

5-5-2008

## Faculty Senate Monthly Packet May 2008

Portland State University Faculty Senate

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PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **May 5, 2008**, at 3:00 p.m. in room **53 CH**.

**AGENDA**

- A. Roll
- \*B. Approval of the Minutes of the April 7, 2008, Meeting
- C. Announcements and Communications from the Floor  
    President's Report
- D. Unfinished Business
- E. New Business

NOMINATIONS FOR PRESIDING OFFICER OF THE 2008-09 PSU FACULTY SENATE

- \*1. Curricular Proposals Consent Agenda – Ostlund and Gould
  - a. Graduate Council Course and Program Proposals
  - b. GC and UCC Join Course and Program Proposals
  - c. University Curriculum Committee Course and Program Proposals
- \*2. Motion to Form an Ad Hoc Committee to Evaluate Search Processes - Burns

- F. Question Period
  - 1. Questions for Administrators
  - 2. Questions from the Floor for the Chair

- G. Reports from Officers of the Administration and Committees
  - \*1. Annual Report of the Academic Requirements Committee –Hickey
  - \*2. Annual Report of the Advisory Council - Flower
  - \*3. Annual Report of the General Student Affairs Committee – Blazak
  - \*4. Annual Report of the Library Committee - Davidova
  - \*5. Annual Report of the Scholastic Standards Committee - Gough
  - \*6. Annual Report of the Teacher Education Committee - Ruben

H. Adjournment

**\*The following documents are included with this mailing:**

- B Minutes of the April 4, 2008 Meeting
- E-1 Curricular Consent Agenda for May 5, 2008
- E-2 Motion to Form an Ad Hoc Committee to Evaluate Search Processes
- G-1 Annual Report of the Academic Requirements Committee
- G-2 Annual Report of the Advisory Council
- G-3 Annual Report of the General Student Affairs Committee
- G-4 Annual Report of the Library Committee
- ~~G-5 Annual Report of the Scholastic Standards Committee~~
- G-6 Annual Report of the Teacher Education Committee

*Secretary to the Faculty*

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## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, April 7, 2008  
**Presiding Officer:** Richard Clucas  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Ames, Anderson-Nathe, Arante, Baccar, Balshem, Barham, Bielavitz, Black, Bleiler, Bodegom, Brenner, Brodowicz, D. Brown, Caskey, Chaille, Chrzanowska-Jeske, Clucas, Collins, Cress, Devletian, , Fallon, Farahmandpur, Feng, Flower, Fountain, Gelmon, Hansen, Hickey, Hines, Hook, Jagodnik, Jhaj, Jiao, Dav. Johnson, Kapoor, Ketcheson, Kim, Korbek, Lafferriere, LePore, Luther, Maier, Mercer, Morris, Mussey, Palmiter, Patton, Paynter, Perlmutter, Powers, Rectenwald, Reder, Reese, Sheble, Squire, Talbot, Thao, Tolmach, Toppe, Walton, Wattenberg, Weingrad, Works, Zelick.

**Alternates Present:** Newsom for Farquhar, Garbarino for Hoffman, Bodegom for Khalil, Knights, Taylor for Meinhold, Paradis for Thompson, Teller for Wahab.

**Members Absent:** Accetta, Agorsah, Blazak, K. Brown, Burns, Charman, Coleman, Cotrell, Dickinson, Dill, Farr, Fritzsche, Fuller, Garrison, Jacob, Labissière, Liebman, Livneh, Magaldi, Medovoi, Messer, O'Connor, Padin, Ramiller, Rhee, Ruth, Ryder, Stovall, Sussman, Wallace, Watanabe, Welnick, Wetzal, Wollner.

### **Ex-officio Members**

**Present:** Andrews-Collier, Carter, Cornett, Desrochers, Fung, Gould, Gregory, Koch, Mack, Ostlund, Sestak, Spalding.

### **A. ROLL**

### **B. APPROVAL OF THE MINUTES OF THE MARCH 3, 2008, MEETING**

The minutes were approved as published.

### **C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR**

#### **Changes in the day's agenda:**

- There will be no President's report.
- PSU Faculty are invited to the Board and IFS Coffee on Friday, 2 May 2008, at 7:30 a.m., location tbn.
- The Faculty Senate website will hopefully be in operation by the end of the year.
- Item E.1.c.1 is removed from the consent agenda and added to the agenda as E.2.

### **Provost's Report**

KOCH noted that three PSU programs were approved by the Provosts' Council meeting on Friday, April 1, including the Graduate Certificate in Infant and Toddler Mental Health, the BFA in Art and the Master of Architecture. The Master of Architecture is undergoing the external review and the results will be returned to the Provost's Council May meeting, with the expectation that the degree will be approved and forwarded to the Board for their consideration in June. Applause. KOCH noted that in June 2002, as Chair of the Graduate Council, he offered this degree for the approval of the Faculty Senate. He continued that the approval coming as it does after a decade of delay, signals a new day in the ability of Portland State to influence events. He congratulated the School of Fine and Performing Arts and the Department of Architecture.

#### **D. UNFINISHED BUSINESS**

None.

#### **E. NEW BUSINESS**

##### **1. Curricular Proposals Consent Agenda**

OSTLUND and GOULD presented the proposals for the committees.

KETCHESON/FLOWER MOVED THE SENATE APPROVE "E.1. Curricular Proposals Consent Agenda" with the exception of "E.1.c.1."

THE MOTION PASSED by unanimous voice vote.

DEVLETIAN/CHRZANOWSKA-JESKE MOVED THE SENATE APPROVE "E.1.c.1. Bachelor of Engineering in Engineering."

BODEGOM queried if the appropriate units had been consulted regarding the general education curriculum, with regard to offering these courses remotely. GOULD noted that the committee reviewed this proposal over three different sessions and consulted with Computer Sciences and Engineering. They are satisfied that consultations regarding the major were broad enough, but they didn't take up questions of general education. DEVLETIAN noted that the B.E.E. degree is intended to be a distance learning program in partnership with foreign or domestic offsite institutions. We are expecting that lower division courses in general education will be delivered as with current university practice, and major specialty courses will be provided by PSU Maseeh College of ECS. Courses can also be transferred in. BODEGOM asked for clarification regarding fulfillment of University Studies requirements. DEVLETIAN stated they would be addressed as they are with students coming from community college; they could be PSU courses or they could be streamed over as transfer credits. HICKEY asked how the University Studies upper division cluster and capstone requirements would be met. DEVLETIAN stated that practice would be the same as usual. MERCER clarified that there are now cluster and capstone courses available online. BODEGOM asked if tuition would be in or out of state. DEVLETIAN stated that

the tuition rate would be negotiated with the partner, depending on the locale, facilities used, etc. REDER asked what would be the minimum TOEFL score. DEVLETIAN stated it would be negotiated with the partner, and no lower than the PSU minimum standard.

JIAO noted that this program is a good idea, but is concerned about the language proficiency issue and program quality, as PSU student/faculty ratios are already very high. DEVLETIAN noted that the full proposal has all of the quality ingredients of an engineering ABET-approved proposal. The revenues will finance the faculty loads to support the programs, and ABET would prohibit faculty overload. CHRZANOWSKA-JESKE stated that of course each individual department wants to maintain quality. She continued, the classes being delivered in Shanghai are monitored in-load by faculty in residence here at PSU, and they additionally travel to Shanghai to monitor the quality.

FOUNTAIN noted that there is an upper division Statistics course required and doesn't see that addressed in the proposal, nor was Math & Statistics consulted about this. DEVLETIAN stated that it be the PSU course.

JHAJ stated that the UNST Council is contemplating change for some of the requirements and how students are placed based on prior coursework, and cautioned that this program approval not hold those changes hostage. DEVLETIAN stated that the program would have to adjust to the curricular changes as they happen.

CARTER asked for a clarification regarding why the program doesn't have ABET accreditation. DEVLETIAN stated that ABET will not currently accredit an offsite program anywhere in the world, however many universities are interested in changing this.

BODEGOM stated that the Shanghai program sounds like moonlighting. CHRZANOWSKA-JESKE stated that the courses are self-support. BODEGOM asked if Shanghai graduates are accepted into graduate programs at PSU. DEVLETIAN stated that most of the students get jobs at Intel in Shanghai. CHRZANOSKA-JESKE stated that regarding transfer, etc., students are looked at individually as with any student applying from anywhere in the world. A few of the Shanghai students have been accepted as transfers and graduate students. Regarding the accreditation question, there are currently seventy-five such programs who would like to secure accreditation and that the issue has to do with the insufficient number of reviewers.

PERLMUTTER queried if the program allows for the internationalization of PSU students from here, for example, the counterpart at the partner institute abroad could be made available to our classes. DEVLETIAN stated that an investment of the revenue generated from this program might be used for sending our students abroad. CHRZANOWSKA stated that the students in Shanghai are interested in being connected to the students here, although this hasn't been acted on yet. Also, our students have already visited the Shanghai program.

HINES asked how would students be graded and who would be grading. CHRZANOWSKA stated that the grading practice is exactly like here. HINES asked if the testing was remote; CHRZANOSKA stated, no, an instructor tests the students in a room.

ARANTE asked if there are full-time faculty off site and if any category of faculty offsite are PSU faculty, The answer was no to both questions. CHRZANOWSKA stated that a faculty member here coordinates with the faculty member on site, receiving additional compensation for that assignment. MAIER reiterated that there are two faculty members for each class, one at PSU and one at the remote location.

TOLMACH noted that the Senate is being asked to approve a framework that could be used for other programs as well as this one.

REESE asked what is done to protect faculty workloads, and prevent proliferation of adjunct faculty numbers. DEVLETIAN stated the program decides whether to use adjunct and/or full-time faculty. He noted also that there is a three-person oversight committee for each program who write an annual report, make site visits, etc.

JHAJ asked if the degree has distribution requirements as with the B.S. DEVLETIAN noted that the degree would have the same distribution requirement as any other PSU program accredited by the NWASC. Hickey asked if the annual assessment would be available to the University Curriculum Committee to provide a feedback loop. DEVLETIAN stated that the curricular monitoring would be maintained by the oversight committee mentioned previously. LAFERRIERE asked who has the authority to approve the partnerships. DEVLETIAN noted it is at the Dean's level, citing also the proposal statement that faculty agree or not to participate.

ARANTE noted that any department, then, might choose to go ahead with a program that we as a faculty senate would not want to approve if given the opportunity, because it might have something to do with, say, the country of the partnership's human rights record, some things that might make us hesitate about China, for example, or other areas of the world. Therefore, we are asking what some of the other programs under consideration in the pipeline are, and are they places we in fact would not want PSU to have a program for reasons like that, rather than just to make money. DEVLETIAN stated he couldn't answer the question.

BLACK noted that senators are being asked to give the executive the right to wage war whenever he sees fit. For all questions regarding the proposal in front of us, we are giving the engineering dean the right to make decisions that would otherwise be made by this body. The Shanghai program sparked this. We have had four years of experience with that program and it has hopefully informed this degree proposal, however, there is no evidence of that feedback in the proposal.

MORRIS reminded that the academic structure of this degree is identical to the B.S. in Engineering.

BODEGOM queried, how about the math class and the physics class. Physics didn't want to partake in the Shanghai program because the caliber of the partner didn't match our institution's. There is so much talk about this because it smells like a diploma mill.

MORRIS reiterated that the academic structure is identical, and continued, if the course isn't taken at PSU, the transfer course undergoes the same scrutiny as any other coming into PSU. BODEGOM queried who evaluates transfer courses. MORRIS responded that the university evaluates them as with all other transfer courses.

THE QUESTION WAS CALLED.

THE MOTION FAILED, 13 in favor, 21 opposed, 20 abstentions.

#### **F. QUESTION PERIOD**

There were no questions.

#### **G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES**

##### **1. Annual Report of the Academic Advising Council**

WORKS presented the report for the council and urged Senators to forward feedback on the recommendations contained therein, as well as urging their colleagues to do so also.

##### **2. Institutional Assessment Council Annual Report**

STEVENS presented the report for the council.

#### **H. ADJOURNMENT**

The meeting was adjourned at 16:20.

# E-1.a.

April 14, 2008

TO: Faculty Senate

FROM: DeLys Ostlund  
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

## College of Liberal Arts and Sciences

### **Change to Existing Programs**

#### E.1.a.1

- MA Anthropology

Provides allowance for core course substitution with adviser approval, addition of policy paper, internship research conducted after policy paper

### **New Courses**

#### E.1.a.2

- ANTH 520 Policy Paper, 4 credits

For students completing the policy track within the department's M.A. program. Preparing a graduate level paper, 25-30 pages in length, based on the student's internship experience and the relevant policy topic they are exploring. Student meets regularly with their faculty advisor. Prerequisite: Anth 504.

#### E.1.a.3

- SP 532 Critical Methods of Media Inquiry, 4 credits

Prepares graduate students for understanding and employing critical methodologies in research. Contrasts the context-based critical mode of inquiry with the epistemological premises in positivistic claims of value-free research. Offers ways of integrating theory, methods, research strategy, and social criticism.

## School of Business Administration

### **New Programs**

#### E.1.a.4

- MBA in Health Care Management (joint with OHSU) [two-page summary attached]

## Graduate School of Education

### **Change to Existing Programs**

#### E.1.a.5

- Graduate Certificate in Teaching Adult Learners

Two additional options for culminating activity (internship or seminar)



E.1.a.6

- Graduate Certificate in Student Affairs in Higher Education

Two additional options for culminating activity (internship or seminar)

E.1.a.7

- MA/MS in Counselor Education

Increase total credits in order to align with licensure requirements

### **Change to Existing Courses**

E.1.a.8

- COUN 573 Contemporary Couples, Marriage, and Family Systems, 2 credits – change to 3 credits.

E.1.a.9

- COUN 574 Family Life Cycle and Transitions, 2 credits – change to 3 credits.

E.1.a.10

- COUN 579 Advanced Systemic Interventions: Couples and Families, 2 credits – change to 3 credits.

### **Maseeh College of Engineering and Computer Science**

#### **New Programs**

E.1.a.11

- Graduate Certificate in New Product Development [two page summary attached]

#### **New Courses**

E.1.a.12

- CE 568/668 Advanced Methods in Hydrologic Systems Analysis, 4 credits  
Principles in analysis of dynamic systems with specific emphasis on hydrologic model building. Variety of techniques in hydrologic system analysis with mathematical formulation, development and use of computer-based models for solving scientific and engineering problems are discussed. Among the topics presented will be the discussion of optimization theory, artificial intelligence, model calibration (parameter estimation), ensemble (probabilistic) forecasting, data assimilation and uncertainty analysis. Recommended prerequisites: CE 465/565 or similar course.

# **Proposal for the Initiation of OHSU/PSU MBA in Health Care Management**

## **Overview:**

This proposal describes a Master of Business Administration (MBA) in Health Care Management degree program to be offered jointly by the Oregon Health & Science University Department of Management in Science & Technology and the Portland State University School of Business Administration.

This 72-credit program takes as its starting point the specific environment and needs of health care leaders and managers and weaves in the appropriate mix of business and management knowledge, skills, and tools. Thus, health care will be the contextual foundation of the curriculum with critical competencies and key threads integrated throughout. This targets practicing managers in health care and those preparing for a transition into management. Potential students include physician/dentist managers, nurse managers, and managers/administrators from the full spectrum of health care organizations (hospitals, clinics, non-profit community providers, private practices, insurance companies, bioscience companies selling into health care, etc.). The courses that populate these categories have been taken in large measure from the existing PSU MBA+ curriculum and the OHSU Health Care Management Certificate. All courses will make specific reference to health care through cases, examples, and guest speakers. The program will be governed by a council composed of the Dean of the School of Business at Portland State University and the Dean of the School of Medicine or his designee who together will approve all major decisions concerning curriculum, budgets and admissions.

## **Evidence of Need:**

Post-completion interviews were conducted by OHSU faculty with graduates of the existing OHSU Health Care Management certificate program and revealed an interest in expanding the program to a full Master's degree. In addition, interviews with executives from Portland-area health care organizations clearly indicated that the degree of choice was the Master of Business Administration (MBA). In addition, an advisory board consisting of experienced health care executives also affirmed the MBA as the degree of choice. Finally, BlueResearch was contracted to conduct focus groups with prospective MBA students in the health care field to assess their priorities in evaluating graduate management education, and to gauge their response to the proposed curriculum and format of the degree offering. The responses indicated that the new degree would be attractive to prospective students. Letters of support for this program from leading health care executives and leaders in the area are included.

## **Proposed curriculum:**

BA 508	Leadership Development and Assessment (2 credits)
Acctg 511	Financial Reporting (4 credits)
Fin 514	Economic Environment of the Firm (4 credits)

Marketing 511	Pioneering Innovation (4 credits)
MST 560	Organization, Financing, and History of Health Care Delivery in the US (4 credits)
Fin 561	Financial Management (4 credits)
Mgmt 550	Organizational management (4 credits)
ISQA 511	Managerial Decision Making (4 credits)
ISQA 552	Managing Operations and the Value Chain (4 credits)
NEW Course	Application Project (1 credit) (OHSU course)
ACTG 512	Managerial Accounting and Control (2 credits)
Mgmt 560	Ethics in Organizations (2 credits)
BA 509	(Leadership Immersion) (1 credit)
BA 531	Executive Briefings (1 credit)
ISQA 551	Management Information Technology (4 credits)
Mktg 544	Marketing Research and Strategy (4 credits)
Mgmt 562	Business Strategy Capstone (4 credits)
NEW course	Application Project (1 credit) (OHSU)
MST 562	Health Care Program Management (3 credits)
MST 563	Legislation and Regulation of Health Care Delivery (4 credits)
BMI 537	Health Care Quality (3 credits)
NEW course	Payment Systems in Health Care (2 credits) (OHSU)
BA 506	Capstone: Integrative Consulting Engagement (6 credits)

### **Learning Outcomes:**

The MBA in Health Care Management program is designed to enable graduates to be effective managers in a health care enterprise. Through the program they will acquire:

- A systemic understanding of the American health care industry and the characteristics of that industry which distinguish it from other economic sectors
- The relevant business knowledge, skills, and tools to lead and innovate in today's health care system and its constituent organizations

The required interpersonal and organizational skills to manage cross-professional teams and lead change in health care organizations in the community

### **Costs and Implementation:**

The OHSU/PSU MBA in Health Care Management will be a self-support program. No new faculty will be required as PSU faculty will teach in the program on an overload basis. Most of the faculty who have indicated a willingness to teach in the new program already teach in the MBA program, and refocusing their courses on the health care management field will require some but not extensive work. The program will be self-supporting from its own revenues apart from an initial \$50,000 investments by PSU and OHSU. Library resources to support this program already exist at the two institutions, and no new library resources will be needed. Comparisons with existing programs both at PSU and elsewhere in the OSU system, as well as consultation with faculty leaders across different schools and institutions, indicates that there is no significant overlap and that the proposed program provides a distinct offering for an underserved market.

PROPOSAL FOR  
GRADUATE CERTIFICATE IN NEW PRODUCT DEVELOPMENT  
Summary

Portland State University  
Maseeh College of Engineering and Computer Science  
Engineering and Technology Management Department

***Overview:***

This program will significantly enhance the capabilities of engineers and managers who are involved in researching, defining, designing or developing new products, processes, hardware, software or services. We expect to graduate about 15 to 20 students per year over the next five years. This range is based on the number of engineers and managers from local businesses who have expressed the desire for a graduate-level certificate program in NPD. Prospective students tend to hold technical or managerial positions in the following areas: product marketing engineering, technology marketing engineering, advanced R&D management, engineering management, software engineering, design engineering or project management in any of the above areas. However, the potential student base is not restricted to these areas.

There is no other similar certificate program of this kind in the Oregon University System.

***Objective of the Program:***

The objective of the program is to prepare engineers and other technical personnel for working in the various areas of new product development

***Course of Study:***

One of the following courses will satisfy the requirement in **process and metrics**:

EMGT 547/647: New Product Development (4 credit hours)

EMGT 543/643: Front End Management for New Product Development (4 credit hours)

One of the following courses will satisfy the requirement in **marketing**:

EMGT 555/655: Technology Marketing (4 credit hours)

EMGT 556/656: User-Centered Innovation (4 credit hours)

One of the following courses will satisfy the requirement in the **human aspects** of new product development:

EMGT 519/619: The Human Side of Technology Management (4 credit hours)

EMGT 549/649: Managing Technological Innovation (4 credit hours)

In addition, students must take one four-credit hour course from the following list of new product development-related courses offered by the ETM Department.

EMGT 522/622 Communication and Teambuilding  
EMGT 525/625 Strategic Planning  
EMGT 526/626 Strategic Management of Technology  
EMGT 531/631 Technology Assessment and Acquisition  
EMGT 535/635 Advanced Engineering Economics  
EMGT 535/636 R&D Management  
EMGT 545/645 Project Management  
EMGT 546/646 Project Management Tools  
EMGT 548/648 Managing New Technology Introduction  
EMGT 551/651 Manufacturing Systems Management  
EMGT 553/653 Manufacturing Systems Simulation  
EMGT 571/671 Emerging Technologies

***Learning Outcomes;***

Upon completion of the Certificate students will:

*Demonstrate knowledge of:*

- Process and metrics that can be used for managing new product development activities
- Issues of marketing with respect to new products
- How non-technical issues or more specifically, human aspects, affect new product development and innovation.

*Demonstrate skills in:*

- Applying process and metrics to new product development through a real-world applied project
- Applying marketing or user centered innovation concepts to new product development through a real-world applied project
- Applying human considerations in new product development through a real-world applied project

***Cost***

The courses included in the certificate program are courses that are currently taught at least once per year. The courses are taught as part of the MS in Engineering Management. Because capacity exists in these courses, there are no additional budgetary requirements for the certificate program.

# E-1.b.

April 14, 2008

TO: Faculty Senate

FROM: Robert Gould  
Chair, Undergraduate Curriculum Committee

DeLys Ostlund  
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the University Curriculum Committee and the Graduate Council, and are recommended for approval by the Faculty Senate.

## **College of Liberal Arts and Sciences**

### **New Courses**

#### E.1.b.1

- ESR 483/583 Marine Conservation and Management, 4 credits  
Discussion of the state of the oceans, and ecological differences between marine and terrestrial/aquatic systems; major threats to ocean systems; solutions in terms of protected areas, management and policy strategies; and various aspects of the human dimension.  
Recommended prerequisite: ESR 335.

#### E.1.b.2

- WR 459/559 Memoir, 4 credits  
Memoir writing. Assumes students will submit their work for publication. Traditional workshop format in which students write, revise, and respond to peers' work. Instructor approval required.

## **School of Fine and Performing Arts**

### **New Courses**

#### E.1.b.3

- MUEd 424/524 Instrumental Literature and Rehearsal Techniques III, 2 credits  
Discussion of organization and administration strategies utilized in a typical high school instrumental program. Topics will include, travel, booster organizations, fundraising, marching and maneuvering including computerized field show design. Prerequisites: Mus 321, MuEd 328, MuEd 335.

### **Change to Existing Courses**

#### E.1.b.4

- MUEd 422/522 Instrumental Literature and Rehearsal Techniques I, 3 credits – change to 2 credits

#### E.1.b.5

- MUEd 423/523 Instrumental Literature and Rehearsal Techniques II, 3 credits – change to 2 credits

April 14, 2008

TO: Faculty Senate

FROM: Rob Gould  
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

The following proposal has been approved by the UCC, and is recommended for approval by the Faculty Senate.

## College of Liberal Arts and Sciences

### **New Program**

**E.1.c.1.** Minor in Secondary Education – see attached.

### **New Course**

**E.1.c.2.** \*Wr 210 Grammar Refresher (2)  
A writing course for students who wish to refresh their grammar skills. Using informal and formal writing, focus is on parts of speech, sentence construction, and punctuation; tracking particular grammar problems; and learning to edit.

Portland State University  
**Proposal for the Initiation of a New Instructional Program  
Leading to the Minor in Secondary Education**

College of Liberal Arts and Sciences

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**Program Overview**

- a. **Provide a brief overview (approximately 1-2 paragraphs) of the proposed program, including a description of the academic area and a rationale for offering this program at the present time. Please include a description of any related degrees, certificates, or subspecialties (concentrations, areas of special emphasis, etc.) that may be offered now or in the foreseeable future.**

The Minor in Secondary Education is intended for students who plan to enter a graduate teacher education program and be licensed in Middle Level/Secondary Education. While the minor is not a requirement for admission to the PSU Graduate Teacher Education Program (GTEP), it does include the general prerequisite and highly recommended courses for admission to the program. Students will need to complete required content courses for the subject they plan to teach to apply to GTEP. Students seeking a license for middle level/secondary must complete a graduate-level licensure program. The Graduate School of Education provides the teacher licensure as part of the GTEP.

The Minor in Secondary Education will identify and provide a title for a set of seven currently offered courses which are preparatory for students intending on applying to the Graduate Teacher Education Program (GTEP) in Middle Level/Secondary Education. This proposal comes out of the College of Liberal Arts and Sciences (CLAS) Dean's Office because academic advising for students preparing for Middle Level/Secondary education is based in the CLAS academic departments and the CLAS Advising Center. Students choose an undergraduate major that will include the required content courses for the subject they plan to teach. There has been a shift away from undergraduate education programs across the state leaving undergraduates who wish to become Middle Level/Secondary educators feeling a bit at-sea, without any particular identification as a pre-education student. Having a Minor in Secondary Education would strengthen students' preparation by focusing on prerequisites and highly recommended coursework as well as providing formally documented achievement at the undergraduate level—both better prepare students for graduate level coursework.

- b. **When will the program be operational, if approved?**



This proposal can become operational upon approval. All the courses required are being taught and most of them have been catalog offerings for many years.

**Course of Study**

- a. Briefly describe proposed curriculum. (List is fine.) Slash courses (i.e., 400/500-level) should be listed as such. Include course numbers, titles, credit hours.**

The Minor in Secondary Education is intended for students who plan to enter a graduate teacher education program and be licensed in Secondary Education. While the minor is not a requirement for admission to the PSU Graduate Teacher Education Program (GTEP), it does include the prerequisites and highly recommended courses for admission to the program. Students **must also complete the content courses required by the department** for the subject they plan to teach to apply to GTEP.

Students seeking a license for secondary education must complete a graduate-level licensure program. The Graduate School of Education provides the teacher licensure as part of the GTEP.

**Core Courses**

<b>Ed 150</b> Teaching as a Career (5 hrs practicum)	<b>2</b>
<b>Ed 420</b> Intro to Education and Society (30 hours practicum)	<b>4</b>
<b>CI 432</b> Computer Applications in the Classroom	<b>4</b>
<b>Psy 311</b> Human Development	<b>4</b>
<b>Soc 337</b> Minorities	<b>4</b>
<b>SpEd 418</b> Survey of the Exceptional Learner	<b>3</b>

**Electives (choose 2 classes)** **7-10**

<b>Anth 315</b> American Culture OR <b>BSt 302</b> African Am. Exp. in the 20 <sup>th</sup> Century OR <b>ChLa 301</b> Chicano Latino Communities	<b>4</b>
<b>CFS 485</b> Working with Diverse Families OR <b>CFS 490</b> Sex and the Family	<b>4</b>
<b>Lib 429</b> Young Adult Literature	<b>3</b>
<b>Psy 345</b> Motivation OR <b>Psy 346</b> Learning	<b>4</b>
<b>SpEd 460/UnSt 421</b> Outdoor Education/ Recreation With Persons with Disabilities	<b>6</b>

<b>Or</b> adviser approved elective	<u><b>4</b></u>
	<b>28-31*</b>

\*The total may vary depending on the transfer of community college equivalent courses which carry, in some cases, fewer credits. A minimum of 18 credits must be upper-division. Only grades of C- or above may be counted toward these requirements. Students must take all coursework for differentiated grades. At least 16 credits must be in residence at PSU. A minimum cumulative GPA of 2.5 in coursework is required. **Students must also complete the required content courses for the subject they plan to teach to apply to GTEP.**

### **Recommended Coursework and Field Experience**

The core courses were chosen in conjunction with the Graduate School of Education (GSE). EDU 150 is an introductory course that includes 5 hours of practicum. EDU 420 and CI 432 are highly recommended by the GSE for admission into GTEP. The electives were chosen to further expand the student's knowledge in relevant areas. The elective courses were suggested by GTEP faculty and members of the Teacher Education Committee.

Students pursuing the Secondary Education Minor are encouraged to select additional coursework and field experiences that will help develop connections across the curriculum, deepen their understanding of and appreciation for equity and diversity, and enhance their experiences in schools and working with children. Students are also strongly encouraged to complete a senior capstone related to education and at least two years of a foreign language.

### **Evidence of Need**

- a. **What evidence does the institution have of need for the program? Please be explicit. (Needs assessment information may be presented in the form of survey data; summaries of focus groups or interviews; documented requests for the program from students, faculty, external constituents, etc.)**

This minor was developed by the undergraduate adviser, who advises a large number of undergraduate students interested in teaching secondary education. We have always had large numbers of students who unofficially identify themselves as pre-education students but without a specific undergraduate pathway these students have trouble finding a niche at the university.. Providing an avenue for the most motivated among them to demonstrate their commitment and having it acknowledged on their transcripts would be of great benefit to these students allowing them to focus and formalize their academic interests in education. The university-wide Teacher Education Committee (TEC) has taken increasing leadership in strengthening the undergraduate preparation of pre-service teachers and they support this minor.

### **Budgetary Impact**

- a. **On the "Budget Outline" sheet please indicate the estimated cost of the program for the first four years of its operation (one page for each year). If**

**federal or other grant funds are required to launch the program, describe the status of the grant application process and the likelihood of receiving such funding. What does the institution propose to do with the program upon termination of the grant(s)?**

N/A

- b. If the program will be implemented in such a way as to have little or minimal budgetary impact, please provide a narrative that outlines how resources are being allocated/reallocated in order that the resource demands of the new program are being met. For example, describe what new activities will cost and whether they will be financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. Specifically state which resources will be moved and how this will affect those programs losing resources. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program(s) and in what ways?**

Every course is already being offered regularly with existing faculty and existing facilities and resources; we do not anticipate a need for additional resources.

**MOTION TO ESTABLISH AN AD HOC COMMITTEE**

*Whereas* the university has started a new approach to searching for top level administrators by using a head hunter firm, it is important that we evaluate this process. Therefore, I move the following:

"The Faculty Senate Steering Committee appoint an ad hoc committee to evaluate the processes that were followed by the head-hunter firm for the university president search. The committee will report back to the Faculty Senate at the June meeting."

Scott Burns, Prof. of Geology

## **Academic Requirements Committee (ARC)**

Annual Report

Date: April 14, 2008

### **Members, 2007-2008**

Heejun Chang, GEOG

Martha W. Hickey, FLL/INTL – Chair

Agnes Hoffman, ADM

Becki Ingersoll, UASC

Sukhwant Jhaj, UNST

Jane Mercer, SCH

Robert Mercer, CLAS

Louise Paradis, CARC

Shalini Prasad, ECE

### **Consultants**

Shawn Smallman, OAA

Mary Ann Barham, UASC

Angie Gabarino, ARR

The ARC held its first meeting on October 12, 2007. From October 23, 2007 through March 31, 2008 ARC reviewed 177 petitions. Of those, 154 were granted, 29 were denied. (For the four terms of the 2006-07 academic year, ARC processed 811 petitions.)

The majority of petitions were for University Studies related waivers, primarily at the cluster level. We are continuing the practice of having the latter reviewed for approval by FRINQ and SINQ Coordinators in University Studies. (Non-approved petitions may still go to ARC.)

To regularize the handling of requests from students transferring from the Honors Program to University Studies, the committee agreed that there should be a one-to-one correspondence for the first two years of the Honors seminar sequence and the Freshman and Sophomore Inquiry courses. ARC also gave its approval for Degree Audit to allow returning students to complete a different Freshman Inquiry sequence than the one they initially began without petition if their original Inquiry theme is no longer offered.

The ARC also had a few policy discussions regarding the diversity and science requirements, but is not forwarding any recommendations at this time. The ARC and the Senate University Studies Committee will constitute a joint sub-committee with assistance from UNST, OIRP, CAE, and the Assessment Council to research and recommend methods and instruments that could be used for broadly assessing student learning outcomes related to campus diversity goals. The objective will be to provide both the ARC and the Senate University Studies Council with data during the 2008-09 academic year on how successfully PSU is integrating its diversity goals in its General Education program.

**ADVISORY COUNCIL ANNUAL REPORT**

April 17, 2008

**ARTICLE VI. ADVISORY COUNCIL. *Section 4. Powers and Duties.***

The Council shall:

- 1) Serve as an advisory body to the President on matters of policy.
- 2) Serve the President as a committee on ad hoc University-wide committees.
- 3) Appoint membership of hearing committees and panels as required by the Administrative Regulations of the Oregon State System of Higher Education and the Faculty Conduct Code.
- 4) Perform those duties related to constitutional amendments, as described in Article VIII.
- 5) Upon its own initiative or upon the initiative of a member of the Faculty, the Senate, or the administration, give advice to the President on the meaning and interpretation of this Constitution.
- 6) Conduct studies and make recommendations on matters of faculty welfare to be presented to the President and/or the Senate.
- 7) Report at least once each year to the Senate. It may report, with or without recommendation, on any legislation, or matters referred to it. This report may be unanimous or in the form of a majority and a minority report.

**2007-08 MEMBERSHIP:** Michael Flower (Chair), Martha Balshem, Agnes Hoffman, Robert Mercer John Rueter, Linda Walton.

The President's Advisory Council met with Interim President Michael Reardon on March 5 and April 22, 2008, and will meet for a third time this academic year later in May. A number of questions of interest were discussed at the first two meetings. The agenda for May is not yet set.

Michael Flower

**General Student Affairs Committee  
Annual Report  
April 8, 2008**

1. The General Student Affairs Committee (GSAC) is charged with addressing issues related to student affairs.

The member of the 2007-2008 GSAC are:

Randy Blazak, CLAS (SOC) - Chair of GSAC

Kim Hottel, IASC

Galina Kogan, FLL

Lina Lu, OIRP

Brad Vehafic, student

Ramsey Morgan, student

Hyung Cho, student

*Consultants:*

Burt Christopherson, Affirmative Action

Michelle Toppe, Interim Dean of Students

Dan Fortmiller, Interim Vice Provost for Student Affairs

John Wanjala, Ombuds

2. The GSAC met on March 4, 2008 to plan the spring agenda. The agenda revolves around two primary activities.

**a. Presidential Awards:** The GSAC is responsible with awarding two presidential awards that are presented at commencement. The President's Service Awards are one of the most prestigious honors at Portland State University. Up to 24 students are recognized each year for their service to the University and the larger community with receipt of this Award. The President's Award for Outstanding Community Engagement is an honor conferred annually to a maximum of 12 students who have engaged in an ongoing community service effort off campus and the President's Award for Outstanding University Service is an honor conferred annually to a maximum of 12 students who have engaged in an effort to enhance the student experience at PSU.

Criteria considered in selection include: GPA of 2.5 or higher Junior, Senior, Post-baccalaureate or Graduate class standing Letter of endorsement.

The two awards are:

- **Outstanding Community Engagement Award**
- **Outstanding University Service Award**

The President's Award recipients receive a \$100 honorarium, are acknowledged at a luncheon at the end of spring term, and are profiled in a display case on the second floor of Smith Memorial Student Union for one entire year. Information on the application process is available at:

[http://www.pdx.edu/dos/presidents\\_awards.html](http://www.pdx.edu/dos/presidents_awards.html)

The GSAC will begin the selection process on April 25<sup>th</sup> and will notify award recipients by May 19<sup>th</sup>.

c. Hosting Topical Forums: Since the GSAC is no longer responsible for selecting the student commencement speaker, it was decided that the GSAC would be an appropriate vehicle for hosting campus forums on issues of interest to PSU students. Topics include campus safety, classroom civility and affordable textbooks. The campus forums would be sponsored by the GSAC fall, winter, and spring quarters.

It was decided that in the wake of recent events, campus security should be the topic of a spring campus forum. This forum will be designed to inform faculty members of policies and procedures regarding campus emergencies. Michelle Toppe has met with Mike Soto, Chief of Campus Public Safety and the GSAC met on April 10<sup>th</sup> to discuss the issue. A tentative date of May 29<sup>th</sup> has been set (3:00-4:30). The forum will be structured around the following format:

Data on campus safety

Responses to various emergency scenarios

The campus alert emergency notification system

Public safety procedures

Panel discussion with representatives from Public Safety, Health and Counseling, and the General Counsel's Office.

Questions and answers

The GSAC will invite faculty through the Faculty Senate, AAUP, and SALC



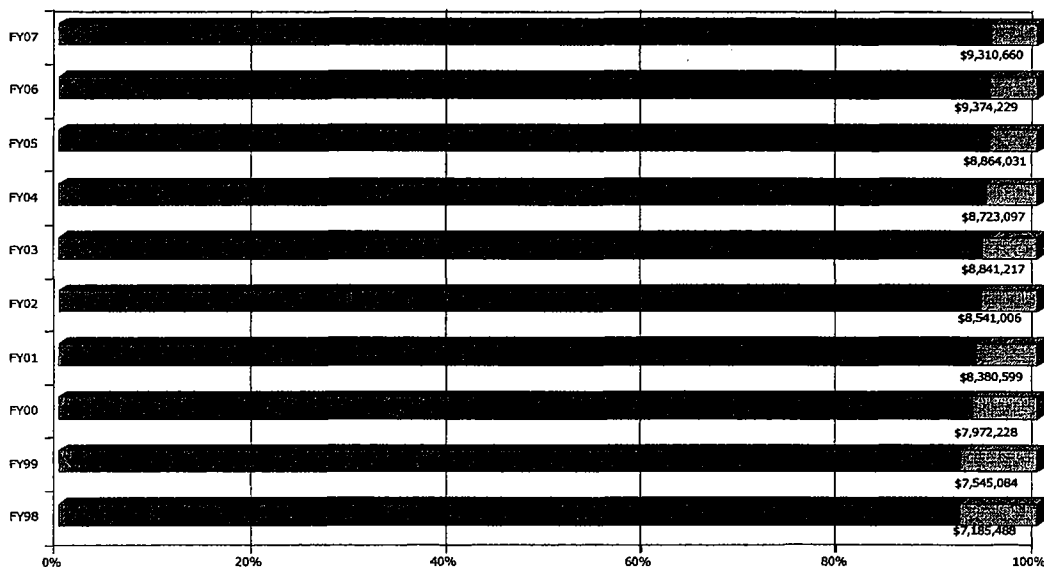
To: Faculty Senate  
 Re: Library Committee Annual Report 2007-2008  
 Evguenia Davidova, Chair  
 Committee members: John Ott, Micki Caskey, Kathleen Merrow, Lisa Zurk, Tamara Kennedy (student), Kayla Linebarger (student).  
 Resource persons: Helen Spalding, Claudia Weston, Tom Raffensperger

The Library Committee began its meetings at the end of Fall Term and focused its attention on a number of important issues affected by the library budget constraints:

### Budget and Library Materials<sup>1</sup>

The library's budget has reached a critical point. The budget per student FTE has declined steadily over the last 10 years from \$418 to \$383. As a percentage of the total University budget, it has declined from 7.94% to 4.68%. Moreover, the University's comparator group (the Urban 21, public urban universities) averages \$688 per FTE for total library expenditures. The difference in materials spending is even more dramatic. Portland State's expenditures on electronic and traditional format materials are only 65% of the Urban 21 average.

Library as a Percentage of the University's Budget  
 7.94% in FY 1998 to 4.68% in FY 2007



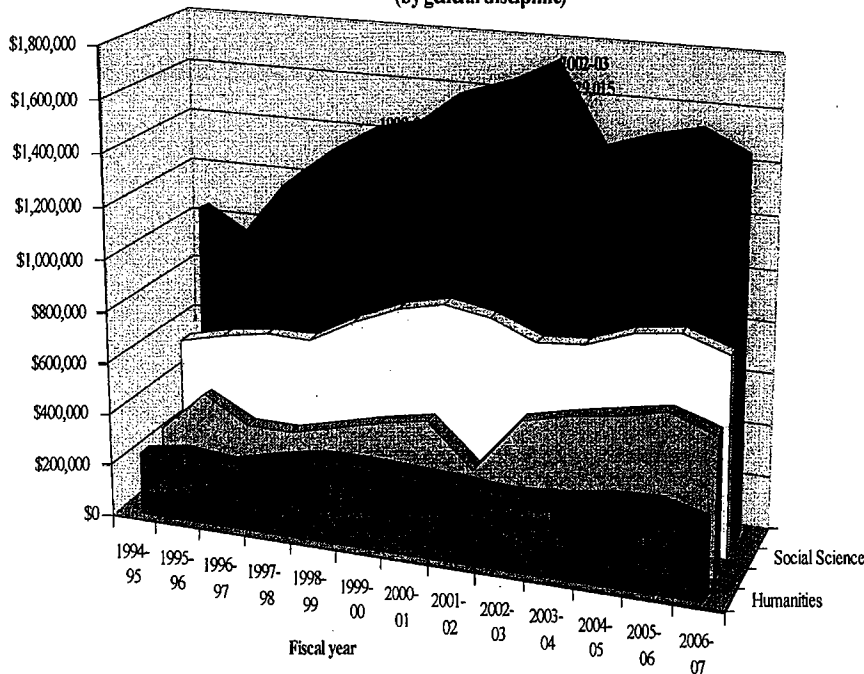
This situation has been magnified by inflationary costs and new programs. For example, with a 2% increase in the acquisitions budget in FY08, the Library still had to cancel \$186,000 in subscriptions and ongoing licenses to stay within the budget. If the inflationary increase for FY09 is not funded, this will result in a reduction of \$228,413 which has the effect of cancelling 272 journals, databases, and microforms and not

<sup>1</sup> Statistics from the National Center for Education Statistics (NCES) Academic library annual survey (data from FY 2006).

purchasing 311 books, CDs or videos. The Library Committee recommends fully funding the projected inflationary increase for library materials and not further cutting the budget.

Over the past 10 years, the Library has provided disproportionate support for Portland State's science and technology programs by allocating an average of 58% of its disciplinary-based funding to purchase or license materials in this area. This high level of Library support was brought on by the 9-13% annual increase in price of the science and technology journal literature over this ten year period. Funding for other disciplinary areas either declined, as in the case of support for the humanities, or received modest increases, as in the case of the social sciences. The Library Committee recommends that the Library continue to explore ways to bring the library material budget allocations in closer alignment with University productivity measures.

Thirteen year comparison of material budget allocations  
(by general discipline)



	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
■ Humanities	\$245,527	\$270,041	\$247,616	\$295,298	\$322,832	\$321,232	\$315,753	\$310,356	\$288,853	\$298,227	\$330,807	\$335,960	\$288,629
□ General & Interdisciplinary	\$269,138	\$428,987	\$328,432	\$331,886	\$375,587	\$413,937	\$443,955	\$286,340	\$494,768	\$534,173	\$566,452	\$602,481.00	\$540,293.00
□ Social Science	\$562,978	\$603,962	\$630,725	\$632,741	\$724,339	\$796,233	\$834,749	\$803,121	\$731,536	\$749,571	\$809,206	\$833,469	\$769,965
■ Science and Engineering	\$1,042,866	\$942,736	\$1,170,382	\$1,308,601	\$1,411,418	\$1,454,950	\$1,586,788	\$1,639,603	\$1,729,015	\$1,428,971	\$1,483,013	\$1,525,490	\$1,441,047

Safety and Security

There is a general consensus that the use of the Millar Library building is increasing and that it embodies an important space for students to study, do research, and meet. Several students, faculty, and library staff have shared their concerns about student safety in the library. Having in mind that this is a public library with traffic of almost one million visitors per year, this is a complex issue.

In response to security concerns the Library has collaborated with the Campus Public Safety Office (CPSO) to increase patrols in the library and station a security student at the entrance of the library most evenings. This student works in an “observe and report” function and remains in close contact with CPSO throughout shifts. CPSO and campus constituencies are investigating options for camera systems to help with deterrence and reporting. The Library has regular representation at the Downtown Security Network, an organization that shares information about ongoing security concerns in the downtown Portland area. The Committee recommends that the Library, CPSO and the University complete the planning and installation of a security camera system for incident prevention and follow-up.

#### Library Hours and Student Study Rooms

In response to requests for increased library hours, the Library has extended hours until midnight, Mondays through Thursdays during the regular term. Thanks for this increased effort go to the staff of the Circulation and Reserves department, who is stretched further to cover these hours. The Library is currently open 97.5 hours per week, compared to the Urban 21 average of 101, but accomplishes this with only 70% of the staff of Urban 21 institutions. The FY08 one-time allocation of \$100,000 for library furniture and acquisitions was used to replace broken and breaking chairs and to renovate student group study rooms. The library also collaborated with ASPSU and OIT to create a practice presentation room complete with classroom-standard presentation equipment. The room has been very popular and is being modified to accommodate practice poster sessions.

#### Copyright and Reserves

At the request of the Library Committee, the Library Administration investigated the current state of copyright law in regard to course reserves, specifically electronic reserves. Repeated use of copyrighted materials in course reserves (without permission), particularly in electronic reserves, appears to approach the edge of what is considered “fair use” by both universities and the American Association of Publishers. Current practice is that most University libraries do not allow the repeated use of copyrighted works in e-reserves without permission. Some universities do not directly address the issue. The effect of this, combined with the convenience of course management systems, has pushed e-reserves into such systems as BlackBoard. The committee recommends that the Library closely watch legal developments concerning copyright, reserves, and fair use, specifically the complaint filed by Oxford University Press, Cambridge University Press and SAGE Publications against Georgia State. The Library is working to provide faculty with better information on “fair use” and obtaining permission when necessary. For example, a new Copyright website was recently made available (<http://www.lib.pdx.edu/copyright/>) and the library participated in the OAA Spring Faculty Symposium on Copyright. We support the Copyright Working Group’s recommendation to appoint a University Copyright Officer.

#### Collection Optimization Projects

Three projects have been planned or started regarding the library’s physical collections. The first is a de-selection project that comes from analyses of the collection’s usage, the

availability of items from the libraries in the Orbis-Cascade Alliance (Summit), and individual subject specialists understanding of the needs of the university. This is a process that normally would happen continually, but has not been carried out comprehensively in this library to date. This project is under way, with lists and items being reviewed by subject librarians. The second project is a collection distribution project to determine the most appropriate place to locate collections based on access and preservation requirements. The third is a sustainable collection development policy project, to form a collection development strategy that best serves the needs of the University given funding and space constraints.

In an attempt at investigating the library space issues the Library Committee visited the Library's Bancroft Library Annex, where approximately 380,000 volumes are held. Conditions are sub-standard for materials and employees, and the lease on the facility runs out in June 2009. The Library Administration is currently working with Portland State Facilities and Planning to locate a new more suitable space. Until then the library is carrying out multiple projects to keep the materials accessible and in as good condition as possible. Library staff members have completed an inventory of monographs and are working on shifting, un-boxing, and reordering.

DRAFT

DATE: April 14, 2008

TO: Faculty Senate

FROM: Teacher Education Committee  
Barb Ruben, Chair

RE: Annual Report 2007-2008

**Committee Members:**

Bill Tate, TA, Ellen Reuler, SPHR, Sarah Morgan ART, Bill Fischer, FLL, Luis Saldanha, MTH, Michael Cummings, GEOL, Jim Bickford SPED, Thomas Kindermann PSYCH, Jane Mercer SCH, Debbie Glaze, MUSIC, Greg Jacob ENGLISH. Carol Morgaine, Child & Family Studies, Mike Shuster, SBA

Student Member: Deb Miller

Ex-Officio Members: Randy Hitz, Dean, GSE, Steven Isaacson, Associate Dean, Sarah Beasley Education Librarian. Emily Dela Cruz, GTEP Coordinator (Micki Caskey while Emily was on sabbatical fall/winter quarters)

Invited Guests: Karen DeVoll, CLAS, Lynda Pullen BTP, Leah Hershey, CEED Programmer. Deb Miller Teacher Licensing

The University Teacher Education Committee (TEC) operates under the premise that teacher education is an all-university activity and responsibility, and TEC serves in an advisory capacity to coordinate activities of the schools, colleges, and departments of the University that are directly involved in teacher education. The TEC provides a direct communication link between the Graduate School of Education (GSE), the unit directly responsible for teacher education, and those departments across the university involved in the education of teacher candidates.

### **TEC Activities 2007-2008**

Throughout the year 2007-2008 academic year TEC has been kept updated on the GSE's preparation for NCATE accreditation. In addition the GTEP coordinator provided monthly updates on admissions data and any modification in the admissions process. Deb Miller, the Director of Licensure and Licensure Programs Administrator also provided monthly updates on changes in licensure requirements that have been made at the state level.

For our January meeting we invited all the department academic advisors to a session in which the GSE faculty were able to share the various teacher education programs and answer any questions advisors might have. Attendance was not as good as in previous years. I am not sure what the reason for the lack of attendance but it maybe

due to the high attendance last year. Advisors may have not felt it was necessary to attend again so soon.

One area that the TEC had started exploring last year was the possibility of a senior capstone for business students to help develop some marketing of our teacher education programs out in the community and across campus. This was investigated more thoroughly this year but determined to not be an appropriate direction at this time.

We started a dialogue about potential partnerships in the masters programs with the CLAS departments and GSE to prepare teacher candidates who will have enough content knowledge to teach advanced placement and international baccalaureate courses in area high schools. This is a conversation that may be fuller development next year.

The TEC voted to endorse the creation of both a special education minor and a secondary education minor to help build more bridges between CLAS and the GSE. There has already been a noticeable positive impact from the establishment of the elementary education minor last year with students interested in education finding a pathway that will adequately prepare them for admissions into the Graduate Teacher Education Program.

The TEC did not produce a lot of new initiatives this year. However, the TEC continues to provide an important venue in which to enhance dialogue, communication, and sharing between the GSE and the rest of the Portland State University community as outlined in the committee's mission statement.