Faculty Senate Monthly Packet April 2003

Portland State University Faculty Senate

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The Faculty Senate will hold its regular meeting on April 7, 2003, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll
*B. Approval of the Minutes of the March 3, 2003, Meeting

C. Announcements and Communications from the Floor
   President’s Report

D. Unfinished Business
   None

E. New Business
   *1. Curriculum Committee Course and Program Proposals - Elteto
   *2. Graduate Council Course and Program Proposals - Koch
   *3. Academic Requirements Committee Proposal for Changes in the Honors Graduation Policies – Mercer

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 April 4-5, 2003 (OSU) - Carter
   2. Budget & Priorities Committee Report - Johnson
   3. Assessment Initiative Report - Lieberman
   *5. Report of Senate Ad Hoc Group on SEEMT - Rueter

H. Adjournment

*The following documents are included with this mailing:
B. Minutes of the meeting of March 3, 2003
E1 Curriculum Committee Course and Program Proposals
E2 Graduate Council Course and Program Proposals
E3 ARC Proposal for Changes in the Honors Graduation Policies
G5 Senate Ad Hoc Group on SEEMT
### 2002-03 Roster: FACULTY SENATE

**Presiding Officer: S. Gelman**  
**Presiding Officer Pro tem: C. Shinn**

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

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#### 2002-03 PSU FACULTY SENATE

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Interim appointments indicated with aserisk  
March 11, 2003
Minutes: Faculty Senate Meeting, March 3, 2003
Presiding Officer: Sherrl Gelmon
Secretary: Sarah E. Andrews-Collier


A. ROLL CALL

The meeting was called to order at 1505.

B. APPROVAL OF THE MINUTES

The minutes of the meeting of February 3, 2003, were approved with the following corrections: Andres was present; Bartlet is Barber.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

On Feb. 28, 2003, the Secretary to the Faculty completed certification of the 2003 PSU Faculty for the purposes of faculty governance, according to the Constitution, Art. II and V., Sec.2.

Added to today’s Agenda:

F.2. Question from the Floor for the Chair
G.4. Report of the President's Budget & Priorities Committee - David Johnson

Changes in Senate/committee appointments since February 3, 2003:

Educational Policies Committee appointments: Darrell Brown, SBA; Barry Messer (USP), UPA.

Senate Ad Hoc Committee for Resource Documentation

FARR was recognized to give a brief update. Membership includes, Farr, chair, Robinson, Litzenberger and Elteto from the Curriculum Committee, Hillman, Danielson and Wakeland from the Graduate Council, and Ellis, Rogers, and Pfingsten representing the Council of Academic Deans. The committee met Wednesday for the first time.

President's Report

BERNSTINE discussed recent university activities in Salem. The last re balancing for the '01-03 biennium has taken place and it looks like higher education will only have a cut of another several hundred thousand dollars. The Presidents have been meeting with legislators, and the Higher Ed Caucus, and testifying at hearings on the subject of "the efficiencies," items, which will hopefully give campuses, increased autonomy. Other issues were bond measures to help with deferred maintenance, and PEBB reforms. Of note, Mitch Greenlick introduced a bill that would merge OHSU with PSU, and Steve March introduced a bill regarding the impact of autonomy on PSU.

D. UNFINISHED BUSINESS

There was no unfinished business.

E. NEW BUSINESS

1. Curriculum Committee Course & Program Proposals and Program Proposal for the BA/BS in Black Studies

ELTETO introduced the proposals for the committee.

BURNS/REDER MOVED THE SENATE APPROVE new courses in Computer Science, CECS.

THE MOTION PASSED by unanimous voice vote.

BARHAM/KRISTOF MOVED THE SENATE APPROVE new courses, course changes, and a program change in ARCH, approved by UCC on May 31, 2002, SFPA.
MANDAVILLE asked, regarding credit hours required for the Architecture major, if they increase with this program change. KNIGHTS noted that the number of credits increases from 92 to 98.

THE MOTION PASSED by unanimous voice vote.

RUETER/WEASEL MOVED THE SENATE APPROVE new courses and course changes in ANTH, CHEM, and ESR, CLAS.

THE MOTION PASSED by unanimous voice vote.

MANDAVILLE/AGORSAH MOVED THE SENATE APPROVE the B.A./B.S. Degree in Black Studies, CLAS.

RUETER asked why the degree is called Black Studies when many of the courses use the designation, African-american. AGORSAH noted that the major includes the black experience of Africa and the entire African Diaspora, not just that of African-americans. Additionally, the department does not want to re-name itself.

RUETER asked how this major links to the Diversity Plan, for example, at a point in time in the past, the issue of race arose with respect to the race of the department chair. AGORSAH stated there is no policy that the program has a black chair or black faculty.

THE MOTION PASSED by unanimous voice vote.

SHINN/BURNS MOVED THE SENATE APPROVE new courses in PS and USP, CUPA.

THE MOTION PASSED by unanimous voice vote.

2. Graduate Council Course and Program Proposals

KOCH introduced the proposals for the council.

BURNS/A. BROWN MOVED THE SENATE APPROVE the Graduate Certificate in Food Marketing & Logistics, SBA.

THE MOTION PASSED by unanimous voice vote.

A. BROWN/ RUETER MOVED THE SENATE APPROVE new courses, course changes and a program change in the M.S. Financial Analysis, SBA.

THE MOTION PASSED by unanimous voice vote.
BROWN/BURNS MOVED THE SENATE APPROVE new courses and course changes in ACTG, FIN MGMT and MKTG, SBA.

THE MOTION PASSED by unanimous voice vote.

BROWN/DAASCH MOVED THE SENATE APPROVE new courses and course changes in CS, CECS.

THE MOTION PASSED by unanimous voice vote.

BROWN/BURNS MOVED THE SENATE APPROVE course changes in Biology, CLAS.

THE MOTION PASSED by unanimous voice vote.

SHINN/BURNS MOVED THE SENATE APPROVE new courses and course changes in the PHE, School of Community Health, PA and PS, Mark O. Hatfield School of Government, and USP, Urban Studies & Planning, CUPA, with the following change from the proposal as published in "E-2": USP 41/9/519 is withdrawn as it is the same course as SOC 451/551, and, instead, will be co-listed.

MILLER-JONES asked for a clarification with respect to courses being offered at 3 and 4 credits. KOCH noted that some units elected not to move any or all of their courses to a 4-credit matrix when the university made that shift several years ago.

MANDAVILLE congratulated Urban Studies and Planning for adding the course, "Oregon Land Use Law" which is "a thirty-year-old, most famous issue for the State of Oregon."

THE MOTION PASSED by unanimous voice vote.

RUETER noted that the course description for PA 577, a description change, is not included. KOCH noted that it is customary to include full course descriptions only for new courses, but given a certain amount of change in a course description, Rueter could have a point.

3. Master's Degree Graduate Credit Transfer Policy

KOCH introduced the policy proposal for the Graduate Council, which is intended to clarify and strengthen current practice, noting it will go into effect the first day of Fall term 2003.

DAASCH/C. BROWN MOVED THE SENATE APPROVE the Master's Degree Graduate Credit Transfer Policy.
DAASCH expressed concern that confusion could result in his program surrounding a discussion of "15 pre-admission credits." KOCH referred to the policy, noting that it states "one-third of the required credits for the master's degree," and noting that the Graduate Studies office rounds off numbers where necessary.

C. BROWN noted, regarding XXX 699 classes, that her department has had an exception to allow 18 credits for some time, and expressed concern that this ruling will eliminate this special exception. KOCH noted that Brown would have to discuss this with Graduate Studies. Furthermore, there will probably continue to be certain items requiring petitions. FEYERHERM noted the exception described by Brown is the result of an interinstitutional memorandum, and we would continue to honor that agreement.

DAASCH asked for clarification regarding transfer credits. KOCH noted that any courses taken at any other institution, before or during the student's master's program, might equal no more than one-third of the student's program. SHUSTERMAN noted it, that two-thirds of the courses in the program must be from PSU, and KOCH concurred.

WATTENBERG asked if there are economic ramifications attached, for example, could someone pay a different tuition before and after admission. KOCH noted that if there is, the student is required to make up the difference.

THE MOTION PASSED by unanimous voice vote.

KOCH noted, in closing, that this policy will be no better than current transfer policy if advisors don't know about it. Please make your peers aware of this policy. We must let students know there is a pre-admission limit.

TALBOTT asked how this affects graduate certificates. FEYERHERM noted that certificates always list particular courses, as opposed to Master's degrees. FARR reminded the assembly that the proposal speaks specifically and only to Master's degrees.

F. QUESTION PERIOD

1. QUESTIONS FOR ADMINISTRATORS

None

2. QUESTIONS FROM THE FLOOR FOR THE CHAIR

GELMON noted that a question has been submitted to the Presiding Officer, regarding faculty participation in hiring, appointments, and reappointments. It will be reviewed by the Steering Committee and returned to the Senate in April.

PSU Faculty Senate Meeting, March 3, 2003
G. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

Provost's Report

TETREAULT noted she has responses to queries from the Presiding Officer. The President has accepted the recommendation of the Senate to approve the Vision Values & Priorities.

With respect to faculty searches and the hiring freeze, the university is proceeding with 26 tenure track faculty searches, because we are aware of the ratio of fixed term to tenure line faculty positions. Six of the searches have been successfully concluded, with 4 positions filled at the Assistant level, 1 position filled at the Associate level, and 1 filled at the Professor level. With respect to administrative searches, candidates are currently on campus visits for the Dean of CUPA. The search for the Vice Provost for International Affairs has been suspended, and that search committee will reconvene in the fall, and Gil Latz will continue in the interim position. The search for the Vice Provost for Extended Studies will go forward as a regional search, and Cheryl Livneh will be welcome as a candidate.

The university's accreditation visit is scheduled for Fall 2005, and committee membership is as follows: Chair - Sherrl Gelmon; Project Co-Leaders - Terrel L. Rhodes, NASC Institutional Liaison and Kathi Ketcheson, OIRP; Schools and Colleges - Kristine Nelson, GSSW, Janine Allen, ED, Faryar Etesami (ME), CECS, Cheryl Livneh, SES, David Ritchie (SP), CLAS, Alan Cabelly, SBA, Leslie McBride (PHE), UPA, Susan Agre-Kippenhan (ART), SFPA; Support Unit Liaisons - Roderic Diman, PO, Cathy Dyck, FADM, Don Frank, LIB, Donna Schaeffer, DEV, Devorah Lieberman, CAE, Gordon Buffonge, OIA, William Feyerherm, OGSR, and Wendy Endress, OSA. Community and Students - Sue Brickey (former alumni board president and vice president at Lifewise, Kristin Wallace, ASPSU, and Wendi Laurence, GSED graduate student.

On the subject of fixed term faculty reviews, 33 of 45 units have submitted guidelines, as specified in Art. 18 of the collective bargaining agreement, 30 have been approved, and 2 have been returned for clarification, etc. Other units are reminded to submit them. Reviews are scheduled to be completed March 15, but given the late start, everyone is being reasonable and flexible with deadlines.

Regarding OUS activities, the Board approved PSU's request to increase the incoming high school GPA from 2.5 to 3.0 in February. At the same time, they approved that change for OIT, and a change for OSU from 3.0 to 3.25. It is very important to remember that admission is based on GPA, SAT and ACT scores, and we will continue the category of special admits for those who don't qualify as well as co admits, etc. A plan has been developed to communicate these changes and procedures to high school counselors. In February, the Academic Council approved the MS in Statistics and it will go forward to the Board. Also, the MS in Materials

PSU Faculty Senate Meeting, March 3, 2003
Science was approved for external review. The Graduate Certificate in Geographic Information Systems was approved. The Board approved the MA/MS in Interdisciplinary Studies.

SHINN noted, regarding the change in entering GPA, that the way we share it is very important. TETREAU LT reiterated that Admissions has developed a plan, which people are welcome to review.

MILLER-JONES noted that the research on this issue is pretty clear, with regard to minority students, who come in already with an at large liability of expectations that they are not as capable as European-american students. As much as we now have to go to alternative categories, we run the risk of adding to that psychological burden of being considered inferior and inadequate. That compounds our job here in ways that are not good. TETREAU LT noted she wants to talk further with appropriate individuals and groups to insure that we don't give signals that reinforce and compound the reality Miller-Jones is talking about.

SHUSTERMAN noted that certain student data would indicate that this elevated requirement is going to encourage further grade inflation at area high schools, if the faculty know that students have to have the higher grade for admission. Can we put a plan in place to track this issue, so that we can compare the GPA to the success rate after entering PSU. TETREAU LT noted that OIRP has previously done research on the entering GPA versus success at PSU, so we have a baseline to work from to track students in the future.

RUETER asked, contrary to Shusterman's remarks, if we aren't in actuality following on the heels of grade inflation, and a higher entering GPA is just a form of "catching up." SHUSTERMAN noted that that is true, and we may drive it up further. TETREAU LT requested the issue be referred to the enrollment management team for more detailed analysis.

1. Report of the IFS Meeting at WOU, February 7-8, 2003

CARTER noted that Peter Courtney stated he would like to see faculty and administrators talk to legislators. Lane Shetterly stated that this is the worst outlook for states since WWII. Roger Bassett was supportive of the universities. Since the meeting, EOU has unionized, affiliating with AFT.

2. Internationalization Initiative Report

LIEBERMAN referred the assembly to "G-2" and reviewed activity in the last year, emphasizing their focus on the four goals listed therein. The Council agreed that the current budget climate severely inhibits any initiative, but that they want their goals on the record, nevertheless. She thanked contributors to the activity, particularly Duncan Cater, and urged the university community to attend hearings in the following week.
RUETER noted that the initiative leaves out the environment and ecosystems aspect. LIEBERMAN noted that this is exactly the kind of feedback the council is looking for. AGORSAH stated there is a breakfast meeting this week regarding globalization.

CARTER reiterated that this is the worst possible time for an initiative, but the group didn't want to wait. We have to be creative and there are things we can do that don't cost much money. For example, one institution has agreements with faculty around the world to correspond with their students on campus. The single most important move a college student can make is to get out of one's own culture so one can look back on it.

RUETER cautioned that outsourcing is a danger to quality, for example, giving a course away to a stranger. CARTER responded that like anything else, it can be done wrong, but the potential advantages outweigh the disadvantages. In this case, for example, we don't have a high percentage of students who can do traditional overseas programs.

3. **International Student Reporting Requirements (SEVIS)**

The Presiding Officer introduced Christina Luther, OIS, to briefly review the impact of new immigration regulations, and reporting requirements on faculty and students. The consequences of violating student status have changed dramatically. Any reduction in an international student's course load below full-time must be reviewed by an international student advisor, or the student is technically deportable. To check if a student is an international student, there is a screen on Banner, "GOAINTL," which indicates a student's visa status with a F1 or J1 designation. We are now required to report on all international students at least once per term, with respect to their enrollment, address changes, name change, major change, level change, and enrollment drops to below full time.

ARANTE asked if students have access to their records. LUTHER stated the law allows for no more than 10 designated university representatives on each campus to have access so students will have to talk to an adviser to confirm the contents of their records.

**NOTE: There is no recorded transcript from this point.**

LUCKETT asked ____. LUTHER stated that they don't know yet as the law is too new. __________ asked if there are ramifications regarding distance learning. LUTHER stated that an international student is allowed to take only 1 distance education course per term. DAASCH asked if faculty should be sensitive to petitions from international students. LUTHER stated yes.

4. **Update of the Budget & Priorities Committee**
D. JOHNSON, reporting after G.2., noted that the objective of their meeting this week is to discuss and establish an approach to the task before the committee. In that regard, everyone is reminded that there is a place on the web to communicate with the committee: www.bud.pdx.edu. On that page, there will be a direct link to the Budget and Priorities suggestion form, which can be accessed anonymously. The committee is keenly aware of the anxiety across campus.

H. ADJOURNMENT

The meeting was adjourned at 1626.
To: Faculty Senate  
From: Sharon Elteto, University Curriculum Committee  
Re: Recommended for approval by Faculty Senate

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

**College of Liberal Arts and Science**

**Child and Family Studies**

CSF 481 Family Health Issues: new course  
CSF 490 Sex and the Family: new course  
CSF 493 Interdisciplinary Perspective on Children and Families: new course  
CSF 498 Advanced Practicum: new course  
Program Changes: After a program review community Practicum Site Supervisors and CFS Consortium Members recommended a more rigorous program to more fully facilitate the development of graduates preparing for graduate school or for working in agencies and institutions that serve children and families. The recommendation was to increase requirements: from 64 to 77. Interdisciplinary credits were reduced to accommodate an increase in the core requirements.

**Economics**

EC 340 International Economics: change in course description and prerequisites  
EC 441 International Monetary Theory and Policy: change in course description.

Program Changes:  
BA/BS: change credits required from 42 to 44.  
Minor: change credits required from 26 to 28.

**Foreign Languages**

JPN 416 and JPN 417 Advanced Japanese: Reading and Writing: new course  
DANE 345 Hans Christen Andersen: new course  
Program Change: corrects the requirements to ensure students take at least 8, 400 level credits at PSU.

**Psychology**

Psy 431 Psychology of Men and Masculinities: new course

**Women's Studies**

WS 307 Women, Activism and Social Change: new course  
WS 308 Topics in Gender, Literature & Popular Culture: new course  
Program Changes: Revises two history courses to one as part of the major requirements for Women's Studies.

**College of Engineering and Computer Science**

ECE 341 Introduction to Computer Hardware: new course
### Approved cluster courses to new clusters

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<td>RUS 441U</td>
<td>Russian Lit in Trans: 19th Century</td>
<td>19th Century</td>
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<tr>
<td>PHL 481U</td>
<td>Biomedical Ethics</td>
<td>Professions and Power</td>
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<tr>
<td>HST 446U</td>
<td>Foundations of American Medicine</td>
<td>Freedom, Privacy, and Technology</td>
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<tr>
<td>FR 343U</td>
<td>Foreign Languages &amp; Literatures</td>
<td>European Studies</td>
</tr>
<tr>
<td>WS 399U</td>
<td>Race, Class, Gender and Sexuality</td>
<td>Women's Studies</td>
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<tr>
<td>HS 387U</td>
<td>Science in Society: Historical Perspectives</td>
<td>Freedom, Privacy, and Technology</td>
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### Addition of new courses to clusters

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Cluster Area</th>
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<tr>
<td>PHL 421</td>
<td>19th Century Philosophy</td>
<td>19th Century</td>
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<td>ENG 343</td>
<td>Romanticism</td>
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<tr>
<td>TA 370</td>
<td>American Cinema/American Culture</td>
<td>American Studies</td>
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<tr>
<td>GEOG 368</td>
<td>U.S. and Canada</td>
<td>American Studies</td>
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<tr>
<td>ENG 308</td>
<td>Literature and the Environment</td>
<td>Environ Sustainability</td>
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<tr>
<td>SCI 399</td>
<td>Special Topics: Sustainable Forestry Monitoring</td>
<td>Environ Sustainability</td>
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<tr>
<td>ESR 377</td>
<td>Sustainable Structures</td>
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<tr>
<td>ENG 345</td>
<td>Modern British Literature</td>
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<td>CFS 481</td>
<td>Child and Family Studies</td>
<td>Family Studies</td>
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<tr>
<td>CFS 493</td>
<td>Community Resources and Family Support</td>
<td>Family Studies</td>
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<tr>
<td>CFS 492</td>
<td>Families and the State: Legislation &amp; Policies</td>
<td>Family Studies</td>
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<td>CFS 410</td>
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<tr>
<td>PHL 314</td>
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<td>ENG 308</td>
<td>Literature and the Environment</td>
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<td>Healthy People</td>
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<td>EPFA 410</td>
<td>Leadership and Careers in Sustainability</td>
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<td>ENG 340</td>
<td>Medieval Literature</td>
<td>Leadership</td>
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<tr>
<td>PHL 314</td>
<td>Computer Ethics</td>
<td>Medieval Studies</td>
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<tr>
<td>ENG 305</td>
<td>Film and Social Justice</td>
<td>Morality</td>
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<tr>
<td>ENG 341</td>
<td>Topics in Film</td>
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<td>TA 410</td>
<td>Shakespeare Intensive</td>
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<tr>
<td>SCI 410</td>
<td>Renaissance Literature</td>
<td>Renaissance Studies</td>
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<td>HON 407</td>
<td>Virtual Geographies</td>
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<tr>
<td>BST 419</td>
<td>African American Women in the U.S.</td>
<td>Science/Humanities</td>
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<tr>
<td>ENG 387</td>
<td>Introduction to Women's Literature</td>
<td>Women's Studies</td>
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<td>ENG 308</td>
<td>Native American Women Writers</td>
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<td>HST 342</td>
<td>Women and Gender in the United States, 1920-present</td>
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<td>AJ 399</td>
<td>Women, Crime and Justice</td>
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<tr>
<td>WS 308</td>
<td>Topics in Gender, Literature &amp; Popular Culture</td>
<td>Women's Studies</td>
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<tr>
<td>ENG 458/558U</td>
<td>Literature of the Romantic Period I</td>
<td>19th Century</td>
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<td>ENG 459/559</td>
<td>Literature of the Romantic Period II</td>
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<td>PHL 407U</td>
<td>American Philosophy</td>
<td>American Studies</td>
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<td>HST 407U</td>
<td>Native American History</td>
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<td>HST 420U</td>
<td>Topics in Early Japanese History</td>
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<td>HST 407U</td>
<td>Seminar in Classical Antiquity</td>
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<td>HST 350U</td>
<td>History of England I</td>
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<td>HST 475U</td>
<td>History of Russia I</td>
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<td>FR 442U</td>
<td>Medieval Literature in Translation</td>
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<td>Medieval Literature in Translation</td>
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<td>HST 407U</td>
<td>The Ottoman 16th Century</td>
<td>Middle East</td>
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<td>ENG 430U</td>
<td>Literature of the Renaissance I</td>
<td>Renaissance</td>
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<td>ENG 431U</td>
<td>Literature of the Renaissance II</td>
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<td>HST 407U</td>
<td>Seminar</td>
<td>Renaissance</td>
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<td>ENG 440U</td>
<td>Seventeenth Century Literature I</td>
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<tr>
<td>ENG 441U</td>
<td>Seventeenth Century Literature II</td>
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<tr>
<td>HST 407U</td>
<td>History Seminar: When content is appropriate</td>
<td>Renaissance Studies</td>
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<tr>
<td>HON 407U</td>
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<td>SCI Humanities</td>
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<td>HST 407U</td>
<td>History of Science and Religion</td>
<td>SCI Humanities</td>
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<td>SCI 407U</td>
<td>Experimentation</td>
<td>SCI Liberal Arts</td>
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<tr>
<td>HST 407U</td>
<td>Family/Sex/Marriage</td>
<td>Womens Studies</td>
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</table>
Child and Family Studies

CFS 481
Family Health Issues (4)
Overview of issues related to family health, including health promotion/prevention domestic violence/child abuse, alcohol/chemical dependence, chronic and terminal illnesses, and accessing health systems. Special attention to ethnic, political, ideological, religious, economic, and geographic influences. Includes community-based learning components. Prerequisite: junior standing. [NEW]

CFS 490
Sex and the Family (4)
Explores how responses to sexuality are influenced by family and other social systems including culture, gender, economics, and religion. Family systems theory will be used to evaluate family relationships. Prerequisite: junior standing. [NEW]

CFS 493
Community Resources and Family Support (4)
Examination of community resources in the context of community building, family support and empowerment, cultural competence and cultural democracy. Factors that influence the effectiveness of community programs serving children and families. The mission, professional roles, and services of particular community agencies and programs that serve, support and/or advocate on behalf of children and families. Prerequisite: junior standing. [CHANGE TITLE, DESCRIPTION]

CFS 498
Advanced Practicum (Credit to be arranged.)
Child and family studies practicum conducted in approved professional settings selected with consideration of students' professional goals. Accompanying seminar. Prerequisite: admittance into the CFS program, five credits in CFS 409, and senior status. [NEW]

Foreign Languages and Literatures

Dane 345
Hans Christian Andersen (4)
Studies the works of Hans Christian Andersen, paying particular attention to the tales. Recommended prerequisite: sophomore inquiry. [NEW]

Jpn 416/516, 417/517
Advanced Japanese: Reading and Writing (2, 2)
Development of facility with complex patterns in reading and writing using semi-authentic and authentic materials. Recommended corequisites: Jpn 411/51, 412/512. Recommended prerequisites: Jpn 302 and 305. [NEW]

Psychology

Psy 431
Psychology of Men and Masculinities (4)
Reviews various social and personality theories that describe the psychology of men and the diverse forms and expressions of masculinity across cultures. Applies these theories to a wide range of issues in men's lives, including emotions, health, work and family roles, sexuality, relationships, and violence. Prerequisites: four credits in psychology. [NEW]
Women's Studies

WS 307
Women, Activism and Social Change (4)
Women working collectively to create social change; the activism of self-identified feminists as they struggle to resist and transform oppression as well as the activism of women allied with other social movements. Examines activists' strategies, organizations, goals, accomplishments, and unmet challenges. Topics may include reproductive rights, feminist labor organizing, queer political movements, or third world liberation movements. [NEW]

WS 308
Topics in Gender, Literature, and Popular Culture (4)
Media, popular culture, and literature from a feminist perspective which focuses on how gender and other dimensions of power relations are expressed, reproduced, and challenged within cultural expression. Such topics as lesbian/gay literature, gender/difference in television, and women in contemporary film. [NEW]

Electrical and Computer Engineering

ECE 341
Introduction to Computer Hardware (4)
Presents an overview of computer architecture and programming from a hardware viewpoint. Topics covered in the class include: digital logic - gates, multiplexers, flip-flops, state machines; computer arithmetic operations; basic computer architecture - data path, control, and buses; pipelining - HW and CICS vs. RISC; memory hierarchy and virtual memory; input/output techniques - polling, interrupt, DMA; hardware view of computer system components - keyboard, mouse, displays, printers, disks, modems, and LANs. This course may not be used as part of the degree requirements for an Electrical Engineering BS Degree or a Computer Engineering BS degree. Prerequisites: CS 200, CS 201, or consent of instructor.
March 13, 2003

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.

**College of Liberal Arts and Sciences**

**Chemistry**
- CH 451/551 Materials Chemistry Laboratory - 3 cr, new course
- CH 460/560 Prebiotic Chemistry - 4 cr, new course
- CH 470/570 NMR Spectroscopy - 4 cr, new course
- CH 471/571 Biological NMR Spectroscopy - 4 cr, new course
- CH 490/590, 491/591, 492/592, General Biochemistry - 3 cr each, change to CH 490/590 Biochemistry: Structure and Function - 4 cr, CH 491/591 Biochemistry: Enzymology and Metabolism - 4 cr, CH 492/592 Biochemistry: Nucleic Acids and Biological Information Flow - 4 cr

**Communications**
- SPHR 554 Advanced Speech Sound Disorders, 2 cr - change title, credit hours to 4

**Geology**
- G 512/612 Advanced igneous and Metamorphic Petrology – change description, drop 512
- G 519/619 Advanced Geochemistry, 4 cr – change description, drop 519
- G 450/550 Middle School Earth/Space Sciences - 4 cr - new course
- G 459/559 Quaternary Climate, 4 cr - new course
- G 466/566 Glaciology, 4 cr - new course

**History**
- HST 429/529 Topics in US Cultural History, 4 cr - new course
- HST 464/564 Indians of the Pacific Northwest, 4 cr - new course

MA History - change in existing program (adds specialization in Public History)
Linguistics
MA TESOL - change in existing program

Psychology
PSY 518/618 Ethics and Professional Issues in Applied Research and Practice, 4 cr -- new course
PSY 524/624 Research Design in Applied Psychology, 4 cr - new course
PSY 537/637 Qualitative Research Methods in Psychology, 4 cr - new course
PSY 561/661 Research in Applied Developmental Psychology, 4 cr - new course
PSY 562/662 Research in Applied Social/Community Psychology, 4 cr-- new course
PSY 563/663 Research in I/O Psychology, 4 cr - new course

Foreign Languages and Literatures
JPN 416/516, 417/517 Advanced Japanese: Reading and Writing (I and II?), 2 cr each - new courses

Sociology
SOC 430/530 Hate Crimes, 4cr - new course

College of Urban and Public Affairs

Hatfield School of Government
Graduate Certificate in Public Management – new program
Chemistry

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. Prerequisite: completion or concurrent enrollment in Ch 492. [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]

Foreign Languages and Literatures

Jpn 416/516, 417/517
Advanced Japanese: Reading and Writing (2, 2)
Development of facility with complex patterns in reading and writing using semi-authentic and authentic materials. Recommended corequisites: Jpn 411/51, 412/512. Recommended prerequisites: Jpn 302 and 305. [NEW]

Geology

G 450/550
Middle School Earth/Space Sciences (4)
Examines the Earth and Space Science content area and classroom and developmentally appropriate field experiences for middle school students. Emphasis on developing hands-on and technology-based activities centered on the Earth and Space Sciences. Materials are developed within the context of standards-based education models. Prerequisites: 24 credits of mathematics and/or science courses. [NEW]

G 459/559
Quaternary Climate (4)
Study of the causes and consequences of climate change through the Quaternary. Topics include: an overview of climate system dynamics; the geologic record of Quaternary climate and its profound glacial to interglacial cycles; the use of that record to develop conceptual models of paleoclimate interactions among land, ocean, atmosphere, and biosphere; and geologic changes during the Cenozoic (the last 65 million years) that set the stage for the Quaternary. Includes computer laboratory exercises using paleoclimate data. Prerequisite: upper division standing in a physical or life science program. [NEW]
G 466/566
Glaciology (4)
The physics of glacier ice and its mathematical description, and the processes that cause glaciers and ice sheets to change over time. Intended for students with interests in glaciers, geophysical fluid flows, or who wish to build their quantitative and computational skills. Includes computational laboratory exercises. Prerequisites: one year of calculus and one year of physics. [NEW]

History
Hst 429/529
Topics in U.S. Cultural History (4)
Explorations of particular topics in modern U.S. cultural history such as the 1920s Ku Klux Klan, American Countercultures from 1945 to 1960, and Populist Insurgence. Recommended prerequisite: Hst 327, 328, or 329. [NEW]

Hst 464/564
Indians of the Pacific Northwest (4)
Explores the history of peoples native to the Pacific Northwest with a special emphasis on natural resource allocation and the relationships between federal, state, and tribal governments in the 19th and 20th centuries. Recommended prerequisite: Hst 201, 202 or Hst 338U. [NEW]

Psychology
Psy 518/618
Ethics and Professional Issues in Applied Research and Practice (4)
Examines ethical issues of importance to applied psychologists with special attention to the use of human subjects in psychological research. Addresses ethical issues in professional relationships and in the teaching of psychology. [NEW]

Psy 524/624
Research Design in Applied Psychology (4)
Process of exploring how key social/community, organizational, and developmental concepts shape the conceptualization and design of research in applied psychology. Students conceptualize and construct three alternative study designs employing the relevant concepts. Explore basic design issues such as control, causation, confounding, contrasts, and threats to validity; measurement; and the use of key concepts such as organizational context, social interactions, dynamics, levels of analysis, and systems in psychological theory and research. [NEW]

Psy 537/637
Qualitative Research Methods in Psychology (4)
Introduction to qualitative research methods in psychology. Covers epistemology, research design, data collection techniques, narrative analysis, computer-aided analysis of text, qualitative research ethics, and writing/reporting of research. Includes field research project in the community. [NEW]
Psy 561/661
Research in Applied Developmental Psychology (4)
Conducted in collaboration with an approved faculty research mentor. Research areas may include Prosocial, Social, Cognitive, and Motivational development, Attachment, Peer Groups, Parenting, Teaching, Early Literacy, Identity, Aging, Coping, Self-system Processes, and the Social and Cross-Cultural Contexts of development, including the family, schools, and day care. Involves data gathering, analysis, and/or reporting results of research conducted in a field setting. Emphasis on applied issues related to research design, data collection, data analysis, and scientific writing. [NEW]

Psy 562/662
Research in Applied Social/Community Psychology (4)
Conducted in collaboration with an approved faculty research mentor. Research areas may include social relationships and health behaviors; social relationships and subjective well-being; community-based interventions; self-help groups; social psychological perspectives on social movements; gender issues; family violence; and prevention. Involves data gathering, analysis, and/or reporting results of research conducted in a field setting. Emphasis on applied issues related to research design, data collection, data analysis, and scientific writing. [NEW]

Psy 563/663
Research in I/O Psychology (4)
Conducted in collaboration with an approved faculty research mentor. Research areas may include: Personnel Psychology; Work Motivation and Leadership; Training and Development; Organizational Development and Change; Organizational Behavior; and Occupational Health Psychology. Involves data gathering, analysis, and/or reporting results of research conducted in a field setting. Emphasis on applied issues related to research design, data collection, data analysis, and scientific writing. [NEW]
TO: The Faculty Senate Steering Committee
FROM: Academic Requirements Committee

The Academic Requirements Committee wishes to make three proposals relating to graduating with honors:

1) initiate the use of latin terminology for graduation with honors;
   - Summa cum laude --- 3.85 - 4.00 GPA
   - Magna cum laude --- 3.70 - 3.84 GPA
   - Cum laude --- 3.50 - 3.69 GPA
   There will be no minimum carrying load for honors.

2) require a minimum of 90 PSU credits to qualify for honors. At least 75 credits must be taken for a differentiated grade. Only PSU credits would be calculated for honors.

3) apply the current University repeat policy to the calculation of University honors.

Honors is noted on a student’s diploma, in the graduation book, and with a cord at the graduation ceremony. Currently it is based on a high cumulative GPA (3.50-3.74 regular honors, and 3.75 or higher for high honors). The honors GPA is calculated on all completed coursework, including transfer work. Additionally, the University repeat policy, which allows students who receive a D or F grade to repeat that course to improve their GPA, does not apply to honors candidates. That is, only for honors or high honors, the first grade remains in the GPA calculation; any subsequent repeats are excluded.

These changes would bring us more in alignment with OSU and UO. OSU awards latin terminology honors. They apply their repeat policy, which is the same as ours, in calculation of latin honors. They believe that these honors recognize distinguished performance at OSU. Given that, they only count OSU course work towards their honors candidates. They only require a minimum of 45 credits at OSU to be considered for honors. UO awards latin terminology honors also. They base their awards on the top 5%, 10%, and 15% of a graduating class. They require a minimum of 90 credits in residence, and use a student's UO GPA in their calculation.

ARC would permit a two-year phase-in for the new honors rules; allowing students disadvantaged by these changes to use the old method through Summer Term 2005.

(CADS has supported the development of departmental University-wide. Units on campus are in various stages of developing those departmental honors. Departmental honors will be noted as “with distinction” on a student’s diploma.)
Comments and Concerns on the SEEMT Report

Compiled by the PSU Senate ad hoc committee

John Rueter (reporting)
Steve Reder
Grant Farr

In response to our charge from the Senate, we collected opinions on specific aspects of the SEEMT Report. These were collected by sending out emails to 265 PSU faculty, staff and students who happen to know John Rueter. One of the five questions was sent out to each of the people on the list, by rotating through the alphabetical listing. These were sent on a Friday afternoon and by Saturday morning, over 100 responses had been received.

The questions were:

1. Do you agree with the enrollment management committee goal of 35,000 students by the year 2012?

2. Do you agree with the enrollment management committee's recommendation that we should strive for a 2/3 undergraduate and 1/3 graduate student mix?

3. The enrollment management committee has stated that PSU is experiencing a dynamic tension between two values - access and quality. Do you think it is possible to address both of those values simultaneously?

4. Do you agree with the enrollment management committee's recommendation that we should strive to have 5000 PSU students being taught on community college campuses.

5. Do you think that offering more courses on the web or using other forms of communication technology will help PSU offer quality courses for less money?

The general response rates were:

260 emails sent
18 wrong addresses (either typos or incorrect in the directory, I don't know)
130 responses
34 follow up responses, second comments, etc.

I have summarized the results by question and category of response.

http://web.pdx.edu/~rueterj/senate/seemt_results.html