCC has no procedures or protocols to recommend formally at this time but will proceed to protocols necessary for the conversion. One immediate concern is timing. The following outlines important factors to be considered in making the conversion by Fall 1996, the date mentioned in the Feb. 6 Senate resolution:

Deadlines perhaps necessary for Departments starting the conversion process now.		
↓ Dates for the normal sequence of review (as presently with English)		
		Activities which must occur for properly constructed, reviewed, and approved 1996-97 <i>Bulletin</i> , Fall 1996 <i>Time Schedule</i> , and Fall 1996 4-hour changes to happen
Apr 1995	pre-Fall '94:	<ul style="list-style-type: none"> •1a: Development of new programs or reconfigurations are usually approved in general or in principle by PSU administration, esp. for budget. •1b: OAA sends out forms, procedures, deadlines to be used for curricular changes; colleges then pass these "protocols" on to their respective departments.
May 1995	Fall '94:	<ul style="list-style-type: none"> •2: Proposals are developed by departments and/or by administrative directive involving faculty from several departments, new hires, etc. •3: Proposals are put into standard hard-copy formats for New Programs (Majors, etc.), New Courses, Changes in Programs, and Changes in Courses. •4: Multiple copies, as revised, then go to the appropriate Colleges for review.
June 1995	Wint '95:	<ul style="list-style-type: none"> •5: Proposals are prepared by each college's staffs for consideration by a college curriculum committee. Colleges negotiate changes with the Depts. •6: Each college's proposals are collected and sent to the Office of Academic Affairs (OAA), which checks for adherence to University and State System policy and then organizes (a) Undergraduate proposals for UCC review and (b) Graduate proposals for Graduate Council review. •7: UCC and Grad begin their review those proposals that are ready.
Sum 1995	Spr '95	<ul style="list-style-type: none"> —[•6 & •7 cont.] UCC/Grad Council aim to complete initial review of all proposals. •8: They propose and negotiate changes/corrections with the depts./colleges
	U'95	Committees do not normally operate, but would need to under accelerated deadlines
Fall '95:	Fall '95:	<ul style="list-style-type: none"> —[•6•/•7•/•8 cont.] : UCC and Grad Council complete their review of proposals. •9: OAA prepares a master list of all proposed curricular changes. •10: The lists become the bases of MOTIONS by each committee, mid-to-late Fall quarter, recommending approval by the Faculty Senate.
Wint '96:	Wint '96:	<ul style="list-style-type: none"> •11: If required, the courses and programs are submitted to the State Board. •12: Catalogue copy is checked and proofread, especially by departments. •13: Registrar includes only approved changes in the <i>Fall Time Schedule</i>. •14: PSU Publications sets up & publishes the years' <i>Bulletin</i> (= "Catalogue"). —[UCC, Grad Council, & OAA are busy with •5 — •8 for the year-after-the-next']
Spr '96:	Spr '96:	•15: <i>Fall Time Schedule</i> and upcoming year's <i>Bulletin</i> are published in time to advise incoming and returning students
F'96	F'96	•16: Courses & programs developed by Fall 1994 are available to students.