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LIB-W 1

Senators and Ex Officio Members of the
PSU Faculty Senate and their guests:

*Welcome Spring
Reception*

at Simon Benson House

Immediately following the Meeting

*Compliments of
PSU Alumni Association &
Elk Cove Vineyards*

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 **March 3, 2003**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
 - *B. Approval of the Minutes of the February 3, 2003, Meeting
 - C. Announcements and Communications from the Floor
President's Report
 - D. Unfinished Business
 - E. New Business
 - *1. Curriculum Committee Course & Program Proposals and Program Proposal for the BA/BS in Black Studies - Elteto
 - *2. Graduate Council Course and Program Proposals - Koch
 - *3. Graduate Credit Transfer Policy - Koch
 - F. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
 - G. Reports from Officers of the Administration and Committees
Provost's Report
 - *1. Report of the IFS Meeting of February 7-8, 2003 - Carter
 - *2. Internationalization Initiative Report - Lieberman
 - *3. International Student Reporting Requirements (SEVIS) - Christina Luther
 - H. Adjournment
- *The following documents are included with this mailing:**
- B Minutes of the meeting of February 3, 2003
 - E1 Curriculum committee Course and Program Proposals
 - E2 Graduate Council Course and Program Proposals
 - E3 Graduate Credit Transfer Policy
 - G1 Report of the IFS Meeting of February 7-8, 2003
 - G2 Internationalization Initiative Report
 - G3 International Student Reporting Requirements (SEVIS)

2002-03 Roster: FACULTY SENATE

**** ' 02-03 SENATE STEERING CMTTEE. ****

Presiding Office: S. Gelmon

Presiding Officer Pro tem: C. Shinn

Steering Committee: J. Rueter, P. Wetzel, C. Wollner
& Jian Wang (Comm on Comm Chair) Ex officio

***** ' 02-03 PSU FACULTY SENATE ***

All Others

Franz, Sandra	HS	2003
Glanville, Kimberly	IASC	2003
Hagge, Tim	CAPS	2003
Ketcheson, Kathi	OIRP	2004
Thompson, Dee	CARC	2004
Gregory, Mark	COMP	2004
Barham, Mary Ann	IASC	2005
Collie, Samuel	FA	2005
Collins, Mary Beth	CAPS	2005
Wanjala, John	OMB	2005

Business Administration

Cabelly, Alan	SBA	2003
Philbrick Donna	SBA	2003
Pfeiffer, William	SBA	2004
*Raffo, David (for Bizjak)	SBA	2004
Andres, Hayward	SBA	2005
Brown, Darrell	SBA	2005
Kretovich, Duncan	SBA	2005

Education

Chenoweth, Thomas	ED	2003
Falco, Ruth	SPED	2003
Cress, Christine	ED	2004
O'Connor, Sorca	ED	2004
Temple, Jacqueline	ED/CI	2004
Allen, Janine	ED	2005
Carr, Carolyn	EPFA	2005
Caskey, Micki	ED/CI	2005

Engineering and Computer Science

Daasch, W Robert	ECE	2003
Lall, Kent	CE	2003
Casperson, Lee	ECE	2004
Hall, Douglas	ECE	2004
Brown, Cynthia	CMPS	2005
Morris, James	ECE	2005
Spolek, Graig	ME	2005

Extended Studies

*Harmon, Steven (for Feeney)	XS-SS	2003
Robinson, Rebecca	XS-IS	2004
Cornman, Patricia	XS	2005

Fine and Performing Arts

Fosque, Walton	ART	2003
Knights, Clive	ARCH	2004
Kristof, Jane	ART	2004
Agre-Kippenhan, Susan	ART	2005
Wattenberg, Richard	TA	2005

Liberal Arts and Sciences

Ames, Kenneth	ANTH	2003
Bleiler, Steven	MTH	2003
*Brower, Barbara (for Gilbert)	GEOG	2003
*Fischer, William (for Holloway)	FLL	2003
*Haaken, Janice (for Reece)	PSY	2003
*Hillman, Stan (for Adajian)	BIO	2003
*Lockett, Tom (for Bjork)	HST	2003
Mercer, Lorraine	ENG	2003
Palmiter, Jeanette	MTH	2003
Rosengrant, Sandra	FLL	2003
Rueter, John	BIO	2003
Shusterman, Gwen	CHEM	2003
Agorsah, E. Kofi	BST	2004
Arante, Jacqueline	ENG	2004
Burns, Scott	GEOL	2004
*Weasel, Lisa (for Greco)	BIO	2004
*Jacob, Greg (for Millner)	ENG	2004
*Rhee, Ma-Ji (for Perrin)	FLL	2004
*Reder, Stephen (for Liebman)	LING	2004
*Santelmann, Lynn (for Biolsi)	ANTH	2004
Wetzel, Patricia	FLL	2004
St. John, Primus	ENG	2004
Butler, Virginia	ANTH	2005
Farr, Grant	SOC	2005
Hickey, Martha	FLL	2005
Johnson, David	HST	2005
King, Mary	ECON	2005
Liebman, Robert	SOC	2005
Mandaville, Jon (for K.Brown)	HST	2005
Miller-Jones, Dalton	SOC	2005
O'Halloran, Joyce	MTH	2005
Walton, Linda	HST	2005

Library

Wang, Jian	LIB	2003
* Hendricks, Arthur (for Hixson)	LIB	2004
Peigahi, Hamid	LIB	2005

Other Instructional

* _____ (for Labissière)	UNST	2003
Wollner, Craig	IMS	2004
*Dillon, Grace (for Balshem)	UNST	2005
Wheeler, Lawrence	HON	2005

Social Work

Hunter, Richard	SSW	2003
Talbott, Maria	SSW	2003
Lehman, Constance	SSW	2004
Nissen, Laura	SSW	2004
*Jivanjee, Pauline (for Friesen)	SSW	2005
Nash, James	SSW	2005

Urban and Public Affairs

Brodowicz, Gary	PHE	2003
Shinn, Craig	PA	2003
Gelmon, Sherril	PA	2004
Jolin, Annette	JUST	2004
Gelles, Erna	PA	2005
*Prince, Tracy (for Michael)	UPA	2005
Seltzer, Ethan	IMS	2005

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, February 3, 2003
Presiding Officer: Sherril Gelmon
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Agre-Kippenhan, Allen, Ames, Andres, Arante, Barham, Bleiler, Brodowicz, Brower, Burns, Cabelly, Carr, Caskey, Casperson, Chaille, Collie, Collins, Cornman, Cress, Daasch, Dillon, Falco, Farr, Fischer, Fosque, Franz, Gelles, Gelmon, Glanville, Gregory, Haaken, Hall, Harmon, Hendrix, Hickey, Hillman, Jacob, Jivanjee, Johnson, Jolin, Ketcheson, King, Kristof, Lehman, Liebman, Luckett, Mandaville, Morris, Nash, Nissen, Palmiter, Prince, Raffo, Reder, Rhee, Robinson, Rosengrant, Rueter, Seltzer, Shinn, Shusterman, Santelmann, Spolek, Talbott, Temple, Thompson, Wang, Wanjala, Wattenberg, Weasel, Wetzel, Wheeler, Wollner.

Alternates Present: Karavanic for C. Brown, Unni for D. Brown, Fountain for Butler, _____ for Chenoweth, Sun-Irminger for Halverson, Koch for Lall, Latiolais for O'Halloran, Burchard for Peigahi, Bartlet for Walton.

Members Absent: Hagge, Hunter, Knights, Kretovich, L. Mercer, Miller-Jones, Pfeiffer, Philbrick, St. John.

Ex-officio Members

Present: Andrews-Collier, Bernstine, Christopherson, Driscoll, Dryden, Feyerherm, Kaiser, Kenton, Koch, Latiolais, Lieberman, Livneh, Rhodes, Samuels, Tetreault, Ward, Withers.

A. ROLL CALL

The meeting was called to order at 1505.

B. APPROVAL OF THE MINUTES

The minutes of the January 6, 2003 meeting were approved, after "C," with the following corrections: Harmon, Hendrix, Jivanjee and Thompson were present at the meeting.

The Presiding Officer reminded the assembly that corrections to the minutes may be communicated to the Secretary beforehand, saving time at the meeting.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Changes in Senate and Committee memberships since January 6, 2003:

Educational Policies Committee Membership: Paul Latiolais, CLAS, Chairperson, Jacqueline Arante, CLAS, Barbara Brower, CLAS, Gina Greco, CLAS, Brian Lynch, CLAS, Mary Ann Barham, AO, Karen Karavanic, ECS, Carol Mack, ED, Barbara Sestak, FPA, Judy Andrews, LIB, Judy Patton, OI, Bee Jai Repp, SES, ____SSW, ____SBA, ____, UPA.

The Educational Policies Committee will be convened shortly and as soon as they have an agenda. The Steering Committee meeting is Feb. 10, and Senators with urgent items for the committee are requested to forward them before that meeting.

The Steering Committee has established the Senate Ad Hoc Committee on Resource Documentation for New Program Proposals (attached), at the request of the Graduate Council, to address issues of resource implications in program proposals. The committee will be chaired by Grant Farr, and has been requested to report to the Senate at its April 2003 meeting.

JOHNSON was recognized by the Presiding Officer, to discuss the President's Budget and Priorities committee. He expressed his appreciation for the President's confidence in him, and stated his hope is that the work of the committee will be substantive and successful, if not easy. The committee will meet Wednesday afternoons, with the first meeting scheduled for Feb. 5. A key point in the committee's efforts is that the President has asked all of us to identify ways to generate additional revenues, as well as consider and examine ways to reduce cost. The committee will welcome any advice and ideas that all members of the faculty, student body, and the staff might have. In this regard, there will be a web site to keep the university apprised of the proceedings as well as provide a discussion board for ideas, advice, and questions.

President's Report

The President introduced his Initiatives and expressed his gratitude for faculty support and the success we have had on these issues. He yielded to Special Assistant Devorah Lieberman.

LIEBERMAN directed the assembly to item "C" in the mailing and briefly reviewed its contents. As we move forward, especially in a time of financial restraint, it is important to be clear about how an initiative "grows up." Assessment obviously has to do with the upcoming accreditation process, but we are also interested in how we can continue to include student learning, focus on student learning, and strengthen our programs on an ongoing basis. Advising as an initiative, with models developed at the department level, will conclude at the end of this year so that by next year, all students will be advised from the moment they step on campus until they graduate. Internationalization will have a blueprint, delivered to the March Faculty Senate

meeting. Next year there will be a permanent Vice Provost for Internationalization with the charge of carrying out the blueprint. Diversity does not have a natural home, so although we have made progress, this will continue as an initiative as long as the President feels there is work to be done.

BERNSTINE noted that with the failure of Measure 28, the cuts are being implemented that were outlined in Convocation on 16 January. With respect to the committee, it is difficult to serve diversity and manage size. Not every single group and unit on campus is represented, but the committee is not intended to be political in outlook; the hope is that the recommendations will be in the best interests of the entire university. BERNSTINE is spending lots of time in Salem to meet with new legislators and talk again with old. There is little talk of new money, but there is significant support for some of the flexibility initiatives that the system has proposed. Hopefully, the budget won't be as bad as the worse case scenario which was discussed at Convocation.

D. UNFINISHED BUSINESS

1. Vision, Values and Priorities Recommendations

After the Provost's remarks (see below), Burns reviewed the process to date. The Vision and Values Statements were approved, and six of the seven Priorities' actions steps were discussed at the December Senate meeting. Now that discussion has concluded regarding enrollment, the Senate can conclude this item. The most recent version of the document was distributed to Senators electronically (attached). The membership of the committee, Cynthia Brown, Alan Cabelly, Christine Cress, and Ethan Seltzer are all present at this meeting, and happy to address any questions.

BURNS/HILLMAN MOVED THE SENATE reiterate to the Administration, that the Senate recommended replacing language in the forth bullet, under priority #1., with the language the Senate approved on December 2, 2002, which has not been accomplished, to date, or "*1st PROPOSED SENATE ACTION 2/3/03*".

THE MOTION PASSED by unanimous voice vote.

CABELLY/PALMITER MOVED THE SENATE APPROVE "*2nd PROPOSED SENATE ACTION 2/3/03*".

PALMITER asked for a clarification regarding faculty numbers and ratios. TETREAULT noted the data includes budgeted faculty, tenure and fixed-term related, but not the faculty funded with access dollars, which are primarily adjunct faculty.

KETCHESON recommended that rather than using this or any date, the Senate should request more analysis regarding workloads, departmental missions,

university mission, etc. in order to make an informed determination. TETREAULT concurred.

AMES asked how the Student Faculty Ratio is calculated. KETCHESON noted that for approximately 20 years, the calculation has been based on Student Credit Hours divided by budgeted faculty, and is listed in Table 3.4. What is really needed here is something more than that.

LIEBERMAN requested the Provost repeat the ratios noted earlier in the meeting. TETREAULT noted the SFR was 21.29 in Fall 1996, and 20.54 in Fall 2002.

BLEILER stated that surely this is not a one-size fits all requirement. That's the whole point. Some departments do lots of service work for other programs, and these departments will be impacted more than others. That's why the language suggested by his esteemed colleague is good. By inserting the word "appropriate" and then have a committee deciding what that means to each division in the university is the way this should go.

BLEILER/BURNS MOVED THE SENATE AMEND the "2nd PROPOSED SENATE ACTION," regarding tenure line faculty, by replacing the language after the word, "reaching" with "appropriate student/faculty ratios."

ROSENGRANT noted that tenure track faculty as a function of "Attract and retain a student body that is excellent and diverse" is not articulated in Priority #2 or any other. This should be included somewhere.

THE AMENDMENT PASSED by majority voice vote.

THE MOTION PASSED by majority voice vote.

BURNS/RUETER MOVED THE SENATE APPROVE THE "3rd PROPOSED SENATE ACTION 2/3/03," regarding accreditation.

RUETER noted he does not support this proposal. These accreditation people are like a little self-serving club that does not respect the university's values. Where he did his work, very few departments were accredited and just waived it off, however, that didn't diminish the reputation of the school. We should think about what this means, because every time we start chasing somebody else's goals, it removes our own control.

GELMON spoke in favor of accreditation, noting that it represents a profession's values, is necessary for credentialing, and provides verification in one's field. We could be jeopardizing the professional future of our graduates, by discouraging their mobility, if we were to ignore it.

DAASCH noted that the word "maintain" may not be the way to describe what we want, for example, wanting accredited programs is not the same as maintaining the ones we have. This could put us in the position of being hemmed in. MORRIS noted that, as well, this only addresses the status quo and not new programs, for example. Additionally, the entire sentence is not clear. TETREAULT noted that one of the deans pointed out that accreditation can be expensive but not always necessary, and didn't want to feel hemmed in by it. BURNS noted that these are not promises, only actions to reach the priorities. GELMON noted these are advisory items.

RUETER reiterated that accreditation is status quo. If we are talking improvement, perhaps that should be put in another area. Accreditation is primarily a tool of the professional schools, and we are ceding the responsibility for quality to an outside party. GELMON reiterated her position in favor of accreditation.

THE MOTION PASSED by 45 in favor, 18 against, 11 abstaining.

BURNS/SHINN MOVED THE SENATE APPROVE THE "*4TH PROPOSED SENATE ACTION 2/3/03*," including replacing the word "of" for the word "with," regarding graduate programs.

LUCKETT asked how the twelve graduate programs would be selected and what is meant by "cultivate," develop or reward. TETREAULT noted that programs which are consistent with the Vision, Values and Priorities would be identified and given additional resources to achieve high distinction.

AMES noted that the language is inconsistent, if that is the case; it indicates that programs already having high distinction would be rewarded. CABELLY noted that Ames' comment is well taken, because the ad hoc committee does not want to change the meaning.

BROWER queried how high distinction and upper 50% are similar. _____ noted she is unclear as to what the original sentence meant, as well.

PALMITER asked how many graduate programs at PSU would presently fit in this category. FEYERHERM stated that, of fifty-four graduate programs, there are at least four that meet any definition of high distinction, but he can't comment on how many would meet the proposed criteria.

ARANTE asked for a clarification again. TETREAULT noted that earlier language stated, "attain national recognition in at least twelve graduate areas by achieving rankings among the top 50% of similar programs of distinction..." Therefore, in addition to the four cited by Feyerherm, we would identify eight others, and we would be using professional standards, not those such as in *US News & World Report*.

ARANTE noted that the cultivation metaphor is inappropriate.

THE MOTION WAS WITHDRAWN.

KETCHESON/BURNS MOVED THE SENATE REPLACE, "Achieve a ranking in at least 12 graduate areas among the top 50 % of similar program, or by other means of achieving distinction, with "attain national or international recognition in at least twelve graduate areas by achieving rankings among the top 50% of similar programs of distinction in the U.S or by satisfying other accepted methods of distinction."

HENDRICKS asked if anything in this action item disadvantages anyone, for example the programs now at the top.

WATTENBERG noted that a 50% ranking feels low. TETREAULT noted that the point is well taken; 50% is average. ROSENGRANT reminded that the language identifies the 50% of programs with distinction.

THE MOTION PASSED by 50 in favor, 3 against, and 4 abstentions.

BURNS/BLEILER MOVED THE SENATE APPROVE THE *"5TH PROPOSED SENATE ACTION 2/3/03,"* regarding diversity.

TETREAULT noted that "racially and ethnically" were chosen because that is an objective, as well as data that can actually be tracked. Secondly, women outnumber men at PSU compared to general population, for example, but we don't wish to tamper with that ratio.

BLEILER stated that we can't reach a goal of "at least" for every group, because it make more than 100%. CABELLY noted that this language is in accord of the 4/5th rule, which is used nationally to describe such ratios.

TALBOTT noted that "disadvantaged" may be a better description of what we mean. KARAVANIC asked for a clarification of whether the intent of this is local or global. GELMON stated, global.

JIVANJEE suggested the term, "underrepresented" be substituted.

BERNSTINE noted that all of these suggestions are troublesome language with respect to mission, for example, take a look at the events unfolding at the University of Michigan. Percentages speak to the success or non-success of a university, with respect to legal problems as they all begin to sound like quotas. Just saying, "achieve a fully diverse student population," would do it.

BURNS/BLEILER WITHDREW all language in the motion after, "Achieve a fully diverse student population."

REDER noted that the diversity should be reflective of regional population.

FOUNTAIN supported the President's statement. We can get into trouble if we become too specific, even with respect to geography.

THE MOTION PASSED by 66 in favor, 0 against, and 1 abstention.

BURNS/RUETER MOVED THE SENATE APPROVE THE "6TH PROPOSED SENATE ACTION 2/3/03," and "7th PROPOSED SENATE ACTION 2/3/03," regarding graduate and undergraduate education, with the following revised language:

**Increase graduate education support, including but not limited to library, facilities, faculty, student support services, staff and stipends, at least commensurate with enrollment growth.*

**Increase undergraduate education support, including but not limited to library, facilities, faculty, student support services, staff and stipends, at least commensurate with enrollment growth.*

TEATREULT noted that the original intent was that graduate education needed infrastructure report.

THE MOTION PASSED by unanimous voice vote.

MANDAVILLE/DAASCH MOVED THE SENATE APPROVE AND FORWARD the complete document of priorities as revised.

The committee was thanked from the floor for their work. Applause.

BROWER asked if this will be all the input on these issues. TETREULT noted that discussions will continue, language will be refined, and input will be solicited from other groups.

THE MOTION PASSED by unanimous voice vote.

The Presiding Officer noted that this concludes the work of the ad hoc committee, therefore it is retired.

E. NEW BUSINESS

None.

F. QUESTION PERIOD

There were no questions.

G. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

Provost's Report

The Provost reported before "D.1.", in order to comment on the item. The seven priorities reflect the multiplicity of what we are trying to do. It is important to make a distinction between priorities and action steps. With regard to the actions steps, there will be a number of groups to look at them, refine them, and come up with workable strategies, for example, the Budget Committee, the Educational Policies Committee, and David Johnson's committee, the Council of Academic Deans, etc., would all look at the action steps. There are a number of things we will need to know more about, for example, if one looks at the action step related to tenure line faculty and Student Faculty Ratio. The SFR was 21.29 in Fall 1996, and 20.54 in Fall 2002. The ratio appears to be lower now that it was in 1996 because it only uses regular faculty and it doesn't reflect the access dollars we are now receiving. Another example is that, based this standard, one department appears to have a SFR of 4.3, at one extreme, and another appears to have a SFR of 69.3, at the other. Obviously, further analysis and discussion is needed.

The President indicated on January 16, that he wants us to use the priorities that emerged from the planning process as a way to guide us in the upcoming months. You are urged to approve these priorities and forward them to the President for approval, so that we can move get on with this as soon as possible.

Vice President's Report

WITHERS noted that Gordon and Betty Moore, the founder of Intel and his wife, have made a \$2.5 million gift for the engineering building. Development's goal remains to start construction this summer.

1. Sustainability Initiative Presentation

SHINN introduced the report, acknowledging and thanking the range of people who have contributed to this initiative, including Provost Tetreault, faculty leaders, faculty units, etc. The project is noteworthy in that it has been collaborative, cost cutting, and conciliatory. It is important also to note the work of students, and their commitment, as expressed in funding Michelle Crim's position, and the commitment of Vice President in matching that funding. David Irvin shares responsibility for academic and research components. The project welcomes continued constructive criticism.

Michele Crim noted that her one year anniversary was 14 January in her position, which was created to move the university forward on other fronts in addition to recycling. Focusing on the operations of the university, including energy use, conservation, water use, waste minimization, recycling, construction practices,

food services, purchasing, etc. Educational connections made have been to hire students and graduate students, and offering a class on greenhouse gas emissions. Facilitation has included projects such as bringing Dr. David Suzuki tomorrow, electrical energy management workshops, a clean energy fair in April, etc. The first-year focus has been on three main areas: 1) energy and sustainable energy initiatives, including demonstration projects, analyzing energy consumption of the university; 2) green construction, including Eppler Hall, which will have a rainwater recycling system for example, and the Native American Center, which will have an eco-roof; and, 3) recycling improvements, including expanded recycling in the offices and eventually in public areas, and recycling computers.

David Ervin, OAA faculty in residence for sustainability, called attention to the report summary distributed on the Senate list serv(attached), and noted that this issue is very important in the science community nationwide and in the community, for example, community partnerships. We don't want to add another layer, rather, we want to help the faculty achieve its aspirations in terms of sustainability. We are still working on campus and with community partners to determine what is wanted. We are investigating a graduate certificate and an undergraduate minor. A website is almost ready. A lecture and seminar series is being developed, with David Suzuki being one of the first events. Our role is that we could be the premiere organization in the region capable of facilitating and strengthening the activities of all the parties pursuing sustainability.

The Presiding Officer accepted the report for the Senate.

2. Curriculum Committee Interim Report

ELTETO presented the report for the committee.

The Presiding Officer accepted the report for the Senate.

3. Graduate Council Interim Report

KOCH presented the report for the committee, noting in particular the Ad Hoc committee which was announced at the beginning of today's senate meeting, formed to address certain issues that the committee has identified.

The Presiding Officer accepted the report for the Senate.

4. Intercollegiate Athletic Board Quarterly Report

BURNS presented the report for the committee, noting that its two main charges are to be a watchdog over athletics expenditures, and to help them with the problems that they have. With respect to their budget, expenditures are under budget, they participated in the Measure 28, etc. cuts, revenues are below goals, and they project a \$200,000. deficit by year end. Additionally, they are working

on Title IX gender equity compliance, by increasing female participation in sports, and by working on demonstrating that interests and abilities of female sports have been accommodated by the program.

BRODOWICZ asked why the survey being conducted on the second part of Title IX compliance is administered to Freshmen only. BURNS stated that this is the model of other universities who have already done this.

KING asked is she was correct in her impressing that the best scholarships in the university are going to athletics rather than equity or merit. COLLIE stated that there are a significant number of athletic scholarships, but there are also a significant number of need and merit scholarships.

RUETER noted that interviewing freshmen is disingenuous, regardless of who did it first, because they are not representative of the entire student body. GLANVILLE noted that freshmen were selected because they traditionally live on campus and are more likely to attend sporting events.

The Presiding Officer accepted the report for the Senate.

H. ADJOURNMENT

The meeting was adjourned at 1702.

February 11, 2002

MEMORANDUM

To: Faculty Senate

From: Roy Koch, Chair, Graduate Council

Re: **Recommendations from the Graduate Council for approval by the Faculty Senate:**

The Graduate Council submits the following new programs, program changes, new courses and changes in existing courses for approval by the Faculty Senate. Descriptions of all new courses are on the attached listing. Also included is a proposal to clarify the definition of transfer credits and how those credits can be applied to a Master's program.

Program and Course proposals

School of Business Administration

New Programs

Graduate Certificate in Food Marketing and Logistics – new program

In 1999, the State Board chartered the Food Industry Leadership Center at the PSU School of Business, dedicated to supporting the state's largest industry through education programs. The Undergraduate Certificate in Food Marketing and Logistics was approved by the State Board in this process, and in response, the industry donated a \$600,000 scholarship endowment. One faculty line was added by the University.

From the beginning, the food industry coursework has attracted a number of graduate students, who were able to take the "slash" version of these courses. As the SBA moves forward with its strategic initiatives for future improvements, growth of the food management program (one of only six in the nation, and a target of a growing number of high level recruiters from Wal-Mart, Pepsico, Frito-Lay and others) has been identified as a program of excellence based on its proven ability to draw together outstanding students, scholars and industry leaders.

The purpose of the proposed 17-credit graduate certificate is to provide an industry focus for MBA graduate students, build upon existing relationships in the community, provide the industry with a greater pool of highly trained managers, and continue to grow a center of excellence within the School of Business. Coursework for the certificate includes 8 credits of required marketing and logistics coursework specific to the food industry, 4 credits of elective coursework chosen from a specified list, and a required 6-credit applied business project in the field of food marketing or logistics.

Changes to existing programs

M.S. Financial Analysis program -- Change in existing program

The MSFA program is a one-year master's degree offered through the Graduate School of Business and designed for individuals who desire graduate specialization in finance and accounting but who do not want the breadth provided by the 2-3 year MBA program. Now in its fourth year, enrollment in the program has been below expectations, prompting SBA faculty to conduct a series of focus groups with industry leaders to determine appropriate adjustments. It was concluded from that research that the MSFA should provide a curriculum that is focused on core financial skills and offers added flexibility to study intensive, high level finance and accounting.

The SBA therefore proposes to add courses in accounting and finance to the core of the program, increasing this component of the program from 20 to 30 credit hours. Elective hours will be increased from 4 to 8 hours to increase flexibility. The general Business and Economics component will be reduced from 25 to 11 credits to keep the program within the one-year time frame.

New Courses and changes to existing courses

ACTG 560 Professional Ethics and the Public Interest, 2 cr - new course

FIN 555 Applied Econometrics for Financial Analysis, 4 cr - new course

MGMT 447/547 The Power of Soul and Spirit in Business, 4 cr - new course

MGMT 551 Managing Human Resources -- change in existing course from 3 to 4 cr

MKTG 462/562 Customer Information & Relationship Management, 4 cr - new course

College of Engineering and Computer Science

New Courses and changes to existing courses

Computer Science

CS 465/565 Server-Side Applications: Construction and Analysis, 4/3 cr, new course

CS 467/567 The Wireless Web, 4/3 cr, new course

College of Liberal Arts and Sciences

New Courses and changes to existing courses

Biology

BI 598 Graduate Research Prospectus, change from 2 to 3 cr

BI 599 Graduate Grant Writing, change from 2 to 3 cr

College of Urban and Public Affairs

New Courses and changes to existing courses

School of Community Health

PHE 560/660 Mental Health and Aging, 3 cr, new course

PHE 561/661 Cultural Variations in Aging, 3 cr, new course

Mark O. Hatfield School of Government

PA 577 Health Care Law & Regulation, change in course description

PS 428/528 The Politics of Law and Order, 4 cr, new course

PS 458/558 Political Economy of International Security, 4 cr, new course

PS 470/570 Theories of Comparative Politics, 4 cr, new course

Urban Studies and Planning

USP 419/519 Population and Society, 4 cr, new course

USP 468/568 Oregon Land Use Law, 3 cr, new course

Descriptions for new graduate courses

School of Business Administration

Actg 560

Professional Ethics and the Public Interest (2)

Introduces students to ethical perspectives that provide the philosophical context for the study of applied business ethics. Students use practical frameworks to address complex ethical and social issues and explore organizational processes and structures that can shape social performances. The context for this course is financial and accounting situations. [NEW]

Fin 555

Applied Econometrics for Financial Analysis (4)

Theory and application of empirical methods, including model development, experimental design and statistical analysis, applied to issues in business, particularly the areas of accounting and finance. Construction and testing of hypotheses, analysis of variance, multiple regression, methods for dealing with problems in the distribution of data, time series, forecasting, and performance evaluation. Publicly available data will be obtained and used by students. Prerequisite: admission to M.S.F.A. or Fin 561. [NEW]

Mgmt 447/547

The Power of Soul and Spirit in Business (4)

Seminar devoted to exploring what soul and spirit means in the context of today's workplace; its current relevance to business; strategies for injecting more soul and spirit into working environments; and methods for developing sensitivity and appreciation for this dynamic approach to being in the business world. Topics to be explored include methods for building community in the workplace; strategies for developing one's inner life; methods for fueling creativity; approaches to bringing one's whole self to work; and examining new methods of leadership. Prerequisites: Mgmt 302, 550. [NEW]

Mktg 462/562

Customer Information and Relationship Management (4)

Examines the operational, organizational and behavioral issues that surround customer relationship management. It explores the marketing processes and strategies that are needed to differentiate and interact with customers through customized offerings. Database mining techniques are used to analyze and address customer needs. Prerequisites: BA 311, Mktg 469 or 544. [NEW]

College of Engineering and Computer Science

CS 465/565

Server-side Applications: Construction and Analysis (4/3)

Covers the basics of programming in Perl and its use as a vehicle for writing CGI-Bin scripts for the World Wide Web. Explores the use of JavaScript as a client-side adjunct. Topics include basic Perl programming; the Client-server Model used by the World Wide

Web; CGI-Bin scripts; security and accessibility concerns; HTTP protocols; human-interface issues on the World Wide Web; and elementary JavaScript programming. Prerequisites: CS 300 and 333 or software development experience and CS 533. [NEW]

CS 467/567

The Wireless Web (4/3)

Covers the basics of the Wireless Application Protocol (WAP) as used in modern mobile phones and other handheld devices. Provides an overview of the WAP architecture, as well as an in-depth exploration of the WAP Application Layer (WAE), including WML, WMLScript, and the WAP push framework. Prerequisite: CS 465/565. [NEW]

College of Urban and Public Affairs

PHE 560/660

Mental Health and Aging (3)

Focus on a psychological approach to mental health and aging. The physical and social environments of older people, as well as the individual's physical and psychological condition, strongly affect the mental health and quality of life of older people. It is the goal of the course to be useful to people who work with older adults and their families, or to people who want to understand the changes that may be happening for older members of their own families. Guest speakers from the field of geriatric mental health will supplement the readings and course assignments. [NEW]

PHE 561/661

Cultural Variations in Aging (3)

The aging population includes an increasing percentage of people from a variety of ethnic groups. Although there may be cultural similarities between these groups and the dominant culture, there are also important differences, particularly in the role of the family in decision-making, attitudes and beliefs about illness, dying, and death. Students learn about cultural differences and similarities through observing programs that serve ethnic elders, talking with guest speakers who represent different ethnic communities, and reading several texts related to counseling, healthcare, and understanding grief, death, and dying in a variety of ethnic groups. [NEW]

PS 428/528

The Politics of Law and Order (4)

As American crime control policies have become increasingly punitive, the criminal justice system has expanded in size and scope, crime control has become increasingly federalized, and record numbers of Americans have been incarcerated. Class explores what is political about crime control and why American crime policy takes on a particularly punitive cast. In particular, carefully examines the social construction of the crime problem: how popular beliefs about criminals and the causes of crime interact with the media and the political system to create a style of crime policy that is uniquely American. Recommended prerequisite: PS 221. [NEW]

PS 458/558

Political Economy of International Security (4)

Surveys the economic dimensions of war, peace, and national defense in both historical and contemporary contexts. Topics include trade and conflict, economic statecraft, hegemony and imperialism, arms production and transfer, the military-industrial complex, and the revolution in military affairs. Recommended prerequisite: PS 205. [NEW]

PS 470/570

Theories of Comparative Politics (4)

Examines the evolution of the theories and methods of comparative politics, addressing both the recent history of the discipline and the current state of its practices. Topics include: the behavioral revolution, political development, the role of state, the new institutionalism, and the state-in-society approaches. Recommended prerequisite: [NEW]

USP 468/568

Oregon Land Use Law (3)

The Oregon program is placed in a national context that stresses the broad nature of planning here. Structural relations between state, regional, and local government planning and regulation are analyzed. Legal aspects of the implementation of the various functional statewide planning goals are studied, as are the Oregon Land Use Board of Appeals and recent developments in local government land use planning and regulatory processes. [NEW]

Transfer Credit Policy

Problems with transfer credits account for more than 20% of the petitions submitted to the Graduate Council. Often, the explanation for the problem is a misunderstanding or misinterpretation of the definition of transfer credit. Currently, transfer credits result from courses taken either prior to admission or at another institution. The notion of transfer credits relating to work at another institution is reasonably well understood. Using the term "transfer credits" to apply to courses taken prior to formal admission to a PSU graduate program is confusing to some students and faculty. We propose to clarify this situation by replacing the current transfer credit policy with the following

*A limitation of one-third of the required credits for the master's degree (15 credits maximum in a 45-credit program) will be set for all **Preadmission credits**, which are defined as credits taken at any institution, including PSU, before the term of formal admission to the graduate degree program at Portland State (including Reserved Credits).*

*A limitation of one-third of the required credits for the master's degree (15 credits maximum in a 45-credit program) will be set for all **Transfer credits**, which are defined as credits taken at any institution other than Portland State at any time.*

In this policy, we have explicitly identified courses taken prior to admission as **Preadmission credits**. Note that the two limits can overlap; that is, a course which was taken at another institution before the term of formal admission to the graduate degree program is both *Preadmission* and *Transfer* credit and reduces the number of other credits in each category which can be applied to the master's degree.

There are a few other policies and practices related to the implementation of this new policy. The Graduate Council proposes that the following be adopted together with the new definitions and policy:

- All Preadmission and Transfer credits must be letter-graded B- or higher; Pass or similar grading methods are not acceptable. (This is a restatement of our current policy.)
- All Joint Campus (JC) credits will be considered Transfer credits.
- All XXX 699 credits will be considered Resident credits.
- Except for these definitions and limitations, Transfer and Reserved Credit requirements remain consistent with current policy.
- Departments may impose more stringent requirements.

This policy will go into effect the first day of Fall term 2003. Transfer requests (GO-11s) and individual program requests (GO-12s) approved by Graduate Studies before the first day of Fall term 2003 in compliance with existing policy will be honored. OGS will send information to all graduate programs to check their individual student programs for possible impact from this change.

Senate Ad Hoc Committee on Resource Documentation for New Program Proposals

Initiated by the Senate Steering Committee, January 2003

Charge to the Committee: To define the nature of additional concrete information necessary to support proposals for new programs/certificates in terms of budget, faculty workload, and other resources. The intent of clarifying additional information is to provide those reviewing the proposals (at all levels) and making recommendations to be able to have a clear understanding of:

- a) the presence or ability to access faculty resources necessary to support the program, and
- b) the results of a complete financial analysis that supports the proposed budget and demonstrates sufficiency of resources.

Rationale: There are increasing concerns given the current resource environment that proposals are moving forward through the approval process without detailed description and analysis of the resource implications. Many individuals on Senate Committees, and in the Senate itself, have expressed concern that they are being asked to approve new academic activities in the absence of a complete understanding of the potential resource implications. It is understood that the format for program proposals is state-mandated; the intent of this Committee's work is to identify additional information that could be used throughout the internal PSU approval processes to assure all involved in the review process that they have a complete understanding of the current resource availability and the future resource implications to support new academic initiatives.

Committee Membership:

- Grant Farr, CLAS, Chair
- 3 representatives appointed by University Curriculum Committee (current appointees or individuals who have recently completed terms on UCC)
- 3 representatives appointed by Graduate Council (current appointees or individuals who have recently completed terms on Graduate Council)
- 3 representatives appointed by the Council of Academic Deans (Deans or Associate Deans charged with curricular responsibilities)
- Consultants (Provost, Vice-Provosts, Vice-Presidents, etc.) to be invited to sit with and/or advise the Committee at the Committee's determination.

Process and Time Frame:

- Committee to be constituted by early February.
- Meet as a committee, share knowledge of current practices and information deficits, consult with members of the Senate and other groups who wish to provide input, develop recommendations for additional information requirements.
- Report to the Senate at its April meeting.

Portland State University Vision Statement

Our vision is to be an internationally recognized urban university known for excellence in student learning, innovative research, and community engagement, that contributes to environmental sustainability, economic vitality, and quality of life in the Portland region and beyond.

Values Statement

The pursuit of our vision rests on our success in transforming undergraduate education, our growing research programs, our strong collaboration with the community, and the core values we hold. These values describe not only what PSU is now, but also what it will be in the future.

Learning and Discovery

PSU values intellectual inquiry in its undergraduate and graduate programs, provides leadership in the development of knowledge, and creates opportunities for the application of knowledge to real-world problems.

We maintain a welcoming and stimulating environment that is conducive to success for students, faculty, and staff. We value tenure as an essential component of this environment.

Access to Learning

PSU is committed to providing access and opportunity to learners from regional, national, and international communities in their pursuit of lifelong learning and diverse educational goals.

A Climate of Mutual Respect

PSU values diversity and fosters a climate of mutual respect and reflection that supports different beliefs and points of view and the open exchange of ideas.

Openness and Reflection

PSU endeavors to improve continuously as a university through reflection and open assessment of our activities.

Community and Civic Engagement

PSU values its identity as an engaged university that promotes a reciprocal relationship between the community and the university in which knowledge serves the city and the city contributes to knowledge in the university.

We value our partnerships with other institutions, professional groups, the business community, and community organizations, and the talents and expertise these partnerships bring to the university.

We embrace our role as a responsible citizen of the city, the state, the region, and the global community and foster actions, programs, and scholarship that will lead to a sustainable future.

SENATE ACTION 12/2/02: Adopted the vision and values statement by unanimous vote.

Priorities

1. Attract and retain a faculty of distinction. The strength of the university is based on its faculty and high quality programs.

Action steps:

*Provide faculty lines to provide leadership in economic, environmental, and social sustainability.

* Hire faculty of distinction consistent with priorities set by schools and colleges and the vision of the University, while supporting excellence wherever it exists.

* Invest in infrastructure support (including facilities) for programs of distinction (including research and creative activities) that attract and retain faculty.

* Balance the relationship between enrollment growth and tenure-track positions.

SENATE ACTION 12/2/02: Replace point above with "Support aggressive hiring of tenure-track faculty commensurate with enrollment growth such that the proportion of tenure-track faculty is increased." NOTE: This language is not reflected in the most recent version of the document.

1st PROPOSED SENATE ACTION 2/3/03: Adopt the revised language.

* Develop policies and procedures to improve the reward system for faculty of distinction.

* Continue to address issues of faculty compensation and rewards, among other actions, to achieve parity with our comparator institutions.

SENATE ACTION 12/2/02: Point above to be strengthened with addition of language of "among other actions, to achieve parity with our comparator institutions." NOTE: This language is reflected in the most recent version of the document.

2. Attract and retain a student body that is excellent and diverse.

Action steps:

*Increase total end-of-term headcount enrollment to 35,000 by 2012.

2nd PROPOSED SENATE ACTION 2/3/03: Add a new point: "Increase tenure track faculty commensurate with a goal of reaching the student:faculty ratio of 1996 [when enrollment started to climb]."

3rd PROPOSED SENATE ACTION 2/3/03: Add a new point: "Maintain accreditation in all accredited programs and across the university."

* Enroll approximately two-thirds undergraduate (23,000) and one-third graduate students (12,000).

* Increase percentage of international students to 7% of total enrollment.

* For undergraduates, enroll 65% Oregon residents (14,950), 35% non-residents (8,050).

* Enroll a freshman class of 3,500 students.

* Enroll 5,000 students in PSU courses on community college campuses.

* Recruit and retain graduate students to achieve a mix of 8,300 masters, 3,000 post-baccalaureate, and 700 doctoral students.

* Achieve a ranking in at least 12 graduate areas among the top 50 percent of similar programs, or by other means of achieving distinction.

4th PROPOSED SENATE ACTION 2/3/03: Replace point above with "Cultivate at least 12 graduate areas with high distinction. Measurement devices might include ranking within the top 50% of similar programs or other appropriate methods."

* Achieve a racially and ethnically diverse student population with percentages reflective, at least, of a group's percentage in the metropolitan region.

5th PROPOSED SENATE ACTION 2/3/03: Replace point above with "Achieve a fully diverse student population with percentages reflective, at least, of a group's percentage in the metropolitan region."

* Recruit and retain high-achieving students using traditional measures, and those who show potential for achievement, using non-traditional measures.

* Develop strategies to achieve retention and graduation rates above the mean of our peer institutions.

* Increase graduate education support infrastructure, including library, facilities, faculty, and stipends.

6th PROPOSED SENATE ACTION 2/3/03: Add the words "commensurate with enrollment growth" at the end of the point above.

7th PROPOSED SENATE ACTION 2/3/03: Add a new point: "Increase undergraduate support infrastructure, including library, facilities, and faculty commensurate with enrollment growth."

* Deliver programs on community college campuses at convenient times and locations.

* Collaborate with community colleges on the most efficient use of classrooms and resources.

* Provide seamless transitions between PSU and other educational institutions.

* Develop additional "2+2" degree completion programs.

* Develop strategies to provide access to adults seeking life-long learning opportunities using non-traditional means.

* Provide access and support for students who begin their careers at two-year colleges.

3. Provide national leadership in student learning and talent development.

Action steps:

- * Develop, adopt, and implement the markers for baccalaureate graduates.

SENATE ACTION 12/2/02: Modify original wording to add "Develop, adopt and implement ..." to point above. NOTE: This language is reflected in the most recent version of the document.

- * Develop and support existing graduate programs that have national recognition.
- * Implement a plan to utilize assessment information, including departmental program reviews, to improve programs and instructional practices.
- * Develop an array of doctoral and masters-level programs appropriate to and supportive of PSU's vision for knowledge creation and community engagement, sufficient to meet the criteria of a research-intensive university.
- * Sustain our national recognition as an innovator in undergraduate education and community-based learning.
- * Continue the work of the President's assessment, advising, diversity, and internationalization initiatives.
- * Ensure a broad range of co-curricular activities (student government, community engagement, athletics, leadership training, student organizations and clubs, committee service, etc.) for student learning outside the classroom.

4. Increase financial security and resources. A quality institution needs financial predictability and stability.

Action steps:

- * Explore and advance public revenue strategies that support partnerships with elected officials and policy makers to secure greater public funding for the University.
- * Increase revenue from research and sponsored projects to a total of \$50 million per year by 2007.

SENATE ACTION 12/2/02: Add the words "per year" to point above. NOTE: This language is reflected in the most recent version of the document.

- * Establish benchmarks for research and endowment funding, with set proportions of funding to come from public and private revenue streams, and establish goals for next 10 years.
- * Implement a plan to use enrollment management to promote and support stable funding streams.
- * Investigate and implement new configurations for distance education and life-long learning that meet user needs and provide incentives for the schools and colleges to participate.
- * Continue to build the University's endowment and other funding sources.
- * Continue to develop marketing strategies to tell PSU's story, emphasizing that the university is indispensable and that a great city requires a great university.

* Continue to manage costs to maintain financial stability.

* Continue to develop strategies that enhance student learning while promoting instructional efficiencies and faculty vitality.

5. Develop our research and creative capacity consistent with PSU's central role in knowledge creation and community engagement.

Action steps:

* Develop new Ph.D. programs and support existing ones consistent with this priority.

* Grow externally funded research and sponsored projects, with emphasis on federal sources, to \$50 million by 2007.

* Assess needs for infrastructure to support increased research capacity and make changes where appropriate.

* Develop funding for research fellowships and support for undergraduate and graduate students.

* Develop targeted reciprocal relationships with users, educational institutions, public agencies, businesses, and corporations as a basis for setting and enabling research agendas.

* Outline the features and characteristics of a great university and implement a plan to reach this goal.

* Develop a plan to market our research and creative activities and capacity.

* Attain national or international recognition in at least 12 graduate areas by achieving rankings among the top 50 percent of similar programs of distinction in the U.S., or by satisfying other accepted methods of distinction.

* Continue involving students in work on community issues.

* Continue to support the role of the arts and humanities in the university in the city.

* Align existing and future research centers and institutes to be consistent with this priority.

6. Provide leadership to create a nexus of educational institutions.

Action steps:

* Implement a comprehensive plan for integrating instruction and degree completion between community colleges and the university.

* Identify and document activities underway that support and further this priority.

* Develop a plan to expand programs that link K-12 with the university.

* Strengthen and expand the Metropolitan Collaborative Model to include private institutions and other partners.

* Utilize technology appropriately to achieve this priority.

* Continue to explore and strengthen our collaboration with Oregon Health and Sciences University.

7. Develop an administrative support structure that furthers all of these priorities.

Action steps:

* Develop partnerships with other service providers (as appropriate) to deliver value-added administrative and support services.

* Continue to foster a spirit of entrepreneurship that encourages experimentation, organizational learning, and continuous improvement to deliver state-of-the-art administrative services.

* Utilize technology to leverage service capabilities.

* Hire a diverse staff and academic professionals with expertise needed to perform administrative and service functions efficiently and effectively.

8th PROPOSED SENATE ACTION 2/3/03: Adopt the complete document of priorities as revised.

PSU Academic Sustainability, 2002-2003
Dave Ervin, Coordinator of Sustainability Programs
Faculty Senate, February 3, 2003

1. Main academic sustainability coordinator responsibilities

- Engage the full campus and community partners to develop a sustainability plan that fosters synergistic activities among faculty, students, & community partners.
- Convene and facilitate faculty, students and community partners to work on priority sustainability activities that leverage PSU strengths.
- Identify funding sources and development opportunities to further priority work.

2. Themes from the fall symposium “Collaborating for a Sustainable Future: Economy, Environment, and Equity”

- “Walk our talk” in implementing sustainability practices and education to serve as a model for faculty, students, staff and the external community.
- Bring sustainability education (not preaching) to campus and to society at large, especially to the under-represented and unrepresented groups.
- Develop and integrate sustainability curriculum elements for undergraduates and graduates, collaborating with community partners.
- Partner with the non-profit, business and government communities to enhance our resources and capacity to deliver education, research and service on sustainability.
- Increase administrative incentives (rewards and recognition) for scholarly interdisciplinary work on sustainability and other topics.

3. Activities underway

- Faculty surveys of teaching, research, and outreach on sustainability.
- Meet with community partners re sustainability needs and ideas for PSU roles.
- Investigate graduate certificate and undergraduate minor programs in sustainability.
- Facilitate sustainability internships with government, business, & nonprofits.
- Assist faculty and community partners in advancing sustainability research and education, e.g., watershed protection, sustainable families & communities.
- Create PSU sustainability website in collaboration with facilities and operations.
- Launch ‘PSU Sustainability Alliance’ with business, government & nonprofits.
- Develop sustainability lecture/seminar series with community partners.

4. Future vision

- Achieve improved coordination of academic sustainability elements, e.g., classes and outreach, to decrease redundancies and increase synergies.
- Become a ‘sustainability knowledge hub’ by developing data, technologies and education working collaboratively with community partners.
- Build national and international reputations for innovative research, education and outreach on priority sustainability issues with active community partnerships.
- Offer students undergraduate and graduate curricula that achieve minimum competencies in sustainability theory and practice, e.g., via internships.

February 10, 2003

To: Faculty Senate

From: Sharon Elteto, Chair, University Curriculum Committee

Re: **RECOMMENDED FOR APPROVAL BY FACULTY SENATE**

The University Curriculum Committee submits the following program changes, new courses and changes in existing courses for approval by the Faculty Senate. Descriptions of all new courses, programs and changes are attached.

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

New courses

1. CS 465/565 Server-side Applications: Construction and Analysis (4/3)
2. CS 467/567 The Wireless Web (4/3)

SCHOOL OF FINE AND PERFORMING ARTS

New courses

1. Arch 180, 181 Beginning Design Studio I, II (6, 6).
2. Arch 230, 231, 232 Architecture and Cultural History I, II, III (4, 4, 4).
3. Arch 280, 281, 282 Architectural Design Studio I, II, III (6, 6, 6)
4. Arch 431/531 Studies in Contemporary Urban Design (4)
5. Arch 440/540 Professional Practice (4) [NEW]
6. Arch 441/541 Practicum and Internship (4) [NEW]
7. Arch 442/542 Building Economics (4) [NEW]
8. Arch 450/550 Advanced Architectural Structures (4)
9. Arch 460/560 Advanced Architectural Technology (4)

Course changes

1. Arch 100 Introduction to Architecture (4) [CHANGE NUMBER FROM 200]
2. Arch 350, 351 Architectural Structures I, II (4, 4) 4) [CHANGE NUMBERS FROM 450, 451, TITLE, DESCRIPTION, CREATE SEQUENCE]
3. Arch 360, 361 Architectural Building Technology I, II (4, 4) [CHANGE NUMBER FROM 460/560, 461/561, PREREQUISITES]
4. Arch 380, 381, 382 Architectural Design Studio IV, V, VI (6, 6, 6) Arch. 282 [CHANGE TITLE, PREREQUISITE]
5. Arch 425/525, 426/526 Architectural Computer Graphics I, II (4, 4) Arch 282. [CHANGE DESCRIPTION, PREREQUISITE]
6. Arch 480, 481, 482 Architectural Design Studio VII, VIII, IX (6, 6, 6) [CHANGE TITLE]

Program changes

Architecture: The course proposals were made to shift the core architectural design component of the existing BA/BS major one year earlier in the program to achieve a more focused engagement with architectural material from freshman year onwards. These changes were reviewed by the University Curriculum Committee on May 31, 2002.

COLLEGE OF LIBERAL ARTS AND SCIENCES

New courses

1. Ch 360 Origins of Life on Earth (4)
2. Ch 451/551 Materials Chemistry Laboratory (3)
3. Ch 460/560 Prebiotic Chemistry (4)

4. Ch 470/570 NMR Spectroscopy (4)
5. Ch 471/571 Biological NMR Spectroscopy (4)

Course changes

1. Anth 417 Advanced Topics in Native American Studies (4) [CHANGE TITLE, DESCRIPTION, PREREQUISITES]
2. Ch 490/590 Biochemistry: Structure and Function (4) [CHANGE TITLES, DESCRIPTIONS, PREREQUISITES, DIVISION OF SEQUENCE]
3. Ch 491/591 Biochemistry: Enzymology and Metabolism (4) [CHANGE TITLES, DESCRIPTIONS, PREREQUISITES, DIVISION OF SEQUENCE]
4. Ch 492/592 Biochemistry: Nucleic Acids and Biological Information Flow (4) [CHANGE TITLES, DESCRIPTIONS, PREREQUISITES, DIVISION OF SEQUENCE]
5. ESR 355 Understanding Environmental Sustainability I (4) [CHANGE TITLE, DESCRIPTION]
6. ESR 356 Understanding Environmental Sustainability II (4). [CHANGE TITLE, DESCRIPTION]

Program proposal

B.A./B.S. in Black Studies: a detailed description is attached.

COLLEGE OF URBAN AND PUBLIC AFFAIRS

New courses

1. PS 428/528 The Politics of Law and Order (4)
2. PS 458/558 Political Economy of International Security (4)
3. PS 470/570 Theories of Comparative Politics (4)
4. USP 315 Economics of Sports (4)
5. USP 468/568 Oregon Land Use Law (3)

COURSES AND DESCRIPTIONS

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Computer Science

CS 465/565

Server-side Applications: Construction and Analysis (4/3)

Covers the basics of programming in Perl and its use as a vehicle for writing CGI-Bin scripts for the World Wide Web. Explores the use of JavaScript as a client-side adjunct. Topics include basic Perl programming; the Client-server Model used by the World Wide Web; CGI-Bin scripts; security and accessibility concerns; HTTP protocols; human-interface issues on the World Wide Web; and elementary JavaScript programming. Prerequisites: CS 300 and 333 or software development experience and CS 533. [NEW]

CS 467/567

The Wireless Web (4/3)

Covers the basics of the Wireless Application Protocol (WAP) as used in modern mobile phones and other handheld devices. Provides an overview of the WAP architecture, as well as an in-depth exploration of the WAP Application Layer (WAE), including WML, WMLScript, and the WAP push framework. Prerequisite: CS 465/565. [NEW]

SCHOOL OF FINE AND PERFORMING ARTS

Architecture

The following course proposals were made to shift the core architectural design component of the existing BA/BS major one year earlier in the program to achieve a more focused engagement with architectural material from freshman year onwards. These changes were reviewed by the University Curriculum Committee on May 31, 2002.

Arch 100

Introduction to Architecture (4) [CHANGE NUMBER FROM 200]

Arch 180, 181

Beginning Design Studio I, II (6, 6)

Foundational design studio sequence initiating awareness of the creative language of architecture through practical assignments in drawing, modeling, and artful making. The communication of perceptions and imaginative propositions through the use of diverse media is encouraged. Includes individual criticism, lectures and seminar discussions. Must be taken in sequence. [NEW]

Arch 230, 231, 232

Architecture and Cultural History I, II, III (4, 4, 4)

A series of courses tracing the history of Western culture through its architecture from the early Paleolithic Age up to the 20th Century. The first course examines the early Stone Age through to the Renaissance, the second course examines the late Renaissance through to the 19th Century, and the third course addresses the 20th Century. The courses will focus on a select number of architectural works that are representative of specific cultural beliefs, values and ideologies as embodied in architectonic forms and experiences. Must be taken in sequence. [NEW]

Arch 280, 281, 282

Architectural Design Studio I, II, III (6, 6, 6)

Studio investigations of fundamental design concepts, issues, and process. Projects and exercises focusing on the concepts of making three-dimensional forms--organization, proportion, scale, human activities, and introductory site and building design relationships. The release of the student's potential creative capabilities is a primary concern for the course. Includes individual criticism, lectures, and seminars. Courses must be taken in sequence. Prerequisites: Arch 100, 181. [NEW - DELETE OLD 280, 281]

Arch 350, 351

Architectural Structures I, II (4, 4)

Arch 350 will cover principles and applications of static equilibrium to structures with emphasis on building structures. Including stress analysis for axial force, flexure and shear; and studies in combined stress and column stability. Arch 351 will cover lateral force analysis; structural design of solid and glue-laminated wood members and trusses; design of steel and reinforced concrete members. Must be taken in sequence. Prerequisite: Mth 112. [CHANGE NUMBERS FROM 450, 451, TITLE, DESCRIPTION, CREATE SEQUENCE]

Arch 360, 361

Architectural Building Technology I, II (4, 4)

Prerequisites: Arch 100, 180, 181. [CHANGE NUMBER FROM 460/560, 461/561, PREREQUISITES]

Arch 380, 381, 382

Architectural Design Studio IV, V, VI (6, 6, 6)

Prerequisite: Arch 282. [CHANGE TITLE, PREREQUISITE]

Arch 425/525, 426/526

Architectural Computer Graphics I, II (4, 4)

Courses focus on computer-aided design software as used in the architecture field (e.g., AutoCad). Arch 425 explores various methods for constructing, editing, and displaying two-dimensional architectural drawings. Arch 426 explores methods for creating, modifying, and visualizing three-dimensional architectural forms. Must be taken in sequence. Prerequisite: Arch 282. [CHANGE DESCRIPTION, PREREQUISITE]

Arch 431/531

Studies in Contemporary Urban Design (4)

Seminar course examining the contemporary relationships between the making of architecture and the making of cities. The course critically explores emerging urban characteristics, comparative design strategies and the integration of design approaches with the processes of economic and social change. Prerequisite: upper division standing. [NEW]

Arch 440/540

Professional Practice (4)

A lecture course focusing on the context, responsibilities, licensure, principles and processes of the practice of architecture, including project and client acquisition, risk analysis, project and practice management, project delivery methods, services and scope definition, roles and responsibilities of all parties, contract forms, general conditions of the contract, compensation methods, fee budget management, contract administration, and standard of care. Prerequisite: upper division standing. [NEW]

Arch 441/541

Practicum and Internship (4)

This course offers students an opportunity to gain industry experience and to integrate the skills and concepts learned in the academic curriculum. Weekly seminars review and establish internship objectives, which closely parallel the architectural internship development program required for licensure. Students are expected to secure employment or positions that meet the objectives of the course. Prerequisite: Arch 440/540. [NEW]

Arch 442/542

Building Economics (4)

A lecture course focusing on the economic and life cycle context of building design and management decisions. Course topics include project life cycle, decision milestones, value analysis of design and project pro-forma, discounted cash flow and equivalency calculation methods, and conceptual estimating techniques for building projects. Strategic leveraging of project value is emphasized, and sustainability objectives are examined. Prerequisite: Arch 440/540. [NEW]

Arch 450/550

Advanced Architectural Structures (4)

A workshop and seminar based course addressing the design and construction of large-scale structural systems. This course will investigate the innovative use of traditional and non-traditional building materials and structural detailing, exploring the potential of visually expressive structural systems through a series of working models. Architectural precedent and nature's engineering will be studied to gain insight into the correlation of form and structure. Prerequisites: Arch 350, 351. [NEW]

Arch 460/560 Advanced Architectural Technology (4)

A lecture and seminar course providing exploration of current advanced building technology and form generative responses to current sustainability issues. The course includes extensive investigation of current technologies for envelope, mechanical and thermal comfort systems, and lighting and day-lighting strategies. Strategies for formal integration with architectural design are emphasized. Prerequisites: Arch 360, 361. [NEW]

Arch 480, 481, 482

Architectural Design Studio VII, VIII, IX (6, 6, 6) [CHANGE TITLE]

COLLEGE OF LIBERAL ARTS AND SCIENCES

Anthropology

Anth 417

Advanced Topics in Native American Studies (4)

In-depth examination of a current scholarly topic in the anthropology of native North America, especially in relation to colonialism and native resistance. Course will cover appropriate theory, as well as ethnographic and ethnohistorical materials. Recommended prerequisites: Anth 313 and 314 or two courses in any department on Native Americans. [CHANGE TITLE, DESCRIPTION, PREREQUISITES]

Chemistry

Ch 360

Origins of Life on Earth (4)

Scientific description of the chemical events leading to life on the Earth. Current and past theories of how life arose and experiments that support these ideas will be presented. Cultural and societal issues surrounding the origins of life will also be discussed. Prerequisite: one college-level course in biology, chemistry, geology, or physics. [NEW]

Ch 451/551

Materials Chemistry Laboratory (3)

A suite of laboratory experiments in modern materials chemistry. Topics include nonmolecular inorganic solids (semiconductors, superconductors, sols, and gels), thin polymeric films, magnetic and photonic materials. Equal emphasis is placed on synthesis and physical characterization. Prerequisite: Ch 338 or 339. [NEW]

Ch 460/560

Prebiotic Chemistry (4)

Reaction pathways for the abiological production of molecules involved in biological information flow. Reading and discussion of current scientific literature in prebiotic chemistry will be expected. Prerequisite: completion or concurrent enrollment in Ch 492/592. [NEW]

Ch 470/570

NMR Spectroscopy (4)

Nuclear magnetic resonance spectroscopy theory and practice. Basic quantum theory of magnetic moments, the semi-classical vector model of spins, and the product operator formalism will be applied using a variety of NMR spectroscopic techniques. Prerequisite: Ch 417 or 442. [NEW]

Ch 471/571

Biological NMR Spectroscopy (4)

Nuclear magnetic resonance spectroscopy (NMR) of biological systems. The basic theory of NMR, its application to complex biological molecules and complexes. Recommended prerequisite: Ch 470/570. [NEW]

Ch 490/590

Biochemistry: Structure and Function (4)

First term of a three-term course for students preparing for professional biochemical work. Structures of biological molecules and assemblies, including proteins, nucleic acids, and lipids, and how these structures give rise to their biological functions. Prerequisite: Ch 336. Recommended pre- or corequisites: Ch 416 or 440/540, Ch 320/321, and Bi 253. [CHANGE TITLE AND SEQUENCE]

Ch 491/591

Biochemistry: Enzymology and Metabolism (4)

Second term of a three-term course for students preparing for professional biochemical work. Basic principles of enzyme catalysis and mechanism, the chemistry and energetics of the primary metabolic pathways responsible for life, including glycolysis/glyconeogenesis, citric acid cycle, lipid and amino acid metabolism, oxidative phosphorylation, and photosynthesis. Prerequisite: Ch 490/590. [CHANGE TITLE AND SEQUENCE]

Ch 492/592

Biochemistry: Nucleic Acids and Biological Information Flow (4)

Third term of a three-term course for students preparing for professional biochemical work. Structure and function of nucleotides and nucleic acids. Biochemical detail of DNA replication, RNA transcription, and protein translation. Prerequisites: Ch 490/590 and 491/591. [CHANGE TITLES, DESCRIPTIONS, PREREQUISITES, DIVISION OF SEQUENCE]

Environmental Programs

ESR 355

Understanding Environmental Sustainability I (4)

Emphasizing sustainability, study of the scientific and ecological principles that govern human interactions with the physical and biological systems of the earth. Topics will include ecosystem properties, earth system properties, human population dynamics, and the roles of technological and ethical decisions. Not intended for science majors. [CHANGE TITLE, DESCRIPTION]

ESR 356

Understanding Environmental Sustainability II (4)

Introduction to the concepts and principles necessary to understand the complex relationship between humans and environmental sustainability. Topics will include energy and pollution as well as biodiversity and land use. Not intended for science majors. [CHANGE TITLE, DESCRIPTION]

COLLEGE OF URBAN AND PUBLIC AFFAIRS

Political Science

PS 428/528

The Politics of Law and Order (4)

As American crime control policies have become increasingly punitive, the criminal justice system has expanded in size and scope, crime control has become increasingly federalized, and record numbers of Americans have been incarcerated. Class explores what is political about crime control and why American crime policy takes on a particularly punitive cast. In particular, carefully examines the social construction of the crime problem: how popular beliefs about criminals and the causes of crime interact with the media and the political system to create a style of crime policy that is uniquely American. Recommended prerequisite: PS 221. [NEW]

PS 458/558

Political Economy of International Security (4)

Surveys the economic dimensions of war, peace, and national defense in both historical and contemporary contexts. Topics include trade and conflict, economic statecraft, hegemony and imperialism, arms production and transfer, the military-industrial complex, and the revolution in military affairs. Recommended prerequisite: PS 205. [NEW]

PS 470/570

Theories of Comparative Politics (4)

Examines the evolution of the theories and methods of comparative politics, addressing both the recent history of the discipline and the current state of its practices. Topics include: the behavioral revolution, political development, the role of state, the new institutionalism, and the state-in-society approaches. Recommended prerequisite: [NEW]

Urban Studies and Planning

USP 315

Economics of Sports (4)

Investigates the application of economic theory to the particular arena of sports. Emphasis is placed on the theories of labor, industrial organization, and quantitative methods and their application to topics such as player compensation and movement, stadium financing, team relocation, and racial discrimination. This course is the same as Ec 315; course may only be taken once for credit. [NEW]

USP 468/568

Oregon Land Use Law (3)

The Oregon program is placed in a national context that stresses the broad nature of planning here. Structural relations between state, regional, and local government planning and regulation are analyzed. Legal aspects of the implementation of the various functional statewide planning goals are studied, as are the Oregon Land Use Board of Appeals and recent developments in local government land use planning and regulatory processes. [NEW]

PROPOSAL FOR THE INITIATION OF AN INSTRUCTIONAL PROGRAM LEADING TO BA/BS DEGREE IN BLACK STUDIES

1. Objectives:

The proposed curriculum, which is designed to encourage and emphasize the development in students of knowledge and insight into the Black experience, will offer a major in Black Studies (BSt) in the College of Liberal Arts and Sciences (CLAS). The current Minor and Certificate programs in Black Studies will continue to be offered.

The primary objective of the Black Studies major is to provide students with an education for positive and productive citizenship, regardless of "race", color or origin. This objective encapsulates PSU's mission, and that of the college, of equal access to education. This new major will situate students within a learning environment that encourages appreciation of the history and culture of the African, African American and Caribbean heritage. The major in Black Studies will acquire the use of critical and analytical tools of inquiry necessary for research and publication on the Black experience. As the University continues to expand in its emphasis on research, a Black Studies major will allow students to pursue specialized research that enhances campus diversity.

The program will expose students to the general historical background of the Black experience in Africa and the Western Hemisphere, as well as provide detailed examination of cross cultural and multi-ethnic dynamics in a contemporary social context. It will also give students a competitive advantage in obtaining and performing careers in such areas and among communities interacting within the context of African, African American and Caribbean cultures. The major will foster intellectual understanding of the Black experience through scholarly examination of the economic, social, historical, technological, cultural and political factors in the formation and transformation of the Black experience.

2. PSU's Mission

Portland State University is aggressively committed to the enhancement and expansion of diversity in all elements of the University, including the staff, faculty and curriculum. This commitment has been articulated in the mission statement and goals adopted by the University's Diversity Action Council (DAC) whose Co-Chair is also the current Chair of the Black Studies Department. These goals, as adopted by the DAC, are summarized to include: the creation of an institutional environment, curricula and scholarship that enhance learning about diversity and equality; increase the number of students from under-represented groups as well as the recruitment and retention of a diverse faculty, staff and administrators and the number of sustained and mutually beneficial connections with diverse communities, local or international.

The Black Studies major fits in well with the mandate to provide a focus on ethnic and minority education. This commitment recognizes the unique location of PSU in the Black population center of the State and takes advantage of the fact that PSU is a pioneer in supporting the only departmental level academic unit devoted to Black Studies in the State of Oregon. The BSt major will increase the breadth of liberal arts education and opportunities for specialized learning in the various disciplines in which knowledge and understanding of the Black experience is essential. BSt Majors will be able to integrate information and analytical perspectives, acquire analytical and research relevant skills, gain the academic and practical background preparations required for the expanding global market, be able to re-evaluate traditional research conclusions, interpretations and descriptions of the Black Experience. and be able to understand the inter-relations and dynamics of the component elements of Africa and the African diaspora.

3. Rationale:

The Department of Black Studies (BSt) is an interdisciplinary unit within the College of Liberal Arts and Sciences, which has supported the college's mission and strategic plans. Our primary focus is in the social sciences and liberal arts. The Department is devoted to the exploration and analysis of the history, politics, and culture of African people in the United States, the Caribbean, and Africa. It seeks to objectively explore the black experience, to illuminate the contributions of Africa and the African diaspora to world culture, and to provide an alternative to traditional approaches to the study of the world history that have bypassed the African experience.

4. Resources:

The core courses of this curriculum are taught by and supported by the Department of Black Studies and a host of other Faculty in other departments and institutions. The structure of the program also encourages students to take elective courses currently being offered by many other CLAS departments as listed in the proposal. Most instructional resources are in place. No new Faculty positions will be required. The Black Studies program has developed through interaction with other PSU units, thus establishing relationships that support all course offerings and activities.

5. Requirements:

Students who major in Black Studies will, in addition to meeting the general university degree requirements for the BA or BS, meet minimum departmental requirements described in the proposal for a total of 60 credits. Courses taken under the undifferentiated grading option (pass/no pass) are **not** acceptable toward fulfilling Black Studies major requirements. At least 30 of the total of 60 credits must be taken in residence at Portland State University. A minimum GPA of 2.5, cumulative in courses taken for Black Studies, is required for the major.

Lower Division Core (20 credits required) selected from any of these courses:

a) **BST 202 Introduction to Black Studies (required of all BSt majors)** 4cr

Total required 4

b) Introduction to area of specialization (one of the following)

BST 203, 204	Introduction to African-American History	4
BST 206	Introduction to Caribbean Studies	4
BST 207	Introduction to Race Class, and Gender	4
BST 211A	Introduction to African Studies	4

Total credits required 4

c) Required Courses

BST 214	Introduction to Race Relations	4
BST 221	Introduction to African-American Literature	4
BST 261	The African-American Economic Experience	4

Total credits (required) 12

Total Lower Division Credits Required 20

Upper Division courses (40 credits required)

Of the forty (40) credits, at least sixteen (16) but not more than 24 must focus on **one** of the following three major fields or areas of specialization: (i) African; (ii) African-American; (iii) Caribbean. The breakdown of requirements is as follows:

Specialization Area (4 courses in African, African-American or Caribbean)	16
Elective Courses (adviser-approved courses in Black Studies and other disciplines)	12
BST 396 Research Methods and Theory in Black Studies (required)	4
BST 407 Senior Seminar (required)	4
BST 409 Practicum (required)	4
Total Upper Division Credits Required	40
Total Credits Required	60

Portland State University's Internationalization Goals

as of 2/1/03

Goal #1: Increase opportunities for every PSU student to have meaningful contact with other cultures through: (a) our academic curriculum, (b) study abroad opportunities, (c) distance learning through the use of technology, (d) international students, (e) faculty visiting our campus, (f) all other aspects of the campus environment, and (g) community-based learning opportunities.

- 1.1: Increase the number of international students and faculty at PSU community.
- 1.2: Increase opportunities for PSU students to acquire and apply foreign language skills
- 1.3: Increase opportunity for PSU students to study abroad particularly underrepresented students
- 1.4: Strengthen on-campus international enrichment opportunities
- 1.5: Integrate internationalization learning outcomes into the curriculum
- 1.6: Encourage joint course offerings with our international partner institutions through distance learning.
- 1.7: Increase the number of international students who work as GA's on campus.

Goal #2: Develop university policies and procedures that encourage leadership and innovation in the creation and delivery of a world class international education.

- 2.1: Ongoing oversight of the internationalization initiative.
- 2.2: Create a graduate international admission policy from overseas so international students can 'stay on' at PSU (especially those in short programs).
- 2.3: Establish procedures for developing and maintaining international partnerships.

Goal #3: Increase opportunities for PSU faculty, academic professionals and staff to incorporate international dimensions into their teaching, scholarship, and professional development.

- 3.1: Encourage PSU faculty, academic professionals and staff to participate in international faculty development locally, nationally and internationally: joint research efforts, study abroad and international professional development programs.
- 3.2: Create opportunities for campus wide visibility and exposure of international visiting scholars
- 3.3: Recognize and reward international activities within the university's Promotion & Tenure and merit processes.
- 3.4: Share our successes and challenges with the campus community to promote shared learning.

Goal #4: Build on Oregon and NW Washington's emerging sense of themselves as places with an international character and critical links with the rest of the world.

- 4.1: Increase community awareness and visibility of PSU's current international activities.
- 4.2: Within the region, actively search for and build linkages with individuals and groups with international expertise.

SEVIS FAQ

for PSU ACADEMIC ADVISERS and FACULTY

SEVIS: Student & Exchange Visitor Information System

Effective date: January 30, 2003

What is SEVIS?

SEVIS is an internet-based system that allows schools and the US Immigration and Naturalization Service (INS) to exchange data electronically on the visa status of F-1 students and J-1 exchange visitors and their F-2 and J-2 dependents.

How is this system different from what's been done in the past?

In the past, the Office of International Education Services (IES) has been charged with collecting and storing information on international students should the INS ever require access to it. We have never had to report directly to the INS unless subpoenaed to do so. As of January 30, 2003 we have to report information about every international student at PSU at least once each term to the INS. The State Department, FBI, CIA, and Social Security Administration will eventually have access to this information in addition to the INS. This represents a dramatic change in the nature of the work the Office of International Education Services does. AND it represents a dramatic change in the visibility of international students' status to the INS.

How will SEVIS affect my students?

Beginning Winter Quarter 2003, some changes will be implemented to help students stay in good status with the Immigration Service. The Office of International Education Services will make every effort to inform students of these changes and to assist students in maintaining their status.

IES will work with the students to make certain they follow the immigration regulations and thereby maintain their legal status throughout their course of study. If they maintain status, it is likely that SEVIS will not impact students directly. However, students who fail to maintain status will immediately become ineligible for travel and employment privileges. Reinstatement, which was once relatively easy, has become something reserved for dire and unavoidable circumstances, such that even a violation like enrolling for fewer than the INS-required number of credits could result in a student's having to go home. Undergraduate students are considered to be full-time students with 12 credit hours; graduate students must carry 9. Students must receive grades of A-F, P/NP or I – W, X and AU do not count towards full-time enrollment. Any deviation from full-time enrollment must be okay'd by an International Student Adviser, NOT an academic adviser.

After January 30, 2003, is the student's current I-20 or DS-2019 still valid?

All students will be issued a new I-20 or DS-2019 form by August 1, 2003. The Office of International Education Services will be responsible for issuing these new forms and ensuring that students receive them in a timely manner.

Will I be able to drop the student from a class?

While the PSU registration system does not make it feasible for us to prevent students from dropping classes such that their immigration status is jeopardized, we are depending on the PSU academic advisers and faculty to assist us in the following way:

DO NOT advise a student to drop or withdraw from a class without first receiving the approval of an IES adviser.

Please realize the grave consequence of a student completing less than the INS-required number of credits in a given term. Whereas a domestic undergraduate student can drop a course at will, an international undergraduate who drops a class without the prior approval of an IES adviser (ONLY) faces visa cancellation and having to return home.

Should I be advising students about SEVIS or other related immigration information?

No. Any questions about SEVIS or other immigration regulations should be directed to an adviser in the Office of International Education Services.

Consequences to the student if immigration status is violated: *Possible deportation, visa cancellation, cessation of ability to study in the United States.*

Consequences to the university if IES fails to comply with regulations: *INS Probation, loss of ability to admit F-1 or J-1 students, loss of Federal funding.*

Consequences to faculty: *None at first glance. . . BUT – loss of international GA's, loss of international diversity in classes, Federal funding.*

PLEASE NOTE: The Office of International Education Services is here to assist you and our international students in sorting through the myriad changes which have occurred in the past year. Do not hesitate to call us at any time if you are concerned about a student's immigration status. We are eager to work more closely with PSU faculty and advisers so that we can together assist our vital and growing international student population remain successful at Portland State. Please keep the following contact information handy!

IES Staff

Dawn White, Director
Ph: 503-725-5075
Email: whited@pdx.edu
Fax: 503-725-5320
Office: EH 201
(Scholar, H1-B and PR issues)

Kate Comiskey, International Student Adviser (ISA)
Ph: 503-725-4197
Email: comiskeyk@pdx.edu
Fax: 503-725-5320
Office: EH 209

Jill Townley, ISA – Intensive English Language Program
Ph: 503-725-8563
Email: townleyj@pdx.edu
Fax: 503-725-5320
Office: EH 216

Michele Justice, International Internship Adviser
Ph: 503-725-4030
Email: justicem@pdx.edu
Fax: 503-725-5320
Office: EH 210

Christina Luther, Asst. Director
Ph: 503-725-5468
Email: lutherc@pdx.edu
Fax: 503-725-5320
Office: EH 211
(Int'l Student issues, general info)

Debra Jasperson, Asst. to the Dir.
Ph: 503-725-4095
Email: jaspersond@pdx.edu
Fax: 503-725-5320
Office: EH 207
(Insurance and Scholar issues)

Patrick Morgan, Program Assistant
Ph: 503-725-4094
Email: morgasp@pdx.edu
Fax: 503-725-5320
Office: EH 212 (IES reception)

Our office is open from 9-5, Monday thru Friday to walk-in traffic. The advisers are available by appointment only from 9-12 Monday thru Friday, on a walk-in basis from 1-4pm Monday thru Friday.



NEWS RELEASE

Contact: Media Services

Office of Public Affairs

(202) 514-2648 Fax: (202) 514-1776

Internet: www.ins.gov

DECEMBER 11, 2002

FACT SHEET STUDENT AND EXCHANGE VISITOR INFORMATION SYSTEM (SEVIS)

Final Rule Implementing SEVIS

[INS 2185-02; RIN 1115-AF55]

Tightening and Improving Procedures for Foreign Students Visiting the United States

HIGHLIGHTS

- **Updating Records on Foreign Students and Exchange Visitors Within Our Borders.** Congress requires the Department of Justice and the Immigration and Naturalization Service (INS) to maintain updated information on approximately one million non-immigrant foreign students and exchange visitors during the course of their stay in the United States each year.
- **Providing Enhanced Capabilities.** Implementation of the "Student and Exchange Visitor Information System" (SEVIS) revises and enhances the process by which foreign students and exchange visitors gain admission to the United States. SEVIS increases the ability of the INS to maintain up-to-date information on foreign students and exchange visitors in order to ensure that they arrive in the United States, show up and register at the school or exchange program, and properly maintain their status during their stay. SEVIS provides a proper balance between openness to international students and exchange visitors, and our nation's security interest in knowing who has come into our country.
- **The Law.** SEVIS implements section 641 of the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) of 1996. IIRIRA requires the INS to collect current information on an ongoing basis from schools and exchange programs relating to non-immigrant foreign students and exchange visitors during the course of their stay in the United States. In addition, the USA PATRIOT Act amended section 641 to require full implementation of SEVIS prior to January 1, 2003. In addition, the Enhanced Border Security and Visa Entry Reform Act of 2002 adds to and clarifies the requirement to collect information, as well as requires an educational institution to report any failure of an alien to enroll no later than 30 days after registration deadline.

IMPROVED MEASURES TO MAINTAIN UPDATED INFORMATION

- **Schools Will Be Required to Report a Student's Failure to Enroll.** Currently, problems arise when a foreign student arrives in the United States and fails to report to his or her school. Individuals who never intended to attend school in the United States could obtain a student visa, enter the country, and then disappear without ever being reported as a "no-show." Before SEVIS, schools did not have an obligation to report individuals' failure to actually enroll in the school. Schools often assumed that a student who failed to appear might have chosen to attend a different school and often have not reported a student's failure to register for classes.
 - **SEVIS Will Resolve This Problem.** Schools will now be notified when a student has entered using his I-20 form, thus putting the school on notice that the individual is supposed to be destined for that campus. The school is then required by these regulations - through SEVIS - to advise the INS within 30 days of the school's registration date whether or not the student has registered for classes. SEVIS sends a notification to the designated school officer if he or she forgets to do so.
- **SEVIS Progresses to an Internet-Based System.** SEVIS will enable schools to electronically transmit current data to INS and the Department of State throughout the student's stay. When a student falls out of status, INS will be informed and able to take appropriate action.
- **Other Improvements:**
 - **Timely Information on Students' Presence.** Because schools will be required to update SEVIS on a regular basis, INS will receive timely information as to whether students are fulfilling school requirements in their course of study. INS will know when students enter the country but fail to enroll at the school they are supposed to attend, or if students drop out of their programs. This process will help the INS identify those foreign students and exchange visitors who do not comply with the requirements under the law.
 - **Timely Information of Key Changes.** SEVIS will be constantly updated with other important changes, including a student's change of address or name, or any change in the student's field of study.
 - **Improves the Student Process.** Because SEVIS automates the process of notifying the INS of the occurrence of certain events, some filings can be eliminated (Form I-538). It will no longer be necessary to file forms and applications when an F-1 student changes or extends a program. Instead, INS will be automatically notified through SEVIS of these events.

- **Better Control over Schools' Participation in the Foreign Student Program.** Because schools must individually enroll in SEVIS, as well as be reviewed and re-certified for participation in the foreign student program, INS will be able to better monitor compliance with schools' obligations under the program.
- **A Better Database.** SEVIS will maintain comprehensive data that will enable the INS to better identify trends and patterns to assist in planning and analyzing risks.

DETAILS OF FINAL RULE

- **Proposed Rule:** On May 16, 2002, the INS published a proposed rule in the Federal Register at 64 FR 34862, seeking comments on regulations intended to implement the electronic collection and reporting process mandated under section 641 of the IIRIRA. Specifically, the regulation sought to improve the collection of information on non-immigrant students by establishing real-time updates of student information. The rule also proposed to establish additional reporting requirements imposed by the USA PATRIOT Act and the Enhanced Border Security Act.
- **Final Rule:** Although the final regulations remained largely unchanged from the proposed rule, the final rule implementing SEVIS addresses and/or clarifies the following issues:

Compliance Date

- The mandatory compliance date for all authorized schools to utilize SEVIS remains January 30, 2003.
- After January 30, 2003, schools must issue SEVIS Forms I-20 to all new students. In addition, schools must issue SEVIS Forms I-20 to current students who need a new Form I-20 because of a reportable event.
- Non-SEVIS Forms I-20 issued prior to January 30, 2003, will continue to be valid documents until August 1, 2003.
- Schools will be afforded a transition period in order to enter their current students into SEVIS. Schools will have until August 1, 2003 to enter records for all their current F-1 or M-1 non-immigrants students in SEVIS, and to report their enrollment.

SEVIS Reporting Requirements

- No later than 30 days following the deadline for registering for classes, the school is required to report that the student failed to register. Furthermore, during each term or session, and no

later than 30 days after the deadline for registering for classes, schools are required to report the following registration information:

- Whether the student has enrolled at the school, dropped below a full course of study without prior authorization by the DSO, or failed to enroll;
 - The current address of each enrolled student; and,
 - The start date of the student's next session, term, semester, trimester, or quarter.
- Within 21 days of a change of any information, schools will be required to report the following information:
 - Any student who has failed to maintain status or complete his or her program;
 - A change of the student's or dependent's legal name or U.S. address;
 - Any student who has graduated early or prior to the program end date;
 - Any disciplinary action taken by the school against the student as a result of the student being convicted of a crime; and,
 - Any other notification request made by SEVIS with respect to the current status of the student.

Dependent (F-2 and M-2) SEVIS Form I-20

- The process by which dependents of F-1 or M-1 students are to be issued SEVIS Form I-20 is now codified in the final rule.
- Additionally, prior to August 1, 2003, if exigent circumstances can be demonstrated, the INS will allow dependents to enter the United States with a copy of the principal F-1 or M-1 SEVIS Form I-20.

School Officials

- Each school or campus will be allotted one position for the Principal Designated School Official (PDSO), and up to nine positions for Designated School Officials (DSO).
- The support position, the Administrative School Official (ASO), addressed in the proposed rule is eliminated.

- As stated in the proposed rule and retained in the final rule, all PDSO and DSOs must be either United States Citizens or Legal Permanent Residents (LPR).

Reduced Course Load

- In the case of an illness or medical condition, an F-1 student may be authorized to reduce course load for a period not to exceed 12 months in aggregate.
- Although a student may be authorized for up to 12 total months of a reduced course load in the case of an illness or medical condition, a DSO must re-authorize the reduction each term or session, and must update this authorization in SEVIS.
- The 12-month limit on the authorization to reduce course load for illness or medical condition is applied per each particular program level. If the student completes one program, and advances to a different program level, the DSO may authorize another reduction in course load.
- The INS will allow DSOs to accept medical documentation provided by licensed medical doctors, doctors of osteopathy, or licensed clinical psychologists to substantiate a student's reason for dropping below a full course of study for illness or medical condition.

Transfers

- The final rule clarifies that a foreign student may not remain in the United States between programs if the student will not resume classes within 5 months of transferring out of the current school, or within 5 months of the program completion date as indicated on the Form I-20 issued by the current school, whichever date is earlier.
- This final rule does not place any limit on the number of schools to which a transferring F-1 or M-1 student may apply. The transferring student may apply to and be accepted by any number of INS-authorized schools. The rule restricts the number of SEVIS Forms I-20 that may be issued to a transferring student. The student must first select one school to which he or she is transferring.

On-line and distance education courses

- The INS clarifies that it will allow elementary and secondary students to count distance education and on-line courses in their determination of a full course of study.

Optional Practical Training (OPT)

- Time spent studying abroad may count toward the one full academic year requirement, but the student must have spent at least one full academic term in a full course of study in the United States prior to going abroad to study.
- The school who recommends a foreign student for optional practical training remains responsible for maintaining the student's records in SEVIS during the time that training is authorized.

Reinstatement

- The INS has added a provision to allow for a student's record to be administratively corrected in situations where the error in question resulted from potential technological errors or errors on the part of SEVIS.
- The rule provides that circumstances beyond the control of the foreign student might include inadvertence, oversight, or neglect on the part of the DSO, but do not include instances where a pattern of repeated violations or where a willful failure on the part of the student resulted in the need for reinstatement.
- The rule provides for a rebuttable presumption that a student who has been out of status for more than 5 months is ineligible for reinstatement, unless the student can provide a substantial reason for the delay and an explanation of how the student filed the request for reinstatement.

Dependent Study

- The rule allows an F-2 or M-2 dependent enrolled in a full course of study prior to January 1, 2003 to continue their studies provided they apply for a change of status to F-1 or M-1 within 90 days of publication of this rule.

Reporting current name and address

- This rule clarifies that in cases where the mailing and physical address of the foreign student are not the same, the school will be required to report both the current mailing and current physical address in SEVIS.

Family Educational Rights and Privacy Act

- The final rule clarifies that the Commissioner is waiving certain requirements imposed by the Family Educational Rights and Privacy Act (FERPA). Generally, FERPA restricts the ability of an educational agency or institution that accepts certain Federal funding to disclose personal information contained in a student's educational

record. In accordance with section 641(c)(2) of IIRIRA, however, the Commissioner is permitted to waive FERPA to the extent necessary to implement SEVIS.

Employment

- The INS has added language to the final rule incorporating procedures for the endorsement in SEVIS of employment authorization, based on severe economic hardship and internships with an international organization.
- The INS also clarifies that an F-1 student is permitted to begin on-campus employment prior to the start of classes. However, the DSO is not permitted to indicate a program start date more than 30 days prior to the start of classes for the purpose of on-campus employment.