STATE BOARD OF HIGHER EDUCATION  
MINUTES OF MEETING HELD IN  
ROOM 338, MICHAEL J. SMITH MEMORIAL CENTER, PORTLAND STATE UNIVERSITY  
PORTLAND, OREGON  

January 26, 1970  

MEETING #381-1  
A regular meeting of the State Board of Higher Education was held in Room 338, Michael J. Smith Memorial Center, Portland State University, Portland, Oregon.

ROLL CALL  
The meeting was called to order at 9:00 A.M. Monday, January 26, 1970, by the President of the Board, Mr. George H. Layman, and on roll call the following answered present:

Mr. George H. Corey  
Mr. Philip A. Joss  
Mr. Chas. R. Holloway, Jr.  
Mr. Ancil H. Payne  
Mr. Robert D. Holmes  
Mr. John W. Snider  
Mrs. Elizabeth H. Johnson  
Mr. George H. Layman  

Absent: Mr. Ray T. Yasui was absent due to weather conditions at Hood River.

OTHERS PRESENT  
Centralized Activities--Chancellor R. E. Lieuallen; Secretary R. L. Collins; Mr. Freeman Holmer, Vice Chancellor for Administration; Mr. J. I. Hunderup, Vice Chancellor for Facilities Planning; Dr. Miles C. Romney, Vice Chancellor for Academic Affairs; Mr. H. A. Bork, Consultant; Dr. Duane Andrews, Director, Division of Continuing Education; Mr. Ralph Steetle, Director of Program Coordination, Division of Continuing Education; Mr. J. L. Watson, Comptroller and Assistant Vice Chancellor for Administration; Mr. D. R. Larson, Assistant Chancellor; Mr. Allen McKenzie, Contracting Officer and Assistant to Vice Chancellor for Administration; Dr. Carl G. Paetz, Director of Campus and Building Planning; Mr. Raymond P. Underwood, Chief Counsel; Mr. Keith L. Jackson, Budget Director; Dr. George Diel, Director, Communications Development; Mr. Guy Lutz, Director, Office of Institutional Research; Mr. Robert W. Fritsch, Architectural Consultant; Mr. Fred Segrest, Administrative Assistant; Mr. Paul LaRiviere, Broadcast Media Coordinator; Mr. Richard Zita, Director of Publications.

Oregon State University--Acting President Roy A. Young; Mr. M. Popovich, Dean of Administration; Mr. G. M. Robertson, Director of Business Affairs; Mr. Fred Shidel, Director of University Relations and Assistant to the President; Dr. David B. Nicodemus, Dean of Faculty; Mr. Miles Metzger, Superintendent of Planning and Construction.

University of Oregon--President Robert D. Clark; Mr. J. O. Lindstrom, Director of Fiscal Affairs; Dr. Ray Hawk, Dean of Administration; Mr. Charles T. Duncan, Dean of Faculties.

University of Oregon Dental School--Dean L. G. Terkla; Mr. Eugene W. Bauer, Assistant Dean for Business Affairs; Dr. William Wescott, Associate Dean for Administrative Affairs.
University of Oregon Medical School--Dean C. N. Holman; Mr. W. A. Zimmerman, Associate Dean for Business Affairs.

Portland State University--President Gregory B. Wolfe; Mr. W. T. Lemmon, Jr., Director of Business Affairs; Mr. J. Malcolm McMinn, Director of Facilities Planning and Operations; Mr. Mark Howard, Director of Public Services.

Oregon College of Education--President L. W. Rice; Dr. Ronald L. Chatham, Assistant to the President.

Southern Oregon College--President James K. Sours; Mr. Donald E. Lewis, Dean of Administration; Dr. E. C. McGill, Dean of Faculty.

Eastern Oregon College--President A. M. Rempel; Dr. R. S. Perry, Dean of Administration; Mr. J. C. Lundy, Business Manager.

Oregon Technical Institute--President W. D. Purvine; Mr. W. M. Douglass, Dean of Administration.

Others--Dr. B. Hughel Wilkins, Professor of Economics at Oregon State University, representing the American Association of University Professors Federation; Mr. Richard Burke, Fiscal Analyst, Executive Department, Fiscal Management Division; Mr. John Richardson, Doctoral Candidate from Stanford University.

Student Representatives--Mr. Cliff Bracher, Assistant Resident of the Dormitory, and Mr. Terry Cathey, Student Body President, Eastern Oregon College.

The Board voted to dispense with the reading of the minutes of the last regular meeting held on December 10, 1969, and of the special Board meetings held on December 9 and December 29, 1969, and approved them as printed in the preliminary minutes previously issued.

Mr. Layman said that the usual Board procedure would be modified for this meeting in order to have the report of the Chancellor earlier in the meeting prior to the reports of the Committees. The Chancellor said that because of the importance of long-range planning it had seemed appropriate to consider the first item in his report earlier in the meeting in order to allow time for discussion. The Chancellor then presented the following statement on long-range planning.

The primary task of a president is to provide leadership for his institution. If presidents are to retain leadership initiative, they must be adequately staffed. Otherwise, the initiative will be assumed by other groups.

President James E. Brooks of Central Washington State College stated it this way: "they (the presidents) don't have sufficient administrative help to take care of internal coordination, mail, and all the tasks that should be assigned to others."
Professor W. H. Cowley, retired David Jacks Professor of Higher Education at Stanford said: "increasingly, if presidents are to provide institutional leadership, there are times when they should have nothing on their desks but their feet."

A popular myth, even in academic circles, has been the notion that all available resources should be directed into the teaching function. Resources devoted to administration are essentially wasted resources, so goes the myth.

The enterprise of higher education has grown far too complicated to leave its administration to whatever is left over after instruction and research have been provided for. Although the recent Warren King report (That is, the first two parts of this report which have been issued for the University of Oregon and Oregon State University) does not, in my judgment, identify sufficiently the added costs of more effective administration, it certainly does focus much needed attention on the added requirements of more effective administration.

The hazard of too little resources for administration is not so much that leadership will not be exercised -- it is that the men hired for the job and assigned responsibility for leadership will lack the resources or time to exercise it. And others inevitably will do it!

Perhaps the most important leadership task in higher education is short and long-range planning, and assuring the linkage of one with the other. And it is here that the hazard of lost initiative is most serious. Long-range planning for higher education is a task primarily for college and university administrators. Long-range planning is not the task primarily of students, of faculty, nor even of board members. Long-range plans must be judged by board members and, ultimately approved by them. But long-range plans should be initiated and proposed by college and university administrators. If college and university presidents are not adequately staffed, the long-range plans eventually will be initiated and proposed by someone else, either inside or outside the academic community.

Although additional resources for such staffing are not now available, institutions in our System should be urged to submit budgets for 1970-71 which they believe will at least improve their capacity if not fully equip them to undertake the necessary planning, even though the resources will have to come from other cost items in their budgets.

I want now to say some things about the plans themselves.

The nine institutions in the State System can be classified into three sub-groups: (1) the three universities, (2) the three state colleges, and (3) the three special purpose institutions: the Medical School, the Dental School and Oregon Technical Institute.
The tasks of these three groups are different, and these differences must be accommodated.

The tasks of the special purpose institutions are readily identified and have been clearly articulated. In Oregon, we have provided medical, dental and technical education in our three special purpose institutions at a level causing those three institutions to be recognized as among the best of their kind in the country.

Our state colleges, although they have their differences, have carved out for themselves tasks which are largely consistent with their objectives as teaching institutions. They do not aspire to be measured against the research and graduate education objectives of universities -- they have declared themselves to be teaching institutions, and interested in graduate education only through the master's degree -- and in a limited number of fields. They aspire to excellence among their peers -- they do not (and should not) possess the "community college to state college to state university to Harvard" progression syndrome that too often characterizes the success aspirations of some developing institutions.

Our three universities, although accurately classified in a single sub-group, possess distinctive characteristics, just as do our three special purpose institutions and the state colleges. Oregon State University is the System's scientific and technical university; Portland State University is the System's urban university; and the University of Oregon is the System's liberal arts university. They possess in common the essential university objectives of teaching, research and service. Whereas the characterizing essential of a state college is teaching, a university must also possess the essential characteristics of research and service. Otherwise, it is not a university.

Of overriding importance to this Board is the development of each of the three groups of institutions so that each can do its thing. The special purpose institutions must continue to staff themselves, equip themselves, and establish for themselves those characteristic objectives which will enable them to remain excellent in their specialties. The state colleges must do likewise to the end that they be excellent teaching and learning institutions. And our three universities must provide for Oregon, in addition to teaching and learning, the research and service functions essential to any university -- and essential, of course, to the economic and cultural health of the State.

We are now engaged in the kind of long-range planning which will produce for the Board's consideration plans for each of our institutions. These plans will be consistent with the general institutional goals I have identified. Furthermore, the plans will propose in addition to general goals, programs needed to implement those goals, recommendations for ultimate institutional size, recommended mix of lower division, upper division, and graduate students, facility requirements, and estimated dollar needs.
Responsibility for coordinating the long-range institutional planning rests with our three vice chancellors. Because physical facilities and dollar requirements depend ultimately upon academic requirements, I have asked Vice Chancellor Romney to assume responsibility for coordinating the coordinators. And, of course, we will be working closely with other colleges and universities in Oregon, especially through the Educational Coordinating Council.

Now about the timing -- and priorities.

I'd like to be able to assure you that the package will be ready for your review soon. Unfortunately, assurance would be unreasonable. The task is too large, and the resources too small.

I'd like also to assure you that all of the planning detail will be based upon approved institutional goals. In other words, I'd like to say that we'll forego any planning detail until the goals are considered and adopted by the Board. Again, that ideal doesn't look realistic.

All of our institutions are working at the task of stating their goals. But it's slow going -- and necessarily so. We will, therefore, be developing tentative plans for programs, institutional size, student mix, and resource requirements, based upon what we believe the general character of the goals will be. And we'll make any needed modifications later.

In the meantime, we want you to be able to transmit to the 1971 Legislative Assembly specific proposals for institutional size, student mix, and resource requirements which, although admittedly tentative, will enable the 1971 Legislature to make its allocations of state resources on the basis of our best judgment of the proper role of the State System of Higher Education in the years just ahead.

Long-range planning is a higher educational task which has received too little professional attention. We're hoping to remedy that deficiency.

During the discussion, Mr. Layman commented that in the report the Chancellor had referred to Oregon College of Education, Southern Oregon College and Eastern Oregon College as state colleges rather than as regional colleges and asked if this was intended to indicate any change in the function or status of these institutions. The Chancellor replied that because there are other colleges in the immediate vicinity, Oregon College of Education is not as clearly identified as a regional college as are Eastern Oregon College and Southern Oregon College. He said that the term "state colleges" would apply to all three institutions but that it was intended as a general classification for a group of institutions rather than as an indication or suggestion that there should be a system of state colleges similar to that which exists in California.
In response to a second question, the Chancellor said that the private colleges and universities and the community colleges were included in the overall planning for higher education in Oregon, because all of these play an important part in meeting the need for post-secondary education.

Mrs. Johnson suggested that the Board should be kept informed as the planning progresses so that reactions from Board members could be part of the planning prior to seeking Board approval of the results of the planning as part of the biennial budget reports.

Mr. Payne emphasized that long-range planning is not a new concept but is regularly a part of the decisions which the Board makes about the objectives, the quality, and the type of education offered at each of the institutions in the State System. He said also that the terminology designating Portland State University as the state's urban university seemed to refer more to geography than to academic content.

The Chancellor said that this term came from the already established guidelines and that "urban" was intended to have a programmatic implication rather than a geographical one. He said that the program of an urban university conceivably could differ in emphases from those of another university.

The Chancellor reported that an anonymous donor had donated the former home of John and Elizabeth Zehntbauer to the State System to be used as a residence for the President of Portland State University. He indicated that a report of the gift would be incorporated in the report of gifts and grants and accepted and acknowledged as part of that report.

In view of the action of the State Emergency Board on December 19, 1969, in authorizing an increase of $225,000 in the expenditure limitation for the Teaching Hospital Addition and Alterations and the Basic Science Classroom and Laboratory Building at the University of Oregon Medical School, pursuant to the program approved by the State Board of Higher Education on December 10, 1969, construction contract awards were made, and the following budgets were approved for these projects:
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January 26, 1970

Hospital Addition & Basic Science Alterations Building Total

Project Costs

Direct construction costs:
General work—Teeple and Thatcher, Inc., Portland
   Todd Building Company, Roseburg
Add - Net adjustment for extension of bid and minor changes in specifications
Total - General work

Mechanical work—Lord Bros. Contractors, Inc., Portland
   Less - Net adjustment for change order credits and extension of bid
Total - Mechanical work

Electrical work—Christenson Electric, Inc., Portland
   W. R. Grasle Co., Portland
Less - Net adjustment for change order credits and extension of bid
Total - Electrical work

Total direct construction costs
Professional services fees
   (including consultants)
   Construction supervision
Miscellaneous costs, including landscaping
X-ray therapy and Betatron equipment:
   Fixed
   Movable
Other movable equipment (including kitchen equipment of $34,200 in hospital)
Contingencies (2% of direct construction costs)
Total project costs
Less - Movable equipment items deferred (possibly to 1971-1973)
Total project costs
Sources of Funds

<table>
<thead>
<tr>
<th></th>
<th>Hospital Addition &amp; Alterations</th>
<th>Basic Science Building</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Federal grants from U. S. Public Health Service:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Manpower Facilities (1-J02-HM-00369-01)</td>
<td>$3,107,487</td>
<td>$1,989,604</td>
<td>$5,097,091</td>
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<td>Health Research Facilities (1-J01-PR-00369-01)</td>
<td>-</td>
<td>890,850</td>
<td>890,850</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$3,107,487</strong></td>
<td><strong>$2,880,454</strong></td>
<td><strong>$5,987,941</strong></td>
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<tr>
<td>General Fund appropriations in Chapter 404, Oregon Laws 1967:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Section 1</td>
<td>225,000</td>
<td>190,000</td>
<td>415,000</td>
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<tr>
<td>Section 3</td>
<td>113,187</td>
<td>-</td>
<td>113,187</td>
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<tr>
<td>General obligation bond borrowings issued under provisions of Article XI-G of Oregon Constitution</td>
<td>2,687,954</td>
<td>2,572,250</td>
<td>5,260,204</td>
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<tr>
<td>Capital outlay building use credits</td>
<td>81,609</td>
<td>-</td>
<td>81,609</td>
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<tr>
<td>Gift funds for X-ray therapy and Betatron equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total sources of funds</strong></td>
<td><strong>$6,463,228</strong></td>
<td><strong>$5,642,704</strong></td>
<td><strong>$12,105,932</strong></td>
</tr>
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It is understood that institutional officials will endeavor to conserve the contingency reserves to the extent practical and will seek gifts and grants in order to reduce the deficit of approximately $535,391 for movable equipment items being deferred.

**RECAPITULATION UPON AWARD OF CONTRACTS**

**Project** - UOMS Teaching Hospital Addition and Alterations

**Architects** - Edmundson, Kochendoerfer & Kennedy, Portland

**Legislative authorization** - Chapter 404, Oregon Laws 1967

**Board's priority** - No. 11 in 1967-1969

**Approximate gross area:**

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<th>117,850 square feet</th>
<th>142,991 square feet</th>
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<td>New construction</td>
<td>117,850</td>
<td>142,991</td>
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<tr>
<td>Alterations (37,111 square feet @ 2/3)</td>
<td>25,141</td>
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**Estimated total project cost (excluding $289,111 of movable equipment items deferred)** - $6,463,228

**Estimated direct construction costs:**

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<th>$5,633,520</th>
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<tr>
<td>Total</td>
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<tr>
<td>Average (per square foot)</td>
<td>$39.40</td>
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**Tentative schedule:**

- Contract awards - December 1969
- Completion - March 1972
Financing plan:
Federal grant from U. S. Public Health Service (Health Manpower) - $3,107,487
General Fund appropriations in Chapter 404, Oregon Laws 1967 338,187
General obligation bond borrowings under Article XI-G of Oregon Constitution 2,687,954
Capital outlay building use credits 81,609
Gift funds for X-ray therapy and Betatron equipment 247,991
Total $6,463,228

Project - UOMS Basic Science Classroom and Laboratory Building

Architects - Campbell-Yost & Partners, Portland

Legislative authorization - Chapter 404, Oregon Laws 1967

Board's priority - After No. 33 in 1967-1969

Approximate gross area - 139,819 square feet

Estimated total project cost (excluding $246,280 of movable equipment items deferred) $5,642,704

Estimated direct construction costs:
Total - $5,155,511
Average (per square foot) - $36.87

Tentative schedule:
Contract awards - December 1969
Completion - October 1971

Financing plan:
Federal grants from U. S. Public Health Service $2,880,454
General Fund appropriation in Chapter 404,
Oregon Laws 1967 190,000
General obligation bond borrowings issued under Article XI-G of Oregon Constitution 2,572,250
Total $5,642,704

The Board accepted the report as presented.

MA in Theater Arts, MA in German, PSU

(Considered by the Committee on Academic Affairs, Personnel, and Public Affairs, January 6, 1970.)

Portland State University requests authorization to offer the following new degree programs effective with the 1970-71 year:

1. MA in Theater Arts
2. MA in German (Deutsche Sommerschule--year at PSU combined program).
The document presenting the Portland State University requests, together with the analyses and recommendations of the Board's Office, titled "Portland State University Request for Authorization To Offer the MA Degree in Theater Arts and German" is bound in a separate volume and is considered an integral part of the minutes of the January 26 meeting of the Board.

MA in Theater Arts

Proposed Program. The proposed Master of Arts in Theater Arts would consist of 45 credit hours distributed as follows:

- Approved courses in theater arts: 36
- Project: 6
- Electives: 3
- Total: 45

The project may be:

- A thesis on a subject selected with the approval of the department.
- A production for public performance of a full-length play.
- The composition of two one-act, or one full-length play.

The student will also be required to pass a general written examination in the fields of dramatic literature and theater history.

Admission requirements for the proposed program include a minimum of 25 term hours in theater arts and speech, including six hours of acting, three hours of directing, and nine hours of play production or equivalent competencies as determined by the department of theater arts.

Portland State University suggested that the planned master of arts program has the following objectives:

- To prepare graduate students as teachers of language arts for high school and theater arts for college.
- To provide a foundation for advanced graduate study leading to the doctorate in theater arts elsewhere.
- To provide preparation for careers in the professional theater.
- To provide service courses for other fields of graduate study (e.g., English, speech, music).

Institutional Resources. The theater arts faculty at Portland State University currently consists of seven faculty members, one holding the Doctor of Philosophy degree and six with Master of Arts degrees. Five of the seven have extensive experience in teaching and/or professional theater. Dr. Romney noted that the Ph.D. is not a common degree in theater, but rather the M.A. is often considered the terminal professional degree.
Portland State University asserts that while the present faculty will be adequate to the first year of the program's operation, they will need, and plan to add from their going-level budget resources, one additional faculty member in the second year of the program's operation (1971-72) and a second additional faculty member in the third year (1972-73).

With respect to facilities, Portland State University says:

Current public halls at the university with which this program is involved (studio theater and auditorium, Old Main) are taxed to capacity, as are their supporting areas for construction, storage, and personnel assemblage. The use of these areas for lecture halls further adds to an already congested situation. At least one more studio theater with adequate supporting space will be needed in addition to the present spaces used for public performance, the auditorium and the present studio theater. To these spaces, one more classroom and two more offices for staff will be required. All can be drawn from existing space in Old Main. The alteration of space and the equipment for a new studio theater will cost approximately $13,000.

We are informed by Portland State University that it has in hand the required $13,000 for the renovation described above, and that it expects to proceed with this renovation shortly after the beginning of winter term (January 1970).

Portland State University asserts that it has been building its library in theater arts for nine years in support of its existing authorized programs in theater arts, namely, (1) the bachelor of arts or science in speech and theater arts with an emphasis on theater arts, and (2) master of arts of science in teaching (MAT/MST) in theater arts. Portland State University reports that it has been guided in its purchase of library materials by Blanch Baker's Bibilography on the Allied Arts of the Theater and has "proceeded in numerous ways, using reading lists, more current bibliographies (i.e., General Bibliography in Hartnell's Companion to the Theater), hand lists of various collections (E. G. Gilder and Freedley, Theater Collections in Libraries and Museums; and International Handbook, or The Player's Library, a catalogue of the holdings of the British Drama League.)"

Portland State University asserts that library holdings can be brought to quite adequate levels to support the proposed Master of Arts program by the expenditure of $7,000 over the period of the first three years of the program's operation. They have provided in their budget for an expenditure of $3,000 in 1970-71, and $2,000 in each of the next two years (1971-72 and 1972-73).

The establishment of the American Theater Company at Portland State University gives promise of attracting graduate students.

Portland State University would request in support of the proposed Master of Arts program, two additional courses, TA 508, Workshop and TA 509, Practicum.
Discussion of the Request. This same request was before the Committee on April 3, 1968. On that occasion the Committee, upon recommendation of the Board’s Office, deferred consideration of the request on the grounds that (1) the number of baccalaureate and MAT/MST degrees awarded by Portland State University in theater arts did not suggest a heavy demand for the proposed Master of Arts program, and (2) Portland State University had available (and still has) to its students interested in graduate study an MAT/MST degree in theater arts, which serves well the needs of the elementary and secondary school teachers in theater arts and others, too, in the absence of an MA degree program.

The Board’s Office suggested, too, that meanwhile, Portland State University could proceed with the renovation of Old Main in the amount of the $13,000 (which Portland State University stated it had sequestered in its budget for the purpose of providing another studio theater, a classroom and some offices), for the facilities thus made available would be useful in the bachelor’s and the MAT/MST degree program already then authorized and being offered by Portland State University.

Now, after a lapse of twenty months, Portland State University renews its request for authorization of the Master of Arts degree in theater arts.

Portland State University asserts that students in theater arts prefer the Master of Arts degree over the MAT/MST even when they plan to teach.

The institution estimates that if the Master of Arts program is approved, as many as 6 full-time and 12 part-time students would enroll in the first year, 9 full-time and 16 part-time in the second year, and 12 full-time and 20 part-time in the third year.

Recommended Committee Action. The Board’s Office recommended that the Committee recommend Board approval of Portland State University’s request for authorization to offer an MA degree in theater arts.

In the twenty months since this request was last before us, the Portland State University program in theater arts has grown, the various faculty and administrative agencies at Portland State University have had opportunity again to weigh the benefits to be gained from the inauguration of this program over and against what a comparable investment of funds in other alternative ways would bring to Portland State University. They feel strongly that, weighing all considerations, the launching of the Master of Arts program in Theater Arts in 1970-71 is to be desired. The Board’s Office finds insufficient basis at this point for suggesting further deferral of this request.

Committee Discussion. In response to questions from the Committee, Dean Boroughs said the program did not depend upon any remodeling of Old Main as an entire building. Proposed expenditures for a studio theater and new faculty, which will support the proposed program are primarily in response to almost a doubling of enrollment in theater
since the proposal was last before the Committee, he said. Dr. Wilson said enrollments presently (winter term 1970) are at 450-500 students per term, with 15-20 students enrolled in the MAT program. Portland State University MAT graduates are working in professional theater, he said, and these persons would be better served with the Master of Arts degree.

**Recommended Board Action.** The Committee on Academic Affairs recommended that the Board authorize Portland State University to offer the Master of Arts in Theater Arts effective 1970-71.

The Board approved the recommendation as presented. It was understood that a report on the development of this program would be prepared for the Board at a later date.

**MA in German**

**Proposed Program.** The proposed program is presented by Portland State University as a slight modification of its existing authorization to offer the Master of Arts degree in German through a program combining the resources of the Deutsche Sommerschule an Pazifik, a summer program at Portland State University, and a year abroad in approved study at a German, Austrian, or Swiss university.

The modifications suggested by Portland State University would permit the student to substitute for the year abroad a year at Portland State University. Two summers at the Deutsche Sommerschule would still be required.

**Institutional Resources.** The present request rests upon a continuing belief by Portland State University that, considering its own institutional growth and developmental pattern, still, after an elapse of three and one-half years since Portland State University first requested an MA in German program, German remains Portland State University's first choice as to the subject matter area within the broad division of the humanities in which it would like most to move into a Master of Arts program. It feels that a concern for institutional balance dictates that, as it strengthens its science and social science offerings at the MA level, it extends its departmental master's programs in the humanities, and that, given the vigor and resourcefulness of the staff of the German department, German ought to be recognized by authorizing an MA program that can be earned at Portland State University in that field.

Portland State University has sought to build its library holdings in support of existing German programs and, in particular, with an eye to the needs of a Master of Arts in German program. In 1969, it made a special allocation of $5,000 to the German department for this purpose, and in the same year, the West German Government made a contribution in books valued at more than $2,000. Portland State University plans to put an additional special allocation of $15,000 into library acquisitions in support of the German program during the next three years, and further support from gifts and grants is being vigorously sought to this same end.
But it must also be remembered that, by Portland State University's estimate, the offering of an MA degree program would involve substantial commitments to library support. In the estimate of expenditures which was presented as a part of the 1968 request for the MA in German, Portland State University estimated that $12,500 would be needed for library acquisitions in each of the first two years of the program's operation (total of $25,000), and that $10,000 would be needed in each of the third and fourth years ($20,000).

The department of German has eight faculty members, six with Ph.D. degrees, one with a JUD degree from the University of Hamburg, and one with a Master of Arts degree in German.

Portland State University would propose to add to its German staff .50 FTE in the first year of the program and .50 FTE in the second year, if the proposed program is approved. Portland State University asserts that these additions to the faculty would be made to permit the staffing of courses in linguistics and literature which must be offered if the program is approved.

Portland State University estimates that a minimum of six candidates will enroll during the first year of the program's operation and that by the second year, enrollment will have doubled to 12, with subsequent increases anticipated as the program becomes known, and as Portland State University grows.

Discussion of the Request

Members of the Board will recognize this proposal as similar to that which the Committee has considered twice before — the first time in 1966, the second in 1968.

The Committee's view on both occasions was that: (1) Portland State was already authorized to offer two master's programs in German — the master of science and master of arts in teaching (MAT/MST) degree programs, and the MA in German program involving a year's study abroad, (2) the foregoing two master's degree programs appeared to have the capacity for serving the needs of a substantial portion of the persons potentially interested in taking a master's degree program in German at Portland State University, (3) Portland State University's estimate of the cost involved in mounting the proposed Master of Arts program in German made it seem unwise to launch a program in German the cost of which would be as great as then estimated, particularly in the light of two additional factors: (a) the relatively few persons for whom this program would be necessary, and (b) the fact that a first-rate Master of Arts degree program in German was available at the University of Oregon.

Since the Committee's earlier consideration of this proposal, or one similar to it, enrollments in the Portland State University German programs have grown somewhat. But the spectre of cost still looms large, in particular as relates to the development of adequate library resources to support a Master of Arts program in German.
The financial commitment involved in mounting the proposed program in German has been a matter of discussion on all three occasions that the proposal has been before the Board. Portland State University apparently has felt on each occasion, as it does now, that weighing all considerations affecting Portland State University and its curricular offerings, the launching of the proposed Master of Arts in German program is a matter of some importance to institutional development. Given all the factors to be considered, not all of them academic in character, the Board's Office suggests that the Board's Committee affirm its willingness to recommend that the Board give Portland State University the requested authorization, contingent upon the assurance that Portland State University's commitment to providing library resources to support the program is adequate to provide a reasonable library support for the program at its inception and on a continuing basis.

Discussion

Dean Boroughs stated that Portland State University would not launch the Master of Arts in German program as proposed until commitments had been made that would provide more than a minimal library resource. He said this commitment had not been made as yet because Portland State University has a new head librarian, who needs more time to familiarize herself with Portland State University's needs. He asked that the Board authorize the program with the understanding that Portland State University would inaugurate the program at such a time as library resources could be considered adequate.

Mr. Holloway commented that the Committee's concern in the past has been the high cost of providing adequate library resources. He said that now that Portland State University was supported at a level appropriate to a university, rather than relying on legislative funding, the Committee was justified in recommending approval of the proposed program.

Committee Recommendation

The Committee recommended that the Board authorize Portland State University to offer the Master of Arts in German for a combined Deutsche Sommerschule - year at Portland State University program as proposed at such a time as an adequate library can be made available.

The Board approved the recommendation as presented.

(Considered by Building Committee, January 5, 1970.)

In response to Board authorization on October 23-24, 1967, a contract award was made to LeBeck & Son, Portland, for moving the "Jennings House" from the site of the State Hall Addition at 1734 S. W. Park to a temporary location on the east half of Block 196 near S. W. Broadway on S. W. Jackson Street. Since it had been determined that the building would qualify "as an historic and architecturally valuable building," it was understood that the relocation and future
rehabilitation thereof would be eligible for federal participation under the Urban Renewal program administered by the Portland Development Commission. Funds in the amount of $8,000 were expended for the initial moving with the understanding that the building would need to be moved to a permanent site on the west half of Block 196 when such property was acquired. Thereafter, the necessary repairs and alterations would be undertaken at an estimated cost of approximately $37,000 to restore the exterior of the building and to make the interior space useful as an International Student Center.

The contract with LeBeck & Son contemplated that the building could remain on the contractor's steel cribbing and equipment for as long as twelve months, if necessary, following the acceptance of the work performed in moving it to the temporary location. Inasmuch as the site intended as a permanent base for the "Jennings House" has not been acquired by the Portland Development Commission, and institutional officials have expressed some doubt concerning the appropriateness of that particular place for it, the contractor has requested permission to remove his steel cribbing and equipment and has rendered an invoice for monthly rentals of $267.80 for the use thereof subsequent to January 8, 1969, a year after the work was completed and accepted. Inclusive of expenses related to placing the building on a temporary foundation, the costs total approximately $4,500.

President Wolfe recommended that the appropriate Board officials be authorized to supplement the contract with LeBeck & Son to cover rental charges of approximately $3,481.40 since January 8, 1969, for the steel cribbing and equipment and to make arrangements for removing these items, placing the building on a temporary (and minimal) foundation to be constructed by institutional personnel. The Chancellor concurred in this recommendation, with the understanding that these costs of approximately $4,500 will be financed from resources available to the institution from its operating budget.

During the Committee discussion, it was indicated that the institution had not determined the appropriate permanent site for the Jennings House. In seeking a solution which would permit terminating the monthly rental charge for the equipment, construction of a temporary foundation was selected as the most feasible alternative. It continues to appear that federal funds will be available to apply toward the cost of rehabilitation.

The Building Committee recommended that the Board approve the recommendation as presented.

The Board approved the recommendation as presented.

(Considered by Building Committee, January 5, 1970.)

At the September 13-14, 1966, meeting, the Board reviewed the Urban Renewal land re-use plan for Portland State University which, among other things, established the boundaries of the Urban Renewal Project generally consistent with the area of development of the University. Exceptions to the general rule were those areas involving the Physical Education Building, Old Main, and Parking Structure I.
The Portland Development Commission now proposes to amend the Urban Renewal Plan for the Portland State University project by deleting from the acquisition area a small triangular portion remaining in the hands of the Highway Department as a result of the freeway extension. The area is located south of Montgomery Street to the west of 12th Avenue. In addition, the Commission proposes to delete from the acquisition area the east half of lots 5 and 6, Block 232, adjacent to the Park Plaza Building.

President Wolfe, with the concurrence of the Chancellor, recommended that the area of development of Portland State University be reduced to coincide with the adjustments proposed by the Portland Development Commission and that appropriate authority be given to the Commission to effect the amendment to the Urban Renewal Plan.

In the Committee discussion, it was noted that the Portland Development Commission, at the time of the conveyance of the remaining property in Block 232 (west one-half of lots 6, 7 and 8) to the Board, would probably impose a restriction limiting building height to 40 feet or four floors, whichever is greater. However, it was stated that there would be no objection to such a restriction because it would be unlikely that a high-rise project would be considered on this property because of the size of the site and the present intended future use of the land.

The Building Committee recommended that the Board approve the recommendation as presented.

The Board approved the recommendation as presented.

(Considered by Finance Committee, January 5, 1970.)

At the September 8, 1969, meeting (adjourned to October 2, 1969), parking regulations were adopted for the several institutions under the Board's jurisdiction. Portland State University now requests that the regulations as they pertain to Portland State University be revised to provide for a motorcycle/scooter parking fee of $6 per term.

President Wolfe, with the concurrence of the Chancellor, recommended that the appropriate hearing be held as part of the regular Board meeting of January 26, 1970, and that section 3-B-9 of the parking regulations of Portland State University be amended to add the following section: "9. Motorcycle/Scooter Permits – $6 per term", and the unnumbered material directly following said section be revised to read as follows: "Bicycles may be parked in designated areas within the structure without payment of parking fee." Both revisions are to be effective with the beginning of Spring Term 1970.

The Finance Committee recommended that the Board approve the recommendation as presented.

In answer to a question from Mr. Layman, Mr. Raymond P. Underwood, Chief Counsel, Department of Higher Education, indicated that in connection with the proposed changes the Board's Office had fully complied with the provisions of the State Administrative Procedures Act. The Board approved the recommendation as presented.
Oregon College of Education requests authorization to develop planned programs of study with concentrations in subject matter areas within the requirements of the general studies degree. This plan for development would be followed as an alternative to developing departmental baccalaureate degree programs. Areas of concentration could be subject areas, such as geography or history, or could be interdisciplinary programs directed toward preparation in an occupational area, such as Oregon College of Education's present general studies program in social science-corrections.

Oregon College of Education requests approval of the Board for development of programs of this kind and specific approval for three programs, listed below, to be inaugurated in 1970-71:

- Social science-geography
- Social science-history
- Social science-psychology

The document presenting the Oregon College of Education requests, together with the analyses and recommendations of the Board's Office, titled Oregon College of Education Request To Develop Planned Subject Matter Concentrations Leading to the BA/BS in General Studies is bound in a separate volume and is considered an integral part of the minutes of the January 26 meeting of the Board.

Subject Matter Concentrations in General Studies Majors

Oregon College of Education offers major programs in general studies in the following areas: The arts, humanities, science-mathematics, and social science.

A program with a concentration in corrections, identified as social science-corrections, is offered as an option for students majoring in the general studies program in social science.

Oregon College of Education proposes to draw up concentrations of work within the four broad major areas of the general studies degree, as indicated by needs of the students and strengths of the institution. These would be defined curricula with requirements within the concentration comparable to requirements of departmental degree programs. Unlike the departmental degree programs, however, students would be required to meet general studies degree requirements of an upper-division sequence in at least two departments within the major division and the 27-hour minor requirement.

Each concentration would be separately identified in the catalogue. The student's work would be supervised by the department of concentration.
Oregon College of Education presents several reasons why it prefers to develop concentrations within the general studies format rather than departmental programs.

1. The general studies degree provides the student opportunity to investigate broad areas of knowledge while acquiring depth in one subject area or group of closely related disciplines.

2. Programs can be developed according to student interests and strengths of the institution.

3. Oregon College of Education will not need to reorganize its present departmental structure to accommodate the proposed curriculum developments. Still, the faculty directly concerned with the subject area concentration will have the advantage of identifying with a specific curriculum and body of students.

4. Programs can be planned as preparation for graduate study (in disciplines where graduate work is required to qualify as a professional worker) or employment at the baccalaureate level (e.g., Oregon College of Education's present general studies program in corrections).

Under this plan, Oregon College of Education will develop areas of concentration only when there is evidence of student need and when the resources are already available. Oregon College of Education believes this is an economical way to provide maximum service to its students.

Board's Office Recommendation The Board's Office recommended that the Committee recommend to the Board that Oregon College of Education be authorized to develop concentrations within the requirements of the general studies degree programs in the arts, humanities, science-mathematics, and social science as needs and resources indicate, with the understanding that each program developed be presented to the Board for approval before it is put into effect. This requirement will not prevent Oregon College of Education from continuing to develop programs of this kind for students on an individual basis, as it now does.

Social Science-Geography

Resources To Offer Proposed Concentration. The geography faculty at Oregon College of Education numbers 12 persons, six of whom hold the doctorate, five Ph.D. and one Ed.D.

Oregon College of Education states that in most subject fields taught in the high schools, a library adequate to the preparation of teachers in the subject meets requirements for a departmental major program for students who do not intend to become teachers. In the case of
geography, Oregon College of Education has checked the library holdings against the basic library list for the field of geography for an undergraduate library published by the Association of American Geographers Commission on College Geography. Oregon College of Education states that it has all the publications on the list plus other volumes and journals.

Oregon College of Education's present facilities are adequate for the proposed program. No new courses are needed to offer the proposed program.

Board's Office Recommendation. The Board's Office recommended that the Committee recommend that the Board authorize Oregon College of Education to offer a concentration in geography within requirements of the general studies major in social science leading to the BA/BS degree effective in 1970-71. Details of the program will be worked out with the Board's Office of Academic Affairs.

Social Science-History

Resources To Offer Proposed Concentration. The history faculty numbers eight full-time and two part-time persons. Six hold the Ph.D.

The full-time staff more than meets Board requirements for authorization to offer a departmental baccalaureate degree.

The history collection was checked by a special committee of the history faculty. They ascertained that the library has over 11,000 volumes dealing with one aspect or another of history. Most of these are recent publications and include volumes considered necessary by the history faculty. The library subscribes to selected historical journals and major reference works and maintains microfilm files of key newspapers and periodicals.

The present facilities and equipment are considered adequate to the proposed program. No new courses are needed to offer the proposed program.

Board's Office Recommendation. The Board's Office recommended that the Committee recommend that the Board authorize Oregon College of Education to offer a concentration in geography within the requirements of the general studies major in social science leading to the BA/BS degree effective in 1970-71. Details of the program are to be worked out with the Board's Office of Academic Affairs.

Social Science-Psychology

Oregon College of Education wishes to examine further a number of matters in connection with this program. Oregon College of Education feels that it will not be ready to offer a concentration in psychology in 1970-71 in any event, and asks that consideration of the request be deferred for the present.
Committee Discussion

In response to questions from the Committee, Dr. Kersh explained that Oregon College of Education could plan subject matter concentrations such as proposed for individual students under the present authorization. However, authorization to offer specific concentrations will permit these concentrations to appear in the catalog and on the students' records, thus making the programs visible to both students and employers. Dr. Kersh said only about nine percent of Oregon College of Education's students are enrolled in general studies programs, and it is not expected that the requested authorization will increase this percentage dramatically, but rather will permit Oregon College of Education to serve its general studies students better.

Recommendation of the Committee

The Committee recommended that the Board authorize Oregon College of Education to develop subject matter concentrations within the general studies majors, with each concentration so developed presented to the Board for its approval before being announced to students. The Committee further recommended that the Board approve concentrations in social science-geography and social science-history, effective in 1970-71.

The Board approved the recommendations as presented.

Final Plans for Physical Education Building (Phase I), OCE

(Considered by Building Committee, January 5, 1970.)

Officials of Oregon College of Education and Architects Payne and Settecase have filed with the Board's Office a copy of the final plans and specifications of the Physical Education Building (Phase I). The project was assigned Priority No. 13 in the Board's request for capital outlay for the educational and general plant for 1969-1971; and because of certain recreational facilities to be financed from restricted funds, it was also assigned Priority No. 6 in the listing of auxiliary enterprises projects. The project was approved by the 1969 Oregon Legislature with an expenditure limitation of $1,335,000.

Following institutional review of the final plans, it was determined that certain features in the design solution were causing higher costs than had been estimated. After conferring with the Board's staff, institutional officials requested the architects to modify the plans in an effort to bring the projected building costs within the funds available for direct construction. The revised plans reflect the following changes which have been made since the Board approved the preliminary plans on February 18, 1969:

1. The gross area of the building has been changed slightly from 56,543 square feet to 56,870 square feet as a result of several adjustments in locker areas and corridors and by reducing the overall dimensions of the element housing the tennis courts.
2. The covered tennis court area has been relocated to the west of the main gymnasium, thus providing a closer relationship to the locker areas and enabling the exit doors to be consolidated with the stair tower.

3. Some brick work has been deleted, but brick veneer would be retained on that portion of the building facing the main campus area.

4. When the preliminary plans were reviewed and approved, it was indicated that the direct construction costs would total approximately $1,125,390, of which $74,853 is related to site work and $1,050,537 to the building and fixed equipment. This latter figure averaged about $18.58 per square foot for the gross area of the building. The cost estimates prepared by the architects and their consultants now indicate that about $1,332,940 would be required for direct construction, including $64,450 for site work and utilities. In order to assure reasonably the receipt of bids within the revised budget limitations of about $1,111,758 for the building and fixed equipment, provision would be made for several deductive bid alternates. These alternates would include the possible deletion of the landscaping and irrigation system, the dimming system in the main gymnasium area, the press box, some of the basketball backstops, one classroom and four offices on the north end of the administrative element, the covered tennis courts and the bleachers on the main floor of the gymnasium.

The Physical Education Building (Phase I) would be located in the northwest portion of the campus, generally north of Church Street, close to the married student housing project known as the Village. The project is comprised of three elements functionally integrated into a single structure using reinforced concrete columns, tilt-up concrete walls and a combination of sand-blasted textured finish and some brick surfacing. The central element would contain the main gymnasium, locker and shower areas, and a balcony which would be used for instructional purposes in physical education when the bleachers are closed. A two-story element on the east would contain classrooms, lobby areas and the administrative offices on the first floor and faculty offices on the second floor. Enclosed tennis courts would be included in the element located on the west side of the main gymnasium building.

As noted above, the direct construction costs of the building, exclusive of site work and utilities, are expected to be limited to approximately $1,111,758. For the gross area of approximately 55,110 square feet which is net of the classroom and four offices to be bid as an alternate, such costs would average about $20.17 per square foot.
Approximately $145,000 of the project budget of $1,335,000 is to be provided from self-liquidating bond borrowings and/or balances from auxiliary enterprises operations to cover items intended for recreational use of the gymnasium, athletic team rooms, etc. The remainder, but not to exceed $1,190,000, would be provided from the General Fund appropriation in Section 1 of Chapter 664, Oregon Laws 1969 and/or bond borrowings under Article XI-G of the Constitution. The final division of funds applicable to auxiliary enterprises and the educational and general plant would be determined after bids are received since the amounts from each source will be affected if certain bid alternates are exercised. These adjustments in the sources of funds would not increase the overall expenditure limitation of $1,335,000 noted in Chapter 664, Oregon Laws 1969.

With the concurrence of the Chancellor, President Rice recommended that the final plans for the Physical Education Building (Phase I) be approved and that the appropriate Board officials be authorized to seek approval from the State Emergency Board for the expenditure of funds for the construction of the project. If approval is received, then it is expected that Board officials would solicit bids, approve the budget and award construction contracts within the statutory expenditure limitation of $1,335,000.

RECAPITULATION UPON COMPLETION OF FINAL PLANS

Project - OCE Physical Education Building (Phase I)

Architects - Payne and Settecase, Salem

Legislative authorization - Chapter 664, Oregon Laws 1969

Board's priority - No. 13 (Educational and General Plant)
          No. 6 (Auxiliary Enterprises)

Approximate gross area - 55,110 square feet

Estimated total project cost - $1,335,000

Estimated direct construction costs:
          Total (building only) $1,111,758
          Average (per square foot) - $20.17

Tentative schedule:
          Bidding - February or March 1970
          Completion - September 1971

Tentative financing plan:
          State funds (General Fund appropriation and/or Article XI-G bonding) $1,190,000
          Self-liquidating bond borrowings under Article XI-F(1) and/or auxiliary enterprise operation balances
          Total

          145,000

          $1,335,000
The Building Committee recommended that the Board approve the recommendations as presented.

The Board approved the recommendations as presented.

(Considered by Building Committee, January 5, 1970.)

On March 10, 1969, the Board reviewed and approved conceptual studies which Architects Payne and Settecase had prepared for the proposed Fine Arts Complex at Oregon College of Education. It was indicated that these facilities would be located in the east-central part of the campus, generally north and east of the present Music Building, east of Warren Street extended and bisected by Powell Street. At the same time, the Board approved the basic studies for the initial unit, identified as the Classroom, Laboratory and Office Building, which was estimated to cost $1,475,000 and was assigned Priority No. 15 in the 1969-1971 approved listing of capital outlay projects for the educational and general plant.

Subsequently, on July 21, 1969, following legislative authorization for the construction of the first phase, the Board approved the preliminary plans and authorized the architects to proceed with the preparation of final plans and specifications. It was noted that the two-story reinforced concrete building would contain facilities for stagecraft and dramatic presentations and instruction in the performing arts and would also include special purpose spaces for drama and speech, a fine arts gallery, reading room, offices, classrooms, seminar rooms and related service areas. Adjacent to the west side of this classroom-auditorium unit would be another two-story element providing additional facilities for the music department, including instrumental and choral rehearsal rooms, practice rooms, teaching studios, an electronic piano room, a music education laboratory, faculty and staff offices and related service spaces with easy access to the stage and orchestra pit. It was mentioned that the exterior surface of the buildings would feature brick veneer and that heating would be provided from the campus central heating plant via a streamline extension from the Administration Building. It was anticipated that an area-type chilling system would be provided to serve both the Administration Building and the proposed Fine Arts facilities.

As they proceeded with the development of the working drawings and specifications, the architects informed institutional officials and the Board’s staff that it appeared unlikely that the Classroom, Laboratory and Office Building (Fine Arts) could be constructed within the direct construction cost allowance of $1,199,000 (averaging $25.44 per square foot for the gross area of approximately 47,133 square feet). The architects suggested that consideration be given to the following modifications in order to reduce the revised cost estimates:

1. In lieu of a north-south orientation, the large combination classroom-auditorium unit would be placed on a northeast-southwest diagonal. Such an arrangement and reassignment of
other spaces within this large two-story unit would permit a consolidation of stairways and corridors and would have the effect of reducing the gross area.

2. The two-story music wing, originally planned on the west side of the main building, would be sited to the south of the classroom-auditorium unit. A covered walkway at the main level would form a bridge between the two new units at the second level. This rearrangement would provide a closer relationship of the additional facilities for music with those in the existing building, and would define the principal entrance to the fine arts complex more clearly.

3. The proposed choral rehearsal room and departmental reading room would be deferred to Phase II.

4. The fine arts gallery and offices would be relocated at the west edge of the project, connected to the main classroom-auditorium unit by a foyer serving both elements.

5. As revised, the first two phases of the Fine Arts Complex would be sited north of Powell Street and would not require the acquisition of the block immediately to the south (bounded by Knox, Powell, Warren and Jackson Streets) except possibly for parking.

A total of approximately 827 student stations, including the recital hall or auditorium, and about 21 office stations would be provided within the initial unit now being planned. Based upon a revised gross area of approximately 43,000 square feet, the revised direct construction cost estimate of $1,170,000 for the building and fixed equipment would average about $27.21 per square foot. These amounts exclude an estimate of $75,000 for site work and outside utilities. In order to assure reasonably the receipt of bids within the funds available, provision would be made for several bid alternates such as the deletion of the art gallery, reductions in the quantity of stage equipment, etc. The total project costs would need to be limited to the amount of $1,475,000 authorized by the 1969 Legislature.

With the concurrence of the Chancellor, President Rice recommended that the revised preliminary plans for the Classroom, Laboratory and Office Building (Fine Arts) at Oregon College of Education be approved and that the appropriate Board officials be authorized to direct the architects to complete the final plans and specifications based upon a direct construction cost allowance of approximately $1,245,000, solicit bids and award construction contracts with the statutory expenditure limitation of $1,475,000. It was understood that these revisions would extend also to the conceptual studies of the next phase of the Fine Arts Complex.

RECAPITULATION UPON REVISION OF PRELIMINARY PLANS

Project - OCE Classroom, Laboratory and Office Building (Fine Arts)

Architects - Payne and Settecase, Salem

Legislative authorization - Chapter 664, Oregon Laws 1969
Board's priority - No. 15 in 1969-1971 (Educational and General Plant)

Estimated gross area - 43,000 square feet

Estimated total project costs $1,475,000

Estimated direct construction costs:
  Total (including site work and utilities) $1,245,000
  Total (building and fixed equipment only) $1,170,000
  Average (per square foot) - $27.21

Tentative schedule:
  Bidding - May 1970
  Completion - December 1971

Tentative financing plan:
  State funds (General Fund appropriation or
   general obligation bond borrowings under
   Article XI-G of Oregon constitution) or
   offsets $1,475,000

In the Committee discussion, it was indicated that bids frequently are
above the expenditure limitation and it was suggested that perhaps the
architects should allow for a margin of error in their estimate of cost
by developing facilities on a more modest scale at the outset. In this
way delays for revision and rebidding perhaps could be avoided.

Mr. Hunderup responded that the architects and the Office of Facili-
ties Planning were continuously working to develop satisfactory
facilities to meet the needs of the programs submitted within the
expenditure limitations authorized by the legislature. He said that
increases in construction costs have exceeded substantially the amounts
anticipated for escalation when project budgets were formulated for
legislative review. Whereas a factor of 4 percent per year had been
used for projects during the prior biennium and 6 percent had been
applied for construction in 1969-1971, recent published indices have
reflected increases of 8.7 percent over building costs a year ago.

Mr. Hunderup indicated that he and his staff are working continuously
with institutional planners and project architects on the matter of
costs in an effort to stay within the expenditure limitations author-
ized by the legislature.

The Building Committee recommended that the Board approve the recom-
mendations as presented.

During the Board discussion, Mrs. Johnson inquired about the parking
facilities at Oregon College of Education and the source of funds to
acquire parking sites which might be needed. Mr. Hunderup indicated
the location of existing parking lots at Oregon College of Education.
He said that it had originally been anticipated that the block immediately to the south of the proposed location for the Fine Arts Building would be needed for this project. However, it is now proposed to develop the incremental space required for the Arts Department along with the Fine Arts Complex to the north and east of the facilities for the Music Department and it would not be necessary to bring the block to the south of the site into the campus boundaries at this time. He said it is recognized, however, that it might be necessary to acquire the block at some future time and develop it for parking because a large percentage of the student population at Oregon College of Education commutes to the campus. In that event the acquisition of the land and the improvements would be financed on a self-liquidating and self-supporting basis as part of the program under which it was developed.

Mrs. Johnson then expressed concern that alternates which are included in building projects in the State System institutions in order to assure that bids would come in within the expenditure limitation might result in cutting out classroom space, other facilities or equipment which are essential to the program. She said that she believed it was the responsibility of the Board to be sure that the essential space is built and that any unusual designs of buildings did not add to their cost.

Mr. Hunderup said that by the time a project has reached the bidding stage, it has been reduced to a very limited base budget as it is approved by the institution, the Board’s Office, the Board, and the Ways and Means Committee of the Legislature. If cost escalation has occurred which makes it unrealistic to expect that the basic building can be constructed within the funds available, certain areas, finish materials or equipment items are identified as bid alternates which would not sacrifice the entire project but would have the least adverse effect on the project in making adjustments to the higher-than-anticipated cost of construction.

Mr. Hunderup said also that a building which used an innovative design or was aesthetically pleasing was not necessarily more expensive and said that the architects employed on the various projects are challenged to come in with an aesthetic solution within the restrictions of the funds that have been allocated for the project.

The Board approved the recommendations as presented.

Report of Bids and Contract Award for Administration Building Renovation, OCE

Pursuant to authorization granted by the Board on December 10, 1969, new bids for the Administration Building Renovation at Oregon College of Education were received in Monmouth on January 20, 1970, based upon revised plans and specifications prepared by Architects Annand, Boone, Drynan & Huffstutter. Seven contractors submitted proposals ranging from $434,000 to $480,490, including the area chiller installation which would serve the proposed Classroom, Laboratory and Office Building (Fine Arts) as well as the Administration Building.
Inasmuch as the low bid was within the architects' estimate, and the project can be financed with the expenditure limitation of $555,000 approved by the 1969 Legislature, institutional officials recommended that a contract award be made and the following budget be approved:

Direct construction costs – John T. Moody & Sons
Construction Company, Junction City

- Professional services fees
  - $ 454,000
- Furnishings and equipment
  - $  32,440
- Construction supervision and miscellaneous costs
  - $   5,000
- Contingencies (5% of direct construction costs)
  - $  22,700
- Total
  - $ 555,000

The amount indicated for furnishings and equipment is somewhat lower than the pre-bid budget of $48,000, but institutional officials have indicated that efforts will be made to conserve the allowance for contingencies during the period of remodeling, to the extent practical, in order to finance additional items of furnishings and equipment. If necessary, a request could be made to the State Emergency Board to release a portion of the funds appropriated for the fine arts unit since the area chiller will serve that building, as noted above.

(Earlier, it had been estimated that approximately $55,000 might be required from this source. In view of the desire to "protect" as much of the budget for the fine arts facilities as possible, the incremental costs of the area chiller are being included in the Administration Building Renovation project.)

RECAPITULATION UPON RECEIPT OF BIDS AND AWARD OF CONTRACT
Project - OCE Administration Building Renovation
Architects – Annand, Boone, Drynan & Huffstutter, Portland
Legislative authorization – Chapter 664, Oregon Laws 1969
Board's priority – No. 4 in 1969-1971 (Educational and General Plant)
Approximate gross area – 30,033 square feet

- Estimated total project cost
  - $ 555,000

- Estimated direct construction costs:
  - Total
    - $ 454,000
  - Building (excluding incremental cost of area chiller installation, concrete sidewalks and flagpole):
    - Total
      - $ 378,167
    - Average (per square foot) – $12.59

Tentative schedule:
- Contract award – January 1970
- Completion – September 1970

Tentative financing plan:
- State funds (General Fund appropriation and/or Article XI-G bond borrowings)
  - $ 555,000

The Board accepted the report as presented.
Southern Oregon College is requesting authorization to offer the following new programs and to make the following major changes in curricular programs effective in 1970-71:

1. BA/BS degree program in geography.
2. Interdisciplinary program in general studies in the arts and sciences.
4. Standard norm in health and physical education leading to the MA/MS in education with a teaching major in health and physical education.
5. Standard norm in library science.
6. Option in reading in the MA/MS in education degree program.
7. A new pattern of general education requirements in programs leading to the BA/BS degrees in the arts and sciences (both departmental and general studies majors).
8. Revision of basic and standard norms in business education.

The Southern Oregon College requests, and analyses by the Board's Office, are reported in a document titled Requests of Southern Oregon College for New Programs and Major Curricular Revisions for 1970-71. This document is bound in a separate volume and considered an integral part of the minutes of the January 26, 1970, meeting of the Board.

BA/BS Degree Program in Geography

Southern Oregon College requests authorization to offer a BA/BS degree program in geography. The program would follow a pattern similar to other degree programs in the arts and sciences at Southern Oregon College. The major would consist of 63 hours in geography and geology, 36 upper-division.

Background for Request. The Board made the policy decision in 1965 that departmental major programs would be authorized the regional schools (i.e., Southern Oregon College and Eastern Oregon College) when they could demonstrate that resources were such that a departmental major of some substance could be offered and when there appeared to be a need.

Since adoption of this policy, Southern Oregon College has been authorized baccalaureate departmental major degree programs in the following fields:

1965-66: Biology, chemistry, English, history, theater.
1966-67: Applied design, mathematics, music
1967-68: None
1968-69: Law enforcement, physics, sociology
1969-70: Economics, psychology, political science, speech.

A BA/BS degree program in geography was previously requested in January 1968. In its analysis of the request at that time, the Board's Office noted that Southern Oregon College had adequate physical facilities, equipment, and library to offer the program, and offered substantial course work in the subject. Despite these positive factors, the Board's Office recommended that approval of the program be withheld until staff background could be strengthened.

Resources To Offer the Program. Southern Oregon College now presents the following information concerning its present resources for offering a baccalaureate degree major in geography.

The best bibliography for an undergraduate library, according to the Southern Oregon College librarian and the geography staff, is A Basic Geographical Library: A Selected and Annotated Book List for American Colleges drawn up by the Association of American Geographers. A check of the Southern Oregon College holdings against 2,500 titles in this bibliography shows that Southern Oregon College lacks only some 700 volumes. Southern Oregon College estimates that at the present rate of purchases, Southern Oregon College will have the entire collection complete in 1971-72.

Facilities and equipment are considered adequate. Southern Oregon College has a cartographic laboratory and a physical geology laboratory, both equipped.

The geography faculty consists of six individuals, five full-time and one part-time. One holds the Ph.D., one the Ed.D., and one the Doctor en Letras.

The geology faculty consists of two persons, both of whom hold the doctoral degree.

Board's Office Recommendation. The Board's Office recommended that the Committee on Academic Affairs recommend to the Board that it authorize Southern Oregon College to offer a BA/BS program in geography effective in 1970-71.

Committee Discussion. Mrs. Johnson remarked that while the proposed request appeared to be in line with Board policy, it raised questions of philosophy of education which might indicate a moratorium of such requests until long-range planning for the institutions, now in process, could be completed. She expressed concern about proliferation of programs in fields which did not provide education leading to employment at the baccalaureate level and stressed the need for better counseling, particularly in regard to occupational preparation.
President Sours responded that he had withheld a number of requests because he felt they should await completion of Southern Oregon College's long-range plans. In respect to the request for geography, he said this field had particular relevance to the need of society to better control its environment.

**Committee Recommendation.**

The Committee recommended that the Board authorize Southern Oregon College to offer a BA/BS degree program in geography effective in 1970-71.

The Board approved the recommendation as presented.

**Interdisciplinary Program Leading to BA/BS in General Studies**

Southern Oregon College requests authorization to offer an interdisciplinary program leading to the BA/BS in general studies. Southern Oregon College describes the proposed program as follows:

The student will present a planned major program (with no minor) of 72 hours, exclusive of the general education requirements, of work in the Arts and Sciences drawn from two to four subject fields in at least two different divisional areas. Of these 72 hours, 45 will be at the upper-division level, and are to include at least 9 hours each in two different subject fields. For this pattern, all of the subject fields in the three areas of Humanities, Science-Mathematics, and Social Science are eligible (for inclusion in the students' program).

The present general studies program requires a 72-hour major in one of the three broad areas (divisions) of the arts and sciences (humanities, social science, science-mathematics), 36 hours of which must be upper-division, with upper-division sequences in at least two subject fields, and a 36-hour minor in a second broad area (i.e., humanities, social science, science), business, or education. Course work taken to meet general education requirements in arts and sciences can be counted toward meeting both major and minor requirements in the divisional studies program. The general studies requirement specifies 18 hours in each broad area (humanities, etc.) leaving 54 hours to be completed for a general studies major and 18 hours for a minor, a total of 72 hours over the general education pattern.

Major requirements in the two general studies patterns are thus identical in total hours required. They differ in three respects:

1. The proposed interdisciplinary program would require 45 hours upper-division work, including 9 hours each in two subject fields; the present divisional program requires 36 hours upper-division work, with sequences in two subject fields.
2. The proposed interdisciplinary program would require work in a minimum of two subject fields drawn from different divisions: the present divisional program requires work in two subject fields, in the major and one in the minor area.

3. Only work in the broad areas of humanities, science-mathematics, and social science is acceptable toward the proposed interdisciplinary major; the present divisional major must also be selected from these areas, but the required minor may be in a second broad area (i.e., humanities, social science, science) or education or business.

Cost. Authorization of this variation on the general studies program will involve no budgetary change, no change in allocation of staff time, no cost whatsoever over that involved in the present divisional program.

Committee Discussion. The Committee discussed at some length problems of guidance of students when requirements were liberalized, as in the proposed interdisciplinary studies program and the revised general education requirements. President Sours observed that while providing adequate student counseling was a continuing problem of all educational institutions, the explosion of knowledge and the many problems of society susceptible to an interdisciplinary approach supported the institution providing an avenue whereby a student with his advisors could work out an individualized program drawing upon pertinent resources already available in the disciplines offered by the College. He pointed out that the student would not be entirely free in the selection of courses, but rather would have to achieve both breadth and depth in the composition of his program in order to meet general education and major requirements. He noted that several students at Southern Oregon College were concerned about problems of the environment, a subject which can best be approached on an interdisciplinary basis. In respect to the economic practicability of programs of this kind, he noted that many jobs which would be filled by graduates of today's programs have not even been thought of. He said he felt students who acquired substantial background on a problem relevant to our society during the course of a baccalaureate degree program would have opportunities for employment and for graduate study.

Committee Recommendation.

The Committee recommended that the Board authorize Southern Oregon College to offer an interdisciplinary program leading to the BA/BS degree in general studies.

The Board discussed the relationship of the interdisciplinary program in general studies to the revised general education requirements and noted that all students majoring in the liberal arts field, including those completing the interdisciplinary degree program, would be required to meet the general education requirements. In the case of the interdisciplinary program, the program major requirements are exclusive of the general education requirements.

The Board approved the requirements as presented.
Standard Norm Program in Art Leading to a MA/MS in Education

The program would consist of 45 hours of work as follows:

- professional education core consisting of 18 hours
- required course work in art and art education totaling 9 hours
- selected work in art and history totaling 18 hours

Under present authorizations, prospective art teachers may meet basic norm requirements at any of the six multipurpose institutions, but if they wish to continue to teach art at the secondary level as a principal assignment in the public schools, or if they wish certification to teach art in grades K-12, they must complete a standard norm program in art (available in the State System only at the present time at UO, PSU, and OCE). (Oregon College of Education students may complete both the basic and standard norms in art in an integrated five-year program for the preparation of K-12 teachers, in which practice teaching is completed during the fifth year. This program does not lead to a master's degree.)

The University of Oregon and, to a somewhat lesser extent, Portland State University programs serve the state need. The program proposed by Southern Oregon College is expected to serve primarily a regional need.

**Board Policy in Relation to Standard Norm Programs.** In July 1964, the State Board of Higher Education, in anticipation of the new teacher certification regulations to become effective July 1, 1965, adopted new policies governing teacher education programs in the State System. In that section of the policies which is relevant to the present discussion, the Board stated that it would entertain proposals from its institutions for authorization of standard norm (five-year) programs when they could demonstrate that they had or could make available the resources for mounting a program of reasonable quality and when there appeared to be a reasonable need for the program.

The measure of the extent of student need is often suggested as being the numbers of students who would enroll in the program if it were offered in the institution requesting it.

**Southern Oregon College's Analysis of Its Need for a Standard Norm Program in Art.** Southern Oregon College states its need for a standard norm program in art primarily in terms of service to students, both its own graduates who wish to return to Southern Oregon College to complete their fifth-year certification and teachers in the southern Oregon region who would find it convenient to complete fifth-year certification requirements at Southern Oregon College.

The numbers of persons graduated by Southern Oregon College with the basic norm in art has grown rapidly during the years the program has been in operation, increasing from 2 in 1966-67 to 5 in 1967-68, 8 in 1968-69, and an expected 12 in 1969-70. The number of basic norm
graduates is important because the clientele for standard norm programs comes from teachers in the field who, if they are to continue to teach, must return to school for a fifth year of work. A regional institution is more likely to be able to attract enough students to make its standard norm program economical if it can draw upon a sizeable pool of its own basic norm graduates.

Southern Oregon College also emphasizes the regional need for professional upgrading of programs of art, which would be enhanced, and expedited, it contends, if Southern Oregon College could offer graduate course work leading to the standard norm.

Supply of and Demand for Art Teachers in Oregon. Southern Oregon College does not contend there is any shortage of art teachers in Oregon.

Resources To Offer the Program. Southern Oregon College presents as evidence of its readiness to move into a graduate major program in this field the following information:

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<table>
<thead>
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<tbody>
<tr>
<td>Number on Staff</td>
<td>9</td>
</tr>
<tr>
<td>Number Holding Terminal Degree</td>
<td>2 MFA</td>
</tr>
<tr>
<td></td>
<td>2 Ed.D.</td>
</tr>
<tr>
<td>Physical Facilities</td>
<td>Minimally adequate</td>
</tr>
<tr>
<td>Library</td>
<td>Reportedly adequate</td>
</tr>
<tr>
<td>New Courses Needed</td>
<td>9 hours course with</td>
</tr>
</tbody>
</table>

Board's Office Recommendation. The Board's Office does not see that the situation in respect to need for a standard norm program at Southern Oregon College has changed sufficiently since January 1969 to warrant a reversal of the recommendation made at that time that the Committee not recommend Board approval of the Southern Oregon College request for authorization of a standard norm program in art leading to the MA/MS in education (secondary) degree.

Discussion. President Sours emphasized that while numbers served would be small, the program would be offered primarily during the summer term and thus could be reasonably economical. He said the program would affect the quality of art instruction in the southern Oregon region beyond the numbers of students involved in formal degree programs. He noted that graduate enrollments were being restricted and said some teachers in the southern Oregon region reported difficulty getting admission to master's degree programs at the state's universities. Dr. Lleuallen confirmed that this situation was undoubtedly true in some fields for teachers wishing to complete their programs during the regular academic year, but restriction on graduate enrollments does not at present apply to summer term, when most teachers complete their work.
Members of the Committee expressed the conviction that in assessing needs the Committee must be concerned with numbers.

**Committee Recommendation**

The Committee recommended that the Board not approve a standard norm in art for Southern Oregon College.

The Board approved the recommendation of the Committee that the Board not approve the standard norm in art.

**Standard Norm Program in Health and Physical Education Leading to the MA/MS in Education**

The proposed teaching major in health and physical education leading to the MA/MS in education degree would consist of 45 term hours of work made up of the following:

**Teaching Major (Elementary)**

- Professional education core: 18 hours
- Health and Physical Education: 15 hours
- Electives (to be selected from major field or related areas under advisement): 12 hours
  - Total: 45 hours

**Teaching Major (Secondary)**

- Professional education core: 18 hours
- Health and Physical Education: 21 hours
- Electives (to be selected from major field or related areas under advisement): 6 hours
  - Total: 45 hours

**Resources To Offer Program.** Seven faculty people would be involved in the program. Two hold the Ph.D., three the Ed.D.

**Library.** Southern Oregon College reports that the library collection has been checked against recommended lists published by the American Association for Health, Physical Education and Recreation and the California list. Recommended books that were on the above list have either been purchased or are on order at the present time.

Southern Oregon College reports that present facilities are adequate to the requested program by scheduling new courses required on a rotating basis. Southern Oregon College would wish to add a number of courses in support of the proposed program. The Board's Office will work out with Southern Oregon College the courses that are to be added.

**Need for Program.** In considering a request for a standard norm in health and physical education at Southern Oregon College, the question must be asked as to what the pool of potential standard norm students might be
from which Southern Oregon College would draw in their proposed standard norm program. That pool may be considered to consist of:

1. The growing number of basic norm graduates from Southern Oregon College's basic norm program, many of whom Southern Oregon College feels would like to take their fifth-year of work at Southern Oregon College.

2. The health and physical education teachers in the elementary and secondary schools in the region served by Southern Oregon College, some portion of whom do not now have a standard norm and would require the norm in order to continue in the field, or who would elect to take a standard norm program at Southern Oregon College in meeting salary increment requirements, or in earning a master's degree in education which they feel might be useful to them in their future careers, whether in teaching or out.

3. The health and physical education teachers from other sections of the state, some of whom might wish to go to Southern Oregon College for a standard norm program. Southern Oregon College points to the increasingly cosmopolitan nature of their student body and to numbers of students who attend Southern Oregon College from areas of Oregon remote from Ashland and Southern Oregon.

The pool of basic norm graduates has been increasing at Southern Oregon College. In 1965-66, Southern Oregon College graduated three students with baccalaureate degrees and major teaching preparation in health and physical education. By 1967-68, that number had increased to 20 (10 men and 10 women). These were the figures when the request for a standard norm program in health and physical education was first considered in January 1969. In 1968-69, the number had increased to 30 (15 men and 15 women). Prospects are that for 1969-70 the number will be further increased.

**Recommended Committee Action.** The Board's Office recommended that the Board's Committee recommend approval of the Southern Oregon College request to offer the standard norm program in health and physical education as a teaching major in its MA/MS degree program in education, effective 1970-71. The Board's Office will, however, confer further with Southern Oregon College concerning the courses to be authorized in support of the program.

The production of basic norm graduates with majors in health and physical education has now attained a level at which it seems to the Board's Office there may be a reasonable expectation that a standard norm program at Southern Oregon College would be likely to draw a sufficient number of students to permit the program's offering at a reasonable cost. In 1968-69, there were 30 graduates of whom 22 were known to have gone into teaching in health and physical education.
Southern Oregon College's plan for offering the standard norm program gives reasonable expectation that the FTE assigned to the program would be controlled to the needs of the numbers enrolled.

The Board's Office has no question but that standard norm graduates in health and physical education turned out by Southern Oregon College's proposed program would be well prepared. The Southern Oregon College staff is considered by its peers in other institutions, including the University of Oregon, which has the major allocation in health and physical education, to be first-rate. We believe that Southern Oregon College's physical resources are adequate to the needs of the program and that the library resources will be built by Southern Oregon College to a level fully adequate to support a good quality program on a continuing basis.

Committee Discussion. In response to questions from the Committee, Dr. Bill Sampson, Chairman of the Department of Education at Southern Oregon College, said Southern Oregon College teacher preparation programs exceed state minimums in every subject in which Southern Oregon College offers preparation. He said Southern Oregon College believes 84 hours of work is defensible for a career teacher in health and physical education. Dr. Sampson said most teachers in Oregon are teaching in schools in which their entire assignment can be in the subject in which they are prepared. Because of the small numbers of teachers involved, small schools which must assign a combination instructional load are treated as a special situation by the State Department of Education in its regulations on assignment of teachers.

Committee Recommendation

The Committee recommended that the Board authorize Southern Oregon College to offer a standard norm program in health and physical education leading to the MA/MS in education with a teaching major in health and physical education effective 1970-71. Details of the program are to be worked out with the Board's Office.

The Board approved the recommendation as presented.

Standard Norm in Library Science

Southern Oregon College requests authorization to offer a standard norm in library science, to be completed as a minor program during the course of a fifth-year or a master's degree program in elementary or secondary education.

Five institutions (UO, PSU, OCE, SOC, EOC) offer basic norm programs for the preparation of school librarians as a minor in their teacher education programs. But the University of Oregon has the major allocation in librarianship and is the only institution offering a standard norm in librarianship.
In 1966, the University of Oregon department of librarianship, in the School of Education, was reorganized as an independent, autonomous professional school of librarianship, offering the Master of Library Science (MLS) degree. Since then, students wishing to become school librarians have had the option of completing (1) the standard norm as a part of a planned fifth-year nondegree program, (2) a master's degree in library science, or (3) an interdisciplinary master's degree program.

Southern Oregon College presently offers a 21-hour basic norm program for the preparation of school librarians which may be completed as an optional minor in the elementary or secondary education degree program. Because the program is considered a second teaching field or minor, Southern Oregon College does not keep records of the numbers of students qualifying for librarianship certification. However, based on enrollments in library science courses, and the number of advisees, the library staff estimates that approximately 30 persons a year, elementary and secondary combined, complete basic norm requirements in librarianship at Southern Oregon College.

Southern Oregon College proposes to offer a 12-hour standard norm program in librarianship as a minor or second teaching field in its MA/MS degree programs in education, elementary and secondary, or as a minor in a planned 45-hour fifth-year nondegree program.

Elementary teachers wishing to complete this program with a minor in librarianship could do so within their 12 hours of electives. Secondary teachers would have to complete 51 hours of work in order to meet requirements for both a master's degree and a standard norm in librarianship.

Resources To Offer the Program. Southern Oregon College has recruited its library staff with the desire and on the assumption that staff assignments will consist of two parts: (1) performance of regular professional services involved in the management and operation of the Southern Oregon College library, and (2) some teaching, either in the basic one-hour service course offered to all students relating to the use of the library resources, or in the professional program which leads to basic norm certification for school librarians.

Consistent with this aim, in 1968-69, Southern Oregon College librarians taught some 48 hours of course work. These 48 credit hours of courses offered equate to 1.33 FTE if one assumes a 12 credit-hour teaching load per term (which would represent 36 term hours of courses during a three-term academic year).

If the proposed standard norm were to be authorized Southern Oregon College, the institution would propose to offer an additional 12 term hours of work during the school year. This would represent an increase in FTE allotted to instruction during the school year of .33 FTE, which would bring their present FTE of 1.33 to an FTE of 1.66.
The library has developed a library education collection now numbering over 600 recently published volumes, and subscribes to 59 library periodicals. Southern Oregon College recognizes that funds will need to be allocated to the purchase of similar materials in the future, on a continuing basis, in order to keep the library resources upgraded, but feels that the existing library resources are fully adequate to the launching of the proposed standard norm program.

The institution has three classrooms in the library building, which it would propose to use in the proposed program. No additional facilities would be needed to serve the library education program.

If the standard norm program is authorized Southern Oregon College, some revision of their course offerings would occur. Southern Oregon College would plan to modify three courses, drop three courses, and add five courses, plus reading and conference, practicum, and seminar.

Cost of the Program. The principal cost element would be the allocation of .33 FTE more to the librarianship program than is presently being allocated in support of the basic norm program, raising the total FTE allocation to the combined programs to 1.66.

Supply and Demand of School Librarians. No statistical information is available as to the production of basic norm graduates in librarianship in Oregon, the number of persons employed in this capacity in the public schools of Oregon, or the number of persons who would be thus employed were they available. This lack of basic data stems from the fact that the basic norm in librarianship is a minor or second teaching field, and the school librarian assignment is often a part-time assignment.

However, the assertion is often heard that there is a substantial shortage of persons qualified to serve as school librarians, both in Oregon and in the nation generally.

We do have, however, information concerning the production of librarians by the University of Oregon's school of librarianship, which has the major allocation in the State System for the preparation of librarians.

From the fall term 1967 to the near close of the fall term (November 30) 1969-70, a period of slightly less than two years, the School of Librarianship had certified to the State Department of Education 25 individuals who had completed the basic norm program in librarianship, 42 who had completed the standard norm, making a total of 67, an average for basic and standard norms of roughly 33 per year, and of 21 per year for the standard norm.

Placement during the calendar year 1968 was as follows:

<table>
<thead>
<tr>
<th>Type of Librarian</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Librarians</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>School Librarians</td>
<td>21</td>
<td>35.0</td>
</tr>
<tr>
<td>College Librarians</td>
<td>22</td>
<td>36.7</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
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</table>
Recommended Committee Action. The Board's Office recommended that the Committee recommend that the Board approve the Southern Oregon College request for authorization to offer a standard norm program in librarianship.

Southern Oregon College is not seeking authorization of a graduate degree program in librarianship. The University of Oregon would remain the only institution authorized to offer degrees in librarianship and would continue to have the principal library program in the State System. The authorization of this minor program to Southern Oregon College would have no serious impact on the University's offering. The Dean of the School of Librarianship indicates that this past year (1968-69) the school had twice as many qualified applicants as it could admit. Those qualified candidates that could not be admitted at the University are likely not to be attracted to the minor program at Southern Oregon College, since they are likely to wish to take their work in librarianship at an accredited school of librarianship.

We would propose that the experience of Southern Oregon College with this minor program be watched by the Board's Office with a view to discovering just what appeal such a program has, and to what kinds of students. Our experience with the Southern Oregon College minor program will provide us with useful information on the basis of which to assess what steps if any will need to be taken in the future adequately to meet the demand for qualified librarians, or what face to put upon any future proposals that may be received from other institutions requesting authorization to offer more than the basic norm program in librarianship.

Committee Discussion. During discussion the following observations were made concerning need for school librarians: (1) Dr. McGill commented that the Southern Oregon College placement office had received 174 requests during the 1968-69 year for school librarians; (2) Mrs. Johnson said it was her understanding that after a school reached a certain size it must have a full-time librarian and many districts could not meet this requirement with certified people; (3) Dr. Sampson said some schools are not able to qualify for certain federal support because they do not have a certified librarian.

Committee Recommendation

The Committee recommended that the Board authorize Southern Oregon College to offer a standard norm program in librarianship as a minor program for students completing an MA/MS degree program in education, or planned fifth-year program, effective 1970-71.

The Board approved the recommendation as presented.
Addition of Major Option in Reading in the MA/MS in Education (Elementary) Degree Program

Southern Oregon College proposes to add an option in reading to the options now available in the MA/MS in education (elementary) degree program.

The College presently offers options (or concentrations) in language arts, social science, mathematics, health and physical education, art, music, science, and supervision. Approval of this request would add reading to this list.

Need for the Program. In January 1969, Southern Oregon College requested authorization to offer a basic norm program in extreme learning problems exclusive of mental retardation. This request was not authorized partly because there did not appear to be any urgent need in the state for a fifth program in the field and partly because the program described by Southern Oregon College seemed to be directed toward preparing persons to work with children with less severe learning handicaps than those contemplated when extreme learning problems certification was established.

Certification in extreme learning problems is intended to certify persons qualified to deal effectively with a constellation of problems of which reading is often, if not usually, only secondary or tertiary. Children with extreme learning problems may have neurological impairment, they may be severely emotionally disturbed, or extremely socially maladjusted. Reading problems tend to be symptomatic of more basic problems rather than being the primary problem. It is estimated that 2 to 2.5 percent of the school population have the serious learning disabilities of this nature, not connected with intelligence. The state will reimburse the school district for the cost of providing special programs for children with extreme learning problems when the class is taught by a teacher certified in this area.

In 1965 Oregon discontinued recognition of remedial reading as a certifiable field and issued certificates to specialists in this field. However, remedial reading programs are a continuing need in the elementary and secondary schools despite the fact that the state no longer certifies specialists nor reimburses school districts for offering remedial reading programs. It is estimated that 15-20 percent of school children could benefit by special tutorial help with reading.

Southern Oregon College notes that an important part of its mission is the preparation of well-qualified teachers for the elementary and secondary schools of Oregon. While the proposed program will probably attract some students who would not otherwise come to Southern Oregon College, it is expected that the primary source of enrollment will be from students who would come to Southern Oregon College anyway and who would prefer the reading option to other options available. Southern Oregon College estimates that perhaps as many as 12 elementary and 3 secondary teachers would complete the program each year during the next five years.
Resources To Offer the Program. Southern Oregon College lists eight faculty members especially qualified by experience and education to work in this program. Two hold Ph.D. degrees and three the Ed.D.

All of the courses needed for the program are presently offered with the exception of Ed 540, Organization and Supervision of Reading Programs. It is estimated classes will be large enough to justify offering the courses on a regular basis.

Mr. Norman Alexander, director of the library at Southern Oregon College compared the library collection with recommended bibliographies and reports the holdings "very strong in this area of education."

The only specialized facility needed for the program is a reading laboratory. This facility has been relocated in remodeled facilities in the old library building. Southern Oregon College considers the facility entirely adequate to the program requested.

Board's Office Recommendation. The Board's Office recommended that the Committee on Academic Affairs recommend that the Board authorize Southern Oregon College to add options in reading to its MA/MS degree program in education (elementary) as proposed, effective 1970-71.

Committee Discussion. In response to questions from the Committee, Dr. Sampson explained that the State Department no longer certifies people in reading probably because it does not wish to reimburse school districts for offering special instruction in reading. However, he said the teacher who has special preparation in reading is a very valuable person and is being employed both in the elementary schools and in the junior and senior high schools. Teachers like to have certification testifying to their special preparation. Southern Oregon College's graduates will not have this, but they will have a degree that shows they have completed a program preparing them as reading specialists. Mrs. Johnson commented that she could think of no handicap as difficult for the student to surmount as inability to read and asked if this was not an important case of school drop-outs. Dr. Sampson confirmed that studies have shown a high correlation among students who drop out and students with reading difficulties.

Committee Recommendation

The Committee recommended that the Board authorize Southern Oregon College to offer major options in reading leading to the MA/MS degree in education (elementary), effective 1970-71.

The Board approved the recommendation as presented.
Revised General Education Requirements for BA/BS Degrees
In the Arts and Sciences

Southern Oregon College requests authorization to change its general education requirements for all BA/BS degrees in the arts and sciences, both departmental and general studies as follows, for a three-year period, beginning in 1970-71, at the end of which period the College would determine whether it wished to adopt the changes on a permanent basis:

I. All College Requirements:

Oral and Written Communication Requirements:

The student must possess skills in spoken and written language usage at the levels to be expected of a well educated individual. These requirements can be met either (a) through demonstrated proficiency approved by the appropriate screening committee (consisting of faculty from the three major areas of the arts and sciences, two-thirds of whom shall be from departments other than speech or English), or (b) by completion of the following courses:

1. 3 hours selected from Speech courses numbered 100 or higher.

2. 6 hours selected from Writing courses numbered 100 or higher.

II. General Education Requirements:

1. 18 hours of electives in the Humanities area chosen from: Art, English, Modern Language, General Humanities, Music, Philosophy and Religion, Speech, Theater Arts. Hours completed beyond 3 in Speech or 6 in Writing will apply toward the 18-hour requirement in the Humanities.

2. 18 hours of electives in the Science-Mathematics area, chosen from: Biology, Chemistry, General Science, Geology, Mathematics, Physics.

3. 18 hours of electives in the Social Science area chosen from: Anthropology, Economics, General Social Science, Geography, History, Political Science, Psychology, Sociology.

Some work must be taken with at least two different departments in each area. The required Communications courses, and all courses numbered below "100" (such as first-year language courses) will not apply toward the general education requirements. Work in the student's major subject may not be used to satisfy the general education requirements. This rule does not apply to General Studies degree programs.
The fulfillment of these requirements is not restricted to the first two years of the program, but may, if desired, be spread throughout the entire program. Further, the fulfillment of these requirements is not restricted to lower division courses.

III. Other Recommendations:

1. Reduce hours required for graduation in all Liberal Arts and Science programs (including General Studies) from 192 to 186.

2. Raise the minimum hours required in upper division courses in all the Liberal Arts and Science programs to 60.

It will be noted that the proposed requirements differ from present requirements in the following respects:

1. The requirement in English Composition is changed from nine hours of English Composition to a proficiency requirement in oral and written communication which may be met through demonstration or through completion of six hours of English Composition and three hours of speech.

2. General education requirements do not list required courses as present requirements do. The student has complete freedom of selection from all lower- and upper-division course work in the broad areas of the humanities, science-mathematics, and social science. Sequences are not required, but the student must complete work in at least two different departments in each area.

3. The total number of hours required for graduation is reduced from 192 to 186.

4. Minimum hours required in upper-division courses is made uniform at 60, whereas now it varies from 45 hours in departmental degree programs to 60 hours in general studies program.

5. The customary requirement of six hours of physical education is dropped. There will no longer be a physical education requirement.

Programs subject to the new requirements would be:

BA/BS degree programs in: Applied design, biology, chemistry, economics, geography, history, law enforcement, mathematics, music, physics, political science, psychology, sociology, speech.

BA in English

BFA in theater

BA/BS degrees in general studies in humanities, science-mathematics, and social science.
Rationale for Proposed New General Education Requirements. The proposed new pattern of general education requirements is the result of more than two years of study by an ad hoc subcommittee of the curriculum committee. Approval of the program has been registered by everybody involved in its development, including the arts and sciences faculty, the institutional curriculum committee, the faculty senate, the student senate, and the president of the college.

Board's Office Recommendation. The Board's Office believes the proposed new general education requirements are sound. And the three-year experimental plan with arts and science students will enable Southern Oregon College to phase into the new requirements piece-meal. At the end of the period, the institution can either draw back, change the requirements, or move another segment of the student body under the plan.

The Board's Office recommended that the Committee on Academic Affairs recommend that the Board authorize Southern Oregon College to implement the proposed general education requirements for students in the arts and sciences, effective in 1970-71, for a three-year period, at the end of which time a recommendation will be made by Southern Oregon College as to continuation, withdrawal from, or modification of the experimental program.

Committee Discussion. The Committee discussed with representatives of Southern Oregon College details of determining proficiency in oral and written communications, the need for effective counseling in a program permitting considerable student choice within the broad framework of general education requirements, the great expansion of knowledge which forces numerous choices at the baccalaureate level.

It was emphasized that the proposed general education requirements were modifications of requirements presently in effect at Southern Oregon College and at other institutions in the State System and were not an abrupt departure from what has been done in the past. The new requirements would be tried out over a three-year period with approximately one-third of the Southern Oregon College student body, at the end of which time recommendations would be made concerning their extension, modification, or abandonment.

Committee Recommendation

The Committee recommended that the Board authorize Southern Oregon College to implement the proposed general education requirements for students in the arts and sciences, effective 1970-71, for a three-year period at the end of which time a recommendation will be made by Southern Oregon College as to their continuation, withdrawal from, or modification.
Discussion by Board. At Mrs. Johnson's request, Dr. Romney reviewed briefly the principal features of the proposal, emphasizing that the proposed changes were not a radical departure from the pattern of general education requirements fairly common across the country, that the proposed Southern Oregon College change in requirements is experimental only and is being requested for a three-year period following which it will be thoroughly evaluated, and that the program would apply for only the Southern Oregon College students in the liberal arts programs, or roughly one-third of the student body. The changes represent an effort to give the student and his advisors some flexibility in determining which courses are most relevant to his educational goals. In respect to physical education, the student would be free to make up his own mind whether he wished to take physical education activity courses. Southern Oregon College believes that if the physical education program is attractive, most students will elect to complete some classes in this area. Dr. Romney said that President Sours had indicated that Southern Oregon College is now developing the details of an evaluative process by which to assess its experience with the revised general education requirements. An evaluative report will be made each year to the Board, with a summary report and recommendations for a future course of action at the end of the three-year experiment.

Mr. Joss said he favored the elimination of required physical education, suggesting that an institutional requirement that students enroll in physical education seems paternalistic. Mrs. Johnson said she was concerned about several aspects of the proposal — the constituency of the committee evaluating students' competency in communications skills, the quality of students' selections in the broad areas of knowledge when the requirement of sequences is removed, and whether students would recognize the importance of physical activities. She asked that the Committee on Academic Affairs and the Board be kept informed of Southern Oregon College's experience with the revised requirements on a year to year basis.

The Board approved the recommendation as presented with the stipulation that reports on the experiment be made yearly.

Basic and Standard Norm Programs in Office Education (Vocational) and Distributive Education (Vocational)

Southern Oregon College requests authorization to modify its programs for the preparation of business teachers to provide vocational education emphasis. Students completing the program would be certified in Office Education (vocational) or Distributive Education (vocational). The present pattern leading to the basic and standard norms in business education would be retained for students preferring this program.

All students preparing to teach education in a vocational program in high schools would complete 43 hours in business fundamentals, nine hours in economics, and 21 hours in vocational office education or vocational distributive education for a total of 73 hours during their baccalaureate degree, basic norm, program. During the fifth-year or
master's degree program the student would complete an additional 18 hours of selected course work in business. Upon completion of the standard norm program in distributive education or office education, all students would have had six hours of methods in vocational education.

Basic and standard norm programs in business education are offered by Oregon State University, University of Oregon, Portland State University, and Southern Oregon College. Eastern Oregon College offers a basic norm program in this area.

The basic and standard norms in vocational education have long been offered only by Oregon State University, University of Oregon, Portland State University, and Southern Oregon College. Eastern Oregon College offers a basic norm program in this area.

The basic and standard norm programs in business education are offered by Oregon State University, University of Oregon, Portland State University, and Southern Oregon College. Eastern Oregon College offers a basic norm program in this area.

Need for the Program. Increasing numbers of high schools are instituting or planning to institute business education programs providing opportunity for participating students to acquire work experience in offices or retail or other distribution establishments during their senior year. The State Department of Education is placing increasing emphasis on vocational education in the high schools. Both state and federal funds are available to support qualifying programs.

This emphasis on vocational education has created a demand for vocational education preparation, both for new teachers employed and for business teachers already employed who have not had this background.

New Courses Required. The only courses needed to convert the present basic and standard norm programs in business education to basic and standard norm programs in office education (vocational) and distributive education (vocational) are methods courses in these areas. Southern Oregon College proposes to meet this requirement with three courses, a total of nine credit hours of work.

Resources To Offer Program. Seventeen faculty members of the business division who presently participate in the business education program will serve as faculty for the modified program. According to Southern Oregon College all of these faculty members have at least two years of practical experience in business and industry. The faculty member who will teach the methods courses in distributive education and office education is on a leave of absence 1969-70 working toward a doctorate in vocational education at Oregon State University.
If Southern Oregon College is authorized to move into the vocational aspect of business education, it will use a part of its annual library allocation in business to acquire additional materials in business education which will support the requested program modification. Southern Oregon College estimates these library additions will cost $500 the first year and an additional $500 the second year.

The program would require no special facilities and equipment which are not already needed for the business education program, i.e., modification of the program as proposed will place no additional strain on present facilities.

Board's Office Recommendation. Increasing emphasis in vocational education in the public schools means that most if not all new business teachers should have a background in this area. Under these circumstances, the Board's Office does not feel the vocational norm programs can be restricted to a single institution.

The Board's Office recommended that Southern Oregon College be authorized to offer basic and standard norm programs in vocational education as proposed.

Committee Recommendation

The Committee recommended that Southern Oregon College be authorized to offer basic and standard norm programs in office education (vocational and distributive education (vocational) effective 1970-71.

Board Discussion. Members of the Board agreed there was a need for an emphasis on vocational education in the secondary schools that makes it imperative that institutions preparing business education teachers offer work in the vocational aspects. It was asked whether this kind of preparation would not also be valuable for teachers in business education programs of the community colleges. Dr. Romney concurred, but noted that standard norm certification is a requirement for teaching in the secondary schools, not in the community colleges. The requirement for approval to teach in a college transfer program in an unaccredited community college, he said, is a master's degree in the field to be taught and he observed that Oregon community colleges appear to be continuing to require this same standard in employing new teachers, even after the college has been accredited.

The Board approved the recommendation as presented.

(Considered by Building Committee, January 5, 1970.)

As noted in the minutes of the meeting of July 23, 1968, Architects Edson and Patterson of Medford were commissioned to prepare conceptual studies for the proposed Nursing Education Building at Southern Oregon College which was assigned Priority No. 36 in the listing of 1969-1971 capital outlay projects for the educational and general plant. The completed conceptual studies were to accompany a grant application to the federal government seeking funds to cover approximately two-thirds of the total project budget.
Since that time, the following events or actions have occurred:

1. A grant application was prepared and submitted to the U. S. Public Health Service, Division of Nursing, for a construction grant under the Nurse Training Act of 1964 (Public Law 88-581). Following its review of the application, the National Advisory Council on Nurse Training suggested that modifications be made to the plans and that a revised proposal be submitted for consideration in a subsequent fiscal period.

2. The 1969 Oregon Legislature did not authorize the project.

3. Architects Edson and Patterson were authorized to prepare revised conceptual studies to reflect program and design changes suggested by institutional officials, the federal granting agency and members of the Board's staff.

4. The Committee on Academic Affairs, Personnel, and Public Affairs at its meeting on October 2, 1969, heard a report on the associate degree in nursing program at Southern Oregon College. The complete report of the Committee's meeting is included in the document, Report of the Meeting of the Board's Committee on Academic Affairs, October 2, 1969. This document is bound in a separate volume and is considered an integral part of the minutes of the Board of October 27, 1969.\(^1\)

Institutional officials and the architects have filed with the Board's Office a copy of the revised conceptual studies for a Nursing Education Building to be located in the southwest portion of the Southern Oregon College campus. The site, south of the proposed Fine Arts complex on the east side of Mountain Avenue, conforms to that identified in the long-range master campus plan. Basically, the plans call for a two-story building, plus partial basement, to be constructed of reinforced concrete. The partial basement would contain mechanical equipment and storage spaces. The first floor level would include demonstration classrooms, staff and faculty offices, conference and workrooms, robing rooms and related service areas. The second floor level would include nursing laboratories, an observation and television viewing room, conference and workrooms, demonstration classroom, offices and related service areas.

The estimated gross area of the proposed Nursing Education Building would be approximately 17,830 square feet. This is an increase of

2,316 square feet from that reported to the Board at the earlier meeting. Based upon the price level expected to prevail in March 1971 when bids may be received following legislative approval, it is estimated that the direct construction costs for the new facilities, exclusive of landscaping and utility services, would be about $532,885, or $29.89 per square foot.

The conceptual plans also call for the remodeling of approximately 2,158 square feet in four rooms of the first Science Building for anatomy/physiology and micro-biology laboratories and preparation rooms. For such remodeling, the estimated direct construction costs are approximately $36,740 or about $17.03 per square foot. The total project cost would be about $875,000, including the new facilities and the proposed alterations as well as connections to the campus central utility plant.

Officials of Southern Oregon College desire to submit the revised grant application to the federal government seeking funds in the amount of approximately $583,333 to cover a portion of the construction costs based upon the new conceptual studies.

With the concurrence of the Chancellor, President Sours recommended that the conceptual studies for the proposed Nursing Education Building at Southern Oregon College be approved, and that the appropriate Board officials be authorized to present to the State Emergency Board a request that a grant proposal of approximately $583,333 be submitted to the federal government for support of nurse training facilities. Thereafter, following review and approval by the State Emergency Board, institutional officials would forward the grant proposal to the federal granting agency.

RECAPITULATION UPON COMPLETION OF CONCEPTUAL STUDIES

Project - SOC Nursing Education Building

Architects - Edson and Patterson, Medford

Legislative authorization - None (Requested from the 1969 Legislature, but not approved)

Board’s priority - No. 36 in 1969-1971 (Educational and General Plant)

Approximate gross area:
Building - 17,830 square feet
Alterations to the first Science Building - 2,158 square feet

Estimated total project cost - $ 875,000

Estimated direct construction costs:
Total for building $ 532,885
Total for alterations $ 36,740
Average for building (per square foot) - $29.89
Average for alterations (per square foot) - $17.03
Tentative schedule:
Bidding - March 1972
Completion - March 1973

Tentative financing plan:
State funds (General Fund appropriation and/or bond
borrowings under Article XI-G of the Oregon
Constitution)  
$ 291,667
Federal funds (U. S. Public Health Service,
Division of Nursing)  
583,333
Total  
$ 875,000

During the Committee discussion, Mr. Hunderup said that his office
had been informed of the possibility that a community college would
be started in the southern Oregon area. He said the preliminary
conversations with officials in the State Department of Education
had indicated support by the Department for the nursing program at
Southern Oregon College and that if a nursing program were developed
at the community college, it would probably be one for licensed
practical nurses rather than a college transfer program in nursing
education.

Also during the discussion, Mrs. Betty M. Haugen, Chairman of the
Nursing Department, said that the facilities to be provided would
be adequate to meet the needs of the program for several years beyond
1973 when the building is scheduled to be completed. She said that
the terms of the federal grant application for the facilities call
for increases in enrollment in the two-year program of at least
five percent each year for ten years. She stated that the present
enrollment is forty first-year students.

The Building Committee recommended that the Board approve the recom-
mendations as presented.

The Board approved the recommendations as presented.

Resolution for Federal Grant Proposal for Nursing Education Building, SOC

At its meeting on January 5, 1970, the Board's Committee on Buildings
and Other Physical Facilities recommended in part that the appropriate
Board officials be authorized to present to the State Emergency Board
a request that a grant proposal of approximately $583,333 be submitted
to the federal government for support of nurse training facilities at
Southern Oregon College. The federal government has changed the form
of its grant applications and now requires that a resolution, motion
or similar action be adopted by the applicant's governing board and
that certified copies of such action be included as a part of the
application.

With the concurrence of the Chancellor, President Sours recommended
that the following sentence and resolution be added to the Committee's
recommendation for the federal grant proposal for the Nursing Education
Building at Southern Oregon College:

[Additional text not visible in this excerpt]
"Since a portion of the funds for the construction would be provided by the federal government as support of nurse training facilities, the following resolution requires approval by roll-call vote:

RESOLUTION AUTHORIZING THE FILING OF AN APPLICATION FOR GRANT FUNDS FOR THE CONSTRUCTION OF A NURSING EDUCATION FACILITY UNDER NURSE TRAINING PROGRAM, PART A, TITLE VIII, PHS ACT, 42 UNITED STATES CONGRESS 296

WHEREAS, the Oregon State Board of Higher Education on behalf of Southern Oregon College, herein called the 'applicant,' after thorough consideration of the various aspects of the problems and study of available data has determined that the construction of certain public works generally described as a Nursing Education Building, Southern Oregon College, is desirable and in the public interest and to that end it is necessary that action preliminary to the construction of said work be taken immediately; and

WHEREAS, under the terms of the Nurse Training Act of 1964, Public Law 88-851, the United States of America has authorized the Department of Health, Education and Welfare to grant funds for the construction of Nurse Training Facilities; and

WHEREAS, the Applicant has examined and duly considered such Act and the Applicant subscribes to the Understandings and Assurances contained in the application and the Applicant considers it to be in the public interest and to its benefit to file an application under said Act and to authorize other action in connection therewith;

NOW, THEREFORE, BE IT RESOLVED BY the Oregon State Board of Higher Education, as follows:

1. That the construction of said public works is essential to and is to the best interest of the Applicant, and to the end that such public works may be provided as promptly as practicable it is desirable that action taken preliminary to the construction thereof be undertaken immediately;

2. That J. I. Hunderup, Vice Chancellor for Facilities Planning, be hereby authorized to file in behalf of Applicant an application in form required by the United States and in conformity with said Act for grant funds to be made by the United States to the Applicant to aid in defraying the cost of construction for the above described public works, which shall consist generally of a Nursing Education Building, Southern Oregon College, including workrooms, robing rooms, nursing laboratories, observation and television viewing room, staff and faculty offices and related service areas.
3. That said J. I. Hunderup, Vice Chancellor for Facilities Planning, is hereby authorized to furnish such information and take such action as may be necessary to enable the Applicant to qualify for the advance;

4. That the officer designated in the preceding paragraph is hereby designated as the authorized representative of the Applicant for the purpose of furnishing to the United States such information, data, and documents pertaining to the application for an advance as may be required; and otherwise to act as the authorized representative of the Applicant in connection with this application.

5. That certified copies of this resolution be included as part of the application for an advance to be submitted to the United States."

Upon motion by Director Joss, the Board approved the recommendation as presented and the above resolution was adopted on roll call vote, with the following voting in favor of adoption: Directors Corey, Holloway, Holmes, Johnson, Joss, Snider, and Layman.

Those voting no: None.

The President of the Board declared the resolution adopted by a unanimous vote of those present. Mr. Payne was absent from the room at the time of the roll call vote.

(Considered by Building Committee, January 5, 1970.)

Use of U. S. Forest Service Tract at Fish Lake for Cascade Field Center, SOC

Since 1963, on an annual permit basis, Southern Oregon College has been using property of the U. S. Forest Service at Fish Lake, about forty miles from the campus, as a laboratory for its outdoor education and recreation program, science workshops, band camps, etc. Following a feasibility study by Architect Vincent Oredson relating to the possible development of the area with semi-permanent facilities, such as a lodge, cafeteria, student and faculty quarters, an educational building, and possibly other improvements, institutional officials have been negotiating a "Term Special Use Permit" with the federal government for a 17-acre tract at Fish Lake. Significant features of the permit are expected to include the following:

a. For a 30-year period, Southern Oregon College would be allowed to use the property for the purpose of "construction, operating and maintaining a year-round outdoor education school." The permit expects the College to use the property at least 180 days each year.

b. For the initial 5-year period, the annual rental would be $510, but this amount is subject to adjustment at the beginning of each five-year period during the remaining term of the permit "in order to place the charges on a basis commensurate with the value of use authorized by this permit."
c. Plans and specifications for construction, reconstruction, or alteration of improvements must be submitted to the U. S. Forest Service prior to start of the work and must conform to code requirements. In the event a central sewer system is developed for the Fish Lake area, the College agrees to pay its proportionate share of its cost and operation.

d. In the event the land is needed for the development of water power or reclamation purposes, the federal government would require the removal within 90 days of any improvements made by the College. No compensation would be given for the improvements under such a condition. If the Secretary of Agriculture or any official of the Forest Service determines that the public interest requires termination of the permit for other reasons, equitable arrangements are to be made for the removal or purchase of improvements which the permittee may have made.

Institutional officials do not contemplate seeking state funds to construct buildings on the property, but would seek gift funds from foundations, individuals, and organizations. Use of the area might also entail association with the Tri-County Outdoor Education District (Jackson, Josephine and Klamath Counties) and also local school districts. With the proposed 30-year permit, it is expected that the institution and cooperating public and non-profit bodies would be better able to solicit contributions for construction funds.

It is likely that charges would be made to cover costs of the use of the facilities, including a portion of the annual rental.

President Sours recommended that the appropriate Board officials be authorized to execute the proposed "Term Special Use Permit" for the 17-acre tract at Fish Lake to be used as the Cascade Field Center. The Chancellor concurred in this recommendation with the understanding that the terms and conditions of the permit shall be subject to the approval of the Board's attorney, that the funds required for rental shall be paid from institutional resources, and that further efforts shall be made by College officials to obtain a waiver of the annual rental charge, if possible. On several prior occasions, the State Board of Higher Education has provided the Forest Service with long-term leases on property at Oregon State University and Eastern Oregon College without compensation because of the relationship between the federal and state agencies for improvements of mutual benefit. Regrettably, according to information which institutional officials have received from members of Congress, the proposal for the use of forest lands at Fish Lake does not appear to qualify for a waiver of fee under current policies and regulations.

In the Committee discussion, consideration was given to the financial factors involved in the use of this tract of land. It was stated that it is anticipated that the area will be developed through cooperative efforts of Southern Oregon College, Josephine and Jackson counties, and the lumber industries. A fee may be charged those using the facilities.
In response to a question, it was stated that it would be unlikely that the agreement would be terminated on 90-days' notice because this provision is related primarily to the possible need for the Medford Irrigation District to raise the level of the dam. Officials of the irrigation district have said that it would be impractical to raise the level of the dam because of the lava content of the soil in that area. Furthermore, summer homes and other improvements would have to be removed if the water level were raised.

The Building Committee recommended that the Board approve the recommendations as presented.

The Board approved the recommendations as presented.

Following legislative authorization in 1969 for the construction of the proposed College Union Building at Southern Oregon College within an expenditure limitation of $3,240,000, including land, Board officials instructed Architects Balzhiser, Rhodes, Smith and Morgan and Architect Robert J. Keeney, joint venturers, to prepare the final plans and specifications for the project. It was expected that the direct construction costs would be approximately $2,334,245, of which about $66,245 would relate to site development and utility service connections and the remaining $2,268,000 would be required for the building and fixed equipment. In accordance with the basic studies approved by the Board on October 22, 1968, the gross area of the building was estimated to be about 75,832 square feet. This area excluded unfinished space of approximately 4,980 square feet at the lower level, below the terrace adjoining the snack bar. It was indicated that consideration might be given to the possible completion of this area under one or more bid alternates, increasing the gross area of the building to approximately 80,812 square feet, if sufficient funds were available.

Institutional officials and the project architects have now filed with the Board's Office a copy of the final plans and specifications and have recommended that authorization be obtained from the State Emergency Board to proceed with construction at the earliest possible date. Tentatively, the bid opening has been scheduled for March 11, 1970, with notice thereof to be published on or about February 11, 1970.

Although the working drawings are in substantial agreement with the approved basic studies and preliminary plans, several changes have occurred:

1. The gross area of the building has been increased to approximately 84,642 square feet. This increase resulted principally from the addition of a stair tower on the north side of the building, the inclusion of the area for the mechanical penthouse, the finishing of all interior spaces and more precise measurements of the outside building dimensions.
2. Rearrangements of space assignments have occurred on each of the three floor levels. For example, the 8-lane bowling alley is placed now in a north-south orientation rather than east-west, with other recreational spaces placed nearby on the lowest floor level.

3. The extension of the utility tunnel to serve this area of the campus would be bid with this project rather than with the Classroom Building (Music), as expected when the capital outlay program was formulated. This modification would require the release of approximately $125,000 of the funds authorized for the tunnel work as part of the Classroom Building (Music) budget for expenditure along with funds allocated for the College Union Building.

4. The revised direct construction costs total $2,582,157, including $2,316,257 for the building and fixed equipment. These latter costs would average approximately $27.37 per square foot. Several deductive alternates are proposed in order to assure reasonably the receipt of bids within the available resources. For example, portions of the landscaping work, kitchen equipment, and carpeting could be omitted as well as to delete some or all of the bowling lanes, the promenade deck (terrace), the paving of the parking area, etc.

In view of the reservation of funds by the Department of Housing and Urban development for an interest subsidy grant on this project, the final plans and specifications are being referred to that agency for concurrence.

Subject to appropriate clearances by the various federal and state agencies, including the State Emergency Board, it is expected that construction bids for the College Union Building will be solicited and contract awards made by the Vice Chancellor for Facilities Planning within a budget total of approximately $3,365,000 ($3,240,000 for the College Union, including land, and $125,000 for utility services budgeted as part of the Classroom Building (Music)).

RECAPITULATION UPON COMPLETION OF FINAL PLANS AND SPECIFICATIONS

Project - SOC College Union Building, including land.

Architects - Robert J. Keeney, Medford, and Balzhiser, Rhodes, Smith & Morgan, Eugene, associated architects

Legislative authorization - Chapter 664, Oregon Laws 1969

Board's priority - No. 14 in 1969-1971 (Auxiliary Enterprises)

Approximate gross area - 84,642 square feet
Estimated total project cost (Including $125,000 for utility extensions budgeted as part of the proposed Classroom Building (Music)) $3,365,000

Estimated direct construction costs:
  Total $2,582,157
  Building and fixed equipment:
    Total $2,316,257
    Average (per square foot) - $27.37

Tentative Schedule:
  Bidding - March 1970
  Completion - August 1971

Tentative financing plan:
  General Fund appropriation and/or bond borrowings issued under the provisions of Article XI-G of the Oregon Constitution (for a portion of the utility extension costs applicable to the proposed Classroom Building (Music)) $ 70,000

  Bond borrowings under the provisions of Article XI-F(1) and/or balances available for auxiliary enterprises (including $55,000 budgeted for a portion of the utility extension costs applicable to the proposed Classroom Building (Music)) 3,295,000
  Total $3,365,000

In response to a question during the Board discussion, Mr. Hunderup compared the food service and recreational facilities to be provided in the student union projects at Southern Oregon College and Eastern Oregon College. He indicated that the two projects were similar in many ways although the food service to be provided at Eastern Oregon College was more extensive than that proposed for the student union at Southern Oregon College. He indicated some differences in the recreational facilities provided in the two projects. The cost for the student union project at Eastern Oregon College averages $29.91 per square foot compared to $27.37 per square foot.

The Board approved the recommendations as presented.

Increased Electrical Rate Structure
Increased electrical rates, effective October 1, 1969, by the amount of $25,000 per year, assuming no change in KWH use. After assigning 30 percent of the total to dormitories and approximately 5 percent to the Health Service and the Student Union, the increased cost chargeable to unrestricted funds poses a recurring additional annual charge of $16,300, of which $12,225 is needed to cover increased costs from October 1, 1969, to June 30, 1970.
The Vice Chancellor for Administration recommended (and the Chancellor concurs) that there be transferred to Southern Oregon College from the $26,302 remaining in the Board reserve for new building operation and maintenance the sum of $12,225 for year 1969-70. It was further recommended that a similar transfer be made for year 1970-71 in the amount of $16,300 to cover the increased assessment on a continuing basis.

The Board approved the recommendation as presented.

Report of Acceptance of Final Plans for South Campus Central Heating Plant Boiler, SOC

Upon the recommendation of officials of Southern Oregon College, the Board's Office has accepted the final plans and specifications of the proposed South Campus Central Heating Plant Boiler. The project was included in the Board's requests for capital outlay for 1969-1971 and was approved by the 1969 Oregon Legislature with an expenditure limitation of $75,000.

The boiler would be the fourth low-pressure type boiler installed in the south campus central heating plant and would increase the total plant capacity from approximately 30,000 to 45,000 pounds of steam per hour. Final plans indicate that the installation would also include an induced draft fan, a steel shack, a combination oil-gas burner and ancillary equipment to integrate it with the existing controls for automatic operation with the other boilers and steam distribution system.

Engineers J. Donald Kroeker & Associates have estimated the direct construction costs to be approximately $66,627. Of the total project costs of $75,000, state funds would provide $55,000 and other funds available for auxiliary enterprises would provide the remaining $20,000.

It is expected that a request for the release of these funds will be made to the State Emergency Board at its next meeting on February 19-20, 1970. If approval is received at that time and satisfactory bids are received in Ashland on or about March 5, 1970, it is anticipated that contract awards for the South Campus Central Heating Plant Boiler at Southern Oregon College would be made by the appropriate Board officials for construction within the authorized expenditure limitation of $75,000.

RECAPITULATION UPON COMPLETION OF FINAL PLANS

Project - SOC South Campus Central Heating Plant Boiler

Engineers - J. Donald Kroeker & Associates, Portland

Legislative authorization - Chapter 664, Oregon Laws 1969

Board's priority - No. 17 (Educational and General Plant)
No. 13 (Auxiliary Enterprises)
Estimated total project costs - $ 75,000
Estimated direct construction costs $ 66,627

Tentative schedule:
Bidding - March 1970
Completion - October 1970

Tentative financing plan:
State funds (General Fund appropriation and/or bond borrowings under Article XI-G of the Oregon Constitution) $ 55,000
Auxiliary enterprise balances and/or bond borrowings under Article XI-F(1) of the Oregon Constitution 20,000
Total $ 75,000

The Board accepted the report as presented.

BA/BS in Chemistry;
BA/BS in Mathematics;
BA/BS in Anthropology
Sociology; BS in History;
Revision of MS in Elementary Education, EOC

(Considered by the Committee on Academic Affairs, Personnel, and Public Affairs, January 6, 1970.)

Eastern Oregon College requests approval of the following new programs and changes for 1970-71:

1. BA/BS in Chemistry
2. BA/BS in Mathematics
3. BA/BS in Anthropology-Sociology
4. BS Degree in History
5. Revision of MS in Elementary Education degree program

The Eastern Oregon College request and the analysis by the Board’s Office are presented in the document titled Eastern Oregon College Curricular Change Requests for 1970-71, January 6, 1970. This document is bound in a separate volume and considered an integral part of the minutes of the January 26, 1970, meeting of the Board.

Authorization of Departmental Baccalaureate Degree Programs for Regional Institutions

The Board made the policy decision in 1965 that departmental major programs would be authorized the regional schools (i.e., Southern Oregon College and Eastern Oregon College) when they could demonstrate that resources were such that a departmental major of some substance could be offered and when there appeared to be a need.

Since adoption of this policy, Eastern Oregon College has been authorized baccalaureate departmental major degree programs in biology, English, and history.
BA/BS in Chemistry

In drafting its request for authorization to offer the BA/BS in chemistry program, Eastern Oregon College anticipated making a rather substantial infusion into its library acquisitions program in chemistry.

Because of cuts in federal funds, this is not now possible. Under the circumstances, it seems best to defer consideration of the request this year.

The Board accepted the report as presented.

BA/BS in Mathematics

Eastern Oregon College requests authorization to offer an undergraduate baccalaureate degree program in mathematics. In addition to institutional requirements, the student majoring in mathematics would meet the following departmental requirements:

- Twenty-seven upper-division hours in mathematics to include nine hours in advanced calculus and at least one sequence in abstract algebra, real analysis, or general topology.
- A lower-division sequence in biology, botany, zoology, chemistry, or physics.

According to Eastern Oregon College the program meets requirements of the Mathematical Association of America's report titled A General Curriculum in Mathematics for Colleges, 1965.

Resources To Offer the Program. The mathematics department at Eastern Oregon College consists of seven staff members, including two Ph.D.'s and one Ed.D. Two staff members are currently on leave to complete their doctoral programs.

The Committee on the Undergraduate Program in Mathematics of the Mathematical Association of America recommends that a minimal college mathematics library for an undergraduate degree program contain 170 books selected in a particular fashion from its basic list. The Eastern Oregon College library contains 174 of these titles in its mathematics collection of over 650 books, and 5 of the specified journals.

All the courses needed for the proposed program are already being taught for students majoring in secondary education-mathematics and general studies-mathematics.

Need for the Proposed Program. Eastern Oregon College estimates that during the first years the program is in operation three to five students will graduate each year. After the program has been in operation long enough to attract students as freshmen, and transfers from community colleges, it is estimated it will produce about six or eight graduates per year.
Cost of the Proposed Program. The Effect of initiating this program would be to bolster enrollment in already existing courses. If the program is authorized, Eastern Oregon College would expect to assign an added .43 FTE faculty to the program and would raise the allotment to the library for mathematics by $300 (annual cost of AMS Reviews).

Recommendation of the Board’s Office. The Board’s Office recommended that the Committee on Academic Affairs recommend that Eastern Oregon College be authorized to offer the BA/BS in mathematics as proposed.

Committee Recommendation

The Committee recommended that the Board authorize Eastern Oregon College to offer a BA/BS degree program in mathematics, effective 1970-71.

The Board approved the recommendation as presented.

BA/BS in Anthropology—Sociology

Eastern Oregon College requests authorization to offer a combined baccalaureate degree major in anthropology—sociology. In addition to institutional requirements, the candidate for the degree of BA/BS in anthropology—sociology would need to meet the following departmental requirements:

- 27-hour basic core of fundamental work in anthropology and sociology.
- 27-hour option in anthropology or sociology.
- 18 hours from two of the following areas (9 hours from each area): economics, geography, geology, history, political science, psychology.

Resources To Offer the Program. Four faculty members would be involved in offering the program, two in anthropology and two in sociology. Two hold the Ph.D. degree, one in anthropology and one in sociology. One is completing his doctoral dissertation in sociology.

The staff has compared the library resource with suggested lists, including Resources of the Teaching of Anthropology, published by the American Anthropology Association, 1963. Results of this assessment show the library holds approximately 600 volumes in anthropology and 5,000 volumes in sociology. Other works supporting the proposed major are cataloged in such fields as history, psychology, sociology, economics, political science, geography, and biology.

The collections in anthropology and sociology have attained their present strength in part from an infusion of $2,000 in library funds from the federally supported Migrant Program. It is anticipated that these areas will also share in a recent gift of $30,000 to Eastern Oregon College for acquisitions in the Northwest collection.

Eastern Oregon College would request addition of 27 hours of course work to support the new program.

No special facilities are required.
Need for the Proposed Program. Eastern Oregon College reports substantial student interest in a major program in anthropology-sociology. The institution estimates that 25 students would graduate each year in this program by 1973-74.

Cost of the Proposed Program. Eastern Oregon College estimates that increased enrollment in anthropology and sociology will necessitate an additional faculty person in 1971-72. With present enrollment trends, the additional staff person may be required irrespective of whether the proposed baccalaureate major program is authorized.

Recommendation of the Board's Office. The Board's Office recommended that the program be approved.

Committee Recommendation

The Committee recommended that the Board authorize Eastern Oregon College to offer a BA/BS degree in anthropology-sociology effective in 1970-71.

The Board approved the recommendation as presented.

BS Degree in History

At the present time all students completing the baccalaureate departmental degree program in history at Eastern Oregon College must complete two years of a foreign language to meet requirements for the bachelor of arts degree. This requirement presupposes that the student will go into graduate study, where knowledge of a foreign language is frequently required.

Eastern Oregon College has found that a number of students consider the baccalaureate degree program a terminal degree and many of these would, if they could choose, elect not to take two years of foreign language. Eastern Oregon College would like to accommodate these students by permitting them to complete requirements for a bachelor of science rather than the bachelor of arts degree.

Committee Recommendation

The Committee recommended that the Board authorize Eastern Oregon College to offer the Bachelor of Science degree in history as an alternative to the Bachelor of Arts degree, effective in 1970-71.

The Board approved the recommendation as presented.

Revision of Master of Science Degree Program in Elementary Education

The present master's degree curriculum for elementary teachers consists of three requirements:

- 18 hours in a professional education core.
15 hours of general education, including:

SSc 511. Contemporary Developments in the Social Sciences. 3 hours.
Hum 511. Contemporary Developments in the Humanities. 3 hours.
Sc 511. Contemporary Development in the Sciences and Mathematics. 3 hours.

12 hours of electives, at least 6 of which must be in general education.

Eastern Oregon College proposes to change the requirements to include:

18 hours in a professional education core
6 hours of general education
15 hours in one of the following areas of emphasis: Reading, language arts, science-mathematics, social science
6 hours of electives.

Need for the Proposed Program: Eastern Oregon College is currently enrolling about 35 graduate students in elementary education each fall term and about 75 graduate students in the summer term. Eastern Oregon College expects these enrollments to increase over the next five years to about 45 fall term enrollments and 90-95 summer term enrollments. Numbers of master's degrees awarded each year is expected to increase from 26 in 1970-71 to 34 in 1974-75.

The program Eastern Oregon College wishes to modify is thus an established program for which there is a fairly substantial clientele.

Eastern Oregon College states that it will request 25 hours in new course work to support the program, half of them concerning the teaching learning process. Nine hours will be needed to offer an area of emphasis in reading. Education course work for the program will be team taught and competency based.

Resources To Offer the Revised Program: Eleven faculty members of the department of education and psychology would be involved with the revised master's degree program, eight hold the Ed.D. degree, three the MA/MS degree.

A complete evaluation of library holdings was completed in January 1969 as a part of the Institutional Reappraisal submitted to the National Council for Accreditation of Teacher Education. The evaluation shows that the College subscribes to 65.9 percent of the 188 periodicals listed in the Education Index.

Comparison of book titles with the annual list of "Outstanding Books in Education" published by Education Horizons, shows the college owns 76 percent of the titles for the period 1954 through 1965.
Eastern Oregon College's new education building, approved by the 1969 Legislature, should be completed and ready for occupancy by fall term 1971. The building will provide special facilities needed for teaching a competency-based program.

Cost of the Revised Program. Once fully operative, the revised program is expected to cost no more than the present program.

Committee Recommendation

The Committee recommended that Eastern Oregon College be authorized to offer the proposed revised master's degree program in elementary education, effective 1970-71.

The Board approved the recommendation as presented.

(Considered by Building Committee, January 5, 1970.)

As noted in the minutes of the meeting of April 21, 1969, Architects Campbell-Yost & Partners, Portland, were commissioned for the design and construction supervision of the proposed College Center at Eastern Oregon College. The initial unit, formerly identified as the Centralized Food Service (Phase I of Student Center), had been assigned Priority No. 12 in the listing of auxiliary enterprise projects for 1969-1971 at an estimated total cost of approximately $1,360,000. It was expected to contain a gross area of about 31,500 square feet and was intended to provide kitchen and dining facilities for all of the students living in the residence halls on the campus as well as a new coffee shop and related service spaces. Phase II of the project was assigned Priority No. 27 in the same listing for 1969-1971 and was programmed to include lounges, meeting rooms, offices for student organizations and activities, recreational facilities, bookstore, etc., making it possible to vacate Hoke Hall, the frame war-surplus building which currently occupies a portion of the site designated for the College Center. This second phase of the project was estimated to require expenditures totaling $1,390,000 for a gross area of about 32,500 square feet. Architectural planning was just being started and the 1969 Oregon Legislature did not authorize the expenditure of funds for the construction of either phase.

Institutional officials and the architects have now filed with the Board's Office a copy of the schematic design for the proposed College Center (Phase I and Phase II) which follows quite closely the program requirements outlined previously by the staff of the College. Basically, the plans call for a three-level concrete and steel-framed building to be located in the area bounded by Seventh Street, J Avenue, Eighth Street and the north edge of the existing Coliseum parking lot south of I Avenue (vacated). This was the site contemplated in the long-range development plan of Eastern Oregon College, approved by the Board at its meeting on October 27, 1969.

All exterior exposed concrete surfaces of the building are expected to receive integral color dash coat stucco to match that of older buildings on the campus. Heating and cooling would be provided from the campus central utility plant now under construction.
According to the schematic design, the first construction phase would include a basement and main floor level for a centralized food service facility to accommodate all residence hall students, commuting students, staff, faculty, and guests of the College. Kitchen, freezer, dry storage, and employee service areas would be located in the basement with ramped access to outside grade for service vehicles. Also at this level would be located the mechanical equipment rooms, building storage space and loading dock. The food serving lines, coffee shop and dining areas, adequate ultimately to accommodate about 600 students at one time, would be located on the main floor level. Structural capacity would anticipate a second floor level for student activities, meeting rooms, and offices which would be added either as an extension of Phase I or as part of Phase II construction, as described below.

The second construction phase would include an addition at the east end of the College Center for the main lobby, lounges, recreation areas and the campus bookstore. (It is anticipated that some of the activities planned in this addition would continue to operate in Hoke Hall until Phase II is completed.) In the basement area would be located the College bookstore and its supporting areas, recreation rooms, information desk, cloak room and a lobby area. The main floor level would include the lounge areas, art gallery, and principal entrance lobby. The second floor area, which is partially constructed atop the first level of Phase I, would include the student activity rooms, the Blue-Gold conference room and lounge, related service areas, and such meeting rooms and offices as had not been constructed in the initial phase.

Based upon the schematic design, it is estimated that the gross area of Phase I of the proposed College Center would be about 30,328 square feet and Phase II would contain about 32,909 square feet. In anticipation of the price level expected to prevail in March 1971 when bids may be solicited, it is estimated that the direct construction costs for Phase I would be about $1,131,000, averaging $37.29 per square foot. For Phase II, it is estimated that the direct construction costs would be approximately $1,055,580, or $32.08 per square foot. Total project costs are estimated to be $2,905,000 ($1,600,000 for Phase I and $1,305,000 for Phase II). Some reduction would be expected if the two units could be constructed simultaneously.

During the formulation and review of the schematic designs, the suggestion was made that it might be more desirable to incorporate within the first phase some of the student activity areas, meeting rooms and offices along with the centralized food service facilities. Phase II then would be limited to the lounges, art gallery, bookstore and recreation areas.

Within such an alternate plan, Phase I would be enlarged in the basement and first floor levels to include the main circulation areas (lobby, checkout-information desk and cloak room) and the second floor level would provide the offices, meeting rooms, student activities, the Blue-Gold conference room, and related services spaces located immediately above the spaces programmed in the first unit. This
alternate plan would have the advantage of fulfilling a greater portion of the College Center needs and would avoid the costs of a temporary roof over a portion of the building.

The enlarged Phase I would have a gross area of approximately 41,154 square feet and estimated total project costs of $1,980,000. Of this amount, the estimated direct construction costs, exclusive of the site development costs, would be approximately $1,443,110, or about $35.07 per square foot. Phase II of the College Center would then have a gross area of approximately 22,083 square feet and estimated total project costs of $915,000. This would include estimated direct construction costs of $732,470, averaging about $33.17 per square foot.

The following table compares the areas and costs outlined above for the basic (original) and alternate plans as well as those used in support of the capital outlay requests to the 1969 Legislature:

<table>
<thead>
<tr>
<th>Gross Area (Sq. Ft.)</th>
<th>Estimated Total Project Costs</th>
<th>Direct Construction Costs*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative requests (assumed price level of December 1969 for Phase I and October 1970 for Phase II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase I</td>
<td>31,500</td>
<td>$1,360,000</td>
</tr>
<tr>
<td>Phase II</td>
<td>32,500</td>
<td>1,390,000</td>
</tr>
<tr>
<td>Totals</td>
<td>64,000</td>
<td>$2,750,000</td>
</tr>
<tr>
<td>Schematic design (assuming price level of March 1971 for Phases I and II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase I</td>
<td>30,328</td>
<td>$1,600,000</td>
</tr>
<tr>
<td>Phase II</td>
<td>32,909</td>
<td>1,305,000</td>
</tr>
<tr>
<td>Totals</td>
<td>63,237</td>
<td>$2,905,000</td>
</tr>
<tr>
<td>Alternate schematic design (assuming price level of March 1971 for Phases I and II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase I</td>
<td>41,154</td>
<td>$1,980,000</td>
</tr>
<tr>
<td>Phase II</td>
<td>22,083</td>
<td>915,000</td>
</tr>
<tr>
<td>Totals</td>
<td>63,237</td>
<td>$2,895,000</td>
</tr>
<tr>
<td>Combined - if Phases I and II were constructed simultaneously (March 1971 price level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>63,237</td>
<td>$2,820,000</td>
</tr>
</tbody>
</table>

*Excluding site services, roads, walks, landscaping, etc.

With the concurrence of the Chancellor, President Rempel recommended that the schematic design phase of planning the proposed College Center at Eastern Oregon College be approved and that the appropriate Board officials be authorized to instruct the architects to complete the design development phase on the assumption that Phase I would include a gross area of approximately 41,154 square feet, as described in the alternate plan, within a total budget estimate of $1,980,000; and that Phase II would provide the remaining area of about 22,083 square feet at a total cost of approximately $915,000.
Funds to cover the costs of the design development are being provided from the interest-free advance of $52,900 approved by the Department of Housing and Urban Development of the federal government. The remaining requirements for planning, including those for the schematic design, are to be provided from balances available to the institution from auxiliary enterprise operations and commingled student building fees.

RECAPITULATION UPON COMPLETION OF SCHEMATIC DESIGNS

<table>
<thead>
<tr>
<th>Project - EOC College Center</th>
<th>Phase I</th>
<th>Phase II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architects -</td>
<td>Campbell-Yost &amp; Partners, Portland</td>
<td></td>
</tr>
<tr>
<td>Legislative authorization -</td>
<td>Requested in 1969, but not obtained</td>
<td></td>
</tr>
<tr>
<td>Board's priority during 1969-1971 (auxiliary enterprises) No. 12 No. 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximate gross area -</td>
<td>41,154 sq. ft. 22,083 sq. ft.</td>
<td></td>
</tr>
<tr>
<td>Estimated total project costs -</td>
<td>$1,980,000 $915,000</td>
<td></td>
</tr>
<tr>
<td>Estimated direct construction costs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total - $1,443,110 $732,470</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average (per square foot) - $35.07 $33.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tentative schedule:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bidding - March 1971</td>
<td>March 1971</td>
<td></td>
</tr>
<tr>
<td>Completion - Sept. 1972</td>
<td>Sept. 1972</td>
<td></td>
</tr>
<tr>
<td>Tentative financing plan:</td>
<td>General obligation bond borrowings under provisions of Article XI-F(1) of Oregon Constitution and/or other funds available from auxiliary enterprises and commingled student building fees $1,980,000 $915,000</td>
<td></td>
</tr>
</tbody>
</table>

In the Committee discussion the architectural solution for the project was considered. Mrs. Johnson said there was an excellent opportunity at Eastern Oregon College to capitalize on the natural scenery and that it appeared the proposed design does not provide for taking advantage of the views from the building. She inquired also regarding the possible use of wood in the construction of this building. The architect responded that each space in the building would provide a view to the surrounding country. He said that since the building was three stories in height the code would not permit the use of wood construction because of the load factor. However, it is planned to use lowered ceilings of wood in the lounges and dining spaces. He said that the design for the
use of wood inside the building was intended to provide a feeling of warmth in color and also a feeling of protection from the outside elements of wind and snow.

Mrs. Johnson then questioned the costs for the building as compared with a more traditional type of architecture, particularly as the costs relate to the public relations factor of a building which may not be pleasing to the more conservative residents of eastern and central Oregon.

Mr. Hunderup said that the cost per square foot for this building would be comparable to that for the College Union at Southern Oregon College.

Mr. Corey commented that savings in the construction would apparently result if Phases I and II were constructed simultaneously and asked the reason for separating the project into two phases.

Mr. Hunderup said that there was a relatively high priority for the centralized food service portion of the project and a much lower priority for the college union type space. Although the whole project is needed at Eastern Oregon College, it might be necessary to construct it in two phases in order to be able to avoid competition with facilities which might have higher priorities at some other institution in the State System.

Mrs. Johnson asked whether there had been any publicity in the local community concerning the proposed building and whether any comparison had been made between the costs for this building and the union facilities for the Blue Mountain Community College. Mr. Hunderup said that it had been expected that publicity in the community would follow the first presentation of the project to the Board. He mentioned that students had participated in the planning of this project with the officials of Eastern Oregon College and the Office of Facilities Planning. President Rempel indicated that constant comparisons are made with Blue Mountain Community College because of its close proximity to Eastern Oregon College, but that he did not know the cost per square foot on the student union building for the community college. It was suggested that public reaction in the community should be explored and that future presentations of this project should include information on the costs of the facility at Blue Mountain Community College.

Mrs. Johnson said that she supported the concept of a new student union for Eastern Oregon College. However, she said that in questioning the costs and the design of the building she was responding to criticisms that higher education often constructs buildings that appear experimental and radical, and that this is particularly true for the residents of eastern and central Oregon. If the costs should be higher than those for the community college construction, this also would cause a problem in public relations.
In the discussion, Mr. Hunderup said that consideration has been given to the possibility of presenting this project to the Emergency Board for approval. However, it would be very close to the 1971 legislative session before construction could begin and in that case it would appear to be preferable to take the project to the legislature rather than to seek Emergency Board approval.

The Building Committee recommended that the Board approve the recommendations as presented.

During the Board discussion, Mr. Hunderup said that as a result of the discussion of the Building Committee, Dr. Perry, Dean of Administration at Eastern Oregon College, had met with interested groups in La Grande. Mr. Hunderup reported that letters have been received in the Office of Facilities Planning from the following individuals: Mr. Terry Cathey, President of the Associated Students of Eastern Oregon College; Mr. Riley Allen, President of the La Grande-Union County Chamber of Commerce; Mr. LeRoy M. Damewood, Chairman of the Faculty at Eastern Oregon College; and Mr. Murray Snyder, City Manager, La Grande. These letters expressed full support of the design concept for the proposed college center building.

Mr. Hunderup then compared the facilities for Eastern Oregon College with similar facilities on other campuses and indicated that the cost estimates prepared by the architects were realistic and fair, taking into consideration the facilities to be constructed, the location, the small number of bidders in the La Grande area, and the weather conditions which prevail in that part of the state. Mr. Hunderup added that he did not think the design concept caused any increase in cost. He said that one of the major elements of cost in the first phase is the stainless steel kitchen equipment which is necessary for long-term maintenance, low-cost operation, cleanliness, and sanitation. In addition, finish details and furnishings used in a college union are usually somewhat more expensive than in certain other types of construction. Mr. Hunderup said that the cost for the facilities at Blue Mountain Community College were approximately $23 per square foot but that there were substantial differences between the two projects because a very limited amount of food service was required in the building for Blue Mountain Community College.

Mr. Clifford Bracher and Mr. Terry Cathey, representing the Eastern Oregon College student body, indicated that the students were enthusiastic in their approval of the design concept and had participated in the development of it.

The Board approved the recommendations as presented.
Easement for Gas Main to California - Pacific Utility Company, EOC

(Considered by Building Committee, January 5, 1970.)

Eastern Oregon College officials have been advised by the California - Pacific Utility Company that in order to bring gas service to the relocated heating plant, that a right-of-way and easement to the company is necessary to construct, maintain, inspect, operate, protect, repair, replace, alter or remove the necessary gas mains. Accordingly, they have requested that such a right-of-way and easement be granted over Board property approximately 370 feet long and 10 feet wide. The company will pay $10 for the easement which will be in a form satisfactory to the Board's attorney.

President Rempel, with the concurrence of the Chancellor, recommended that the easement be granted.

The Building Committee recommended that the Board approve the recommendation as presented.

The Board approved the recommendation as presented.

Report of Inspection & Acceptance of Hunt Hall Renovations, EOC

Upon the recommendation of Eastern Oregon College officials and Architect Wesley V. Korman, the work performed by the construction contractor for the Hunt Hall renovations was accepted as of November 21, 1969, subject to the completion of a few minor items. A revised semifinal budget is shown below in comparison with the budget reported to the Board on June 10, 1969:

<table>
<thead>
<tr>
<th>Project Costs</th>
<th>Revised Budget 11/21/69</th>
<th>Original Budget 6/10/69</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct construction costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gilco, LaGrande</td>
<td>$221,432</td>
<td>$195,000</td>
<td>$26,432 (1)</td>
</tr>
<tr>
<td>Professional services fees</td>
<td>17,715</td>
<td>15,600</td>
<td>2,115</td>
</tr>
<tr>
<td>Furnishings and equipment</td>
<td>4,594</td>
<td>10,600</td>
<td>(6,006)</td>
</tr>
<tr>
<td>Construction supervision and miscellaneous costs</td>
<td>1,259</td>
<td>8,200</td>
<td>(6,941)</td>
</tr>
<tr>
<td>Contingencies</td>
<td>-</td>
<td>15,600</td>
<td>(15,600)</td>
</tr>
<tr>
<td>Total project costs</td>
<td>$245,000</td>
<td>$245,000</td>
<td>$0</td>
</tr>
</tbody>
</table>

(1) Includes the reinstatement of several deductive alternates such as the furnishing and installation of new doors and floor coverings on the second floor of wing "A" and new floor covering and base in wing "B"; book cases, desks and desk lights; and other changes incorporated in four approved change orders.

Plans and specifications for Hunt Hall renovations were prepared by Architect Wesley V. Korman of Pendleton. The work included the refurbishing of most of the student-study bedrooms, the installation of built-in study desks, the removal of existing wash bowls and water closets, the installation of centralized shower and toilet facilities on each floor, rewiring from previously installed new panels to individual rooms throughout the building and general modernization of the residence hall spaces.
Except for $65,000 which was provided from self-liquidating bond borrowings under the provisions of Article XI-F(1) of the Oregon Constitution, the project was financed from balances available from auxiliary enterprises operations at Eastern Oregon College.

RECAPITULATION AT INSPECTION AND ACCEPTANCE

Project - EOC Hunt Hall Renovations

Architect - Wesley V. Korman, Pendleton

Legislative authorization - Chapter 307, Oregon Laws 1969

Board's priority - No. 4 in 1969-1971 (Auxiliary Enterprises)

Approximate gross area - 32,993 square feet

Total project costs $245,000

Direct construction costs:
  Total - $221,432
  Average (per square foot) - $6.71

Financing plan:
  Balances from dormitory operations including sinking fund reserves $180,000
  Self-liquidating bond borrowings under provisions of Article XI-F(1) of the Oregon Constitution
  Total 65,000
  Total $245,000

The Board accepted the report as presented.

(Considered by the Committee on Academic Affairs, Personnel, and Public Affairs, January 6, 1970.)

Oregon State University requests the following curricular changes effective 1970-71:

1. BA/BS in liberal studies
2. BS in art.
3. Forestry minors in technical journalism.
4. Graduate minor in international agricultural development.
5. Change in name of the curriculum entitled "mechanical technology in agriculture" to "agricultural engineering technology" and the curriculum entitled "production technology" to "manufacturing engineering technology."
6. Undergraduate concentration in management science.
7. BS in nuclear technology.
The document presenting the Oregon State University request, titled "Oregon State University Curricular Requests for 1970-71" is bound in a separate document and is considered an integral part of the minutes of the January 26, 1970, meeting of the Board.

**BA/BS in Liberal Studies**

Oregon State University requests authorization to offer a BA/BS in liberal studies in the School of Humanities and Social Sciences. The basic objective of the proposed program is to open up to students in the school of Humanities and Social Sciences the opportunity to draw freely from the total resources of the school in the development of a program of study serving individual student needs.

The liberal arts curriculum seems naturally to divide itself into divisions, which are broad in scope (e.g., humanities, social science, science), and which are divisible into subject matter departments (e.g., English, foreign language, philosophy, art, music, etc., in the humanities; anthropology, sociology, political science, history, economics, psychology, etc., in the social sciences; biology, bacteriology, geology, physics, chemistry, etc., in the sciences).

At Oregon State University, the student in the School of Humanities and Social Sciences presently has access to three types of degree programs:

- Divisional major programs which emphasize an integrated approach to learning, with the student's major program broadly inclusive of work in several of the subject matter fields encompassed within the specific division within which the student's degree program lies, namely, humanities or social science.

- Interdivisional major programs which permit the student to draw from both the humanities and the social sciences in building background with respect to a given area of studies, e.g., Russian studies, American studies.

- Departmental major programs which are designed specifically to offer the student opportunity to concentrate his major work in a single subject-matter field (e.g., English, sociology, political science, art, music, etc.) and to specialize therein.

What Oregon State University is requesting is authorization to offer a general interdivisional program entitled "liberal studies." The program would permit the student and his advisor to draw upon the courses available in both the Division of Humanities and the Division of Social Sciences in planning a program to meet the student's needs.

The proposed liberal studies major would require a minimum of 45 to a maximum of 60 hours from two or more departments of the School of Humanities and Social Sciences, with a minimum of 27 hours to be upper-division.