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Portland State University

MEMORANDUM

DEC 18 1992

TO: Senators and Ex-officio Members to the Senate
FR: Alan Cabelly, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on December 7, 1992, at 3:00 p.m. in room 190 SBA.

Senators are reminded to bring the November Senate mailing, with Graduate Council Course and Program Proposals, to the December meeting; Senators are urged to read *Integrity in the College Curriculum* in anticipation of F2 below.

AGENDA

- A. Roll
- *B. Approval of the Minutes of the November 2, 1992, Meeting
- C. Announcements and Communications from the Floor
 - 1. President's Report
 - 2. 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
 - *1. Curriculum Committee--Jackson
 - *2. Graduate Council--Spolek
 - *3. Library Committee--Scholtz
 - *4. Scholastic Standards Committee--Enneking
 - 5. Interinstitutional Faculty Senate--Enneking
- F. Unfinished Business
 - *1. Graduate Council Course and Program Proposals--Spolek
 - 2. The decline and devaluation of the undergraduate degree--A. Johnson
 - 3. Should the PSU Faculty Senate return to Cramer Hall room 150--Steering Committee
- G. New Business
 - *1. Scholastic Standards Committee--Enneking
 - *2. Amendment to the Constitution of the PSU Faculty--Steering Committee
 - *3. Steering Committee Resolution
- H. Adjournment
 - *The following documents are included with this mailing:
 - B Minutes of the November 2, 1992, Senate Meeting
 - E₁ Curriculum Committee
 - E₂ Graduate Council
 - E₃ Library Committee
 - E₄ Scholastic Standards Committee
 - F₁ Graduate Council Course and Program Proposals
 - G₁ Scholastic Standards Committee
 - G₂ Amendment to the Constitution of the PSU Faculty
 - G₃ Steering Committee Resolution
 - Report of the Universitywide Task Force on Faculty Rewards**
 - Integrity in the College Curriculum**
 - Computing Report Released
 - Information and Academic Support Center (IASC)

**Included for Senators and Ex-officio Members only.

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, November 2, 1992
Presiding Officer: Ansel Johnson
Secretary: Alan Cabelly

Members Present: Barna, Beattie, Bjork, J. Brenner, S. Brenner, Briggs, Burns, Casperson, Cooper, Etesami, Falco, Farr, Finley, Fisher, Forbes, Gillpatrick, Goslin, C. Gray, Hales, Jackson, Jolin, Karant-Nunn, Lansdowne, Latz, Lendaris, Livneh, Midson, Moor, Narode, Ogle, Oshika, Parshall, Sestak, Smith, Talbott, Terdal, Terry, Tuttle, Visse, Vistica, Weikel, Westover, Wetzell, Wollner, Wurm.

Alternates Present: Harvey for Johnson, Kenreich for Kimball, Jenq for Schaumann.

Members Absent: Burke, DeCarrico, Duffield, Ellis, Goekjian, Goucher, H. Gray, Kosokoff, Liebman, Lutes, Manning, Reece.

Ex-officio Members Present: Cabelly, Spolek, Davidson, Desrochers, Erzurumlu, Mestas, Pfingsten, Ramaley, Reardon, Tang, Tinnin, Toscan, Toulon, Vieira, Ward.

APPROVAL OF THE MINUTES

A. JOHNSON called the meeting to order at 3:10 PM and made the following announcements:

1. The Curricular proposals (G1 in the November Senate mailing) may not have been received by everyone. Anyone not receiving a proposal should inform the Secretary (5-3789).
2. Everyone is urged to vote in the general election.
3. Senators should speak loudly and identify themselves when speaking.
4. K-House prepares refreshments after every Senate meeting. Senators and *ex-officio* members are encouraged to attend.
5. Senators should give the names of their alternates to the Secretary.

APPROVAL OF THE MINUTES

TANG noted that she said (p. 6, line 6) that PSU had *admitted* 1000 more students, rather than saying we *graduated* 1000 more students.

With that correction, the minutes were approved.

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. President's Report

- a. Budget: The Governor's budget needs to be reconciled with the legislative process through the Oregon Future's Committee, trying to compare this with the level of services required. Her budget will have three components; the first distributes the 3% of the current operating budget that is beyond the 80% that PSU was required to submit this year. The 80% this year was 3% deeper than was necessary, so will be returned to state agencies, in part based on Oregon Benchmarks. The second component deals with distribution of Oregon lottery funds. These will be distributed on the same conceptual criteria as the first 3%. The third component revolves around school funding issues that have not been determined. The Governor will also be submitting a budget based on the services that she would like to fund, with or without funding sources. It will probably have some relationship to the legislative process. The initial budget might be discussed at the next Senate meeting.
- b. The conference "Reinventing Government" will be at PSU on December 5, and will focus on issues dealing with the legislative process. There will be a section on reinventing higher education, in which PSU and OSU will participate. The departments of Transportation and Human Resources will discuss what they have already achieved.
- c. RAMALEY then noted that she is constrained from speaking directly about the election before it takes place, but that there will be a rally called "What Do We Do From Here," at which we will discuss future steps that must be addressed regarding divisive issues. We must come to terms on these, and collaborate on solutions.
- d. RAMALEY introduced the new Dean of Students, Juan Mestas, who was given a nice welcoming round of applause.

QUESTIONS FOR ADMINISTRATORS

S. BRENNER asked for a clarification and follow up on the location of the Multicultural Student Center.

DESROCHERS responded by noting that a study group of students had been looking at it since last August. Students reported many good areas to the administration, and several areas within Smith Center were studied. The two final areas under discussion were the Portland Room and Wrap-it Transit. Views were expressed by faculty, staff, and students. A decision should be made within a week.

CUMPSTON described the Information and Academic Support Center (IASC), located in the ground floor of Smith Center, behind the Parking Office, and distributed the enclosed information (Attached). There will be a grand opening in the first week of January. Faculty and staff are invited to tour the new facility throughout December and the next term. The center Director, Dan FORTMILLER noted that the center will respond to needs for disability services, new student orientation, veterans services, campus tutorial and learning services, and academic support for reinstated students. Staff will also be trained in all aspects of catalog advising, so students will be prepared when they meet with their individual faculty advisors. The Career Center will support the IASC, but will not move its facilities. Please call Mary or Dan for further information.

KARANT-NUNN noted that the Senate needs to discuss the October 1 memo from the Provost at the December 7 meeting.

REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. Fall Term Registration Report--Tufts

RICKS reported for Tufts. Fall 1992 head count is 15,012, up from last fall which was 14,285. Some of this increase is an artifact of a new method of counting students. Student credit hours are up 0.4% to 139,224. This puts us comfortably within the enrollment corridor.

2. FULLER reported on the Computing Needs Task Force, first introducing George Murray from IBM who provided his consulting services free of charge. The task force's goal was to focus on PSU computing needs over the next five years. She thanked Ramaley, Desrochers, and Reardon for leadership, Timmons for secretarial support, Ricks' staff for their support, and Wills for his computer center expertise.

The study process involved questionnaires, focus groups, a literature review, analysis of local high schools, and an inventory of current computer hardware/software.

The focus of the study was on:

Planning for and evaluating the technological environment

Optimizing use of the current technology and improving the physical infrastructure

Support and training for users

Financing the purchase of new equipment and providing ongoing support for users

The full report, focusing on the four points above, is in the November Senate mailing. Faculty are urged to examine points of concern to them, their academic units, and the university.

In response to a question from GILLPATRICK, FULLER noted that the system prices and configurations listed on page 11 are subject to change. RAMALEY noted that the Executive Committee will hear the entire report on November 3, and that this will lead towards other related issues on campus. This task force is one of six quality Initiative Reports on campus, responding to specific needs. The Development Council sets funding priorities; one of these is this Technology Project. Further, the Executive Committee will be studying the report with the goal of implementing the recommendations as rapidly as possible. She concluded by thanking the committee members and IBM for bringing this to the highest level of questioning and understanding. FULLER then thanked faculty, whose support gave credence to the report. MURRAY noted that he had been working on this with Ramaley, Desrochers, and Reardon since March, acknowledged that we were a wonderful customer, and was pleased to provide his services. The full report is one inch thick, so this is merely a snapshot, a beginning to an ongoing process.

An additional summary of the report was enclosed in *PSU Currently*, November 9, 1992 (Attached).

3. University Planning Council--Weikel

The UPC prefers to do true planning this year, rather than responding to immediate needs. WEIKEL reported on two unfinished issues: The Library and School of Business Administration Faculty are to be surveyed in the 1993-1994 year regarding their recent restructuring; The Department of Health Studies has had their name changed to the Department of Public Health Education. This has been forwarded to the Office of Academic Affairs. New business includes the restructuring of the undergraduate curriculum, to be spearheaded by the Provost; and an examination of the Provost's question regarding "faculty performance, productivity, and accountability."

UNFINISHED BUSINESS

NONE

NEW BUSINESS

1. Curriculum Committee and Graduate Council Course and Program Proposals—Jackson, Spolek

JACKSON reported for the curriculum committee and suggested that course changes be consolidated for efficiency. The following motions were made:

JACKSON/GILLPATRICK moved approval of all UNDERGRADUATE proposals from Liberal Arts and Sciences. In response to COOPER's question, A. JOHNSON noted that GEOL 454/554 is offered primarily for elementary and secondary school teachers. The motion then PASSED unanimously.

JACKSON/GILLPATRICK moved approval of all UNDERGRADUATE proposals from Engineering and Applied Science (p. 5-9). She noted that resource availability had been discussed and cleared within the committee. LENDARIS asked about the graduate portion of 400/500 courses, and A. JOHNSON reiterated that approval for only the undergraduate portion is being sought. The motion then PASSED unanimously.

JACKSON moved approval of all UNDERGRADUATE proposals from Fine and Performing Arts (p. 9-10). The motion PASSED unanimously.

JACKSON/WETZEL moved approval of all UNDERGRADUATE proposals from Urban and Public Affairs (p. 12). The motion PASSED unanimously.

JACKSON/BJORK moved approval of all UNDERGRADUATE program changes from Liberal Arts and Sciences (p. 15). The motion PASSED unanimously.

JACKSON/WETZEL moved approval of all UNDERGRADUATE program changes from Engineering and Applied Science. In response to questions from OSHIKA and LENDARIS, JACKSON stated that these changes gave a better distribution of courses, both inside and outside of EAS, and some shifting of when courses are taken. Additionally, some of these changes were necessary for accreditation requirements. In response to a question from COOPER, JACKSON indicated that programs (e.g., physics) that might have additional demands placed on them as a result of these changes had been consulted and agreed to the changes. A. JOHNSON then asked that future Curriculum Committee and Graduate Council reports have small descriptive paragraphs on program changes. The motion then PASSED unanimously.

No representative of the Graduate Council was in attendance, forcing graduate changes to be postponed until the December meeting.

2. Should the PSU Faculty Senate return to Cramer Hall room 150—A. Johnson

BURNS felt that 150 Cramer was more conducive for full faculty participation, with its open curve, and side-to-side orientation, as opposed to SBA 190's front-to back orientation. She also noted that it was difficult for people to walk in and out of 190. BRENNER suggested that we finish the fall term in 190, and then decide. BRENNER/BURNS moved that the Steering Committee draft a resolution to be made at the December meeting, at which time a decision regarding the rest of 1992-1993 will be made. The motion PASSED unanimously. A JOHNSON noted that CH 150 is still available.

ADJOURNMENT

A. JOHNSON adjourned the meeting at 4:10 PM.

CURRICULUM COMMITTEE

ANNUAL REPORT TO THE FACULTY SENATE

December 7, 1992

Members: Teresa Bulman (CLAS), David Cox (ED), Faryar Etesami (EAS), Jack Finley (SW), Dawn Graff-Haight (HPE), Janice Jackson (Chair, SBA), Al Levinson (CLAS), Tom Mason (UPA), Athena McKeehan (ASPSU), Anne McMahon (LIB), Marjorie Terdal (CLAS), Renee Walker (ASPSU), Paul Wurm (IS), Emily Young (SFPA)

Consultants: Linda Devereaux (OAA), Mary Ricks (OIRP), Nancy Tang, Vice Provost

Curricular Actions During the 1992 calendar year, the committee took the following curricular actions.

Health Studies Proposals In January and February, 1992, the committee considered the curricular proposals for the Health Studies Department, including the revised Community Health Education option, Health & Fitness Promotion option, Athletic Training Minor, and accompanying course changes, with all prefixes to be changed from ESSS and HE to HS. These changes were part of a reinstatement proposal occasioned by the closure of the Department of Exercise Science and Sports Studies, the cancellation of its degree programs, and the merging of the tenured faculty into the Health Studies unit. In its review, the committee consulted with Milan Svoboda and Gary Brodowicz. Consideration of the proposals was expedited to permit Senate review of the proposals at its March 3 meeting. March approval by the Senate would allow inclusion of the changes in the new catalog. The Health Studies proposals were presented to the Senate on March 3 and were adopted with minor changes; the revised programs were approved along with 6 course changes.

Other Curricular Changes In addition to the Health Studies curricular proposals, the committee reviewed and recommended for Senate approval the following:

Program changes College of Liberal Arts and Sciences (Minor and BA/BS Mathematics, BA/BS Speech Communication); School of Engineering and Applied Science (BS in Computer Science, BS Mechanical Engineering).

New courses and course changes

College of Liberal Arts and Sciences:

- Anthropology (4 new courses, 7 changes, 1 drop)
- Applied Linguistics (2 new courses)
- Biology (4 changes)
- Economics (1 new course)

English (1 new course)
Geology (1 new course)
Mathematical Sciences (5 changes, 2 drops)
Sociology (7 changes, 13 drops)
Speech Communication (4 new courses, 5 changes, 1 drop)

School of Engineering and Applied Science

Civil Engineering (1 change)
Computer Science (2 new, 1 change)
Electrical Engineering (2 new, 2 changes)
Mechanical Engineering (1 new, 1 change)

School of Fine and Performing Arts

Art (1 new course, 1 change)
Music (4 new courses, 2 changes)

School of Urban and Public Affairs

Urban Studies and Planning (1 change)

These program and course changes were considered and approved by the Senate at its November meeting.

Procedure The committee had full discussion of all curricular proposals and reached its decisions through consensus. In its review, the committee consulted with units and departments throughout the campus. It routinely inquired into potential overlaps with other departments and courses. It checked for adequate prerequisites. It inquired as to budgetary impact of curricular proposals; and as to participation by affected faculty.

Policy Discussion As a policy matter, the committee in April discussed the issue of program and course proposals containing incomplete signature lines. The committee agreed that all signature lines should be complete before units forward program and course proposals. In the future, incomplete forms will be returned to the units for completion prior to committee review.

Committee members strongly recommended future consideration by the Health Studies Department of prerequisites for HS 341 and a discrete number for Health 410 Nutrition.

Current Agenda The Senate Steering Committee has asked the Curriculum Committee to examine the possibility of streamlining the curricular process to a one-year process. This will be a high priority issue for the 1992-93 academic year.

Respectfully submitted on behalf of the committee by

Janice Jackson
Janice Jackson, Chair

DATE: November 9, 1992

TO: Alan Cabelly, Secretary
Faculty Senate

FROM: Graig Spolek, Chair
Graduate Council

RE: 1992 Graduate Council Annual Report

Appreciation is extended to the members of the 1992 Graduate Council:

Carl Abbott, Lois Breedlove, Eileen Brennan, Robert Casteel, Michael Cummings, Thomas Dieterich, Gordon Dodds, Jack Featheringill, Tom Gillpatrick, Stan Hillman, Ken Peterson, Faye Powell

Consultants: Roy Koch, C. William Savery, Robert Tufts, Sherwin Davidson, Linda Devereaux

ROLE OF THE GRADUATE COUNCIL

The Graduate Council is established by the Faculty Constitution and is charged with the duties outlined on page 11 of the 1992-93 *Faculty Governance Guide*. These duties include the development and recommendation of University policies; establishment of procedures and regulations for graduate studies; adjudication of petitions regarding graduate regulations; recommendation of suitable policies and standards for graduate courses and programs; coordination of graduate activities with regard to requests for changes in existing courses, requests for new courses and programs, and changes in existing graduate programs.

ACTIONS

Graduate Petitions

The Chair continued the procedure of appointing a revolving subcommittee to read student petitions submitted to the Graduate Council. During the 1991-92 academic year, the Graduate Council acted on 70 petitions. Overall 89% of the petitions were approved. Both the number of petitions and the approval rate are similar to the preceding year. Three of every four petitions (54) requested a waiver of the one-year deadline for removal of incomplete, an extension of the seven year limit on course work, or a waiver of the course transfer limits. The results of the petition activity and analysis for the year are attached.

Library Resources

The Graduate Council expressed concern that new courses are being proposed without the requisite library resources. The Graduate Council requested a response from the Provost on future plans for the library, including acquisitions, enhancements, and the status of the regional library.

POLICY DECISIONS

The Graduate Council discussed the impact of the +/- grading system on academic standing for graduate students. The Council approved the proposal that the cut-off for a P grade in the Pass/No Pass option at the graduate level is a B-. A revised academic standing policy was passed (attached) and can be found in the 1992-93 Portland State University Bulletin.

NEW PROGRAMS

Social Work

The curriculum for the new Ph.D. in **Social Work and Social Research** was approved.

Public Health

The proposed **Masters in Public Health (MPH)**, a joint degree program with Oregon Health Sciences University, Oregon State University, and Portland State University, was approved.

The Graduate Council voted to submit the new **MPH (Masters in Public Health)** and the **MSPH (Masters of Science in Public Health)**, as it was originally approved several years ago, to OSSHE for approval.

PROGRAM CHANGE APPROVALS

The following program changes, not yet approved by the Faculty Senate, were approved by the Graduate Council during the year.

The following program changes were approved in the **College of Liberal Arts and Sciences**:

MA/MS Mathematics

The proposal to change the course number on *Mathematics Literature & Problems*, the culminating project in the master's degree, from a 507 to a 501 was approved.

MA/MS Psychology

The Graduate Council expressed concern that the degree requirements for the MA/MS degree in Psychology were not in the PSU Bulletin. The department submitted their program requirements, including specific course requirements. The program was approved.

The following program changes were approved in **Engineering**:

MA/MS Computer Science

The proposal to drop the seminar requirement was approved.

MA/MS Electrical and Computer Engineering

The proposal to limit the number of omnibus courses was approved. A minimum of 24 credit hours must be regular catalog courses (not omnibus numbered 501, 503, 504, 505, 506, 507, 510).

The following program changes were approved in **Education**:

MA/MS Education: Counseling

Due to the shortage of counselors, a second track which does not require teaching experience was approved.

MA/MS Education: Curriculum and Instruction

A proposal to revise the Reading concentration of the C&I option was approved.

MA/MS Education: Educational Policy, Foundations, and Administrative Studies

A cooperative endeavor with Concordia college involving a health administration concentration within the Post secondary, Adult, and Continuing Education (PACE) option of the MA/MS:EPFA degree was approved.

Academic Standing

Academic Probation. All students admitted to graduate studies (regular, conditional, and graduate certificate) at Portland State University must maintain a GPA of at least 3.00 for all graduate credit earned at Portland State University. An admitted student is placed on probation if:

1. The student's cumulative graduate GPA at Portland State University, based on the completion of 9 graded graduate credits at Portland State University, is below 3.00 at the end of any term, or
2. The student's term graduate GPA, based on a minimum of 6 graded graduate hours, is below 2.70 for a given term.

While on academic probation the student will not be permitted to graduate, to be advanced to doctoral candidacy, to receive approval of the masters degree program (GO-12 form), to receive or continue to hold a graduate assistantship, or to register for more than a total of 9 credit hours in any term. Removal of academic probation occurs if the cumulative graduate GPA is brought to 3.00 within the next 9 graduate credits in graded courses in the case of probation due to a low cumulative GPA, or both cumulative and term GPA of 3.00 or above in the case of probation due to a low term GPA.

Disqualification. A student who is disqualified may not register for any graduate courses at PSU for at least one calendar year. Disqualification occurs if:

1. The student on academic probation for low GPA fails to achieve a cumulative graduate GPA of 3.00 or higher within the next 9 graduate credits in graded courses; or
2. The student on probation for a term GPA of below 2.70 does not receive at least a 3.00 term GPA, and does not achieve a 3.00 cumulative GPA with the next 9 graded graduate hours, if applicable.
3. The student becomes subject to academic probation for a second time.

Graduate Grading System. The following grading scale is employed at the graduate level:

A = 4.0	B- = 2.7	D+ = 1.3
A- = 3.7	C+ = 2.3	D = 1.0
B+ = 3.3	C = 2.0	D- = 0.7
B = 3.0	C- = 1.7	F = 0.0

The grading system at the graduate level is defined as follows:

- A -- Excellent
- B -- Satisfactory
- C -- Below graduate standing
- D -- Failure
- F -- Failure

The following marks are also used:

- P - Satisfactorily Completion (B- or above)
- N - No credit, unsatisfactory
- I - Incomplete
- IP - In Progress
- W - Withdrawn
- X - No Grade Received/No basis for grade

A grade of C+ is below the graduate standard; however, in some departments a C in resident credit only may be counted as credit toward a graduate degree. Grades of D or F indicate clearly unacceptable work and carry no graduate credit.

The grades of P/NP are used by only a limited number of departments which have received special authorization, and may be counted as credit toward a graduate degree in resident credit only.

A mark of IP may be used for 501/601 Research when a student is progressing in an acceptable manner toward completion of the work; final grades for 501/601 are assigned by the instructor on a Supplemental Grade Report. A mark of IP must be used for 503 Thesis/603 Dissertation when the student is progressing in an acceptable manner; final grades for 503/603 are assigned by the instructor on the Recommendation for the Degree form and posted after approval of the thesis/dissertation by the Office of Graduate Studies.

1991-92 Graduate Council Petition Summary

CODE	EXPLANATION	T O T A L	A P P R O V E D	D E N I E D	Per Cent of Total Petitons	Per Cent Approved
A	INCOMPLETES					
A1	Waive one year deadline for incompletes	24	22	2	34%	92%
B	SEVEN YEAR LIMIT ON COURSEWORK					
B1	Waive seven year limit on coursework	16	14	2	23%	88%
B2	Waive seven year limit on transfer courses	2	2	0	3%	100%
C	CREDIT LEVELS					
C1	Change from UG to graduate credit	4	4	0	6%	100%
C2	Change from grad credit to UG retroactively	1	1	0	1%	100%
D	DISQUALIFICATION					
D2	Extend probation	3	3	0	4%	100%
D3	Readmission after one year disqualification	2	0	2	3%	0%
F	TRANSFER CREDITS					
F1	Accept more transfer hours than allowed	10	10	0	14%	100%
F2	Accept reserved credit from another institution	1	1	0	1%	100%
F4	Accept non-graded transfer credit	1	1	0	1%	100%
F6	Waive 12 hr limit for research grad credit	1	0	1	1%	0%
F7	Unusual transfer case	1	1	0	1%	100%
H	REGISTRATION PROBLEMS					
H3	Retroactive withdrawal	1	1	0	1%	100%
H5	Register and receive grade for past attended class	1	1	0	1%	100%
K	UNIVERSITY LIMITS ON COURSE TYPES					
K6	Waive University limit on 800-level courses	1	1	0	1%	100%
N	Miscellaneous					
N2	Apply UG repeat policy to GR credit	1	0	1	1%	0%

TOTAL for 1990-91 **70 62 8** **89%**

Number of petitions In Previous Years	1987-88	146	83%
	1988-89	108	83%
	1989-90	94	83%
	1990-91	71	89%
	1991-92	70	89%

During 1991-92 there were essentially the same number of petitions as in 1990-91 year with the same 89% approval rate.

Library Committee Report December, 1992

Library committee members for the 1992 calendar year are:

Lois Becker (HST)
Faryar Etesami (EAS)
David Johnson (HST)
Jean Murray (ME)
Joyce Petrie (ED)
Tom Pfingsten (LIB), Library Director
Colleen Ward Scanlon (SP) - student member
Jean Scholtz (CMPS) , chair
Mary Sullivan Taylor (BA)

As of October, 1992 Jane Kristof replaced Jean Murray who is on leave for the year.

The committee met once a month throughout the academic year and was on call for the summer months.

The committee recommended this year that the library offer facilities for viewing video tapes. This has been accomplished and the library now has 5 video players installed in carrels for viewing of videos. The faculty will soon be advised as to how they can put video tapes on reserve.

The library committee distributed a questionnaire to department library representatives. This was done in order to obtain feedback on the role of library liaisons. The library committee viewed increased communication between library representatives and library staff as important in view of the predicted budget cuts. The committee has reviewed the responses and is putting together an information packet concerning library policies and information on ordering, suggestions to facilitate communication between library representatives and their corresponding librarians, and general information about the library. When completed this packet will be distributed to library representatives. These packets will serve as a source of information to new library representatives.

During the year the library committee has heard several reports from library staff. Tom Pfingsten has kept us abreast of the

progress on PORTALS (Portland Area Library System). Terry Rohe, Assistant Director, gave us a presentation on the University Press Approval Plan.

Gary Sampson, who is in charge of the on-line system at the library, explained how the ordering was done and how department budgets were kept. This was in response to inquiries from the library committee on whether departmental representatives could have direct access to their accounts in order to monitor expenditures. Currently this would mean that library representatives would have passwords which would allow them to access all library accounts. The library committee felt that this jeopardized security. Librarians will be able to obtain information about accounts to pass along to library representatives in a more timely fashion with the on-line system. We hope this will be adequate.

The library committee has also discussed the borrowing policy at length. With the on-line system in place, it may be possible to allow graduate students to check out materials for a longer period of time. The committee recommended that the on-line system be monitored for a period of time to see how much demand was placed on the system and staff by the ability to ask for recall of items.

The library committee has received the 1993/1994 book budget from Terry Rohe and is aware of the projected shortfall of \$463,266. The library staff is currently compiling some strategies to address this. These strategies will be presented to the library committee at the November and December meetings for their review and approval.


Jean Scholtz, Chair

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Jean Scholtz, Chair

REPORT OF THE SCHOLASTIC STANDARDS COMMITTEE

November 16, 1992

The Scholastic Standards Committee responsibilities as outlined in the Faculty Governance Guide are as follows:

- 1) Develop and recommend academic standards with a view to maintaining the reputation of the undergraduate program of the University.
- 2) Assist undergraduate students in difficulty with scholastic regulations
- 3) Adjudicate undergraduate student petitions which request the waiving of regulations on suspensions.
- 4) Advise the Registrar on matters concerning transfer students or students who are seeking undergraduate readmissions after having had scholastic deficiencies.
- 5) Report to the Senate at least once a year.

The committee functions primarily as individuals reading petitions and voting upon issue presented in the petition. Petitions fall into two general categories: admissions and reinstatements of students who have been suspended and changes in student registration or records.

The following is a summary of petitions which were considered between November, 1991 and October, 1992:

Reinstatements:	accepted: 108	denied: 34
Admissions:	accepted: 58	denied: 14

This represents a decrease of about 1% in reinstatement activity and a decrease of about 23% in admission requests from students seeking to transfer or apply to PSU. The rate of acceptance of reinstatements increased from about 60% to 76% and the rate of acceptance of students suspended from other institutions remaining at about 80%.

Change of registration:	accepted: 352	denied: 45
Grade option change:	accepted: 143	denied: 84
Incomplete extension:	accepted: 94	denied: 5
Grade changes after one year:	accepted: 7	denied: 2

Change of registration activity increased 19% , grade option change was down 3%, incomplete extensions down 21%, and grade changes after one year down from 11 requests to 9. Registration errors and late payments requested are usually approved. Generally favorable consideration was given to student petitions expressing difficulty with computerized registration procedures for a period of one term.

Most grade option changes continue to be requests to change from P/NP to letter grades or vice-versa. Some programs do not permit the P/NP option in courses for majors but do offer them on a P/NP basis. Changes for such students were approved. Most denials involved a perceived grade shopping to improve the GPA.

A total of 946 petitions were acted upon, within 1% of the 950 acted upon last year. A major concern continues to be timely review of petitions over a period when there is considerable activity, namely, during vacation times.

RECOMMENDATIONS OF THE SCHOLASTIC STANDARDS COMMITTEE:

1. Vacation period petition activity.

The committee recommends that a three person subcommittee of the Scholastic Standards Committee be designated to conduct the activity of the Scholastic Standards Committee over the 13 week vacation period. In addition, the committee recommends that the University support, with pay, the work of any 9-month faculty members on the subcommittee, each for one hour per week, during the 13 week period.

2. Transfer of responsibility for incomplete extensions and grade changes after one year.

The committee recommends that responsibility for approving grade changes after one year and all incomplete extensions be transferred to department chairs or appropriate administrative office within the academic unit.

Respectfully submitted:

Pauline Beard, Eng
Elliot Benewitz, Hst
Nancy Chapman, USP
Sue Danielson, Eng
Bruce Keller, TA

Fu LI, EAS
Robert Lockerby, LIB
Sorca O'Connor, ED
Hormoz Zarefar, ME
Eugene Enneking, Mth, Chair

ADDENDUM
New Courses and Course Changes

SCHOOL OF EDUCATION
Curriculum and Instruction

CI 570 CHILD DEVELOPMENT AND EDUCATION (3)

In-depth study of child development theory, principles, and current research, practice of observational strategies, and application of growth and development data to educational programs for young children. Study will extend to decision-making and developmentally appropriate practice in early childhood education. Prerequisite: undergraduate early childhood education course work or teaching experience with young children. [NEW]

CI 571 PLAY: CURRICULUM IN EARLY CHILDHOOD EDUCATION (3)

Study of stages of play, theory and research on play, cultural differences in play, and adult roles in facilitation of play. Curriculum will be reviewed, developed, and integrated with a focus on play for teaching and learning, for child-centered approaches, and for meeting needs of special learners. Prerequisite: undergraduate early childhood education course work or teaching experience with young children. [NEW]

CI 572 LANGUAGE AND LITERACY IN EARLY CHILDHOOD EDUCATION (3)

Helps teachers understand, assess, and promote early experiences with language that contribute to the process of becoming literate. Prerequisite: undergraduate early childhood education course work or teaching experience with young children. [NEW]

CI 573 ASSESSMENT IN EARLY CHILDHOOD EDUCATION (3)

Study of and experience with a range of developmentally appropriate assessment strategies for use in diagnostic, formative, and summative evaluation of growth and development of young children and for appropriate educational decisions in early childhood education settings. Prerequisite: undergraduate early childhood education course work or teaching experience with young children. [NEW]

CI 574 SUPERVISION IN EARLY CHILDHOOD EDUCATION SETTINGS (3)

Integrates theory and research of adult and professional development with supervisory models and practices appropriate for early childhood education settings. Prerequisite: undergraduate early childhood education course work or teaching experience with young children. [NEW]

EPFA 529 EARLY CHILDHOOD EDUCATION: RELATIONSHIPS WITH HOME AND SOCIETY (3)

Considers the sociology of families and communities in the development of cooperative relationships with programs for young children. Prerequisite: undergraduate early childhood education course work or teaching experience with young children. [NEW]

EPFA 551 SOCIAL FOUNDATIONS OF EDUCATION (3)

Study of sociological theories that illuminate the effects of education on individuals and society. Problem areas in race, class and gender are explored in the process of examining theories of socialization, certification, allocation and legitimation and their application to historical and current educational situations. [CHANGE DESCRIPTION]

Special Education and Counselor Education

Coun 551 FOUNDATION OF REHABILITATION COUNSELING (3)

Introductory course for students pursuing graduate study in rehabilitation counseling and is also oriented toward students with a more peripheral interest in related human service fields. Intended to provide a broad overview of the profession of rehabilitation counseling with an emphasis on both theoretical and practical aspects of the field. Prerequisite: Coun 585 and Coun 510-Abnormal Personality. [NEW]

Coun 552 MEDICAL ASPECTS OF DISABILITY (3)

Covers the most common physical, sensory and mental disabilities encountered by the rehabilitation professional. The major symptomatology, diagnostic procedures, treatment modalities, functional implications, and psychosocial and vocational correlates of each disabling condition will be discussed. Prerequisite: Coun 551. [NEW]

Coun 553 PSYCHOSOCIAL ASPECTS OF DISABILITY (3)

Covers the psychological and social aspects of adjustment and adaptation to a variety of disabling conditions. Theoretical and practical issues relating to various types of physical, psychiatric, mental and social disabilities will be examined and discussed. Prerequisite: Coun 551. [NEW]

Coun 554 CASE MANAGEMENT (3)

Students will study case management systems and skills as used in both public and private rehabilitation and related other human service agencies. Topics covered include case identification, referral, eligibility determination, assessment, goal setting, plan development, intervention strategies, case monitoring, inter-agency coordination, advocacy, promotion of self-advocacy by client, software systems, information flow, organizational structures, time management, critical case management skills, funding sources and billing, as well as other topics of interest to the students. Prerequisite: Coun 551. [NEW]

Coun 555 OCCUPATIONAL ANALYSIS/VOCATIONAL EVALUATION (3)

Content and experiences presented through this course are designed to familiarize the student with the basic principles and imperatives of occupational analysis and vocational evaluation and how these are applied and used in real world settings. Didactic instruction, experiential research, and collegial participation will be used to help students integrate course teachings into a core of personal and professional understanding which can then be applied to many different settings or systems. Prerequisite: Coun 551. [NEW]

Coun 556 REHABILITATION IN THE PRIVATE SECTOR (3)

Covers private sector rehabilitation, the private rehabilitation practitioners relationship to the client, the insurer, the insurance system and workers' compensation. Prerequisite: Coun 551. [NEW]

SpEd 580 ACCOMMODATING CHILDREN WITH SPECIAL NEEDS IN EARLY CHILDHOOD EDUCATION (3)

Provides preparation for accommodating young children with special needs in early childhood education settings. Focus on assessment, program planning and adaptation, program planning, family involvement, and mainstreaming approaches. Prerequisite: undergraduate early childhood education course work or teaching experience with young children. [NEW]

RECOMMENDATIONS OF THE SCHOLASTIC STANDARDS COMMITTEE:

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Eugene Enneking, Mth, Chair

Resolved that the PSU Faculty Senate joins with the members of the Black Studies Department in their recent statement of the proper role of an instructional department and of the appropriate criteria in the selection of departmental administrators. The Senate agrees that the goal of an academic department is to provide education to students without regard to their race or sex, and that the qualifications for academic appointments are academic training and ability. Notwithstanding the appropriateness of affirmative action to promote the employment of members of underrepresented groups, it is impermissible in principle and prohibited in law that any person should be disqualified from an academic appointment by virtue of race, sex or ethnic origin.

American Colleges.
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PROJECT ON REDEFINING
THE MEANING AND PURPOSE
OF BACCALAUREATE DEGREES

INTEGRITY IN THE COLLEGE CURRICULUM

A REPORT
TO THE ACADEMIC COMMUNITY

ASSOCIATION OF AMERICAN COLLEGES

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The work of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees was principally supported by a grant from the Pew Memorial Trust. Additional funding was provided by the Ford Foundation, the Exxon Education Foundation, the Johnson Foundation and the Buhl Foundation.

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Preface to Second Edition

AAC's *Integrity in the College Curriculum: A Report to the Academic Community* is one of the most influential documents in higher education. Since *Integrity*—as it's best known—was published in February 1985, some fifty thousand English copies have been distributed; in 1986, it was translated into Japanese.

As hundreds of American colleges and universities have undertaken the task of revising their curricula, *Integrity* continues to serve as a model. The nine essential experiences strongly urged by AAC's Select Committee on Redefining the Meaning and Purpose of Baccalaureate Degrees have been incorporated into countless efforts now underway to reform undergraduate education.

Equally significant, the call in *Integrity* for faculty members to reassume responsibility for the curriculum also is being heeded. Academic leaders and faculty members everywhere are working together to shape their students' educational experiences into a curriculum that both has meaning and gives meaning.

Since its publication, *Integrity in the College Curriculum* has shaped the intellectual development of AAC's projects and programs as well. The 1988 publication of *A New Vitality in General Education*—the result of two years of work by AAC's Task Group on General Education—represents AAC's continuing commitment to general-education reform.

Later in 1988, AAC issued two publications that explore how institutions can use general-education requirements in the humanities and social sciences to enhance engineering education: *Unfinished Design: The Humanities and Social Sciences in Undergraduate Engineering Education* and *An Engineering Student's Guide to the Humanities & Social Sciences*. Those publications address the depth, breadth, and coherence of the humanities and social sciences component of engineering education.

Integrity also drew attention to the need for more empirical data on students' curricular experiences. AAC's Curriculum Assessment Service (formerly the Curriculum Data Base Project) responds to that need by offering a data base that provides information on course selection practices by students. The summary report on this project, AAC's *Structure and Coherence*:

Integrity in the Undergraduate Curriculum, published in 1989, analyzes coursework patterns and offers preliminary results, and that project continues.

Building on yet another finding in *Integrity*—that study-in-depth in a field does not mean simply “more courses”—AAC embarked on a three-year review through its Project on Liberal Learning, Study-in-depth, and the Arts and Sciences Major. Implemented in cooperation with a dozen learned societies, this project includes a review of practices in structuring and implementing the major in biological sciences, economics, history, mathematics, philosophy, psychology, physics, political science, religion, sociology, women’s studies, and interdisciplinary studies.

Integrity also drew attention to the need for more effective ways of assessing what undergraduates actually learn from their studies. This concern led, in turn, to AAC’s Project on Assessing Learning in Academic Majors Using External Faculty Examiners.

Both AAC’s annual meetings and flagship journal, *Liberal Education*, have used *Integrity* as a touchstone for sessions and themes, respectively. There is much here that is yet to be explored and developed, and our sincere hope is that this second edition of *Integrity in the College Curriculum* continues national and campus dialogues that will ensure integrity in the curriculum of every American institution of higher education.

Paula P. Brownlee
President
Association of American Colleges

November 1990

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Foreword

Baccalaureate education has been and will continue to be a matter of prime importance to American life. Building on the foundations laid in elementary and secondary schools, it rounds off the education of students, enlarges their understanding of reality, and enhances their powers of intellect and judgment. It strengthens the capacities of individuals to grow as literate, educated persons and prepares them to pursue beginning careers in several professions as well as advanced studies as further preparation for practice in others. Above all, baccalaureate education makes a vital contribution to the health of American democracy. Leaders in a complex, pluralistic society require not only technical or professional expertise but the ability to make consequential judgments on issues involving the contextual understanding and assessment of multi-faceted problems.

Baccalaureate education is still the primary responsibility and distinguishing feature of American higher education. Well over half of the students enrolled in accredited two-year community and four-year colleges are taking courses creditable towards bachelors' degrees, and, more significantly, seventy percent of all degrees awarded by four-year colleges and universities are baccalaureates.

Mindful of these fundamental truths about baccalaureate education, the Association of American Colleges took stock of mounting evidence that undergraduate programs in American colleges and universities were afflicted by serious weaknesses. During the years 1979 through 1981, for example, three national commissions had issued reports calling attention to deficiencies in basic areas of undergraduate study; namely, in the humanities, in foreign languages and international studies, and in science education for non-science majors. These reports intensified a concern for the general condition of undergraduate education itself, a concern which had been spreading both on and off campuses throughout the seventies. It was apparent that the persistence of such weaknesses would soon undermine public confidence in higher education and also adversely affect advanced studies in graduate and professional schools. Because of its fundamental mission to address such basic issues of educational policy, the Association of American Colleges, in January 1982, began the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees and established the Select Committee to oversee and guide its work.

recommendations in three years was directed: to make a thorough study of the state of baccalaureate education, to promote widespread discussions among faculties and academic administrators about issues of basic educational policy concerning the primary mission of colleges and universities, and to formulate recommendations for improving programs leading to bachelors' degrees in all institutions of higher education. The underlying premise of this task was that piecemeal reform of undergraduate education had failed to check the deterioration in its condition, and hence a more fundamental, comprehensive approach to the problem was needed.

In surveying the growing body of literature about undergraduate education, the Select Committee concluded that more time and effort had been spent in analyzing the weaknesses of American college education than in determining effective ways to overcome them. It therefore invited the faculties and administrations of eleven colleges and universities to join in a year of discussion and inquiry to discover what measures for reform might be most appropriate for their institutions. To promote dialogue on these campuses, the Committee prepared a booklet, "A Search for Quality and Coherence in Baccalaureate Education," which suggested six lines of investigation. The year opened in the summer of 1982 with a conference at which a team from each of the eleven institutions were present, and closed with a week of intensive work at which the results of the year's discussions on each campus were summarized and shared with the Committee. Five different types of institutions were represented among the eleven:

- 1) *research and doctorate-granting universities*: Carnegie-Mellon University, University of Tennessee, Knoxville, and Washington University in St. Louis.
- 2) *comprehensive institutions*: Brooklyn College of the City University of New York, Rhode Island College, and Tuskegee Institute.
- 3) *liberal arts colleges*: Grinnell College, Hampshire College, and St. Mary's College of Indiana.
- 4) *community colleges*: Maricopa County Community College District.
- 5) *colleges for non-traditional students*: Empire State College of the State University of New York.

As a consequence of the issues raised but not settled by that year's work, two additional conferences were called to examine special concerns about professional baccalaureate degree programs in such fields as business, engineering, education, health sciences, and music. The first conference, attended by representatives from three campuses of the cooperating institutions that offered such degrees, took place at Gatlinburg, Tennessee, in October, 1983. The second, which involved elected and staff officers of all specialized accrediting bodies that evaluate baccalaureate programs, as well as liberal arts faculty and deans, was held at Airlie House near Washington in December, 1983. The results of these conferences confirmed one of the findings of the eleven cooperating colleges and universities, namely that "the very distinction

between the 'liberal' and the 'vocational' that runs through two millennia of educational theory is no longer a universal." They further concluded that graduates with professional baccalaureate degrees as well as graduates with degrees in traditional liberal arts fields should share essential intellectual characteristics and attributes.

Other contributions to the deliberations of the Select Committee came from a special task group on assessment and evaluation of student progress and academic programs, and from a conference at the Wingspread Conference Center to consider how to reconcile recommendations on instruction in the humanities, foreign language and international studies, science instruction for non-science majors, and women's studies — recommendations which resulted from earlier AAC conferences at the same center. The last three Annual Meetings of the Association of American Colleges also developed information and insights of use to the Committee. The 1982 Annual Meeting on the theme "Literacy for the Contemporary World," the 1983 Annual Meeting on the theme "Liberal Learning with a Civic Purpose," and the 1984 Annual Meeting on the theme "A Tense Alliance: Specialization and Liberal Learning," all had principal speakers and working sessions which addressed issues under study by the Select Committee.

Throughout its deliberations, the Select Committee has taken all programs of baccalaureate education and all kinds of baccalaureate degrees to be within its sphere of concern. As a consequence, it has sought to encourage integrity and coherence in all undergraduate programs that lead to bachelors' degrees. This report is intended, therefore, for two-year community colleges responsible for providing foundations for students wishing to transfer to baccalaureate programs, as well as for four-year colleges. Its recommendations apply to undergraduate education in professional schools of business, engineering, allied health sciences, education, art, music, physical therapy, and nursing, as well as to the programs of liberal arts colleges and colleges of arts and sciences within multi-purpose campuses.

As it issues this report, the Select Committee is aware that some campuses have resisted the debilitating trends of the last generation. It also knows that many campuses of all sizes and types have already committed themselves to serious efforts to remedy the ills that have weakened undergraduate education. The Committee applauds this commitment and leadership, and hopes that the findings and recommendations of this report will sustain and accelerate the good work so promisingly begun. To the faculty, academic officers, and trustees of all campuses, the Committee offers this report as its best effort to assist them in developing undergraduate programs that match the needs and aspirations of their students.

Mark H. Curtis
President (1978–1985)
Association of American Colleges