Memorandum of Understanding (MOU)

Between Office of Academic Affairs
And
College of Liberal Arts & Sciences
Reference: Giving Credit Where Credit is Due

I. Purpose

This MOU outlines partnership roles and responsibilities for implementation of the Provost Challenge project: Giving Credit Where Credit is Due

II. Project Description and Key Project Outcomes

Overview:
The demographic of undergraduate enrollment is undergoing a shift as more non-traditional and transfer students arrive at or return to four-year universities. These students work and learn outside the classroom prior to and after they enroll in college, and PSU is well positioned to develop creative approaches to meet their needs. One response is to offer credits for prior and concurrent learning. Faculty and students will be brought together to design a rigorous, flexible, academically and fiscally sound approach that recognizes prior as well as ongoing experiential learning. Our project will explore the feasibility of using common and innovative digital assessment methodologies such as personal narratives, critical incident techniques, generative interviews, and e-portfolios to evaluate and translate insights/experiences/skills acquired through paid and volunteer work as well as performance on MOOCs, into college level learning outcomes, and establish academic principles to guide the credible implementation of these practices and methodologies. The Institute for Sustainable Solutions’ (ISS) reThink PSU proposal for an undergraduate sustainability certificate will serve as a pilot for providing “credit where credit is due.” It will also enable students to add a sustainability credential to their education portfolio while contributing to the rigor and robustness of PSU’s sustainability offerings.

Key project outcomes (as agreed by Project Lead and Vice Provost):
1. Build a flexible, faculty-led, academically and fiscally sound individualized approach for prior learning assessment (PLA), competency based learning, and concurrent learning assessment (CLA) for Portland State University.
2. Work with the Faculty Senate on approval of policies related to PLA, competency based learning and CLA.
3. Pilot implementation of PLA and CLA approach in at least one department in CLAS.
4. Provide a framework for clearly defining and assessing campus-wide sustainability learning outcomes.
5. Create a program to allow students to earn an undergraduate Certificate in Sustainability in their field of interest.

Condition:
This project will not receive support from COL/CAE in achieving the project objectives. Should the project team need support from COL/CAE, Project Lead will work with Vice Provost for Academic Innovation to attribute funds to instructional design and assessment activities from the existing project budget.
III. Funding
The project team will be funded up to $250,000 to achieve the outcomes established for this project. Vice Provost for Academic Innovation in consultation with Provost and the appropriate dean may increase, reduce or terminate funding for this project.

IV. Project Coordination
The College of Liberal Arts and Sciences agrees to assign a program liaison who will serve as the main point of contact between OAA and the College of Liberal Arts and Sciences, to coordinate the implementation of this proposal and to assist with any issues that might arise.

Coordination will include:

- Coordination and communications between the project team, departments, and the College of Liberal Arts and Sciences (hereafter referred to as “the College”) and other administrative units to ensure policy and procedures are in place to facilitate the offering of this program to distance students.
- Development and implementation of Service Level Plan with OAI in close collaboration with project leadership team.
- Collaborate with focus area leads to improve collaboration among reTHINK PSU: Provost Challenge projects.

Department Program Liaison: (Name, email, phone)
Focus area leads: Shelly Chabon, Associate Dean, CLAS; Yves Labissiere, Interim Director, UNST
Office of Academic Innovation Point of Contact: Johannes De Gruyter, Interim Director, Platform & Pedagogy

V. Course Development and Collaboration
The Course Developers/Instructors will engage in continued collaboration with OAI from project inception and will ensure course completion and approval of the course at least 4 weeks prior to the initial term start. The project coordinator and OAI will determine the appropriate course development process for this project. The project coordinator will consult with the project leadership team for input on the appropriate process. Completion status of the course is determined by the Director of Pedagogy & Platform in consultation with the College designee. Courses will be reviewed for quality assurance by designee(s) from the College/Department and Office of Academic Innovation upon completion and approval prior to initial course offering.

If the course is not complete in D2L and ready to be taught at least 4 weeks prior to the start of initial term, the OAI Director of Pedagogy & Platform will consult with the Department Chair concerning advisability of course cancellation.

As delineated in the existing MOU with the College, Office of Academic Innovation will provide basic course development and production including: instructional design with best practices covering accessibility and copyright, project management, media development, D2L course development, training, and on-going student (OIT) and instructor support. In addition, for this project, OAI will support the development of course elements and templates for use across College of Liberal Arts and Sciences online courses and the production of training materials to support the future development of College of Liberal Arts and Sciences online courses and the use of the course elements and templates. This work will proceed as collaboration between OAI and the project leadership team. Budget permitting, OAI will also provide support to faculty in subsequent years to assure courses reflect current best practices and up to date course content.

VI. Use of Course and Materials
Course Developer(s) will be the named author or a principal developer of the course materials. The Course Developer has the right to remove his or her name from the course at any time, in coordination with the academic Department and Office of Academic Innovation. The Department can appoint others to teach this course.

Consistent with the rules encompassed in Oregon Administrative Rule 580-43 and Internal Management Directive 6.2, and by PSU’s guidelines found at http://www.pdx.edu/research/ip-policies-copyright, PSU owns the course and
materials. Full and specific course materials guidelines can be found at [http://www.pdx.edu/research/ip-policies-coursematerial](http://www.pdx.edu/research/ip-policies-coursematerial). Even if, by policy, the copyright to course materials must be assigned to PSU, the creator of those course materials still retains some control over them. If the PSU owned work will not be given away or exchanged for monetary compensation, PSU gives the author free permission to copy, distribute, make derivatives, perform, or display the work as long as they are appropriately marked © Portland State University. PSU, however, also reserves the right to use the work in any way it wishes.

**VII. Dissemination**
The College of Liberal Arts and Sciences is responsible for updating the University community about the status of the project. This includes maintaining their reTHINK PSU: Provost Challenge website web presence, participating in public presentations, and participation in an ongoing community of practice. Specific opportunities for participation in public events will be presented to College of Liberal Arts and Sciences by the Office of Academic Innovation.

**VIII. Evaluation & Project Improvement**
The College of Liberal Arts and Sciences agrees to work with OAI and their development services partner (this may include: external vendor for course development, video production, etc.) to implement a plan for putting formative and summative feedback mechanisms in place to measure project success, including basic student success metrics.

End-of-Project Report:
Please submit a final report after completion of the project to include:

- Description of the development process
- Two-year schedule for continued course and program delivery
- Survey of student feedback on the experience taking the courses (where available)
- Course evaluation instruments
- Faculty evaluation of the program/project development activity supported by OIA
- Final expense report
- Plans for program sustainability

After submission and acceptance of the final report, the Office of Academic Innovation review team will verify that all program components are in place.

**IX. Funding Agreement Terms**
The funding agreements in this document are contingent upon completion of course development and offering as describe above, and summarized in the Course Development Plan. Changes to the agreements, timetables or funding will be based on written agreement between the College and Office of Academic Innovation designees. OAI will provide an index code that will be used for funding of this project. There will be no transfer of funds.

**X. Resolution of Disagreements**
In the event of a disagreement that cannot be resolved by the parties, resolution will be through agreement of Vice Provost for Academic Innovation and the Dean of the Department’s College.
WITNESS WHEREOF, the representatives have signed this Memorandum of Understanding on the

19th day of August, 2013.

[Signatures]

Shelly Chabot, Associate Dean, CLAS

Sukhwant Jhaj
Vice Provost for Academic Innovation and Student Success

Sue Beatty, Dean, CLAS

Enclosures:
- Copy of reThink PSU: Provost Challenge project proposal
- Approved budget
- Project team and contact information
- List of courses, new or existing, to be developed as an online offering (as appropriate)
- Degree Map (as appropriate)
ReTHINK Project #92
Lead: Shelly Chabon, CLAS
Final Budget

Proposal # 92 Award Amount: $ 250,000

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Instructions: Please fill in your requested budget amount for each category in the highlighted column. See the related tabs for information pulled from your budget with modifications made by the budget team, plus amounts estimated by the Library and OIT.

NOTE: TRAINING AND FACULTY DEVELOPMENT COSTS CANNOT BE CHANGED.
Project #92 Team Information

Project Lead:
Shelly Chabon, chabonr@pdx.edu, 5-3514

Primary Collaborators:
Cindy Baccar, baccarc@pdx.edu, 5-5533

Mary Ann Barham, barhamm@pdx.edu, 5-5471

Peter Collier, cfpc@pdx.edu, 5-3961

Veronica Dujon, dujonv@pdx.edu, 5-3514

Kathi Ketcheson, ketcheson@pdx.edu, 5-3425

Yves Labissiere, labissy@pdx.edu, 5-8078

Beth Lloyd-Pool, elloyd@pdx.edu, 5-8556

Thaddeus Miller, thaddeus.miller@pdx.edu, 5-4016

Drake Mitchell, drakem@pdx.edu, 5-3514

Kimberly Pendell, kpendell@pdx.edu, 5-4501
#92 Giving Credit Where Credit is Due

Last modified: February 20, 2013 – 10:57am

Project Lead
Shelly Chabon
Professor and Associate Dean
Liberal Arts & Sciences, College of

Primary Collaborators

Cindy Baccar
Director of Registration & Records
Student Affairs

Mary Ann Barham
Director, Advising & Career Services
Student Affairs

Peter Collier
Professor, Sociology
College of Liberal Arts & Sciences

Veronica Dujon
Associate Dean, Curriculum Development & Enrollment Management
College of Liberal Arts & Sciences

Kathi A. Ketcheson, Ph.D.
Director, Institutional Research & Planning
Academic Affairs

Yves Labissiere
Assistant Director University Studies
Community Health – Urban & Public Affairs

Beth Lloyd-Pool
Program Administrator
Institute for Sustainable Solutions

Thaddeus Miller
Assistant Professor
Urban Studies & Planning – Urban & Public Affairs

Drake Mitchell
Associate Dean for Natural Sciences
Liberal Arts & Sciences, College of

Kimberly Pendell
Social Sciences Librarian
Library

Additional Collaborators
Darrell Brown, Professor – Accounting, School of Business Administration; Greg Flores, Associate Director – Advising & Career Services, Student Affairs; Angela Hamilton, Education & Student Programs Coordinator, Institute for Sustainable Solutions; Maude Hines, Associate Professor – English, College of Liberal Arts & Sciences; Robert Mercer, Associate Dean, College of Liberal Arts & Sciences; Melissa Peet (University of Michigan); Jacob Sherman, URECA Program Coordinator, University Studies

Challenge
Reframing Challenge

Abstract/Summary
The demographic of undergraduate enrollment is undergoing a shift as more non-traditional and transfer students arrive at or
In addition, the ability to collaborate with area employers in the development and assessment of learner objectives and outcomes will support a reciprocal relationship and provide a better alignment and understanding of employer expectations and university graduation standards. Unique, individualized assessment techniques, online format, and focus on prior and concurrent learning will position PSU at the forefront of these PLA and CLA efforts.

ISS’ proposed undergraduate certificate in sustainability afforded an timely opportunity to explore the feasibility and credibility of assigning credit for experiential learning. The proposed program is inherently interdisciplinary and community/problem–based, and will serve as an ideal model for assessing credit for prior learning. The understanding of and work on sustainability issues, by their very nature have a pragmatic, “real world” content that is amenable to assigning academic credit. Our proposal, in collaboration with ISS’ reTHINK PSU proposal #127, provides an excellent platform for designing and field testing a methodology for PLA/CLA.

The undergraduate sustainability certificate will also contribute to building PSU’s brand and continue to position us as a leader in sustainability. It would offer a sustainability credential that can prepare students for the workforce and further enhance PSU’s ability to draw a diverse and global student population who seek solutions to the myriad social, economic, and environmental problems we currently face.

Approach and Strategy
Phase One: Exploration and Analysis

Involve faculty, students, and community partners, both to gain campus support and to educate user groups about the benefits of implementing a unified framework for evaluating experiential learning. Seek additional partnerships with programs across the state system and meet with leaders from other states who have implemented successful PLA models.

Goals:
- Introduce project, build and convene community of interest
- Inventory all current PSU credit–for–experience practices
- Explore assessment methodologies and best practices of successful PLA/CLA programs
- Identify policies needed to create a broad assessment framework, including university-wide academic policies/limits on degree applicability, transcription choices for awarding/applying credit toward degree requirements, and potential enrollment issues
- Coalesce working groups
- Identify needed data/sources
- Identify and establish focus groups of faculty, students, and community partners to solicit questions and comments
- Consult with national experts
- Recruit community partners

Phase Two: Development

Strategize ways to strengthen PSU’s current resources to explore and establish guidelines to create a comprehensive, individualized approach to assessing students’ prior and concurrent learning experiences. In addition to established credit–for–learning programs, methods considered will include digital narratives (e–interviews, generative e–interviews, e–portfolios), critical incident reports, and performance records from MOOCs. Study submission requirements and timelines for completion, develop protocols for assessing students’ course–specific competencies, and design an appeals/revision protocol for projects not initially awarded credit. Identify and train student peer advisors who will consult with students before they commence on PLA and CLA projects and act as ongoing resources.

Goals:
- Identify academic principles and standards
- Develop learner competency outcome framework and select approaches for evaluating prior and concurrent learning
- Consider issues related to developing a sustainable financial model
- Obtain necessary approvals
- Identify CLAS pilot case and specific learner outcomes
- Determine potential faculty development opportunities

Phase Three: Field Test

Coordinate with Institute for Sustainability Studies (ISS) and other CLAS departments to field test the model. Data gathered will allow a more accurate prediction of the risks/benefits, costs/availability and revenue structures needed to successfully expand the PLA/CLA model across the university.

Goals:
- Refine and select learner competencies and corresponding outcomes for pilot programs
- Develop degree path, identify and map existing PSU courses to learning outcomes
• Coordinate a campus–wide and potentially system wide analysis of PLA and CLA
• Gather information to facilitate an accurate prediction of the risks/benefits, costs and revenue structures needed to successfully and systematically implement a data–driven PLA/CLA model across the university
• Increase partnerships with area employers in promoting higher/continuing education
• Increase understanding of employer expectations and the ability to connect our curriculum to their training and development needs
• Build PSU's sustainability program offerings
• Increase access through use of computer–based learning assessment option
• Increase partnership opportunities with other colleges and universities in the state system

Consequences

• Lost opportunity for students to get credit for skills and knowledge, graduate quickly, and save financially
• Lost opportunity to develop and evaluate a unique PLA/CLA
• Lost opportunity to strengthen ties with feeder programs
• Inability to compete with nearby institutions of higher education
• Lost opportunity to attract growing population of non–traditional students
• Lost opportunity to create a clearly visible path for students to achieve a sustainability credential at PSU
• Reduced ability to compete with institutions offering more options for PLA/CLA
• Lost opportunity to create new revenue streams
• Lost opportunity to place PSU at the forefront of PLA/CLA research and development

References

Complete College America, 2011  http://www.completecollege.org/
Council for Experiential Learning, 2010  http://www.cael.org/home

Needs Assessment
Download

Media

Giving Credit Where Credit is Due
reTHINK PSU: Reframing Challenge
Winter Symposium
Friday, January 16th 2013

Tags
21st Century Student, Accelerated College Program, Assessment/ePortfolio, College Access, Community College, Cost of Degree, Credentialing, Degree Completion, High–Quality Learning, Inter–Institutional, MOOCs/Open Access, New Models, Online Education, Proficiency Based Curriculum, Reduce Credit to Degree, Student Success, Undergraduate, Underrepresented Students, Workforce Development, prior learning assessment

Especially as we've replaced distribution requirements (the obvious place for this CPL that could be analyzed using generic learning outcomes) with UNST courses, would this CPL be in the major? If so, the kind of individualized attention that really can't be done without expertise in the content area seems mandatory—requiring, for example, a course not on the current menu to make up for holes in preparation, while not requiring some core courses whose content, except for those holes, has been covered.

Maude Hines — February 13, 2013 — 4:08pm

Sorry, can't get rid of my duplicate comment without typing something here.

Emily Ford — February 19, 2013 — 5:04pm

This is really interesting to see the thinking about giving prior-learning credit. I also have a proposal that discusses how to assess and track co-curricular skills such as creativity and critical thinking (see #139 Digital Badges for Creativity and Critical Thinking). How, in this model, would you account for skills that students acquire in the co-curriculum? These important skills may not have been developed in prior learning and should part of the initial assessment. I can see where using a system like a badge system, may enable students to obtain/certify that they have these co-curricular skills.

Skipp Thomsen — February 20, 2013 — 12:09pm

As a current non–traditional PSU student myself (post-baccalaureate returning after eight years in the workforce), I think this is an intriguing idea. If the University does indeed decide to pursue this project I think it would send a strong signal that PSU is open to new concepts in higher education and is willing to challenge the status quo. Using the emerging ISS certificate as a pilot program makes a lot of sense to me, and I’m really interested to see how that can be carried over to other academic programs within CLAS and beyond.

I think a key to the success of this type of program would be to have enough advising support for students who are interested in applying for CPL. The process of applying for admissions, financial aid, and course registration can often feel intimidating/disjointed, and I’d like to see CPL integrated into the process well enough to attract as many candidates as possible.

Ellen Eustice — February 22, 2013 — 1:22pm

Right there with you, I was a transfer co-admit for awhile and that was a hot mess to delve into, had I known ahead of time I may not have chosen such a path because yes, the cooperation between the two institutions is disjointed and not as transparent as such a collaboration could be. I stand by Proposal 92 and the ISS Certificate Pilot Program!!! Let’s see this one through!

Ellen Eustice — February 22, 2013 — 1:22pm

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sarah guenther — February 20, 2013 — 5:11pm

It took me 8 years, 4 different universities and working full-time throughout to obtain my Bachelor's Degree. By the time I transferred to PSU, I had an interesting and broad depth of life, work and school experience in my repertoire. Even more so, I had thought I was pretty close to graduating. However, I lost a lot of credits from the transfer to PSU and had to retake many basic courses. PSU did not accept some of these previous courses because it had been so long since I had originally taken them, even though I had done well in each previously. I spent even more time and money retaking these courses at PSU which put me farther in debt and farther behind in getting my degree. Maybe I could have been more assiduous in my attempts to push for CPL authorization but because I had to retake these basic courses, I developed a disconnect with my career goals which led me to haphazardly finishing my studies and graduating without any real sense of guidance felt from my university experience. My PSU experience as a non-traditional transfer student definitely had its highlights and fantastic experiences yet looking back now, I have no doubt that I would have benefitted from the opportunity of CPL.
Amen to the "clearly articulated method." That's what this proposal is trying to provide. We need to pay attention to the frustrations transfer students have articulated above about being lost in the transfer shuffle. I think having someone sit down and work with each student is essential, and I hope we will have the resources for faculty in the students' majors to do that.

Tiffany Le — February 21, 2013 – 7:33pm

As a student, I personally have benefited from wonderful and supportive advising systems at Portland State, but know that many of my peers have not had this same experience. This proposal benefits our growing population of non-traditional students as well as traditional students. It positions Portland State as an institution that really values the unique journey of each student and our collective, diverse experiences. This proposal not only has the potential in making a degree attainable for all, but also the very real possibility of increasing graduation rates, retention rates, and strong partnerships within the community.

Keith Walters — February 21, 2013 – 9:23pm

As others have pointed out, this proposal will help PSU serve a student body it already attracts and help us be competitive in terms of other local institutions that are already doing this. Additionally, given current public discourse about higher ed., the debt crisis, etc., universities—and especially those like PSU—will be under increasing pressure to offer such credits, so we might as well develop a sound prototype at this point, and this proposal provides a way to do so. Waiting isn't going to make things easier. Let's go for it.

Veronica Dujon — February 21, 2013 – 11:44pm

Given the non-traditional student population that we serve, the crisis in student debt, and the state's interest promoting more efficient paths to degree completion, PSU is in a uniquely positioned to develop the necessary infrastructure and support to incorporate student learning that takes place in a variety of contexts. This proposal enhances/expands opportunities curriculum development and begins to lay the foundation for an intentional and coherent approach.

Veronica Dujon — February 22, 2013 – 12:03am

Given the non-traditional student population that we serve, the crisis in student debt, and the state's interest promoting more efficient paths to degree completion, PSU is uniquely positioned to develop the necessary infrastructure and support to incorporate student learning that takes place in a variety of contexts. This proposal enhances/expands opportunities curriculum development and begins to lay the foundation for an intentional and coherent approach.

Eileen Brennan — February 22, 2013 – 7:56am

This proposal has a great deal of merit, considering the life circumstances of many PSU students, and their difficulty accumulating credit, despite their rich life experiences and independent study. The proposed undergraduate sustainability certificate is a promising venue for piloting this proposal, since many will bring in work and volunteer experience in sustainability-related projects. Finally, I would suggest that when this proposal is funded, those carrying it out check with professional schools to find out whether their accrediting bodies will allow credit for life experience to be counted toward accredited degrees. Faculty will need to be equipped with accurate information as they advise students regarding this option.

Ellen Eustice — February 22, 2013 – 1:12pm

I fully implore the endeavors highlighted within Proposal 92!!! As a current transfer student at Portland's Finest State University, I am certainly aware of the mere devastation that can ensue with the loss of credits that fail to transfer, due to policy. To honor Proposal 92 is to honor a vast majority of students in attendance at Portland State who attend as non-traditional students that would indeed benefit from such a collaborative effort. To honor Proposal 92 as well allows for the perception of PSU to be reinterpreted and perhaps improved within the status quo. Let the knowledge serve the city and let the knowledge be accounted for!!!!

Cynthia-Lou Coleman — February 22, 2013 – 1:13pm

Finally—a program to help students succeed in the new educational landscape—well worthwhile of sustained support.