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## Faculty Senate Monthly Packet December 1983

Portland State University Faculty Senate

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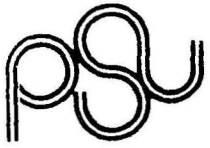
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portland state university

# MEMORANDUM

To: Senators and Ex-officio Members of the Senate

November 17, 1983

From: Ulrich H. Hardt, Secretary of the Faculty

The Faculty Senate will hold its regular meeting on December 5, 1983, at 3:00 p.m. in 150 Cramer Hall.

## AGENDA

A. Roll

\*B. Approval of the Minutes of the November 3, 1983, Meeting

C. Announcements and Communications from the Floor

D. Question Period

1. Questions for Administrators

a. Question for President Blumel, submitted by members of the Steering Committee: "What limits are there upon the discretion of department heads in assigning teaching loads that are not consistent with those generally obtaining in the University?"

2. Questions from the Floor for the Chair

E. Reports from the Officers of Administration and Committees

\*1. Curriculum Committee, Annual Report -- Gatz

\*2. Graduate Council, Annual Report -- Dunbar

\*3. Library Committee, Annual Report -- West

\*4. Scholastic Standards Committee, Annual Report -- Raedels

5. IFS Report -- Dressler

F. Unfinished Business -- none

G. New Business

1. Curriculum Committee Course and Program Proposals, Professional Schools -- Gatz

2. Graduate Council Course and Program Proposals, Professional Schools - Dunbar

H. Adjournment

**Please bring November  
Senate mailing with you**

\*The following documents are included with this mailing:

B Minutes of November 3, 1983, Meeting

E.1 Annual Report, Curriculum Committee\*\*

E.2 Annual Report, Graduate Council\*\*

E.3 Annual Report, Library Committee\*\*

E.4 Annual Report, Scholastic Standards Committee\*\*

\*\*Included for Senators and Ex-officio Members Only

Senators unable to attend the meeting are asked to pass this mailing on their alternates.

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, December 5, 1983  
Presiding Officer: Fred Waller  
Secretary: Ulrich H. Hardt

Members Present: Becker, Bentley, Brenner, Burns, Cabelly, Campbell, Carl, Cease, Chapman, Constans, Cooper, Crampton, Cumpston, Dunbar, Dunkeld, Elteto, Featheringill, Fisher, Forbes, Gatz, Gerity, Harmon, Hillman, Howard, Jackson, Jones, Karant-Nunn, Kirrie, Kosokoff, Kristof, Lutes, Mandaville, Martinez, R. Nussbaum, Olson, Petersen, Pinamonti, Reece, Robertson, Savery, Sheridan, Shimada, Smeltzer, Sonnen, Swanson, Tamblyn, Tang, Tracy, Waldroff, Waller, Walton, West, White, Williams, Wilson, Wolk, Wrench, Wurm, Wyers.

Alternates Present: Dodds for Johnson, Terraglio for Lall, Lockerby for Newberry, Fischer for L. Nussbaum.

Members Absent: Anderson, Limbaugh, Rose, Spolek.

Ex-officio Members Present: Blumel, Corn, Dobson, Erzurumlu, Forbes, Hardt, Harris, Heath, Howard, Leu, Miller, Paudler, Pfingsten, Rauch, Ross, Schendel, Toulan, Trudeau, Williams.

APPROVAL OF THE MINUTES

The minutes of the November 7, 1983, Senate meeting were approved as distributed.

ANNOUNCEMENTS

WALLER observed that the agenda for today's meeting was long and that consequential decisions had to be made by the Senate; it was possible that the meeting would carry over until Monday, December 12, in which case the Steering Committee would meet the following day.

QUESTION PERIOD

1. Questions for Administrators

President BLUMEL said that the question of teaching load and the department heads' authority and discretion was a difficult issue, because of the problem of defining work load in general and how that relates to teaching load in particular. No general guidelines for teaching loads

exist, although 3-4 lecture/recitation courses in departments have historically evolved and have the sanction of deans and vice president. The problem is that different kinds of instruction are not directly comparable (studio, lab, and field work, P.E. activity by courses, e.g.). He also mentioned that there have been variations within departments; work on significant research projects has brought reduction in teaching load for some while it has brought increases in teaching load to those not so involved. But variations have tended to be small. BLUMEL suggested that teachers approach their deans in instances where disagreement with the department head cannot be resolved. FISHER was particularly concerned with the teaching load in lower division courses and mentioned foreign languages and mathematics in particular. BLUMEL urged departments to take a look at how they distribute the instructional load, but he also emphasized that teaching loads have to be different from department to department.

## 2. Questions from the Floor to the Chair

As a follow-up to last month's question, WEST asked what had been determined regarding PSU's participation in the dedication ceremonies of Pioneer Square. WALLER reported that the dedication has been postponed until next spring. Final plans have not been made regarding the role PSU faculty might play, but The Company We Keep will definitely represent the University.

## REPORTS FROM THE OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. Although not listed on the Senate agenda, WALLER asked if Senators or any other faculty wished to discuss the proposed final plan for re-trenchment which had been issued Friday evening, December 2. He quoted from an article in Saturday's Oregonian which suggested that the timing of the letter was to make this discussion possible. DODDS, speaking for AAUP President Weikel, asked why the proposal for reintroducing educational leaves had not been included. BLUMEL answered that that was still a possibility and that he was waiting for the Chancellor's and Board's response to that issue. DODDS further asked why school closure had not been proposed. BLUMEL reminded the Senate that the subject of closing the University during non-instructional and during regular instructional time had been discussed extensively at the November meeting and elsewhere and had not received support. He further pointed out that reduction of across-the-board compensation was difficult, especially in areas where attracting faculty was a problem. DODDS' last question was what was being done to stop the downward spiral and negative reputation of PSU. President BLUMEL responded that the University enjoyed a fine reputation and that the enrollment drop had stopped. He emphasized that the time had passed when we base the budget on enrollment; that has been communicated to those in decision-making positions in the State System.
2. The annual report of the Curriculum Committee was presented by GATZ and was accepted.
3. The Graduate Council's annual report was presented by DUNBAR and was accepted.



4. The Library Committee's annual report was deferred to the January meeting, due to Chairperson WEST's illness.
5. RAEDELS presented the annual report of the Scholastic Standards Committee, and the Senate accepted the report. He then presented a policy recommendation, and R. NUSSBAUM moved that "No achievement grade or Pass/No Pass grade may be changed after one calendar year from the date posted except by approval of the Scholastic Standards Committee."

RAEDELS pointed out that no statute of limitations existed for changing grades, and some have been known to be changed after ten or twenty years. This is not in the students' best interest, not does it allow academic review of grade changes -- especially since these can be done on supplementary grade report slips. MANDAVILLE and OLSON argued for a two-year limit, but RAEDELS pointed out that there already was a one-year limit on making up incompletes. FISHER favored one year because faculty cannot remember students and their work much longer. COOPER insisted there was a false analogy between grade change and incompletes. In making up an incomplete we are setting a time limit for students. Grade changes include finding sound reasons for doing so, looking for academic justification (e.g., calculation errors), and passage of time does not affect that justification. He speculated that it would be rarely done and suggested that what was needed was academic review of grade changes.

RAEDELS, however, pointed out that over 2,000 grades get changed per year, and he argued that errors of calculations should come to light soon. CEASE recalled that 2-3 years ago it became mandatory for the department head to co-sign for a grade change; he wondered how that had impacted the numbers. TUFTS reported numbers had not changed but it did let the Registrar's Office know the validity of the instructor of records making the change. CEASE thought that the one-year limit would cut down on the volume, and he supported the motion. He pointed out that exceptions could be handled through petitions to the Scholastic Standards Committee. While MANDAVILLE argued that two years would be better because of faculty sabbaticals and leaves, TANG pointed out that part-time teachers often move on, and she urged approval of the motion.

The motion was passed.

6. DRESSLER gave a report of the IFS fall meeting which had been held at EOOSC in early October. Budget cuts were discussed and the degree of faculty involvement at the various campuses. There was quite a variation in pattern. It was reported that 3 of the 4 divisions at WOSC had voted to take a .08 FTE reduction in order to make a one-year notice of lay-off possible for terminated faculty. Some faculty in the division that did not vote for the plan were laid off immediately, including full professors and tenured faculty with many years of service. Senators from the UO did not know what was going on at their campus because they had not been consulted. Three citizen task forces have been organized as mandated by the legislature and will report to the ECC by January. IFS is monitoring the task forces as are AAUP, the Advisory Council and AOF.

NEW BUSINESS

GATZ "moved acceptance of the program change in the integrated science endorsement, involving the change to BIO 251,2, and 3, and acceptance of the program change proposed from the Physics Department for the physical science endorsement with the revision that Chem 201, 2, 3 or equivalent be changed to Chem 204, 5, 6 or equivalent."

The motion was seconded and passed.

DUNBAR moved and GATZ seconded "approval of Chem 443 and Soc 489 with changes as noted by the Graduate Council."

The motion was passed.

DUNBAR "moved approval of Sp 524 with the changes made by the Graduate Council."

The motion was seconded and passed.

Moving from CLAS, the Curriculum Committee and Graduate Council jointly brought course and program proposals from the professional schools. GATZ moved and DUNBAR seconded "approval of program change proposal A of the School of Business Administration establishing an upper division option in Information Resource Management."

The motion was passed.

GATZ moved "deferral of the other Business Administration proposal." She explained that the Curriculum Committee had no objection to the proposal, but since it involved new courses, the Committee wanted to have the new courses included; for that reason the proposal was referred back to the department.

The motion was seconded and passed.

GATZ moved and DUNBAR seconded "approval of all proposed business education and marketing course changes and new courses, undergraduate and graduate."

Speaking about the two new marketing courses dealing with advertising, WEST inquired whether this was a reemergence of journalism in the School of Business. It was observed that these courses have been offered under 407 numbers for four years, and they teach advertising from a different approach than journalism would; WALLER added that our Journalism Department had never taught advertising.

GATZ moved and DUNBAR seconded "approval of the course change proposal of ED 414 (now CI 414)."

The motion was approved.

DUNBAR moved and GATZ seconded "approval of proposed changes to the basic and standard counseling curriculum and changes in the catalog description for the MA/MS in education."

The motion was approved.

There were no other course proposals from Education DUNBAR announced. The new courses listed in the November mailing were withdrawn at the request of the School of Education.

GATZ moved "approval of course work increase in the BS in Electrical Engineering and the BS in Computer Engineering, with the revisions noted by the Curriculum Committee."

The motion was seconded and passed.

GATZ moved and DUNBAR seconded "approval of changes in old courses and proposals of new courses in civil engineering and electrical engineering, both undergraduate and graduate." JONES questioned the enormous number of new course proposals at a time of substantial contractions in University programs. He wanted to know what new allocations would be needed. WALLER pointed out that the brand new courses were essentially at the graduate level; only EE 337 and 338 were new at the undergraduate level. He discouraged any further questions regarding graduate offerings until the discussion of the Ph.D. program.

The motion was passed.

GATZ moved and DUNBAR seconded "approval of the program change and undergraduate and graduate course proposals from the School of Health and Physical Education, with the editorial changes noted by the Curriculum Committee."

COOPER asked several questions about PE 542 Teaching Ethics in the Gym: Who teaches the course? What is the academic content? Is there any overlap with the philosophy department? SCHENDEL explained that the course was intended for physical education teachers and dealt with ethical questions in sports and competition. The instructor is Professor Hellison whose background in philosophy and the liberal arts is well known and who tries to relate that background to the ethical questions that arise in the fields of physical education and athletics.

The motion was passed.

GATZ moved "approval of undergraduate course changes and new courses in the School of Performing Arts." The motion was seconded.

The motion was approved.

GATZ moved and DUNBAR seconded "approval of the new instructional program leading to the BA in International Studies being proposed by CLAS."

MANDAVILLE was concerned about the apparent lack of cooperation between this proposed program and PSU's Institute for International Trade and Commerce and wondered if there may be eventual conflicts in raising funds for the two programs. DOBSON explained that the Institute for International Trade and Commerce operated like a brokerage, working with small businesses and public agencies and the community, bringing

together resources to assist in economic development; it is also a research arm in the true sense of an institute; it is predominantly concerned with non-credit activities. Courses for credit, if requested of the Institute, on the other hand, will be directed to the appropriate academic department and will be under the control of our academic units.

BLUMEL added that there is an anticipation of some sponsorship of non-credit courses other than Business; these would be under the control of the Institute but will be contracted for with the appropriate departments. He mentioned languages as an example. The Institute will seek private funds to support all of these kinds of activities. PAUDLER announced that some money was coming from the Institute to Foreign Languages next quarter.

SHIMADA clarified that the Institute for International Trade and Commerce was not a part of the Business School; rather, it acts as an umbrella organization with a proposed director who will have dean status. The academic unit in which the Institute is housed would coordinate programs; to some extent this implies a dual reporting line within the academic unit and the director of this "independent" Institute.

BLUMEL returned to the proposed academic program leading to the BA in International Studies and pointed out that it will be administered by an Institute of International Studies within CLAS. WHITE asked about the effective date of the program; BLUMEL answered that it would be 1984-85, although the proposal was written a long time ago and had intended the program to be under way in 1983-84.

The question of employment opportunities was raised, and PAUDLER stated that modern business leaders are looking for individuals who, in addition to being trained in the school of business, have broad-based liberal arts and sciences backgrounds. The proposed program is a result of a number of conversations with corporate executives in the Portland community. SHIMADA asked if students who took the required marketing and management courses would have to meet prerequisite requirements and would have to be admitted to the School of Business Administration. PAUDLER responded that a number of other business schools have created specific courses for these non-business majors, very much like science departments offer classes for non-science majors and he hoped that this could be done here. SHIMADA said he shared that hope.

WEST inquired about the adequacy of library resources. He noted that the Japanese holdings are adequate because of the generosity of a Portland family and feared that unless someone else was equally generous for the needed Chinese acquisitions funds would be taken from other programs to benefit this new program. In general he observed that PSU has often ignored that extensive library holdings are necessary for respectable academic programs; we do not realistically address the fact that libraries are both essential and very expensive. PAUDLER said one advantage of developing the Institute for International Trade and Commerce is the fact that industry wants to support this program, and the monies coming from that direction would be used in part for the purchase of books. He said he would not support this new program if he

did not know that library funds would be found independently of regular library budgets. WEST warned that there is many a slip between cup and lip and that the promise of a grant is not a grant in hand, but PAUDLER assured him that the money is already there because the state legislature has allocated money for this. There is a one-to-one dollar match forthcoming very similar to the high tech area where the state has allocated money which industry then matches. WEST said it sounded beautiful to him and he wondered if the state legislature would come up with the money to re-address the underfunding of the library during the last decade.

MANDAVILLE reinforced Shimada's concerns with getting a program on the books first and then trying to get departments to come up with nicely tailored courses afterwards. He did not favor putting up another weak program in an environment that does not seem to be improving economically. While he favored the increase in Japanese and Chinese language study, he did not think that should come at the expense of other languages which are barely holding even or are being cut. How will other gaps be filled? He wondered if the new program was worth it in the long run. PAUDLER thought so for several reasons. Full-time faculty members in Japanese and Chinese have already been hired in the last year. Students have a strong interest in this kind of international program, and it may well do much to reverse the downward spiral in student enrollment, since the program covers so many academic areas. The program also responds to new needs and is a broad-based liberal arts and sciences proposal that can be made a very good one. MANDAVILLE countered that he saw the snake swallowing its tail; we cut Middle East and fund Chinese. How long can that go on? When will we start filling up some of the other programs? PAUDLER said that adjustments and re-allocations must be made and that additional funds from the Institute of International Trade and Commerce had come to support the Japanese and Chinese positions. MANDAVILLE wanted to know if the next two Japanese and Chinese positions will also come out of that fund or whether they would be taken out of French and German. PAUDLER reported that those who knew him would not bother to ask that question.

WALTON wanted to assuage West's legitimate concerns about the library. She corrected the record that it was a Yokohama (not Portland) family that had made the extensive gift of the Japanese holding. And because of that gift, Walton could spend all of her allocations for Chinese holdings instead of splitting it with Japanese. As a result, quite a bit has already been pieced together on China, but new funds and special gifts will be sought to bring the weak East Asian holdings up. But WEST warned that the Library Committee for too long has been asked to rebuild collections that should have been well established at the start. Thus for the last two or three years the Library Committee has played catch-up, trying to provide adequate funding for some departments which suddenly realized they were underfunded and needed to build up their collections. Also enormous percentages of library funds have gone to boost high priority programs like computer science and engineering. This is to be expected, but it must be anticipated.



BLUMEL mentioned the initiative being taken by the Meyer Trust which has committed \$3.5 million for the development of a library network system with the hope that it can improve the accessibility of the collections in the region. This should make a major impact. The President said he encouraged them and supported them very strongly when they asked for his opinion, because the major deficiency in the Portland area is the absence of a research library. It would take many years to develop a major research library; PSU is really the only institution which is likely to develop one, but this network would speed such a development. There is potential for some real improvement. WEST's only comment was that the State of Oregon should provide more funds.

PFINGSTEN said that West had told it like it is. The library has often been placed in a position of playing catch-up. However, with this particular program the library is in pretty good shape. He also reported that program improvement money was available this year which has been allocated to the catch-up needs that go back many years. Compared to previous years, the library also has a very substantial budget this year for books and materials and that has made a difference. All that is not enough. One problem with the BAS formula is that when new programs are introduced they are not factored into the library section of the formula until the program is already set up and running. PFINGSTEN said he has been working to get this changed. Finally, he observed that the PSU library has been able to serve as well as it has because of the excellent library faculty that is structured around subject specialists who know their fields and are able to maximize the resources available.

WOLK noted that Art and Architecture was part of the program proposal and wondered why English with its courses of international literature in translation might not be considered eligible for this program. WALLER raised the same question and asked if the list of cooperating departments was necessarily exclusive. The answer was no. NUNN went on to explain that because of the hiring of the full-time Japanese and Chinese instructors, the literature courses were located in the foreign language department rather than in English. This had been discussed with Professor Lee who had no objections. Literature courses in translation can be taken to satisfy the Arts and Letters requirement, but they would not count as language requirements. KOSOKOFF wanted to know why intercultural communication courses were not included on the program. NUNN said that he selected the departments listed after careful national research of similar programs; those departments were selected and emphasized where the greatest number of course work is located.

CEASE observed that the program is too weak in economics and business if it is to accomplish its stated objectives of "providing students with both theoretical knowledge and practical understanding of the international and regional dimensions of applied economics, such as trade and finance, and policy-making relevant to questions of international and regional economic development and relations among nations." PAUDLER argued that the same points could be made for any of the other components of the program; a cut-off has to be established somewhere,

and it must be remembered that this is only a BA degree. Similar successful programs in other universities were looked at for guidance. WALTON added that economics was present as part of the liberal arts component of the program. She also pointed out that it was difficult at this time to find area experts to teach specific courses on East Asian economics. This area might be built in the future through retirements. But CEASE observed that students would not have to take any economics and could substitute geography. WALTON countered that coordinators would have to make sure that students take appropriate courses.

SHIMADA suggested that the program should be looked at in light of the proposed Institute for International Trade and Commerce; the business program in the area study could fit together very well. Without that dovetailing, community college transfers would have a hard time with that program. HARMON asked if the efforts of CLAS and BA could be coordinated to offer a unified program. HEATH explained that numerous meetings had been held with then Acting Dean Moseley and Professor Manning to explore such coordination. At mid-July, the School of Business was awaiting for their new Dean, and Manning and Moseley recommended that CLAS go ahead with preparing their own proposal without BA. The proposal thus was developed with more emphasis on language and other areas outside BA. WALLER said that that would not preclude the kind of coordination that Shimada was talking about. HEATH agreed, but the proposal as prepared at that time did not include heavy cooperation.

FISHER was shocked to notice that French was excluded from this proposal when it is the only department offering a diploma from the Chamber of Commerce of Paris. NUNN replied that, in selecting the languages most appropriate to central and eastern Europe, German and Russian were indeed the languages and Spanish and Portuguese for Latin American studies. WHITE thought that French ought to be added, inasmuch as it is one of the official languages of the OAS.

SWANSON moved the previous question, and the motion was passed.

The main motion to approve the BA in International Studies was approved, but not unanimously.

GATZ moved "approval of the new degree program of the Bachelor of Music." DUNBAR seconded the motion.

At this point the complete program proposal was being distributed, and KARANT-NUNN observed that this was too much material to be read on the spot. She moved "that the proposal be tabled until the next meeting of the Senate." The motion was passed.

DUNBAR moved "the approval of the proposal leading to the Ph.D. degree in electrical and computer engineering." The motion was seconded.

DUNBAR explained that the Graduate Council had studied the proposal at great length and recommended positive action on it. It was her view

that that is why we had committees. JONES complimented the Graduate Council on the enormous amount of work it must have done, but he reminded the Council chairperson that the function of the Senate was not to rubber stamp recommendations brought to it, but to consider them in the Senate's own judgment and in the context of committee recommendations. He therefore moved "to table the proposal until next Monday, December 12, at 3:00 p.m., to allow Senators time to read the extensive materials received today."

The motion was seconded and passed.

ERZURUMLU pointed out that the detailed proposal passed out today incorporated all of the changes that the Graduate Council made. WALLER saw no reason to go over the changes on the summary sheet as Dunbar was proposing.

#### ADJOURNMENT

The meeting as adjourned at 4:40 p.m.



PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, December 12, 1983  
Presiding Officer: Fred Waller  
Secretary: Ulrich H. Hardt

Members Present: Becker, Bentley, Burns, Cabelly, Campbell, Cease, Chapman, Constans, Cooper, Crampton, Cumpston, Dunbar, Elteto, Featheringill, Fisher, Forbes, Gatz, Hillman, Howard, Johnson, Jones, Karant-Nunn, Kirrie, Kosokoff, Kristof, Limbaugh, Mandaville, Martinez, L. Nussbaum, R. Nussbaum, Petersen, Pinamonti, Reece, Robertson, Savery, Sheridan, Smeltzer, Sonnen, Swanson, Tamblyn, Tang, Waldroff, Waller, Walton, West, Williams, Wilson, Wolk, Wrench, Wurm, Wyers.

Alternates Present: Lockerby for Newberry, Tsongas for Spolek.

Members Absent: Anderson, Brenner, Carl, Dunkeld, Gerity, Harmon, Jackson, Lall, Lutes, Olson, Rose, Shimada, Tracy, White.

Ex-officio Members Present: Blumel, Dobson, Erzurumlu, Forbes, Hardt, Harris, Heath, Paudler, Pfingsten, Ross, Schendel, Todd, Trudeau, Williams.

GATZ repeated her motion of a week ago "that the proposal for the Bachelor of Music degree be approved." The motion as seconded.

L. NUSSBAUM was worried about the foreign language requirement; University students take precious little as it is, and the heavy requirements of the BM leave no room at all. How can that be justified especially in a field like music? SHERIDAN and TRUDEAU acknowledged the importance of some foreign language ability in the professional degree but emphasized that it was primarily a knowledge of pronunciation that was necessary for singers. Many come from high school with the ability to handle pronunciation in two to three languages; writing and conversational ability in the language are not required.

TANG and L. NUSSBAUM inquired about the need for the degree in addition to the BA already offered. How would students decide which to choose? Would all opt for the BM? SHERIDAN replied that graduate schools prefer the professional degree. The BM also prepared those students better who wish to go directly into private teaching. She reminded the Senate that over 50% of PSU music graduates open their own studios right away. In order to get into the BM degree program, students will have to pass an audition; this audition is not required for the BA.

KARANT-NUNN testified that she has had a long-standing amateur interest in music and has studied it for 40 years, but she has also studied the catalogs of Oberlin and the University of Oregon in the library and noted that neither of those respectable schools required as many as 123 hours for the BM. Oberlin required that 60% of the work be in the major. Why did PSU want 60-65%? She said she would prefer more room for liberal arts requirements. WILSON agreed and observed that there was a 50% increase in music credits, yet few new courses were listed in the proposal. SHERIDAN explained that the new NASM directory now requires a flat 65% of the BM work be done in the major. Oberlin will have to meet that new standard, as will UO. The important new courses in the program are pedagogy and conducting; in addition students will take more applied courses and ensemble and chamber music work.

CABELLY and JONES were also concerned about the tremendous number of hours in the major and were worried about setting a precedence. We wouldn't allow this in other fields; so what if this is a professional degree in music. Should we allow accrediting agencies to sway us? TANG asked how many other programs at PSU didn't meet the 18-18-18 distribution requirement. GATZ explained that the BM will meet that requirement. BLUMEL added that the program only restricts the latitude left to students. He also said that the University had no programs that did not meet the distribution requirements, and that included engineering which had the heaviest requirements in a major. HEATH suggested that if we were concerned about the number of hours in the BM we should look at other programs as well and not single out music. He mentioned that business, for example, required 104 hours, and it would be very easy to fill a history major with 120 hours. But KARANT-NUNN protested that there is a difference between requiring 123 hours and letting students volunteer to take that many. SHERIDAN pointed out that things have changed at Portland State. When she came here, the institution was liberal arts; since then many professional schools have been added. There are now many requests for the BM and we should be sensitive to them. She also made clear that the University is not abandoning the BA degree in music; it will continue to be the appropriate degree for many music majors.

KARANT-NUNN related that Oberlin boasts of over 100 practice rooms and the UO has many dozen, and she wondered how many PSU had. JONES shared that concern. TRUDEAU answered that we had 21 practice rooms plus 14 stations in the piano lab. He also explained that Oberlin and UO are residence schools and students had to have practice facilities on the campus. PSU students do most of their practicing at home. KARANT-NUNN wanted to know how that was possible in apartments where musical instruments are not allowed. TRUDEAU made clear that most instruments have mutes and can be played in apartments and that many students these days have electronic keyboards -- traveling professional musicians carry them with them and practice on airplanes and in hotel rooms.

FORBES noted that the BM degree proposal mentioned the conversion of LH 75 into a student recital hall and wondered where the Department of Biology would go to offer its large class sections. He agreed that the hall needed refurbishing but feared that no other rooms on campus were big enough and announced that the Ballroom would not be adequate for biology lectures. SHERIDAN pointed out that student recitals are already being held in LH 75 and have harmoniously co-existed with biology. WALDROFF did not see practice facility as presenting a problem. In many ways PSU has been better prepared to offer the BM than the BA. He thought it a shame for PSU not to have the degree where it is most needed, in the metropolitan area.

KARANT-NUNN observed that the overwhelming number of music positions advertized in the Chronicle of Higher Education required the masters and doctors degrees. She wondered about the strength of the PSU music faculty where only five hold terminal degrees. Would this new professional degree -- and a possible later master's degree -- require new faculty here? SHERIDAN responded that persons teaching in strictly performance areas do not need advanced degrees. PSU will not ask instructors who also play in the Oregon Symphony Orchestra to get a DMA degree. But she also pointed out that the last two full-time teachers hired had the DMA.

COOPER was concerned about the budgetary implications. The program requests a \$23,000 increase in 1985 and \$31,000 in 1986 -- this at a time when the University is letting other people go. How can we justify that? SHERIDAN said that the department could do without the new position but pointed out that as music grows, so will the rest of the University. There is much interest in this new degree. WILSON wanted to know why there was no increase in the budget for applied music fees. SHERIDAN replied that BM students will have to pay for their own lessons. Some scholarship money is available. She also pointed out that the \$5,000 library improvement funds the Music Department had coming. The same is true of the equipment fund. She said that the tympani were in desperate need of repair, regardless of the BM degree. TRUDEAU added that private support was becoming more and more a reality and he was confident of receiving outside financial help from the community.

At this point the question was called for, and the motion passed with no dissenting votes.

DUNBAR reintroduced her motion "to approve the Ph.D. degree for electrical and computer engineering." The motion was seconded.

JONES announced that he had had all of his questions answered after reading the detailed proposal and talking to Dean Erzurumlu. He was satisfied that this was a good program and said PSU should be cognizant of the needs of the community and how this doctoral degree can contribute to the metropolitan area. He also pointed out that this Ph.D. program only asked for a modest financial support.

WEST asked about the foreign language requirement for this degree. DUNBAR explained that it was no different from other programs. R. NUSSBAUM wanted to know why the residency requirement was different from the three terms required in environmental science. ERZURUMLU pointed out that 36 hours, excluding dissertation, was consistent with what we had.

L. NUSSBAUM said the admission requirements were vague. She also wondered if there were enough hours for those students to take who come into the program with only a BA. FRICK reminded her of the substantial number of 400G courses the Senate approved last month.

MANDAVILLE wondered if the proposed budget was a catch-up figure or represented an ongoing raise. He questioned whether the money would come from other sources. BLUMEL said that the 1985-86 budget will go up by \$7,500 on an ongoing basis. He expected additional funding improvements to come with the development of these programs.

CABELLY and WEST talked about the library allocations, noting that separate figures were given for program allocations and on an ongoing basis. WEST recalled that EAS has been treated very well compared to more established programs, and the School is not starting from scratch. He talked about the difficult relationship that exists between modish trends of the time and the well established liberal arts. He announced that he would vote for the proposal but worried about engineering becoming the top dog. BLUMEL pointed out that the entire Electrical Engineering Department only had 12 faculty members.

The question was called for, and the motion was passed with no dissenting votes.

Since this was the last Senate meeting attended by Vice President James Todd, the Senate passed a unanimous resolution thanking him for his many contributions to the University and wishing him success at the University of Wyoming.

#### ADJOURNMENT

The meeting was adjourned at 3:52 p.m.

University Curriculum Committee

Annual Report to the Faculty Senate, 1983

November 15, 1983

Committee Members:

Carl Abbott (Urban Studies)  
James Bentley (Business Administration)  
Stephen Best (Student)  
Catherine Evleshin (Dance)  
Carole Gatz (Chemistry), Chair  
Kathleen Greey (Library)  
David Guzman (Social Work)  
Nan-Teh Hsu (Engineering)  
Sheldon Maron (Education)  
Anthony Wolk (English)  
Helen Youngelson (Economics)

Consultants:

Don Gardner (Director of Institutional Research)  
Forbes Williams (Dean of Undergraduate Studies)

During the 1983 calendar year, the University Curriculum Committee reviewed 12 program-change proposals, 79 new-course proposals, 66 course-change proposals, and 11 drop-course proposals. In addition, the Committee reviewed two proposals for new degree programs: BM in Music and BA in International Studies. During the review process the Committee made many corrections and revisions in consultation with the units that originated the proposals. The proposals were reported to the Senate, with the Committee's recommendation for approval, at the November and December 1983 Senate meetings.

The University Curriculum Committee has made a preliminary study of course duplication and will make some recommendations to the 1984 Committee for further action.

The Committee has also discussed ways to simplify and expedite the curricular review process and has made some recommendations to the Office of Academic Affairs.

PORTLAND STATE UNIVERSITY  
November 15, 1983

**ANNUAL REPORT 1983**

To: Faculty Senate

From: Graduate Council

Zola Dunbar, Chairperson, Patricia Byrd, Pieter Frick, George Guy, Susan Karant-Nunn, George Lendaris, Joan McMahon, Tony Rufolo, Phil Smith, Milan Svoboda, Mary Taylor, Lynn Thompson.

Consultants: Stanley Rauch, Bob Tufts, Bob Nicholas

The Graduate Council met on a weekly basis Winter, Spring, and Fall Terms. Charles McIntyre served as Chairperson from January until June and Tony Rufolo served as acting chairperson during summer term. Zola Dunbar was appointed chairperson in September.

Following is a list of actions during the year from January until November 15:

1. Finalized a policy statement on Academic Honesty and Integrity which was adopted by the Faculty Senate June 1983.
2. Developed a policy statement on Student Level Restrictions which was adopted by the Faculty Senate October 1983.
3. Reviewed and made recommendations to the Faculty Senate on proposed changes in graduate programs, new courses, changes in existing courses and dropping of existing courses.
4. Reviewed and acted on 83 petitions. Of these 59 were approved and 24 were denied.

ZD/b

PORTLAND STATE UNIVERSITY  
SCHOLASTIC STANDARDS COMMITTEE

ANNUAL REPORT TO THE FACULTY SENATE - 1983

The Scholastic Standards Committee is charged (a) to "develop and recommend academic standards with a view to maintaining the reputation of the undergraduate program at the University" and (b) to "assist undergraduate students in difficulty with scholastic regulations" including transfer undergraduate students who have had scholastic deficiencies seeking admission and our own undergraduate students seeking re-admission.

OPERATIONS

Between October 28, 1982 and November 10, 1983, the Committee considered 890 petitions. In practice, three or more members of the Committee separately and privately read each petition with supporting documents and voted to grant or deny. The results for the last three years are given below:

	<u>12/15/80 to 11/2/81</u>	<u>11/2/81 to 10/28/82</u>	<u>10/28/82 to 11/10/83</u>
<b>Admission</b>			
Granted	98 (80%)	72 (68%)	79 (74%)
Denied	25	34	28
<b>Reinstate</b>			
Granted	82 (65%)	98 (52%)	107 (51%)
Denied	45	92	103
<b>Extension of Incomplete</b>			
Granted	82 (93%)	74 (81%)	123 (96%)
Denied	6	17	5
<b>Correct Grade Option</b>			
Granted	60 (42%)	51 (41%)	39 (32%)
Denied	84	74	84
<b>Registration Change after End of Term</b>			
Granted	200 (76%)	251 (67%)	211 (64%)
Denied	62	124	111
<b>Summary</b>			
Granted	522 (70%)	546 (62%)	559 (63%)
Denied	222	341	331
<b>Total</b>	<b>744</b>	<b>887</b>	<b>890</b>



The Committee's treatment of individual cases continues the trends established in prior years. For admission or readmission, the committee continues to look for an indication of probable success. Incompletes may be extended for reasonable time periods with the instructor's consent. The only major change has been in the changing of grade option. The Committee strongly believes the choice of grade option is the student's responsibility. The Committee has requested the Registrar to resume the fifth week schedule confirmation to all students, not just those who register on add/drop day. This should reduce the number of petitions for option changes as the student will receive notification in time to make the necessary changes by existing procedures.

The percentage of requests for registration changes after the end of the term has remained constant the last two years. One area which has seen continual abuse is the request for restoration of a past term's complete registration which was cancelled for non-payment of fees. In 1983, 51 students petitioned and in 1982, 60 petitioned to have their registrations restored. In 1983, 15 of the 51 petitions and in 1982, 27 out of 60 petitions were to restore a registration two or more terms previous.

Long-established, clearly published state system and University policy have stated that "no credit will be given for classes if fees have not been paid by [the deadline]," Recently efforts have been made to curtail abuse by non-pays and enforce University policy by shortening the deadline by one week, (from three weeks total) by identifying non-pays on class lists, and by informing students and faculty that non-pays do not have a right to attend, sit-in, or participate in class-related activities; take exams; or be academically evaluated. SSC recognizes that continuing to routinely and formally address such petition activity is inconsistent and inappropriate to current policy and procedure. Furthermore, SSC attention is unnecessary since the activity itself is prohibited and, relief is available with Deadline Appeals during the actual term.

Early in the year the Committee was asked by Charles White, Summer Session Director to review the issue of Summer Student eligibility. Currently any PSU student who is "academically disqualified" may not attend classes, while a student who has been disqualified from another institution may attend classes as a non-admitted student. The Committee responded as follows:

- Summer is no different than any other term except the limitation on hours for non-admitted hours goes from 6 to 21.
- The relaxation of disqualification for Summer term would weaken the force of disqualification.
- Ample opportunities already exist for students to be readmitted to the University through ASP, EOP, and our normal petition process.

All comments supplied by faculty are appreciated by the Committee. Faculty could help reduce student petitions by informing students of any discrepancies in registration and the indicated grading option.



Policy Recommendations

An issue to come before the Committee requiring Senate action is that no time limitation exists for changing achievement grades. Therefore, the Scholastic Standards Committee recommends and asks to be moved the following:

No achievement grade or Pass/No Pass grade may be changed after one calendar year from the date posted, except by approval of the Scholastic Standards Committee.

Discussion

Abuse of the use of supplementary grade reports continues in four areas: negation of academic disqualification, graduation honors, athletic eligibility and financial aid eligibility.

Recent examples provided by the Registrar include the following:

- Change of a grade from D to C for a course in a student's last term although the student had graduated and had not attended PSU for two years.
- Change of grade from F to W in a course taken three years previously changing a student's GPA to 2.00 on the last day the student could become eligible.
- A student who made an inquiry reached a retired faculty member, and had a SCR in the office in one day to remove an F from twenty years before.'

Current University policy states that Incomplete grades cannot be changed after one year except by requesting an extension from the Scholastic Standards Committee. There is however, no time limitation on grade changes. A change of grade does require the Department Head's signature verifying the instructor as the instructor of record. Yet any grade can still be changed forever without any academic review.

Respectfully submitted,

Alan Raedels, Chairperson

Committee members:

Theodore Grams, Michael Gould, Jack Lutes, Earle MacConnell, Mary Ricks and David Wrench

Advisors:

Robert Tufts and Forbes Williams

G1

Portland State University  
9 November 1983

TO: Faculty Senate

FROM: University Curriculum Committee  
Carole Gatz (Chair), Carl Abbott, James Bentley, Stephen Best, Catherine Evleshin, Kathleen Greey, David Guzman, Nan-Teh Hsu, Sheldon Maron, Anthony Wolk, Helen Youngleson  
Consultants: Don Gardner, Forbes Williams

The University Curriculum Committee has reviewed the following proposals for program changes, new courses, and changes in existing courses.

School of Business Administration:

- Program change A (information resource management option) - approved.
- Program change B (management options) - referred back to department.
- Business Education - course changes - approved.
- Marketing - new courses - approved.
- course changes - approved.

School of Education:

- Course change (ED 414) - approved.

School of Engineering and Applied Science:

- Program change A (electrical engineering) - approved with change of last three sentences to: "To make room for the three new courses, CH 203 and EAS 212 will be dropped as required courses. The total science credits remain unchanged. The net change for the major will be an increase of three credits."
- Program change B (computer engineering) - approved with change of last two sentences to: "The additional three credits required for this physics class will be accommodated by substituting CH 201, 202 (Chemistry for Engineering Majors = 6 cr.) for CH 204, 205 (General Chemistry = 8 cr.). The net number of science credits required thus is increased by one credit."
- Civil Engineering - course changes - approved.
- Electrical Engineering - new courses (EE 337, 338) - approved.
- course changes - approved with revision of prerequisites for EE 250 to "EE 222; Mth 321 or concurrent."

School of Health and Physical Education:

Program change - approved.

New courses (PE 395, 451, 452) - approved.

Course changes - approved with the following editorial changes:

PE 340 - change course description to "Exploration of the administration and organization of sport and fitness programs."

PE 371 - change course description to begin: "An overview of the methods of training for components of physical fitness."

School of Performing Arts:

Dance - new courses - approved.

Music - new courses - approved.

- course changes - approved.

Theater Arts - course changes - approved with course description for TA 352 changed to: "Training in special techniques of stage make up."

The University Curriculum Committee has reviewed the following proposals for new programs:

College of Liberal Arts and Sciences:

BA in International Studies - approved.

School of Performing Arts:

BM in Music - approved.

## PROPOSAL FOR NEW PROGRAM

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE BACHELOR OF ARTS DEGREE IN INTERNATIONAL STUDIES.

### Description of Proposed Program

#### 1. Definition of Academic Area

- a. Define or describe the academic area or field of specialization with which the proposed program would be concerned.

The Bachelor of Arts program in International Studies is an interdisciplinary program concerned with area studies, languages and comparative development/modernization.

- b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?

The program initially will provide a more cohesive program based on existing and new course work in traditional disciplines: Anthropology, Economics, Foreign Languages, Geography, History, Political Science, and Sociology. It will blend existing subspecialties and certificate programs in: Asian Studies, Central (and Eastern) European Studies, Latin American Studies, Middle East Studies with Comparative Development/Modernization Studies to create a program in which students from the subspecialties will be exposed to expertise in others.

- c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops? No.
- d. Are there subspecialties that the institution intends to avoid, in developing the program?

Avoidance will depend on potential for duplication.

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

As soon as possible; 1983-84 if immediate approval is forthcoming. Components are in place, and with few exceptions, faculty expertise is available for an initial phase-in. Discernible academic quality will be a feature from the outset.

#### Department, School, or College Responsible

- a. What department and school or college would offer the proposed program?

The College of Liberal Arts & Sciences (CLAS). The B.A. program in International Studies will be administered by an Institute of International Studies. Course work will be provided by constituent parts of CLAS, with appropriate support courses from the School of Business Administration.

- b. Will the program involve a new or reorganized administrative unit within the institution?

As soon as possible, an Institute of International Studies will become a counterpart of the Institute for International Trade and Commerce. Within the overall frameworks of PSU and the College of Liberal Arts & Sciences, the Institute of International Studies will be the administrative unit with the responsibility for further external program development, seeking of alternative resources of funding and providing research and public service.

### 3. Objectives of the Program

#### a. What are the objectives of the program?

The principal objective of the B.A. program in International Studies is the training of graduates with the necessary skills to pursue professional careers in international business, government (i.e., Foreign Service), education, and communications that require expertise in international economic, political, social and cultural affairs. This objective will be accomplished in part by providing students with both theoretical knowledge and practical understanding of the international and regional dimensions of applied economics, such as trade and finance, and policy-making relevant to questions of international and regional economic development and relations among nations. Training in the languages and cultures of critical areas (such as East Asia) is an essential component of the program and will provide the necessary foundation for individual students to integrate general knowledge of international problems with specific expertise in a coherent cultural area.

The B.A. program will provide cohesion to previously-offered certificate programs and make all area studies endeavors an even more practical educational experience.

As a result of the academic program there will be an increased awareness on the part of the PSU students of this country's, hence Oregon's--generally and Portland's--specifically, involvement in foreign affairs. The research and public service aspects of International Studies will avail the local community of practical, applied area studies expertise through central coordination, as well as attracting speakers and programs to both campus and community. The program will provide an improved, coordinated mechanism for the highly visible and mutually rewarding interface of University and community, akin to coincidental efforts in other areas such as high technology and international trade. It will focus resources of OSSHE on Portland, much as OIT/Portland offerings have done in technology, through greater potential coordination with other institutions in the System.

#### b. How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.

PSU will monitor faculty and student performance through the same means presently available for other programs. Evaluation, moreover, will be undertaken by a faculty/community/professional concilium and a governing committee of elected and appointed members.

#### c. How is the proposed program related to the mission and academic plan of the institution?

The proposed program is related to stated instruction, research and service mission of the institution; it is in keeping with (and a response to) the "Strategic Plan for the 1980's," it is the culmination of faculty, administration, resources, and proposals initiated over a decade ago, and the amalgam of programs in existence for nearly twenty years.

#### d. What are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

It is expected that the graduating student will find employment in government and public service; at municipal regional and state, as well as national, levels, international finance, trade: management, marketing, business research.

4. Relationship of Proposed Program to Other Programs in the Institution

List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

a. Closely-related programs--certificate

- i. Asian Studies - Certificate Program
- ii. Central (and Eastern) European Studies--Certificate Program
- iii. Latin American Studies--Certificate Program
- iv. Middle East Studies--Certificate Program
- v. International Business Studies--Certificate Program

b. Areas of strength and support--Departments

College of Liberal Arts & Sciences - Participating Departments:

- i. Anthropology
- ii. Art & Architecture
- iii. Economics
- iv. Foreign Languages
- v. Geography
- vi. History
- vii. Political Science
- viii. Sociology

School of Business Administration - Participating Departments:

- i. Marketing
- ii. Management

5. Course of Study

a. Describe the proposed course of study.

B.A. DEGREE IN INTERNATIONAL STUDIES

Portland State University combines a traditional broad-based education with programs that focus on questions of International concern and treat cultures and civilization other than our own. The University's special programs with international significance are currently grouped within the Office of International Studies.

The International Studies degree programs concentrate on the study of a group of countries or a region with common linguistic and/or cultural characteristics. This is accomplished through a combination of appropriate courses in academic disciplines, designed to intensify a student's knowledge and understanding of that region.

The University awards degrees upon completion of specific requirements in one of the area concentrations, and in selected, combined programs. Students must demonstrate competence in at least one language associated with the area of concentration.

b. What elements of this course of study are presently in operation in the institution?

The five area concentrations or "tracks" presently available to students through International Studies are listed in 4.a. above.

<u>ASIAN STUDIES</u>	<u>CENTRAL-EAST EUROPEAN STUDIES</u>	<u>LATIN AMERICAN STUDIES</u>	<u>MIDDLE EAST STUDIES</u>	<u>COMPARATIVE DEVELOPMENTAL /MODERNIZATION STUDIES</u>
----- Team Taught Core Curriculum - 3 Credits -----				
----- Team Taught Core Seminar - 3 Credits -----				
(2yrs) Chinese or Japanese + 9 credits (upper div.) *	(2yrs) Russian or German + 9 credits (upper div.) *	(2yrs) Spanish or Portuguese + 9 credits (upper div.) *	(2yrs) Arabic or Hebrew + 9 credits (upper div.) *	(2yrs) Foreign Language + 9 credits (upper div.) *
9 credits Economics** &/or Geography combination	9 credits Economics** &/or Geography combination	9 credits Economics** &/or Geography combination	9 credits Economics** &/or Geography combination	12 credits (approved combination) Economics**
9 credits History or Art/Arch	9 credits History or Art/Arch	9 credits History or Art/Arch	9 credits History	15 credits (approved combination) History, Anth**, Soc** Geography (at least 9 credits in Soc &/or Geography)
9 credits Pol Sci, Anth** &/or Soc** combination	9 credits Pol Sci, Anth** &/or Soc** combination	9 credits Pol Sci, Anth** &/or Soc** combination	9 credits Pol Sci, Anth** &/or Soc** combination	

\*Proficiency test required for all languages

\*\*areas in which discrete numbered area-oriented courses will be added to support the B.A. program.

N.B. All area studies courses to be mutually-designated by department and program coordinator. "International" (i.e., non-area) designated courses will allow student to focus on a regional topic via research on a global theme or topic.

- c. How many and which courses will need to be added to institutional offerings in support of the proposed program?

ANTHROPOLOGY: 6 hours Asian Studies, 3 hours Latin American Studies, 3 hours Middle East Studies.

ECONOMICS: 6 hours Asian Studies, 6 hours Latin American Studies, 6 hours Middle East/Developmental Economics.

SOCIOLOGY: 3 hours Asian Studies, 3 hours Latin American Studies, 3 hours Middle East Studies/Third World Societies.

#### 6. Admission Requirements

- a. Please list any requirements for admission to the program that are in addition to admission to the institution. N/A
- b. Will any enrollment limitation be imposed? Please indicate the limitation and rationale therefor. How will those to be enrolled be selected if there are enrollment limitations?

No enrollment limitations for qualified students are anticipated.



Relationship of Proposed Program to Future Plans

- a. Is the proposed program the first of several curricular steps the institution has in mind in reaching a long-term goal in this or a related field?

The B.A. program in International Studies is the initial phase of a PSU commitment to develop graduate offerings in the field. It conforms to the institution's efforts to provide quality programs in interdisciplinary fields of specific import to the metropolitan area: i.e., Environmental Sciences and Resources, Systems Science, Urban Studies.

- b. If so, what are the next steps to be, if the Board approves the program presently being proposed?

The next steps (to be taken during the 1983-85 biennium) are:

- i. the strengthening and expansion of the proposed program to include all advisable combinations of trade, language studies specializations and general study;
- ii. the preparation of graduate program curricula and proposals.

Accreditation of the Program

- a. Is there an accrediting agency or professional society which has established standards in the area in which the proposed program lies? (Please give name.) N/A
- b. If so, does the proposed program meet the accreditation standards? If it does not, in what particulars does it appear to be deficient? What steps would be required to qualify the program for accreditation? N/A
- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program fully accredited? If not, what would be required to qualify it for accreditation? What steps are being taken to achieve accreditation? N/A

Need

Evidence of Need

- a. What evidence does the institution have of need for the program? Please be explicit.

Local, state and national educators, members of the international business community, and government officials overwhelmingly advocate expansion of offerings at all levels in the field of international education. The Governor of the state, the Chancellor of OSSHE, and the Director of the Port of Portland, the Mayor of Portland, numerous legislators and a select governor's commission have urged OSSHE and PSU to develop such programs.

- b. What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
Estimated Enrollment:	50	75	100	125	150
Estimated # of Graduates:	--	--	---	30	50



While this question can only be answered by guesses, we anticipate that regular student enrollment in the individual areas should be 25 per area per year, with a significant (50-100) enrollment of part-time students acquired from industry, making up the total.

Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

The B.A. program in International Studies will provide an academic option both to students who presently attend OSSHE and private institutions in the region and students who might not otherwise attend PSU. It will be the only international studies curriculum of its type between Seattle and Berkeley.

- c. Identify statewide and institutional service area manpower needs the proposed program would assist in filling.

International trade management and financial manpower, economic and technical research specialists, secondary education specialists for global studies curriculum.

- d. What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out?

See 9-a, above. There continues to be a vital need for capable translators, researchers and economic policy makers who can grasp international economic aspects, geo-political realities, historical trends and trade possibilities.

- e. Are there any other compelling reasons for offering the program? N/A

- f. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

NICSA and student exchange programs, Oregon-Costa Rica relationship, legislative action, strategic plan, Chancellor's Office expressions, Portland's sister city relations. See 9-a, above.

- g. Have any special provisions been made for making the complete program available for part-time or evening students?

In keeping with PSU's mission, every appropriate provision will be made to make the program available for part-time, evening and transfer students. This will be accomplished by judicious scheduling of the appropriate courses to make them readily available to this special clientele.

#### Duplication of Effort

#### 10. Similar Programs in the State

- a. List any similar programs in the state.

- i. New International Studies Program at WOSC--limited language area offerings.
- ii. No such programs at OSU, SOSC, EOSC, OIT, OHSU.
- iii. International Studies program at U of O--thematic approach; no Middle East option.

- b. If similar programs are offered in other institutions in the state, what purpose will the proposed program serve? Is it intended to supplement, complement, or duplicate existing programs?

The B.A. program in International Studies will be closely associated with the Institute for International Trade and Commerce, thus it will link diplomatic corps, business foreign trade and industry in the Portland metropolitan area. It is complementary, equal in scope, and different in specific area coverage to the WOSC and U of O programs. It duplicates only in comparability of existing course offerings in the PSU/CLAS departments with courses offered at the U of O. It is essential and reasonable to have such a program in the commercial center of Oregon.

- c. In what way, if any, will resources of any other institutions be utilized in the proposed program?

A concerted effort is under way, through the Oregon Consortium for Asian Studies to coordinate programs in this area. Other educational institutions in this state will be called upon in an appropriate way for expertise in the form of conferences, seminars, symposia, visiting faculty and speakers.

### Resources

#### 11. Faculty

- a. List present faculty who would be involved in offering the proposed program, with pertinent information concerning their special qualifications for service in this area. (This portion has been deleted for printing purposes, but this information is available for your perusal in the Dean's Office, College of Liberal Arts & Sciences)
- b. Estimate the number, rank, and background of new faculty members that would need to be added to initiate the proposed program; that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in item 9-b. What kind of commitment does the institution make to meeting these needs? What kind of priority does the institution give this program in staff assignment?

New faculty members will not be needed to initiate the B.A. in International Studies. Alternate track (Economics or Geography), (Political Science or Anthropology or Sociology) make this feasible. By the end of the 1983-85 biennium new faculty--at the assistant or associate professor rank--will be needed in the following areas; with special reference to the Development/Modernization option:

- i. Developmental Economics (Asian focus) 1.0 FTE
- ii. Comparative Social Development (Sociology, Anthropology, Asian focus) 1.0 FTE
- iii. Chinese 1.0 FTE
- iv. Japanese 1.0 FTE

It is anticipated that these junior/middle level appointments will arise through FTE generated by retiring faculty.

- c. Estimate the number and type of support staff needed in each of the first four years of the program.

It is anticipated that for the first two years of the program 1.0 coordinator and 1.0 support staff secretary will be needed; for the second two years 1.0 additional support staff may be required.

## 12. Library

- a. Describe in as objective terms as possible the adequacy of the library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials issued by the American Library Association or some other responsible group, indicate to what extent the institution's library holdings meet the requirements of the recommended list.)

Holdings are adequate at present for B.A. level programs in Asian (Japanese area, not Chinese), Central/East European, Latin American components; good to excellent for Middle East; adequate for Developmental/Modernization Studies.

- b. How much, if any, additional library support will be required to bring the library to an adequate level for support of the proposed program?

Funds are available for the expansion of the Japanese library holdings through a grant to PSU. Chinese holdings need to be commensurate with the Japanese acquisitions.

- c. How is it planned to acquire these library resources?

Grant funding will be sought for the Chinese resources.

## 13. Facilities and Equipment

- a. What special facilities in terms of buildings, laboratories, equipment are necessary to the offering of a quality program in the field and at the level of the proposed program?

It is anticipated that Computer Assisted Instruction (C.A.I.), especially in the language classes, will play an important role in the development of this program.

- b. What of these facilities does the institution presently have on hand?

Several of the component departments are involved in C.A.I.

- c. What facilities beyond those now on hand would be required in support of the program? None.

- d. How does the institution propose these additional facilities and equipment shall be provided? N/A

## 14. Budgetary Impact

- a. Please indicate the estimated cost of the program for the first four years of its operation, following the format found on p.6 of this document.

(Please see page 15 )

- b. If a special legislative appropriation is required to launch the program (as shown in item 4-b of the estimated budget), please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium? N/A

- c. If federal or other grant funds are required to launch the program (items 4-c and 4-d), what does the institution propose to do with the program upon termination of the grant?

Any grant funds to be received will be used for the purchase of library and C.A.I. materials. Program to be maintained through generation of additional grants and via reallocation of existing funds.

- d. Will the allocation of going-level budget funds in support of the proposed program have an adverse impact on any other institutional programs? If so, which programs and in what ways?

No adverse effects, rather an enrollment increase in the courses is anticipated.

SUMMARY OF ESTIMATED COSTS FOR PROPOSED PROGRAM

Portland State University, College of Liberal Arts & Sciences

Program: B.A. Degree in International Studies

Effective Date: September 16, 1983

	First Year	Second Year*	Third Year*	Fourth Year
	Amount FTE	Amount FTE	Amount FTE	Amount FTE
1. Personnel				
a. Faculty/Coordination	----- Existing Positions -----			
b. Graduate Assistants	0	0	0	0
c. Support Personnel (incl. OPE)	\$15,553 1.0	\$15,553 1.0	\$15,553 1.0	\$15,553 1.0
d. Fellowships & Scholarships	----- From General University Pool -----			
TOTAL	\$15,553 1.0	\$15,553 1.0	\$15,553 1.0	\$15,553 1.0
Percentage of Total from State Funds	100%	100%	100%	100%
2. Other Resources	Amount	Amount	Amount	Amount
a. Library (grant to PSU)	\$10,000	\$10,000	\$10,000	\$10,000
b. Supplies & Services	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
c. Movable Equip. (grant income)	\$12,000	\$12,000	\$12,000	\$12,000
TOTAL	\$30,000	\$30,000	\$30,000	\$30,000
Percentage of Total from State Funds	27%	27%	27%	27%
3. Physical Facilities	Amount	Amount	Amount	Amount
Construction of New Space or Major Renovation	0	0	0	0
Percentage of Cost from State Funds	0	0	0	0
GRAND TOTAL	\$45,553 1.0	\$45,553 1.0	\$45,553 1.0	\$45,553 1.0
Percentage of Total from State Funds	52%	52%	52%	52%
4. Source of Funds	Amount	Amount	Amount	Amount
a. State Funds-Going Level Budget	\$23,553	\$23,553	\$23,553	\$23,553
b. State Funds-Sp. Appropriation	0	0	0	0
c&d Federal Funds & Other Grants	\$22,000	\$22,000	\$22,000	\$22,000
e. Fees, (spec. courses, sem, etc)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
f. Other	0	0	0	0
TOTAL	\$50,553	\$50,553	\$50,553	\$50,553

\*These are recurring funds from previous year.

SEQUENCE OF ACTION:

Approved by Library \_\_\_\_\_ Date \_\_\_\_\_

Approved by CLAS Curriculum Comm. [Signature] \_\_\_\_\_ Date 26.VII.

Approved by CLAS Dean [Signature] \_\_\_\_\_ Date 26.VII.

PORTLAND STATE UNIVERSITY  
November 14, 1983

To: Faculty Senate

From: Graduate Council

Zola Dunbar, Chairperson, Patricia Byrd, Pieter Frick, George Guy, Susan Karant-Nunn, George Lendaris, Joan McMahon, Tony Rufolo, Phil Smith, Milan Svoboda, Mary Taylor, Lynn Thompson.  
Consultants: Stanley Rauch, Bob Tufts, Bob Nicholas

The Graduate Council has reviewed the following proposals for program changes, new courses, changes in existing courses, and dropping of existing courses and has taken the action as indicated:

### Programs

#### School of Education

Changes in Basic and Standard Counseling Endorsements -- approved

Changes in MA/MS in Education -- approved with following revision: Delete 1.C and 2 (2) and 2 (3); add the word Comprehension to 2 (4); and change last sentence to, "The thesis requires an oral examination in addition to the written product."

### Courses

Chem 443-- approved with deletion of sentence "Graduate credit not available for chemistry majors.", clarification of requirements for graduate credit, and expansion of #7 a.

Soc 489 -- approved with addition of supplemental statement to #11, "Graduate studies will be expected to have qualitative and quantitative differences in their written work and class discussions as compared with undergraduates. They must show a higher level of comprehension of the material, be more familiar with abstract sociological concepts, and be prepared to discuss them, conduct fieldwork on a current legal problem as part of their written project, and write a more comprehensive paper (more pages and greater depth of analysis).

Sp 524 -- approved with changes on page one: #5 to change word seminar to in class and #7a to change word seminars to courses.

### School of Business Administration

Four new courses Mktg 4xx -- approved  
Course changes: Mktg 415, Mktg 416, Mktg 478 -- approved  
Courses dropped: Mktg 450, Mktg 460 -- approved

School of Engineer and Applied Science

Civil Engineering

CE 479 -- approved

Electrical Engineering

New courses: EE 512, EE 530, EE 541, EE 542, EE 543, EE 560, EE 561, EE 562, EE 575, EE 576, and 577 add I and II to title, EE 580, EE 581, EE 582 -- approved with addition of #7C and clarification of # 11 clarified in all courses, plus course descriptions rewritten for clarification for EE 560 and 561.

Course Changes: EE 441, EE 442, EE 443, EE 461, EE 462, EE 511, EE 532 EE 451 and 452 add II and II to course title, EE 520, 521, and 522 add I, II and III to course title, EE 550, 551 and 552 change title to Modern Feedback Control Systems I, II, and III with prerequisite EE 452 -- approved.

School Health and Physical Education

New Courses: PE 521, PE 522, PE 541, PE 542, PE 562, PE 563, PE 564, PE 565, PE 574, PE 594 -- approved

Course Changes: PE 561, PE 573 -- approved

Courses Dropped

PE 421, PE 513, PE 554, PE 555 -- approved

School of Performing Arts

Department of Theater Arts

Course change: TA 421 -- Approved



PORTLAND STATE UNIVERSITY  
November 21, 1983

To: Faculty Senate

From: Office of Academic Affairs

Subject: Summary of Proposal for New Program Leading to a PhD in  
Electrical and Computer Engineering

The Department of Electrical Engineering proposes to offer a PhD in Electrical and Computer Engineering. No change in the administrative unit would be involved. If approved, the Department plans to initiate the program Fall Term 1984.

The principal objectives of the program are to provide a high quality doctoral degree program emphasizing selected research areas of man-machine interface, energy systems, and applied electromagnetics; to offer a comprehensive set of graduate course sequences and to accommodate the special educational and research needs of students who work part- or full-time in the local electronics and computer industry; to provide a research environment and professional forum for members of local industrial communities; and to enhance the potential for economic development in the Portland area, the state, and the region.

Evidence of need for the proposed degree is available from a number of different sources, including a recent report by the Stanford Research Institute, prepared for the Portland Chamber of Commerce, and Technical Employment Projections by the American Electronics Association. The national demand for doctoral candidates in teaching and industrial positions is expected to exceed the supply through 1995. The State System of Higher Education Strategic Plan for 1983-87 and the report of the Oregon Consortium for Higher Technology Education assign PSU a central role in expanding graduate and research programs to meet the educational and research needs of the Portland area electronics and computer industry. Enrollment in the proposed program could be expected to increase from 5 students in 1984-85 to 20 students by 1988-89. Graduates are projected as 1 in 1985-86 and 7 by 1988-89. Initially, the program would expect to draw students from MSEE graduates at PSU and from employees of local electronics companies. Applicants for the program would normally be required to have an MS in Electrical or Computer Engineering. Students with a BS in Electrical or Computer Engineering, an outstanding academic record, and an acceptable GRE score would also be considered for direct admission to the PhD program.



At present, no state-supported PhD program in Electrical and Computer Engineering is available in Portland, though the Oregon Graduate Center, a private institution, offers doctoral programs in Applied Physics and Electrical Engineering and in Computer Science and Engineering. Oregon State offers a PhD in Electrical Engineering at its Corvallis campus and proposes to offer some doctoral research opportunities to a limited number of Tektronix employees in Beaverton. An OSU faculty member is currently resident in the EE Department at PSU and continued close cooperation between the EE Departments at OSU and PSU is planned for future years.

The proposed PhD degree would be granted primarily for creative accomplishments in Electrical and Computer Engineering. No rigid course requirements are planned other than for a minimum of 3 years full-time graduate work beyond the bachelor's degree and the stipulation that the last 36 credits be completed in residence at either PSU or OSU. Students would be required to complete successfully a qualifying examination shortly after admission to the program and preliminary written and oral examinations after completing all course work. A dissertation, evidencing a real contribution to knowledge, and a final dissertation defense would also be required. Any foreign language requirement would be determined by the candidate's doctoral committee. Graduate courses submitted by the EE Department in PSU's 1984-85 curricular request package would provide the foundation for the proposed PhD program, but four additional new courses would also be needed.

A national search for three vacant faculty positions in Electrical Engineering at the assistant/associate professor level and for a joint faculty position between the Departments of Electrical Engineering and Computer Science is currently underway. These additions will bring the Electrical Engineering Department's full-time faculty to 12 and would be sufficient to support both existing and proposed programs. Funding for the new faculty will come from the Department's regular budget, the Oregon High Tech Consortium Grant, and Program Improvement money appropriated by the 1983 Legislature. No additional support staff are anticipated, nor are additional facilities and equipment needed. Additional funds for supplies and services and for library holdings, however, would be required. A brief budget summary for the first four years of the proposed program is listed below:

<u>ESTIMATED COSTS:</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
Faculty	- 0 -	\$42,000	\$42,000	\$42,000
Library	- 0 -	7,500	7,500	
S & S	\$ 4,000	4,000		
TOTAL	\$ 4,000	\$53,500	\$49,500	\$42,000

SOURCE OF FUNDS:

State Funds -				
Special Appropriation	\$ 4,000	\$53,500	\$49,500	\$42,000