2-1-1998

Faculty Senate Monthly Packet February 1998

Portland State University Faculty Senate

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

The Faculty Senate will hold its regular meeting on February 2, 1998, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll

*B. Approval of the Minutes of the January 5, 1998, Meeting

C. Announcements and Communications from the Floor

   President's Report

   Provost's Report

D. Question Period

   1. Questions for Administrators

   2. Questions from the Floor to the Chair

E. Reports from the Officers of Administration and Committees

   1. Interinstitutional Faculty Senate Meeting - C. Wollner

F. Unfinished Business

   *1. Proposal to modify B.S. Requirements - Rosengrant

   2. University Studies Assessment Report - White et al
      (Senators are requested to bring reports, mailed December 30, 1997)

G. New Business

   *G1 Graduate Council Course & Program Recommendations—Terdal

*The following documents are included with this mailing:

   B Minutes of the January 5, 1998, Senate Meeting

   F1 Proposal to modify B.S. Requirements

   G1 Graduate Council Course & Program Recommendations
Minutes: Faculty Senate Meeting, January 5, 1998
Presiding Officer: Ulrich H. Hardt
Secretary: Sarah E. Andrews-Collier


Alternates Present: Jivanjee for Anderson, Stuart for Kenreich, Stubblefield for Olmsted, Poracsky for Works.

Members Absent: Brown, Shin for Cease, Goldberg, Martin, Manning, Noordhoff, Reece, Westbrook, Williams

Ex-officio Members

A. ROLL

*B. APPROVAL OF THE MINUTES

The meeting was called to order at 3:05 p.m.

The minutes of the December 1, 1997, Meeting were approved with the following corrections:

The name of the speaker, page 23, paragraph 3, blank space, was CORCORAN.

The abbreviation, "B.S." on page 26, para. 2, last sentence, is replaced with "B.A." after "Wamser also stated they feel the..."

Page 26, paragraph 6, line 2, statement by WAMSER, should read, "The old requirement assumed a foundation of distribution requirements no longer true."
C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

HARDT made the following announcements:

- In accordance with normal governance procedures, President Bernstine approved actions of the December Faculty Senate:
  1) Amendment to the Constitution of the PSU Faculty, Article IV., Sec. 4, Academic Requirements Committee.
  2) To change the name of School of Education to the Graduate School of Education.
  3) Approval of final 1997 Graduate Council and Curriculum Comm. course and program proposals.

- The Secretary has recorded the following changes in Senate and committee appointments since the December meeting:
  
  CLAS Senator, Marjorie Enneking has resigned from Senate, eff. 12/31/97.
  
  Due to Sabbatical leave, FPA Senator, Steven Martin (for Kogen, 1998) will be replaced by Richard Wattenberg.
  
  Richard Dirks has resigned from Scholastic Standards Committee and will be replaced by Shirely Morrell, LING.

- The Minutes of the December Senate meeting contain replies to questions raised at that meeting regarding the Library (p. 21) and types of M.A. degrees (pp. 23-24).

- Courtesy of OIT-DO, the 1997-98 Faculty Governance Guide, updated 1/1/98, is accessible on the PSU web site at: WWW.pdx.edu/198gvht.htm

President’s Report

BERNSTINE, reporting before Announcements, announced that George Pernsteiner has been named Vice President for Finance & Administration, effective January 1, 1998.

BERNSTINE announced that a committee has been appointed to re-evaluate the Turkish Studies grant. The decision to re-evaluate PSU’s position is in no way intended to undermine previous actions. The university has received correspondence regarding the propriety of accepting the grant, and potential legal issues have emerged. Melinda Grier
has been appointed Chair, and committee members are Ulrich Hardt for Faculty Senate, Marjorie Enneking for Advisory Council, and Gary Withers, Vice President for University Relations.

BERNSTINE discussed Athletics funding. Every measure possible is being taken to insure that there is no deficit this year. The move to participate in the "Big Sky" Conference needs to be supported for the present.

BERNSTINE discussed issues related to the publication of the Report of the Governor’s Task Force on Higher Education. The Governor first met with the Presidents and later with the full Board at the recent special OSSHE Board meeting. There were two major themes in his remarks, relating to governance and budget. Regarding budget, it is clear the Governor wants the BAS model revisited. He has stated that funding should follow students not institutions. Regarding governance, all institutions will be free to compete. His position is that there is no such thing as a place bound student. The Board had already asked the institution presidents for recommendations to change the budget and governance structure, and PSU’s recommendations have already been forwarded.

PU needs to think seriously about how we will react to this new environment. A first step is the establishment of a committee, the President’s Commission on Campus Life/Climate. This committee will examine issues across the university community consistent with themes raised previously at convocation - improving the quality of the student experience and improving the quality of what we do as an institution. Dalton Miller-Jones has agreed to act as Chair, and the faculty, staff and student membership will be named shortly. It is intended that the committee complete their charge before the end of the school year so that recommendations can be implemented as soon as possible. A word the Governor used when he addressed the presidents was "nimble." In addition to quality, in order for us to be competitive in this new environment, nimble-ness is a characteristic we need to achieve. We must become the institution of choice in the metropolitan area, the state and beyond. If we ignore the realities, we are doomed to mediocrity. In conjunction with this effort, the president will be visiting departments and faculty groups to discuss ideas for the future. This is a new era. We will have more freedom to do the things we want to do. Programs, like funding, will follow students. As our best defense is a good offense, we must be ready to move. Moreover, we want to be at the forefront of what is happening in higher education in the state.

BURNS asked what are we doing as a university to inform the community of the actual quality of the University of Phoenix, which was recently featured in an Oregonian article. BERNSTINE stated that we need to focus on educating the public about the quality of what we do, not emphasize the inadequacies of other schools. For example, we can offer a learning environment that they can’t.
CABELLY referenced the press’s mediocre reporting on PSU in the past, and asked if we have a media strategy regarding budget and other issues. BERNSTINE stated we need to improve our overall image. We are in the process of improving marketing, including hiring a new director for a start.

JOHNSON asked what kind of timeline are we on for these important changes. BERNSTINE stated this will be a fairly quick timeline. The Board’s new budget and governance committees were already in place before the Governor’s report was released. The Governor has warned he will act if the Board doesn’t. We should assume a "fast track" and take the initiative. It is very realistic to project changes by Fall term.

D. QUESTION PERIOD

1. Question for Provost Reardon

REARDON stated the University’s position regarding credit being equal to "seat time" is more fixed at the lower division level, based on past discussions of accreditation standards. Graduate Council has developed a policy which states "the credit value of graduate course credit should be assigned on the basis of one graduate credit per four hour of work per week (one hour in class ..."

...Graduate Course credit should be assigned on the basis of 1 graduate credit for 4 hours of work per week (one hour in class, and a minimum of 2-3 hours for each hour of class time...work is educational activity, including class attendance, that a student needs to do to complete the course satisfactorily).

This is similar to the accreditation standards, and is the only definite statement of policy. When we assign credit hours, we should be sure there is a relationship between credit and expected work activity.

EVERHART asked if the Graduate Council has the power or authority to decide this formula, and review credit in relation to it. REARDON stated yes. The northwest accrediting standard is two to three hours of work a week per credit.

ENNEKING noted that courses with three hour meetings are being awarded five credits at U. of Oregon. REARDON stated that is theoretically legitimate according to the standards.

MOOR stated that quiet, prudent behavior is the best policy.
2. Questions from the Floor for the Chair

None.

E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

*1. Faculty Development Committee, Semi-annual Report

HERINCKYX presented the report, adding the following information:

The funding for Faculty Development has now been allotted. A meeting of the committee will be held by January 15, 1998, to develop a revised timeline for this year’s application award process. The "RFP" will be published as soon as possible.

2. Interinstitutional Faculty Senate Meeting of December 5-6, 1997

WOLLNER reported on this meeting, which was held at PSU. The Chancellor addressed the senate on Friday. There are two new Board committees, one on budget and finance chaired by T. Imeson, and one on governance, chaired by J. Willis. "Both have been asked to address the question, "What does the board do or not do that impedes institutions in their efforts to be entrepreneurial or creative?" Both of these committees are said to be interested in faculty feedback, and you may pass along your comments to Wollner, Cooper or Cease. Ed Dennis of Oregon Student Association made a presentation in which he committed OSA to lobbying for increases in faculty salaries. The quid pro quo for that is a tuition freeze supported at the Governor’s level and be faculty activism on campuses, so OSA doesn’t have to divide their energies. Members of the Governor’s Task Force on Higher Education reported. Elections were held on Saturday. Kimball Yates (Southern Oregon) was elected President, Jack Cooper was elected Vice President, and Elaine Deutschman (OIT) was elected Secretary. An important item in Saturday’s discussions was developing a strategy for placing a Faculty representative on Board, utilizing the joint annual meeting of AOF, AAUP, and IFS.

3. Announcement from Campus Alcohol & Other Drugs Policy Committee

Vasti Torres, Chair, referenced the revised policy which was distributed to Senators in a separate mailing from the Agenda. Revisions in the policy were developed to insure compliance with federal regulations regarding alcohol in schools. Faculty must request prior approval from the Provost when serving alcohol, on a form provided by that office.
MOOR suggested revisions in wording, which Torres requested he discuss with her for inclusion.

F. UNFINISHED BUSINESS

*1. Discussion of Proposal to Modify B.S. Requirements

HARDT was joined by Rosengrant and Wamser for the discussion. ROSENGRANT noted the summary of activities since the December meeting, and discussions of financial impact and revising the B.A. in "F2." The item on "F1" page 2, paragraph 3, last sentence, is a suggested option and is not a part of the proposal. WAMSER presented the following discussion points by overhead:

**BACHELOR OF SCIENCE DEGREE REQUIREMENTS**

*Current requirement (1997-98 PSU Catalog, page 25)*:

For the Bachelor of Science Degree: Students must complete a minimum of 36 credits from the science academic distribution area or a minimum of 36 credits from the social science academic distribution area.

*Proposed replacement*:

For the Bachelor of Science Degree: Students must complete a minimum of 12 credits in the science academic distribution area, a minimum of 12 credits in the social science academic distribution area, and a minimum of 4 credits in Mathematical Sciences/Statistics. Of the courses used to satisfy the science academic distribution area, a minimum of 8 credits must be coursework with integrated or associated laboratory or field work.

Note: The science academic distribution area would be revised to remove Mathematical Sciences/Statistics.

**FREQUENTLY-ASKED QUESTIONS**

*Why change?*

B.S. students currently have a significant disincentive to select coursework out of their main area, i.e., science or social science. For example, science majors tend to select science courses for their junior cluster and other majors tend to avoid science and math altogether.

*How did the current policy originate?*

The old general education policy assumed that all students would have at least 18 credits in each of the distribution areas, including science and social science.
What about the B.A. degree?

Very important! We strongly encourage faculty in the arts and humanities to consider whether all PSU graduates are obtaining the appropriate exposure to these fields. Meanwhile, the serious problem with the B.S. degree must be addressed as soon as possible.

What about other domains of knowledge?

Also important! We strongly encourage faculty in the arts, the humanities, and other fields to consider whether all PSU graduates are obtaining the appropriate exposure to these fields. A university-wide policy of "liberal education" should be discussed broadly.

How many students are affected by this change?

In rough numbers, there are 1,400 students per year who earn a B.S. degree, about 1,000 of whom major in an area that is not within the science distribution area (or engineering). These 1,000 students will need 12,000 SCH in science, of which 8,000 SCH must be lab or fieldwork, plus 4,000 SCH of math or statistics.

What science courses will these students take?

A convenient selection would be a junior year cluster offered by a science department. There should be no prohibition against using general education courses to satisfy this requirement; similarly, science majors will use their major courses to satisfy this requirement. Science clusters (Science in the Liberal Arts and Science Cornerstone courses) will include about 30 sections per year, with a capacity of 40 students each, or 4,800 SCH.

Can we handle the additional student demand?

Besides junior year clusters handling up to 4,800 SCH, we expect a significant number of students will transfer in science coursework, perhaps 3-4,000 SCH. Thus, an additional 3-4,000 SCH will have to be handled in new or existing courses in the science departments. There is ample capacity in existing science lecture courses to handle up to an additional 4,000 SCH, but additional lab sections will be required. A typical 4-credit course with lab includes a 3-4 hour lab session for one credit. At a lab capacity of about 25 students per section, up to 40 additional lab sections may be needed.

What will it cost?

A typical graduate teaching assistant teaches 9 lab sections per year, hence up to 5 additional TAs may be needed. At about $10,000 per TA, a maximum personnel cost (excluding benefits, tuition remission, etc.) of $50,000 is estimated. Materials and supplies costs for 40 additional lab sections are estimated in the range $10-20,000.
What should a PSU student know and be able to do?

Within the constraints of the university requirements for total credits, upper-division credits, etc., a student’s course program includes:

- Major requirements (50-100 credits)
- General education (45 credits)
- Electives (35-85 credits)

Liberal education:

- Do we believe that students should include a breadth of coursework in their program?
- What constitutes an appropriate breadth?
- Should each major decide this issue, or should it be a university-wide solution?

**PSU Science Cornerstone Project**

**Science for ALL Students**

Required coursework in the sciences will be designed to enhance students’ abilities to:

- understand and apply selected fundamental principles from one or more areas of scientific inquiry,
- directly experience the methods and processes of scientific inquiry, including experimental design, the recording, quantification, and interpretation of observations, and the effective communication of results,
- access and utilize scientific information and concepts in support of their life roles as individuals, citizens, learners, consumers, producers, and family members,
- comprehend the power and the limitations of science as a way of understanding the world, including ways of dealing with uncertainty,
- recognize the interactions between science and other human endeavors.

Portland State University Faculty Senate, January 5, 1998

DRISCOLL asked Wamser to define the student population being discussed and discuss the "symmetry" being placed on social science students. WAMSER stated science students are not electing science courses outside their majors, and he can’t comment on social science students.

CABELLY asked what is the advantage of passing this proposal today, when we have not looked at the BA requirement. WAMSER stated the problem with the sciences is felt to be the most acute. ROSENGRANT stated that the vote is
proposed to take place at the February meeting. If a proposal is passed at that
time, it will be take effect as of the 1998-99 Bulletin.

DRISCOLL stated that EAS curriculum is less flexible than Wamser suggests
in his overhead. They have room only for two UD cluster courses/options to
graduate. According to this proposal, Engineering majors would be limited only
to science/social science credits and would be deprived the opportunity of
humanities, which might even be an accreditation problem.

KARANT-NUNN stated we should be looking at bachelor’s degrees in general.
Are we placing too much weight on the words, "science," "arts," and "fine
arts." We should be looking at what any student getting a first college degree
needs to be exposed to, to be able to function well. We should not be driven by
terminology, which is increasingly archaic. WAMSER stated he is not pressing
for the sake of the degree title, but for the need to expose students to science.

MOOR asked if we are not thinking about abolishing distribution requirements.
We don’t have the policy straight in our head. WAMSER stated the BM and
BS in Engineering are quite restricted and hopefully would receive waivers.
MOOR asked how different will this be from the old distribution requirement.
WAMSER yielded to William Becker who stated the model is to acquire
subject matter in the context of clusters. We should get students away from
their majors, and towards more diversity. He also stated at a later point in the
debate that students are not making good choices - this is an issue of
"steerage."

REARDON stated the majority of B.S. students are not science majors, and
over 50% of their coursework was from elsewhere than PSU. Additionally, we
have no adequate description of the baccalaureate degree, as opposed to quite
comprehensive descriptions of Masters and Ph.D. degrees. This is true of most
institutions around country.

KARANT-NUNN stated we shouldn’t feel we have abandoned previous
principles. There is no absolute ideal, and we prescribe student’s educations in
many different ways. It is not necessarily a betrayal to lack traditional hard lab
science courses.
BRENNER expressed sympathy with the science faculty, describing her
experiences regarding the Diversity Requirement, but urged that recently
established curriculum be given a better chance to develop. This is a question
of piecemeal vs. holistic change. This proposal is not really addressing the issue
of well-rounded curriculum. We haven’t said anything about language, arts, etc.
For example, isn't there a science course that could relate to most of the clusters in an integrative/interdisciplinary way?

WAMSER asked if we are not expecting too much of general education. BEESON asked is there not another possible approach. ENNEKING asked what is the status of the liberal education agenda. REARDON stated that is being addressed internally in CLAS.

BRENNER reiterated that no real effort has been made yet to make the new General Education program work, all around. There are also other constituencies who deserve consideration such as Diversity, fine arts, etc.

G. **NEW BUSINESS**

1. **Redesigned Licensure Programs In Education**

TERDAL introduced the information item (attached). Changes are mandated by TSPC and no action by Graduate Council or Senate is required.

*2. **Curriculum Committee Course and Program Proposals**

PRATT requested the item be deferred to February, to coincide with the University Studies report.

*3. **Report of University Studies**

HARDT noted the e-mail announcement made earlier in the day to postpone the report to the February Senate meeting. He introduced Chuck White, who previewed highlights of the report. WHITE stated in his opening remarks that he hopes to see discussion move beyond previous factionalism, as the program is the responsibility of all faculty. He also noted the program has been phased in, which have caused difficulties of coherence and connections. In closing, he reminded Senators that the program is faculty driven.

H. **ADJOURNMENT**

The meeting was adjourned at 4:56 p.m.
Motion to amend B.S. degree requirement

For the Bachelor of Science Degree: Students must complete a minimum of 12 credits in the science academic distribution area, a minimum of 12 credits in arts, humanities and/or the social sciences, and 4 credits in mathematical sciences/statistics. A minimum of 8 of the 12 credits in the science distribution area must be in coursework with integrated or associated laboratory or field work.

Academic Requirements Committee
Sandra F. Rosengrant, Chairperson
503/725-3539 Phone
503/725-5276 Fax

February 2, 1998 Faculty Senate Meeting
DATE: January 21, 1998
TO: Faculty Senate
FROM: Marjorie Terdal, Chair Graduate Council
RE: Recommendation of program changes, new and modified courses

The following course and program proposals were reviewed by the Graduate Council and are recommended for approval by the Faculty Senate.

College of Liberal Arts and Sciences
Change in MA/MS Speech Communication Program--addition of non-thesis option
Changes in existing courses in Mathematical Sciences
  MTH 614/615/616 Theory of Analytic Functions I, II, III, 3 cr each, to become
  MTH 614/615/616 Modern Analysis I, II, III, 3 cr each--change in course name and description

Division of Public Administration
Program changes: MPA degree requirements changes
Program changes: MPA:HA degree requirements changes
Changes in existing courses
Four new courses

Program changes: Ph.D in Public Administration and Policy core requirements changes
Changes in existing courses
Three new courses

School of Social Work
Program changes: Ph.D in Social work and Social Research degree requirements changes
Conversion from 3-credit to 4-credit
One new course

Program changes: MSW degree requirements changes
Conversion from 3-credit to 4-credit
Changes in existing courses
Two new courses
PROPOSAL FOR CHANGE IN EXISTING PROGRAM

Request for the following change in the Master of Science / Master of Arts in General Speech Communication.

Contents:

proposed catalog statement with material to be omitted in brackets and new material underlined: Pp. 1-2

Proposed catalog statement as it will read if approved: Pp. 3-4.

Rationale: Pp. 5

Proposed Changes to Catalog Statement:

Master of Arts or Master of Science

Students entering this program are expected to develop an understanding and appreciation of the theoretical, conceptual, and methodological breadth of the discipline and to develop expertise in the pursuit of their own particular interests in the study of human communication. In conjunction with the student's adviser, each student will design a program based upon particular concerns with interpersonal, group, organizational, public, mass media, and intercultural communication, which provides the student with the appropriate research competencies -- critical, qualitative, or quantitative -- to pursue independent inquiry under faculty guidance.

The master's degree program consists of a minimum of 45 credits of course work, including [9] 6 credits of thesis work or a graduate communication project, Sp 510, Communication Project or Sp 510, Communication Consulting. Each student's program must be based upon the following courses or their transfer equivalencies.

I. Theory, History, and Methods: Complete A, B, and C.

A. Sp 516, Theories of Communication (unless previously taken as Sp 416).
B. Sp 511, Introduction to Graduate Studies (must be taken no later than fall term of the first year of graduate studies).
C. At least one course in research methods:
   Sp 521, Quantitative Methods of Communication Research or
   Sp 531, Qualitative Methods of Communication Research or
   Sp 541, Methods of Rhetorical Criticism.

II. Areas of Emphasis: All graduate students are expected to develop a theoretical competency in at least two areas of emphasis. Areas of emphasis will be designed in consultation with the student's program adviser or thesis director, in consultation with the thesis committee. Areas of emphasis currently supported in this department include: organizational communication,
rhetorical and critical studies, interpersonal communication, intercultural communication, international communication, and mass communication; other areas of emphasis may be developed, according to particular student needs, in consultation with the program adviser or thesis director.

III. Course work in cognate areas: [students may apply up to 8 credits from other departments toward the M.A./M.S. degree upon consultation with, and written approval of, adviser.] Students are required to complete core course work in Speech Communication. Courses outside the department may be proposed at the discretion of the faculty adviser.

IV. Complete Thesis or Graduate Communication Project. The graduate communication project is intended to meet the needs of graduate students whose primary interests are applied rather than academic, and who expect to be employed in business, industry, or government, either directly or as consultants. Students who are interested in an academic career or anticipate advanced graduate work, leading toward a PhD, should elect the thesis option.

A. Each student who elects the thesis option will complete a thesis and pass a final oral examination on the thesis. The thesis director and thesis committee will be selected, in consultation with the program adviser, during the first three terms of study. Prior to beginning work on the thesis, all students will be required to demonstrate proficiency in relevant theories and research methodology.

B. Each student who elects the graduate communication project option will complete a graduate communication project and pass a final written examination covering two areas of emphasis.

1. The communication project, undertaken as an individual or team activity while enrolled in Sp 510, Communication Project or Sp 510, Communication Consulting, will focus on application of acquired knowledge and problem solving to actual communication situations.

2. Each student who elects the graduate communication project option will be required to take a written examination on each of the two areas of emphasis. The examining committee must be appointed, with the approval of the student's faculty adviser, no later than the end of the term preceding the term in which the student intends to take the written examinations.
December 9, 1997

To: Marge Heyden, Chair, and Members Curriculum Committee
College of Urban and Public Affairs

From: Ron Cease, Chair
Division of Public Administration

Attached are copies of the following proposed changes:

1. Course Changes: (Current titles are in parens)
   PA 509 Organizational Experience (6)
   PA 511 Public Administration (3)
   PA 512 Case Analysis (3) (Integrative Seminar)
   PA 540 Administrative Theory & Behavior (3)
   PA 551 Analytic Methods in Public Administration I(3) (Data Analysis & Statistics for Public Administration)
   PA 552 Analytic Methods in Public Administration II (3) (Statistical Modeling in Public Administration)
   PA 563 Citizens and Administration (3) (Strategies for Citizen Participation)
   PA 590 Human Resource Management in the Public Sector (3) (Public Personnel Administration)
   PA 591 Issues in Public Human Resource Management (3) (Issues in Public Personnel Administration)

2. New Courses:
   PA 508 Reflective Practice Workshop: Case Development (3)
   PA 533 Public Policy: Origins and Process
   PA 534 Administrative Law and Policy Implementation
   PA 572 Health Politics

3. Program Changes:
   Master's Program in Public Administration (MPA)
   Master's Program in Public Administration and Health Administration (MPA:HA)

   It should be noted that the total credits for both master's degrees remain at 60 hours.
PAP Ph.D. Program

Current Core Requirements

USP 530, Research Design
PA 611, Institutional Context of Public Administration and Policy
PA 612, Political and Institutional Change
PA 613, Administrative Theory and Policy
PA 610, Policy Analysis for Public Administration and Policy
USP 664, Organizational Theory and Behavior

PA 610, Cultural and Comparative Systems - required of students but course material not part of core examination

Proposed Core Requirements

USP 530, Research Design (no change)
PA 611, Theoretical Foundations of Governance (new course)
PA 612, Governance, Public Administration and Rule of Law Systems (new course - PA 612 becomes PA 618)
PA 613, Institutional Foundations of Governance (new course - replaces PA 611)
PA 614, Contemporary Governance (new course - replaces PA 610, Cultural and Comparative Systems)
PA 615, Administrative Process (replaces PA 613)
PA 616/USP 560/660, Policy Process (revision of policy analysis course)

PA 618, (was PA 612) remains as an elective

1 This course will not be part of the new core but will remain for other uses in both the PAP and Urban Studies Ph.D. program

Proposed Changes for the PhD program in Public Administration and Policy

- New courses:
  - PA 611 Theoretical Foundations of Governance, 3 cr
  - PA 612 Contemporary Governance, 3 cr
  - PA 614 Administrative Theory and Policy, 3 cr

- Changes in existing courses:
  - PA 611 Institutional Context of Public Administration and Policy, 3 cr, to become PA 615 Administrative Process, 3 cr - change in course number, course title, course description
  - PA 612 Political and Organizational Change, to become PA 618 - change in course number
  - PA 613 Institutional Foundations of Governance, 3 cr, to become PA 614 Contemporary Governance, 3 cr - change in course number, course title, course description
  - USP 560/660 Policy Analysis, 3 cr, to become PA 616/USP 560/660, Policy Process, 3 cr - change in course number, course title, course description
COURSE OF STUDY: FULL TIME
MASTER OF SOCIAL WORK PROGRAM
4 Credit Conversion

First Year

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<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
<td>SW 500 Field Instruction I (6 credit hours)</td>
<td>SW 500 Field Instruction II (6 credit hours)</td>
<td>SW 500 Field Instruction III (6 credit hours)</td>
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<tr>
<td>SW 520 Social Work and Social Welfare Policy (4 credit hours)</td>
<td>SW 540 Human Behavior in the Social Environment (4 credit hours)</td>
<td>SW 550 Foundation of Social Welfare Research (4 credit hours)</td>
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<td>SW 530 Generalist Social Work Practice I (4 credit hours)</td>
<td>SW 531 Generalist Social Work Practice II (4 credit hours)</td>
<td>SW 532 Generalist Social Work Practice III (4 credit hours)</td>
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<td>SW 507* Seminar (1-2 credit hours)</td>
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42 credits are required, an additional 2-6 credits of SW 507 may be added.

Second Year

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<tr>
<th>Fall</th>
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<tr>
<td>SW 500 Field Instruction IV (6 credit hours)</td>
<td>SW 500 Field Instruction V (6 credit hours)</td>
<td>SW 500 Field Instruction VI (6 credit hours)</td>
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<tr>
<td>SW 533 Advanced Practice for Direct Human Services I (4 credit hours) or SW 535 Advanced Community Based Practice I (4 credit hours) or SW 537 Advanced Social Service Program Management I (4 credit hours)</td>
<td>SW 534 Advanced Practice for Direct Human Services II (4 credit hours) or SW 536 Advanced Community Based Practice II (4 credit hours) or SW 538 Advanced Social Service Program Management II (4 credit hours)</td>
<td>Policy-Practice Elective (Course with SW 520 prerequisite) (4 credit hours)</td>
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<tr>
<td>SW 501 Data Analysis in Social Work Research I (2 credit hours)</td>
<td>SW 501 Data Analysis in Social Work Research II (2 credit hours)</td>
<td>SW 507* Seminar (1-2 credit hours)</td>
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<tr>
<td>Elective* (4 credit hours)</td>
<td>Elective* (4 credit hours)</td>
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46 credits are required, 2 hours of SW 507 may be added.

*A total of 90 credits is required for graduation. Students may meet this requirement by taking 2 credit hours of SW 507 and four 4-credit hour electives, or 6 credit hours of SW 507 and three 4-credit hour electives. Of the elective courses, one must be a section of SW 541, Advanced Theories of Human Behavior in the Social Environment elective, and one must be a Concentration Elective which varies according to their Concentration.
Proposed Changes from the School of Social Work MSW program
(3- to 4-credit conversion)

- Program change: MSW degree requirements changes
- New course proposals:
  - SW 535 Community Based Practice I, 4 cr
  - SW 536 Community-Based Practice II, 4 cr
- Changes in existing courses:
  - SW 520 Social Work and Social Welfare Services, 3 cr, to become SW 520 Social Work and Social Welfare Policy, 4 cr - change in course title, course description, credit hours, lecture hours
  - SW 521 Social Welfare Policy, 3 cr - drop course
  - SW 522 Social Welfare Research I, 3 cr, to become SW 522 Social Welfare Research, 4 cr - change in course number, course title, course description, credit hours, lecture hours
  - SW 523, 524 Social Welfare Research II & III, 3 cr each, to become SW 523, 524 Data Analysis in Social Work Research, credit to be arranged - change in course number, course title, course description, prerequisites, credit hours, lecture hours
  - SW 525 Human Behavior in the Social Environment I, 3 cr - drop course
  - SW 526 Human Behavior in the Social Environment II, 3 cr, to become SW 526 Human Behavior in the Social Environment, 4 cr - change in course number, course title, course description, prerequisites, credit hours, lecture hours
  - SW 527/627 Advanced Theories of Human Behavior in the Social Environment, 3 cr to become SW 527/627 Advanced Theories of Human Behavior in the Social Environment, 4 cr - change in course number, course description, prerequisites, credit hours, lecture hours
  - SW 530 Generalist Social Work Practice, 3 cr, to become SW 530 Generalist Social Work Practice I, 4 cr - change in course description, prerequisites, credit hours, lecture hours
  - SW 531 Generalist Social Work Practice II, 3 cr, to become 4 cr - change in course description, credit hours, lecture hours
  - SW 532 Generalist Social Work Practice III, 3 cr, to become 4 cr - change in course description, credit hours, lecture hours
  - SW 533 Direct Social Work Practice I, 3 cr, to become SW 533 Advanced Practice for Direct Human Services I, 4 cr - change in course title, course description, credit hours, lecture hours
  - SW 534 Direct Social Work Practice II, 3 cr, to become SW 534 Advanced Practice for Direct Human Services II, 4 cr - change in course title, course description, credit hours, lecture hours
  - SW 535 Social Service Program Management I (The Social Worker as Manager), 3 cr, and SW 536 Social Service Program Management II (Managing Social Service Human Resources), 3 cr, to become SW 535, 536 Advanced Social Service Program Management I, II, 4 cr each - change in course number, course title, course description, credit hours, lecture hours
  - SW 537 Social Service Program Management III (Managing Change in the Social Work Environment), 3 cr - drop course
  - SW 550 Social Work Perspectives on Mental Disorders, 3 cr, to become SW 550 Social Work Perspectives on Mental Disorders, 4 cr - change in course number, course description, prerequisites, credit hours, lecture hours
  - SW 551 Health and Illness, 3 cr - drop course
  - SW 552 Social Work with Depressed Clients, 3 cr, to become SW 552 Social Work with Depressed Clients, 4 cr - change in course number, course description, prerequisites, credit hours, lecture hours
  - SW 553 Human Sexuality, 3 cr, to become SW 553 Human Sexuality and Social Work, 4 cr - change in course number, course description, prerequisites, credit hours, lecture hours
  - SW 554 Social Work and Health Care, 3 cr, to become 4 cr - change in course description, prerequisites, credit hours, lecture hours
- SW 555 Social Work with Alcoholics and Their Families, 3 cr, to become SW 571 Social Work with Alcoholics and Their Families, 4 cr - change in course number, course description, credit hours, lecture hours
- SW 556 Clinical Social Work with Addictive Behaviors, 3 cr, to become SW 577 Social Work with Addictive Behaviors, 4 cr - change in course number, course title, course description, credit hours, lecture hours
- SW 557 Social Work with the Elderly and Their Families, 3 cr - drop course
- SW 558 Treatment of Sexual Abuse, 3 cr, to become 4 cr - change in course description, prerequisites, credit hours, lecture hours
- SW 559 Women's Issues in Social Work Practice, 3 cr, to become SW 572 Women's Issues in Social Work Practice, 4 cr - change in course description, credit hours, lecture hours
- SW 560 Social Work with Lesbian and Gay Clients, 3 cr, to become SW 560 Social Work with Lesbians, Gay Males, and Bisexuals, 4 cr - change in course title, course description, credit hours, lecture hours
- SW 562 Social Work with the Dying and Their Families, 3 cr, to become 4 cr - change in course description, credit hours, lecture hours
- SW 563 Program Evaluation, 3 cr, to become SW 570 Program Evaluation, 4 cr - change in course number, course description, credit hours, lecture hours
- SW 564 Information Technology for Social Work Practice, 3 cr - drop course
- SW 566 Clinical Supervision, 3 cr, to become SW 566 Staff Development and Supervision, 4 cr - change in course title, course description, credit hours, lecture hours
- SW 567 Brief Therapy and Other Short-Term Social Work Interventions, 3 cr, to become SW 559 Brief Therapy and Other Short-term Social Work Interventions, 4 cr - change in course number, course description, credit hours, lecture hours
- SW 568 Social Work with Vulnerable Populations, 3 cr, to become SW 573 Social Work with Populations at Risk, 4 cr - change in course number, course title, course description, credit hours, lecture hours
- SW 569 Clinical Social Work with Groups, 3 cr, to become SW 561 Clinical Social Work with Groups, 4 cr - change in course number, course description, prerequisites, credit hours, lecture hours
- SW 571 Community Practice with the Long-Term Mentally Ill, 3 cr, to become SW 567 Community Practice with the Long-Term Mentally Ill, 4 cr - change in course number, course description, prerequisites, credit hours, lecture hours
- SW 572 Clinical Social Work with Children and Their Families, 3 cr, to become SW 563 Social Work with Children and Their Families, 4 cr - change in course number, course title, course description, credit hours, lecture hours
- SW 573 Clinical Social Work with Adolescents and Their Families, 3 cr, to become SW 564 Social Work with Adolescents and Their Families, 4 cr - change in course number, course title, course description, credit hours, lecture hours
- SW 574 Clinical Social Work with the Frail Elderly, 3 cr, to become SW 574 Social Work with the Frail Elderly, 4 cr - change in course title, course description, credit hours, lecture hours
- SW 575 Ethnic competence in Social Work Practice, 3 cr, to become 4 cr - change in course description, prerequisites, credit hours, lecture hours
- SW 576 Developing culturally competent Organizations, 3 cr, to become 4 cr - change in course description, credit hours, lecture hours
- SW 577 Social Work in Schools, 3 cr - drop course
- SW 578/678 Social Work in the Juvenile and Criminal Justice Systems, 3 cr, to become 4 cr - change in course description, credit hours, lecture hours
- SW 580 Case Management in Human Service, 3 cr, to become 4 cr - change in course description, credit hours, lecture hours
- SW 581 Issues in Child Welfare, 3 cr, to become SW 522 Issues in Child Welfare, 4 cr - change in course number, course description, prerequisites, credit hours, lecture hours
- SW 582 Social Work with Persons with HIV/AIDS and Their Families, 3 cr - drop course
- SW 583 Health Care Policies and Programs, 3 cr, to become SW 523 Health Care Policies and Programs, 4 cr - change in course number, course description, prerequisites, credit hours, lecture hours
- SW 586 Financial Management for Social Service Agencies, 3 cr - drop course
4 Credit Model

A MODEL COURSE OF STUDY: FULL TIME
Ph.D. IN SOCIAL WORK AND SOCIAL RESEARCH

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>SW 650 History and Philosophy of Social Welfare and Social Work (4 credits)</td>
<td>SW 620 Social Problem Analysis: Assessment Phase (4 credits)</td>
<td>SW 621 Social Problem Analysis: Intervention Phase (4 credits)</td>
</tr>
<tr>
<td>Elective (4 credits)</td>
<td>Elective (4 credits)</td>
<td>Elective (4 credits)</td>
</tr>
</tbody>
</table>

36 credits

Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 622 Social Problem Analysis: Evaluation Phase (4 credits)</td>
<td>Elective (4 credits)</td>
<td>Elective (4 credits)</td>
</tr>
<tr>
<td>SW 640 Research Practicum Seminar (2 credits)</td>
<td>SW 641 Research Practicum (Credit to be arranged)</td>
<td>SW 642 Research Practicum (Credit to be arranged)</td>
</tr>
<tr>
<td>Elective (3 credits)</td>
<td>Elective (4 credits)</td>
<td>Elective (2 credits)</td>
</tr>
</tbody>
</table>

27 credits

Comprehensive examination, part 1, would be taken at the end of the fall term of the second year. Comprehensive examination, part 2 (the specialization paper) would be written in the spring term of the second year.

Third Year

SW 603 Dissertation: 27 credits

A total of 90 credits is required for graduation. Selection of electives would be required to include 8 credits in a cognate area outside the Graduate School of Social Work, and 8 credits of specialized research. Students are expected to have a minimum of 29 elective credits, which may be distributed across the quarters and years in any pattern. SW 641 and SW 642 must be taken for a total of 4 credits.
Proposed Changes from the School of Social Work PhD program in Social Work and Social Research (3- to 4-credit conversion)

- Program change: PhD degree requirements changes
- New course proposal:
  - SW 690 Teaching Practicum, 4 cr
- Changes in existing courses:
  - SW 620 Social Problem Analysis I, 3 cr, to become SW 620 Social Problem Analysis: Assessment Phase, 4 cr - change in course title, course description, credit hours
  - SW 621 Social Problem Analysis II, 3 cr, to become SW 621 Social Problem Analysis: Intervention Phase, 4 cr - change in course title, course description, credit hours
  - SW 622 Social Problem Analysis III, 3 cr, to become SW 622 Social Problem Analysis: Evaluation Phase, 4 cr - change in course title, course description, credit hours
  - SW 630 Empirical Methods for Knowledge Building in Social Work, 3 cr - change in course description and credit hours
  - SW 631 Empirical Methods in Social Work Research II, 3 cr, to become SW 631 Empirical Methods in Social Work Research, 4 cr - change in course title, course description, prerequisites, credit hours
  - SW 632 Methods of Data Analysis in Social Work Research, 3 cr, to become SW 632 Empirical Methods of Data Analysis in Social Work Research, 4 cr - change in course title, course description, credit hours
  - SW 640, Research Practicum, 3 cr, to become SW 640 Research Practicum Seminar, 2 cr - change in course number, course title, prerequisites, credit hours
  - SW 641, 642, 3 cr each, to become SW 641, 642 Research Practicum, credit hours to be arranged - change in course number, course description, prerequisites, credit hours
  - SW 650 History and Philosophy of Social Work, 3 cr, to become SW 650 History and Philosophy of Social Welfare and Social Work, 4 cr - change in course title, course description, credit hours
  - SW 651 Integrative Seminar, 3 cr, to become SW 651 Integrative Writing Seminar, 4 cr - change in course title, course description, credit hours
  - SW 652 Integrative Seminar, 3 cr - drop course
  - SW 690 Teaching Practicum: Focuses