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Portland State University Faculty Senate

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Portland State University

TO: Senators and Ex-officio Members to the Senate
FR: Ulrich H. Hardt, Secretary to the Faculty

P.O. Box 751, Portland, OR 97207-0751

The Faculty Senate will hold its regular meeting on June 1, 1992, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

- A. Roll
- *B. Approval of the Minutes of the May 4, 1992, Meeting

President's Report

- C. Announcements and Communications from the Floor
- D. Question Period

1. Questions for Administrators

- a. Question for Library Director Tom Pfingsten from the Senate Steering Committee: "Please discuss the changes the Library has made or will make in response to the UPC concern to provide full faculty involvement in the governance and operation of the Library."
- b. Question for Provost Michael Reardon from the Senate Steering Committee: "What has happened to the proposal of a one-year program approval process for new courses and program changes to replace the current two-year process."

2. Questions from the Floor for the Chair

ELECTION OF PRESIDING OFFICER OF THE SENATE, 1992-93

- E. Reports from the Officers of Administration and Committees
 - *1. Advisory Council, Annual Report -- Moor
 - *2. Committee on Committees, Annual Report -- Terry
 - *3. Research and Publications Committee, Annual Report -- McMahon
 - *4. University Planning Council, Annual Report -- DeCarrico

ELECTION OF PRESIDING OFFICER PRO TEM, 1992-93

- F. Unfinished Business -- none
- G. New Business
 - *1. Discussion of Revised Budget Allocation Criteria--Patton

ELECTION OF SENATE STEERING COMMITTEE, 1992-93

- *2. Master in Public Health Proposal (see detailed document under "Graduate Council" in Reserve Library)--Casteel

DIVISIONAL CAUCUSES TO ELECT COMMITTEE ON COMMITTEES MEMBERS, 1992-94

Divisions electing: CLAS (2), AO, BA, ED, SW, UPA (including Health)

H. Adjournment

*The following documents are included with this mailing:

- B Minutes of the May 4, 1992, Senate Meeting*
- E₁ Advisory Council, Annual Report**
- E₂ Committee on Committees, Annual Report**
- E₃ Research and Publications Committee, Annual Report**
- E₄ University Planning Council, Annual Report**
- G₁ Budget Allocation Criteria*
- G₂ Master in Public Health Proposal**

**Included for Senators and Ex-officio Members only.

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, June 1, 1992
Presiding Officer: Ansel Johnson
Secretary: Ulrich H. Hardt

Members Present: Abbott, Ashbaugh, Barna, Beeson, Bowlden, Brannan, Brennan, J. Brenner, S. Brenner, Briggs, Burns, Casperson, Cumpston, Danielson, DeCarrico, Dodds, Duffield, Dunnette, Ellis, Farr, Finley, Gillpatrick, Goekjian, Goucher, Gray, Jackson, Karant-Nunn, Kocaoglu, Koch, Kosokoff, Lansdowne, Latz, Lendaris, Livneh, Lutes, McKenzie, Moor, Ogle, Oshika, Parshall, Petersen, Reece, Sestak, Sobel, Stern, Tama, Terdal, Terry, Tuttle, Visse, Weikel, Westover, Wurm.

Alternates Present: Falco for Arick, Benowitz for Burke, Beatty for Edwards, Skoken for Haaken, Herrington for Midson, Kristof for Sestak.

Members Absent: Ashbaugh, Bjork, Daily, Forbes, Johnson, Kasal, Schaumann.

Ex-officio Members Present: Davidson, Desrochers, Diman, Erzurumlu, Farr, Hardt, Miller-Jones, Nunn, Oh, Pfingsten, Reardon, Vieira, Savery, Tang, Toulon, Ward.

Newly Elected Senators Present: Cooper, Fisher, Liebamn, Sbait (for Vistica), Wollner, Hales, Kimball, Talbott, Tracy (for Jolin), Svoboda, C. Gray.

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, June 3, 1992
Presiding Officer: Ansel Johnson
Secretary: Ulrich H. Hardt

Members Present: Abbott, Barna, Beeson, Bowlden, J. Brenner, Briggs, Burke, Burns, ~~Cumpston~~, Danielson, DeCarrico, Dodds, Duffield, Farr, Forbes, Gillpatrick, Goucher, Gray, Haaken, Jackson, Johnson, Karant-Nunn, Koch, Kosokoff, Lansdowne, Latz, Lendaris, Livneh, Lutes, McKenzie, Moor, Ogle, Oshika, Parshall, Petersen, Sestak, Sobel, Terdal, Visse, Weikel, Westover.

Alternates Present: Beatty for Edwards, Wollner for Dodds (part of the meeting), Andrus for Kasal, Tseng for Stern.

Members Absent: Ashbaugh, Bjork, Brannan, Brennan, S. Brenner, Casperson, Cumpston, Daily, Dunnette, Ellis, Finley, Goekjian, Kocaoglu, Midson, Reece, Schaumann, Tama, Terry, Tuttle, Wurm.

Ex-officio Members Present: Davidson, Desrochers, Diman, Erzurumlu, Hardt, Miller-Jones, Reardon, Vieira, Savery, Tang, Toulon, Ward.

APPROVAL OF THE MINUTES

The minutes of the May 4, 1992, meeting were amended as follows: S. Sivage attended for Desrochers. Page 39, paragraph 3, last sentence should read "...the new Provost (not Chancellor) would be selected by the end of the week." Page 44, first sentence: DECARRICO insisted that "no such statement was ever made; this must have been a case of extreme miscommunication. This comment was not in response to the previous sentence, as it appears here. It was in response to previous remarks by Gillpatrick (and possibly others) regarding why SBA was being singled out for this action, and whether or not all other units in the University were receiving similar scrutiny." DECARRICO said: "Further, my response as reported here is also incomplete, and therefore confusing. My response was as follows: 'It would be most unfortunate if UPC actions were to be perceived as punitive ones aimed at any given unit. The concern has been about the overall process involved, and the precedent that it sets'."

With these corrections, the minutes were approved.

ANNOUNCEMENTS

1. A. JOHNSON thanked Rick Hardt for his 13 years of service as Secretary to the Faculty and presented him with a handsome pen and pencil set. Hardt was charged to let the minutes reflect the enthusiastic applause by the Senate. So there you have it.
2. Newly elected ASPSU president Dean DAWKINS circulated a memo recommending that all university boards which acted on expenditures of students' incidental fees be composed of at least 50% students. He also pledged his support of the University in these difficult times and hoped that all would work together closely.
3. JOHNSON announced that this Senate meeting would continue on Wednesday, should that be necessary.

PRESIDENT'S REPORT

RAMALEY made the formal announcement that she was invoking Article 22, Section 2b, of the collective bargaining agreement, in order to initiate the program reduction process. A letter had been sent to AAUP, and a "Dear Colleague" letter to all faculty and staff two weeks ago. An 80% budget is being planned by the Budget Reduction Team. Criteria for that process will be voted on later on today's agenda. REARDON, who chairs the team, described the process and timeline. General recommendations will be sent in time for the June board meeting. Stage II will be more detailed and will not be until fall.

KOCH noted that the chancellor seems to focus on SCH as a degree of productivity, and not on much else. RAMALEY agreed and emphasized that at PSU much community-based scholarship and the hands-on experiences of students should also be considered. REARDON said that CADS had been instructed to look at productivity broadly. He also said that representatives will be called to a University-wide meeting to define how to meet the remaining cuts in administrative services which have been given to PSU: 73 by June, 1993.

RAMALEY announced faculty and staff seminars for open discussions of budget cuts. Summaries from these meetings will be available to the team and for review by all in OAA. She emphasized that no decisions have been made yet, contrary to some rumors.

BRENNAN asked if proposals for add-backs would only be made at the university-wide level. Not necessarily, even though a strong case will be made for accessibility at OSSHE institutions to minority students; attentiveness to the PSU mission will also be closely monitored. DESROCHERS preferred not calling them add-backs; she feared giving the impression that cut programs would be put back. BEESON, however, said that decision packages could well propose that cut faculty be put back on, staffing programs which have been newly constituted into different formats or new emphases. WEIKEL asked when notices would be issued to affected faculty. In September/October, according to the President. Notices will be given to faculty even though the programs may eventually not be cut. How will we live through the next months together, she asked. MOOR wanted to know what date the lay-off notices would take effect. One year after the notice, assuming we will have to lay off anyone, replied RAMALEY. MOOR thought that in order to meet AAUP standards, the notices would take effect one year from the end of the academic year in which the notices were given. RAMALEY said she could not issue anything until after the July board meeting and wanted to postpone notices until the last moment, even after the possible September 12 vote, should the legislative special session recommend that. KOSOKOFF noted that the E-word was being avoided. That was so, RAMALEY said, because of instructions from the chancellor.

What would happen if the budget were frozen at 80%? We'd have to live with the proposed program cuts and hope that decision packages would get us additional funds with which we could be creative. Several tuition proposals are being considered. Oregon now charged 39% of the costs; the national average is 30%. RAMALEY wants to keep tuition as low as possible, given the metro area population, but there are consequences. GILLPATRICK wanted to know if the semester system was being discussed as a money-saving issue. RAMALEY recalled the painful politics behind that topic which send shudders of fear. No one is discussing it seriously.

QUESTION PERIOD

1. PFINGSTEN said that the library reorganization had taken place in response to a committee's recommendation. Regarding promotion and tenure review of faculty, he said that that took place at three levels:

- a) the Library-wide committee made up of a member from the previous year (who chairs the committee), two faculty from the public services area, two from the technical and media area, and one non-voting student.
- b) the joint administration/faculty committee, and
- c) the Director of the Library

PFINGSTEN saw obvious advantages to the administration/faculty mix.

Regarding the faculty involvement with the operation of the Library, nothing has changed. Some classified people in the Library (technicians and para-professionals) should also become involved subsequent to the reorganization. What still is needed is a system of annual review of administrators. He vowed that would be an open process.

WEIKEL asked what provisions have been made for open discussions. Is there a faculty council such as SBA has? PFINGSTEN had no objection to forming a council, so long as everyone was clear what the council would do, and so long as para-professionals would be represented on it. TERDAL asked if the faculty had voted for these changes. They had not, but the reorganization grew out of the work of a faculty committee with two subcommittees which had written two reports. Discussion was then held with the provost, and the decision was made. It was just the way to go. OSHIKA wanted to know if the faculty elects anybody. Only the faculty on the promotion and tenure committees. Faculty also wrote the P&T guidelines.

2. REARDON answered the question about the one-year approval process for new courses and program changes. The longer time is needed by the Curriculum Committee and Graduate Council for its review work. JACKSON, who chairs Curriculum, said she had inquired about release time for herself. A. JOHNSON contended, however, that often these committees have done the work much more quickly. Is it a question of can't or won't? He asked if chairs in the past agree with Reardon's answer, noting that the committees frequently do not work on proposals until fall, even though proposals are due to OAA in March. Who is really requiring this long lead-time, asked JOHNSON.

ELECTION RESULTS

Throughout the meeting, elections for 1992-93 were held with the following results:

Presiding Officer: Ansel Johnson
 Pro tem: Beatrice Oshika
 Steering Committee: Susan Karant-Nunn
 Don Moor
 Oren Ogle
 Shelley Reece
 Secretary to the Faculty, Alan Cabelly,
 also serves.

Committee on Committees members (two-year terms)

All Others: Tony Midson
 SBA: Janice Jackson
 CLAS: Patricia Wetzel
 Craig Wollner
 ED: Loyde Hales
 SW: Harold Briggs
 UPA: Annette Jolin

REPORTS FROM OFFICERS OF ADMINISTRATION AND COMMITTEES

1. MOOR presented the annual report of the Advisory Council.
2. TERRY gave the Committee on Committee's annual report.
3. McMAHON, presenting the final annual report of the Research and Publications Committee, thanked her committee members for their work. REARDON also thanked the group for getting the new process of faculty development started.
4. DECARRICO issued the annual report of the UPC; the new faculty charter of SBA has just been received and will be reported on in the fall, she said.

UNFINISHED BUSINESS

MILLNER reviewed the ARC deliberations regarding the diversity requirement. 159 courses from 16 departments were received by the May 6 deadline. An additional 80 came late. Hearings were held on May 27. A total of 101 courses were accepted. (Of the 41 reviewed in appeal, 18 were accepted).

He emphasized that the ARC had long discussions about the issue of cultural courses vs cultural diversity courses. The committee was as inclusive as possible in the decisions, but looked for critical insights a course would give to diversity, what the specific intent of the course was, and how it dealt with diversity. Unfortunately most proposals that were not approved suffered from incomplete paper work.

It was moved "that the Senate approve the ARC list of recommended courses dealing with cultural diversity."

KARANT-NUNN agreed that cultural vs cultural diversity was the heart of the issue. By adding the third criterion, the Senate desired that cultural courses be included, and not just those classes that dealt with the downtrodden. KRISTOF testified that the Art Department submitted its courses dealing with Ancient, Oriental, Egyptian, Greek, Roman, and Islamic Art, and all were turned down in the first review, and all but one again after the appeal. WALTON was incensed that most Asia history courses were rejected. She is a strong supporter of diversity in the curriculum and disagreed with the ARC decision. She was particularly confused why Modern Japan would have been accepted and not Modern China. And why Steve Kosokoff's China and not hers? All of these courses require historical understanding of profoundly different cultures.

MILLNER assured the Senate that the committee had no political orientation or agenda; it tried to distance itself from the courses and assess them strictly by the criteria given to it. Looking at the list would make that obvious, he said. The write-ups of the proposals were the problem most often. He added that this is an ongoing process, and proposals can be submitted again next year and courses added. In two years, the entire thing should be reviewed.

WEIKEL said she strongly supported this requirement, but the ARC decisions were supporting the worst fears she had about it. How could courses dealing with the Far East be turned down? KRISTOF felt the same about Oriental Art. MILLNER argued that the list shows inclusiveness. BRENNAN could not find any courses focusing on differently-abled persons. J. BRENNER pointed out that there also were no courses dealing with gay and lesbian issues.

DODDS read the following statement by NUNN, who had to leave for another meeting:

At a truly critical time in PSU's existence an atmosphere swirls around the issue of diversity and curricular improvement. A committee of colleagues has become judge and jury of which of our courses are acceptable and which are not--in terms of diversity. By itself decisions the Academic Requirements Committee has itself sown the seeds of disunity; I sincerely hope the harvest is not a bitter one.

The deliberations of the Academic Requirements Committee have resulted in a number of surprises, shocks and disappointments. More than one of us has been told, in effect, that he or she has been found wanting. Some of us are not yet sure why.

In my own case the ARC designated two of the three courses I submitted for diversity course requirement eligibility as acceptable. HST 433/533, Latin American Social History, was approved; HST 430/530, Twentieth Century Latin America, was approved upon resubmittal; but HST 417/517, Latin American Cultural History, was disapproved twice. One might conclude that Latin American culture is not worthy of consideration for the diversity requirement. But I do not think that is the reason for disapproval.

Significantly, HST 414/514, 415/515, and 416/516 (U.S. Cultural History) were accepted. One might conclude that the Committee believes that U.S. cultural history is more diverse in essence than Latin American cultural history. I hope that is not the case.

Needless to say I am one of those who is puzzled as to why one of my courses was rejected. Especially is this true after receiving a written indication from a member of the Committee that the course in question probably would be accepted. I hope someone was not pulling my leg. And I hope HST 417/517 was not rejected because I raised strong objections--in my resubmittals--to the Committee's initial actions last month, comparing those actions to intellectual inquisitions carried out under authoritarian regimes--in Latin America and elsewhere. And I further hope that the course was not turned down because colleagues with no expertise in Latin American history made their choices based on quotas, agendas, personalities, politics, and the like. I do not think my colleagues would do this, but I do not know.

Having defended, so to speak, my methodology, course content, aims, and text choices to an extent greater than is required to enter a course into the PSU Bulletin, I find that my courses are .667 diverse. That's a very good field goal percentage, but it is less than perfect. Being two-thirds diverse-eligible is like being a little pregnant: impossible. Either diversity applies to Latin America and society and culture or it does not. Therefore, I respectfully request

that if the three Latin American history courses mentioned are not all acceptable to the ARC, then the two that are, be also deleted from the list of approved courses. Thank you. Frederick M. Nunn, Professor of History and International Studies.

KRISTOF was equally puzzled why Oriental Art was not acceptable. COOPER observed that people clearly wanted answers why courses were turned down. MILLNER said that very specific reasons were given on the checklists; the committee had such complex reactions to the proposals that he could not recall details to any one of them. He urged the Senate to separate the two issues which have arisen, the list and the committee process. He promised to make modifications to the process as the committee moves along, but he asked for a positive vote on the initial list of courses for implementation in the fall.

KARANT-NUNN moved a four-part substitute motion

1. "that the Senate reaffirm its support of the diversity requirement;
2. that the Senate approve the list of courses submitted by the ARC as a partial list only;
3. that the Senate instruct the ARC that it does not necessarily accept its interpretation of criterion C as permitting a distinction between cultural courses and cultural diversity courses; and
4. that it ask the ARC to review all the rejected courses, bearing in mind the Senate's understanding under (3) just above."

J. BRENNER moved "to table the substitute motion."

The motion was passed.

ADJOURNMENT

The meeting was adjourned at 16:52, to be resumed on Wednesday, June 3.

The Senate reconvened on Wednesday, June 3, at 3:00 p.m. in 271 CH

NEW BUSINESS

PATTON presented the Resource Allocation Criteria prepared by a subcommittee of the UPC and Budget Committee, and it was moved "to adopt the Resource Allocation criteria as presented."

WOLLNER/WEIKEL amended the motion "to delete item 8 of Appendix B, page 7."

The amendment was passed.

KARANT-NUNN declared that she would vote for the criteria in full recognition that no definition can protect against interpretation. These criteria do not preclude interpretation. MOOR wished he could amend the criteria in some way so that programs which were essential to the existence of the University would not be cut, even if they were low quality--that should only point toward the need for improvement of the program rather than elimination. He said he would be satisfied without an amendment if he could be sure that the Budget Reduction Team had heard him. PARSHALL agreed and said one doesn't cut off the left foot if it is weak.

JACKSON and KARANT-NUNN shifted the discussion to the definition of programs, observing that definitions could be used in various ways. MOOR and WEIKEL added that elimination of a program would not necessarily justify the elimination of faculty, if their expertise could be used elsewhere.

MCKENZIE/HAAKEN moved to amend the motion by adding a new point f to item 1 on page 4: "target programs philosophically, not individuals punitively."

LANSDOWNE felt that was already understood, and LENDARIS thought that putting it in would almost invite that kind of criticism. WEIKEL favored adding that protection, but MOOR explained that the contract provides as much protection as possible to guard against that.

The amendment failed.

BOWLDEN moved "that the following statement be added to the last paragraph under 'Statement of Principles' on page 1:

Since the 1991 reductions in academic programs were made without benefit of the more careful program reviews that are part of the current process, the Budget Reduction Team will in making its recommendations assess the cumulative effects of the earlier reductions and those to be made during this round."

The motion was passed unanimously.

R. JOHNSON and DESROCHERS questioned the purpose of item #3 on page 4, saying it went beyond the scope of what the Budget Reduction Team at PSU could deal with. DESROCHERS thought it could be read as a challenge of the highest level of advocacy. OSHIKA, however, insisted that the management structure of the OSSHE did have a bearing of what happens at PSU. LENDARIS agreed; one should ask if

the chancellor's office is necessary. It's important to see the sentiment of the faculty, he said.

R. JOHNSON moved "to remove item #3 on page 4."

The motion failed.

The original motion "to adopt the Budget Allocation Criteria as presented" was changed to "to adopt the Budget Allocation Criteria as amended."

The motion was passed unanimously.

UNFINISHED BUSINESS

Before continuing with new business, the Senate returned to the topic of diversity and removed the KARANT-NUNN substitute motion from the table.

Howard WINEBERG, ARC member, was given the privilege of the floor and read the following statement:

I would like to comment on some of the concerns expressed in the Faculty Senate regarding the courses for PSU's diversity requirement. I am a member of the ARC and have spent the last two years working on the diversity requirement. These are my views--they may or may not represent the views of other members of the ARC.

I urge you to accept the courses recommended by the ARC. That is, the first motion brought to the floor regarding courses appropriate to meet the diversity requirement. I resent many of the comments directed at the ARC by some faculty. As a member of the ARC I can assure you that our decisions were not, as someone stated, "capricious." The committee took its task of deciding whether or not a course was appropriate for the diversity requirement quite seriously and did its job in a professional manner. Unfortunately, some of my colleagues do not exhibit the same professionalism. In particular, it seems inappropriate for faculty to be complaining to the Faculty Senate that not all of their courses were approved for the diversity requirement. A committee would not be doing its job if it accepted every course submitted. If one looks at the list of approved courses one will notice the wide range of courses and disciplines covered. The committee did not have its own agenda regarding what courses to approve. Each course was judged on its own merits. No course had a free ride. Courses were not approved based on their title. It seems inappropriate for Faculty Senators to be second guessing the committee based on the title of some courses that the committee did not approve. After all, you did not see any of the justifications for why particular courses should be approved.

I can tell you that many of the faculty did not take this process seriously as many wrote "it is obvious why my course is appropriate for the diversity requirement" while others checked off all the categories and criteria while giving little justification for how their course met the diversity requirement.

An important part of the committee's deliberations involved whether a course devoted a substantial portion of its course to culture/diversity. I thought Professor Nunn's comments were not only uncalled for, but petty and in some instances quite juvenile, especially his comment that if all three of his courses are not approved then he prefers that none of his courses be approved. For this requirement to work, some courses have to be turned down. If the Faculty Senate wants any courses dealing with culture to be included regardless of whether very little is devoted to culture (such as only one session), then I could easily see 400 courses being included in the list of approved courses--the effect of this would be to make the requirement meaningless. Some tough choices will have to be made regarding which courses are deemed inappropriate. If the Faculty Senate is serious about its commitment to the diversity requirement then it should let the ARC do its job. If the Faculty Senate is unwilling to have a diversity requirement that has some "teeth" to it then I suggest that it eliminate the requirement entirely.

LANSDOWNE asked what the effect of passing the substitute motion would be. A. JOHNSON explained that only rejected courses would be reviewed. J. BRENNER added that ARC will again send out requests for proposals for adding courses to the diversity list for the following year. FARR didn't understand the reason for the substitute motion. Why include courses that deal with culture when the requirement is cultural diversity? KARANT-NUNN insisted that that discussion was held earlier when criterion "c" was added to the guidelines, making a much broader range of courses acceptable. The ARC chose to work with a different interpretation of the criteria than the Senate had.

ANDRUS said she was asked by the ARC why a course on Egyptian art should be on the list of approved courses when that art was in museums everywhere. WALTON had profound disagreements with the chairperson of the ARC and his interpretation of the criteria and the committee's arbitrary rulings. PARSHALL said many teachers were bewildered by being turned down by the ARC and that a reporter from The Oregonian had called her to investigate rumors that all anthropology and foreign language courses had been turned down. She feared that PSU would be embarrassed if we didn't come to a resolution soon.

J. BRENNER insisted that criterion "c" had been used by the ARC, hence the anthropology, geography, history, and speech courses on

the list. Is it a bad, small, initial list? No. It's not perfect, but it's a decent list. Did the ARC make misjudgments? Probably. But don't pass the substitute motion for that reason, she urged. Give the ARC a chance to perfect its selection and interpretation of the criteria. She admitted to some arbitrariness because of the pressure of time this year but denied that the list was biased in any way.

MOOR said that the only inevitable effect of the substitute motion was to re-examine the turned down courses. It was in no way to be used for reproaching the committee. The mistakes made by the committee were simple mistakes, not punitive. Several other Senators carried on the debate for some time, until BUNCH proposed that it might be easier to have a list of courses that aren't culturally diverse.

A motion to "stop debate" was passed unanimously.

The substitute motion failed, but not unanimously.

The original motion "that the Senate approve the ARC list of recommended courses dealing with cultural diversity." was passed, but not unanimously.

NEW BUSINESS

It was moved "to accept the proposed Master's in Public Health (MPH)."

The motion was passed unanimously.

ADJOURNMENT

Presiding Officer JOHNSON announced that there would be special meetings this summer. All Senators were asked to leave summer addresses with Rick Hardt.

The meeting was adjourned at 16:20.

Portland State University

P.O. Box 751, Portland, OR 97207-0751

May 18, 1992

TO: PSU Faculty Senators

FR: Rick Hardt, Secretary to the Faculty

RE: Summer meetings

Because of the high likelihood of necessary Senate meetings this summer, please provide the following information to the Secretary to the Faculty no later than June 1:

NAME: _____

SUMMER ADDRESS: _____

PHONE: _____

If you will not be available for Senate meetings this summer, please consider a newly elected Senator from your division as your summer alternate (a list is attached). Please make arrangements with that alternate and provide the following information:

SUMMER ALTERNATE: _____

ADDRESS: _____

PHONE: _____

NEWLY ELECTED SENATORS FOR 1992-95

Division: All Others

Dona Beattie
Jack Lutes

Division: CLAS

John Cooper
Jan DeCarrico
Claudine Fisher
Robert Liebman
Hugo Maynard
Rita Vistica
Patricia Wetzel
Craig Wollner

Division: Business
Administration

Janice Jackson
William Manning

Division: Education

Ruth Falco
Loyde Hales

Division: Library

James Kimball

Division: Social Work

Maria Talbott

Division: Urban and Public
Affairs

Annette Jolin

Division: Engineering and
Applied Science

Trevor Smith

OTHER ELECTION RESULTS

Advisory Council

Marv Beeson (1992-94)
Larry Bowlden (1992-94)
Mary Kinnick (1992-94)
Shelley Reece (1992-93)

May 11, 1992

ADVISORY COUNCIL REPORT TO THE FACULTY SENATE

During this year the Advisory Council;

- Nominated persons to serve as:
 - Secretary to the Faculty.
 - The Provost search committee.
 - The Dean of Students search committee.
 - The Dean of the School of Business Administration search committee.
 - The Task Force on Graduate Studies and Research.
 - Faculty Advisor to the President.
 - Graduation Program Board.
- Made recommendations concerning the diversity statement and the general nature of the budget reduction plan.
- Interviewed Provost candidates.
- Discussed with the President numerous matters, including restructuring of the Library and the School of Business Administration, the diversity requirement and some personnel matters.
- Offered advice to the President on several matters of concern to the faculty.
- Advised the Senate as to the meaning of several sections of the faculty Constitution.
- Reviewed several amendments to the Faculty Constitution.

Steve Brenner
Marjorie Burns
Ulrich Hardt
Susan Karant-Nunn
Don Moor
Linda Parshall

1991-1992 ANNUAL REPORT
COMMITTEE ON COMMITTEES

MAY, 1992

Art Terry, ED Chair

Bernard Burke - HST
Lee Casperson - EE
Walt Ellis - PA
Jack Finley - SSW
Dick Forbes - BIO
Greg Goekjian - ENG
Lewis Goslin - SBA
Candace Goucher - ENG
George Lendaris - SYSC
Elaine Limbaugh - ENG
Oren Ogle - LIB
Barbara Sestak - ART
Judith Sobel - HHP

The Committee on Committees met regularly during the Fall Term to appoint and nominate for appointment faculty members to the calendar-year committees. The Committee on Committees is currently meeting regularly to appoint and nominate for appointment faculty members to the academic-year committees.

Responding to the recommendation last year to combine some committees, the following 28 committees are now functioning at Portland State University. One of the newest combinations is the Committee on Effective Teaching with the Research & Publication Committee now called Faculty Development Committee.

CONSTITUTIONAL COMMITTEES

Academic Requirements
Budget Committee
Curriculum Committee
Faculty Development Committee
General Student Affairs
Graduate Council
Library Committee
Scholastic Standards
Teacher Education
University Athletics Board
University Honors Program
University Planning Council

ADMINISTRATIVE COMMITTEES

Academic Appeals Board
Academically Controlled Auxiliary Activities
Advisory Committee on Computing Services
Campus Parking, Environment and Safety
Deadline Appeals Board
Educational Activities Advisory Board
Educational Activities Speakers Board
Graduation Programs Board
Helen Gordon CDC Advisory Board
Instructional Media
International Students and Activities Board
Publications Board
Smith Memorial Center Advisory Board
Student Conduct Committee
Traffic Appeals Board
Vehicle Accident Review Board

Constitutional committees are appointed by the Committee on Committees. Administrative committees are nominated for appointment by the Committee on Committees and approved by the President. Over 200 faculty members currently serve on various university-wide committees.

ANNUAL REPORT OF THE RESEARCH AND PUBLICATIONS COMMITTEE

During Fall term, 1991, the committee reviewed and made minor modifications to its guidelines and grant application form. A copy of each of these documents and an accompanying cover letter were mailed to the Portland State University faculty. Faculty were encouraged to submit proposals by the February 3, 1992, deadline. The committee members were listed in order to provide sources of further information for interested faculty.

The committee received 54 proposals requesting a total of \$94,838. According to the Office of Grants and Contracts, funds in the amount of \$40,000 were budgeted for the 1992-93 awards. The committee was divided into two subcommittees in order to evaluate proposals in the areas of humanities/social science and science.

Following the subcommittee deliberations, recommendations were made for awards to 44 applicants in the amount of \$40,000. These recommendations were forwarded to the Office of Grants and Contracts for the consideration of the Provost, who followed the committee recommendations in funding.

This is the last activity by the Research and Publication Committee which has been absorbed into the Faculty Development Committee. Most members of the Research and Publication Committee are also serving as members of the Research and Scholarship Subcommittee of the Faculty Development Committee during this start-up period.

COMMITTEE MEMBERS

Dennis Barnum CHEM	Wendelin Mueller CE
Rudolph Barton ART	Ken Peterson ED
Malgorzata Chrzanowska-Jeske EE	Shelley Reece ENG
Ken Dueker UPS	Jean Scholtz CMPS
Warren Harrison CS	Bruce Stern BA
Joan McMahon SPHR (Chair)	Maria Talbott SSW

E4

UNIVERSITY PLANNING COUNCIL: ANNUAL REPORT TO THE FACULTY SENATE
June 1, 1992

Chair: Jeanette DeCarrico - LING

Members: Les Anderson - BA
Milan Svoboda - HPE
Richard Thoms - GEOL
Ann Weikel - HST
Robert Williams - ENG
Janet Wright - LIB
Norm Wyers - SSW
Marjorie Burns - ENG

Mary Cumpston - CARC
Walter Ellis - PA
Ulrich Hardt - ED
Roy Koch - SYSC
Kent Lall - EAS
Judy Patton - DAN
Hyun Lee - Student Rep

Ex-officio: Kenneth Harris - BUD, Michael Reardon - OAA,
Mary Ricks - IRP

This year the UPC conducted the following activities:

1) Reviewed the reorganization of the School of Business Administration. R. Visse and E. Grubb provided the Council with an initial overview and rationale of the reorganization, and a written Restructuring Report was submitted 11/4/91. Following a review of the Report, Acting Dean Oh responded (UPC meeting 2/10/92) to a request for further clarification of two remaining issues: (a) how the reorganization affects teaching and learning, and (b) how much voice SBA faculty now have in selecting administrators, as compared to the voice they had before the reorganization. Concerning (a), curricular changes are at present being discussed, but none has been adopted; concerning (b), the SBA Faculty Council has not yet proposed a new charter nor a method for selecting administrators. The final action taken by UPC was passage of the following motion: that SBA present to UPC a proposed method for insuring faculty involvement in selecting its administrators. (One dissenting vote, L. Anderson)

2) Reviewed the reorganization of the Library. The main issues that emerged from this review were (a) that the reorganization was undertaken without a vote by the faculty, and (b) that the change provides no mechanism for faculty involvement in the governance and operation of the Library. The following motion was then passed: The Director of the Library, and the Library faculty should establish a mechanism (i.e., a faculty council or an expanded P & T committee) to provide for full faculty voice in the governance and operation of the Library. It is further requested that the Library report to the UPC in detail how this will be accomplished. (Unanimous vote)

3) Reviewed the proposal for establishment of the PSU Center for Science Education. Following a review of the written proposal, W. Becker and D. Cox attended the meeting of 3/16/92 to provide further information and rationale for the Center. The UPC passed (unanimously) a motion recommending Faculty Senate approval for the Center. At the Senate meeting of 4/6/92 the Senate voted approval of the following UPC motion: Approve the proposal for

establishment of the Portland State University Center for Science Education.

4) Reviewed the request for a name change from the Latin American Studies Program (Mel Gurtov). The name change is intended to be representative of cultures of a broader geographical area. The UPC passed (unanimously) a motion recommending Faculty Senate approval. At the meeting of 4/6/92 the Senate voted approval of the following UPC motion: Approve the request for a name change from Latin American Studies Program to Hispanic and Latin American Studies Program.

5) Reviewed the Majority and Minority Reports by the ad-hoc committee on the relocation of the Department of Health Studies.. The Majority Report recommended relocation to the School of Urban and Public Affairs. The main issue raised by the Minority Report (G. Gard and J. Rueter) was the relocation of the Center for Public Health Studies and its continuing affiliation with faculty in CLAS. However, because the Majority Report addressed this issue by recommending that the Center establish dual affiliation with CLAS and SUPA, and because the DHS faculty unanimously voted to relocate to SUPA, the UPC voted (unanimously) to recommend Senate approval of the following UPC motion: Accept the Majority Report by the ad-hoc committee on the relocation of the Department of Health Studies. The Senate approved this motion at the meeting of 4/6/92.

6) Reviewed the draft report from the Joint Sub-Committee for Review of the Resource Allocation Criteria Document; provided (minor) suggestions for revision.

Portland State University

P.O. Box 751, Portland, OR 97207-0751

G1

18 May 1992

TO: Faculty Senators
FROM: Joint Sub-Committee for Review of the Resource Allocation
Criteria Document

Rick Hardt, ED, 5-4677, UPC
Roy Koch, SYSC, 5-4204, UPC & BC
George Lendaris, SYSC, 5-4988, BC
Beatrice Oshika, LING, 5-4099, BC
Judy Patton, DAN, 5-3131, UPC, Chair/Sub-Committee
Rich Thoms, GEOL, 5-3379, UPC
Bob Westover, LIBW, 5-4193, BC

At the beginning of winter term, 1992, a joint sub-committee of members from the University Planning Council and the Budget Committee was formed and was charged to review and revise the Resource Allocation Criteria document from January, 1991. The charge came at the urging of the Advisory Council/President Ramaley to the Faculty Senate who then contacted both committees.

The committee met over a period of weeks and designed a draft of the new document. The draft was sent to the University Planning Council, the Budget Committee, the Advisory Council, the President's Administrative Council and CADS for comment. The committee then held three open hearings for input from faculty and students. Comments, additions and changes are incorporated in the final draft.

We respectfully submit the enclosed document for your approval.

RESOURCE ALLOCATION CRITERIA
for Faculty Senate action at the June 1, 1992, meeting

PORTLAND STATE UNIVERSITY MISSION

The mission of Portland State University is to enhance the intellectual, social, cultural, and economic qualities of urban life by providing access throughout the life span to quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to the metropolitan area. The University will actively promote development of a network of educational institutions that will serve the community and will conduct research and community service to support a high quality educational environment and reflect issues important to the metropolitan region.

STATEMENT OF PRINCIPLES

Any decisions regarding the allocation of resources within the University must reflect the values put forward in the University's Mission Statement. Centrality to that Mission should be the paramount factor in planning for the future of the institution. The statement refers to four general goals:

1. Providing access to a high quality liberal education for undergraduates;
2. Providing an appropriate array of professional and graduate programs;
3. Conducting research and providing community service which reflects the important issues of the metropolitan region.
4. Promoting the development of a network of educational institutions to serve the community;

These goals should be weighted/prioritized and achieved within the context of the educational needs of the Portland metropolitan area, including issues such as demographic patterns, growing student population, and dynamic work force requirements in a changing economy. The issues of student access throughout the life span, retention and diversity are of particular importance to PSU and should also be taken into consideration.

ALLOCATION OF RESOURCES FOR ACADEMIC PROGRAMS

CRITERIA

Application of the criteria in this section assumes that resource allocation among the four general goals need to be made. A structural interpretation of the PSU mission statement is given in Appendix A to illuminate the various levels of resource allocation decisions.

Primary Considerations

1. Centrality to the mission

A program is central to PSU's mission to the extent that it:

- enhances quality liberal undergraduate education;
- contributes to professional and graduate offerings;

- provides research and community service directed toward metropolitan area needs.
- participates in networks of community educational institutions;

2. Uniqueness

Special consideration should be given to programs whose unique contributions and exceptional quality contribute to the university setting but may not be directly focused on the metropolitan mission.

In each of these categories a program is evaluated according to its:

a. Quality

Internal/external program reviews and accreditation should be a starting point for assessing the quality of a program. Issues to be considered include:

- professional credentials of faculty, teaching innovation, scholarly activity, and recognition in the field;
- student performance, scholarships, admission to graduate and professional schools, professional advancement;
- quality of curriculum consistent with national standards, accreditation status, national rankings, and community support.

b. Demand

Measures of demand might include:

- pool of applicants for the program and/or unmet demand for courses,
- credit-hours generated by level (lower division, upper division, graduate),
- number of majors, double majors, minors and certificates,
- educational and professional needs of the metropolitan region,

but must be interpreted with respect to enrollment trends (permanent or cyclical) and interaction with other programs.

The limitations of quantitative measures, such as credit-hours and number of majors, must be recognized: they do not reflect pent-up demand (e.g., how many students were turned away from courses), professional success, or interdependence with other courses and other programs. If such measures are used, they should be current and accurate, and they should be understood to represent only one facet of a program.

c. Productivity

There are many aspects of productivity in the university. These aspects are identified and defined in each program under the categories of instruction, scholarly and creative research and service. Productivity is measured on a long term basis throughout the careers of faculty members. Specific applications will be different for each unit across the campus,

(eg., differences between undergraduate and graduate education; differences between the liberal arts and the professional schools). In all cases the evaluation of productivity must be considered in the context of the quality requirements and relative to available resources.

Measures of productivity might include:

- Instruction
 - a. Teaching effectiveness
 - b. Courses taught
 - c. Student credit hours generated
- Research and other creative activities
 - a. Research and published contributions to knowledge in the appropriate discipline and other professional or creative activities
 - b. External funding sources
 - c. Graduate student advising
- Service
 - a. Internal university service
 - b. Community service in a professional capacity

d. Resource requirements

Viability of a program depends on the support required to maintain a high level of quality. Such support includes:

- sufficient level of support to maintain the number of faculty needed for a credible program.
- sufficient classified, technical and paraprofessional assistance to maintain a credible program
- adequate core resources such as library holdings, laboratory facilities, computing environment, and research and teaching equipment;
- campus-wide services such as enrollment management, student support services, funding for faculty development, and assistance with fundraising and grants and contracts;

Supporting Considerations

1. Potential for external support

Programs should be encouraged to seek external funding where possible. However, unavailability of outside support should not be a reason for reducing or eliminating a program.

2. Equity in workload

The resource allocation process should protect equity in workload as measured by the OSHHE's BAS Model, national standards or accreditation requirements for credit-hour production in programs at comparable institutions.

STRATEGIES

Strategies for resource allocation would consider both what the University must do and ways in which this can be accomplished within a state-wide context. The determined educational, research and service functions that are clearly part of the mission must be supported at a level which will allow them to maintain quality. As there may be many ways in which the mission can be carried out, the structure by which the University is organized to perform these activities must also be considered.

Organizational/structural changes

1. Internal issues

PSU organizational changes should:

- a. actively explore reorganization, combination of programs and/or the elimination of duplicate offerings to more effectively deliver services with available resources; when a new unit is established, a statement defining the new entity's goals should be developed;
- b. consider potential impact of elimination/modification of a program on programs being retained,
- c. acknowledge that all organizational changes are likely to be permanent;
- d. protect support areas critical to the function of a university, (e.g., library, registrar's office).
- e. avoid elimination/modification of programs which result in no demonstrable economic savings or are not related to long term policy considerations.

2. External issues

Certain external considerations may influence PSU decision making such as:

- a. guidelines from the Chancellor's office;
 - b. implementation of cross-campus programming and/or encouragement of system-wide and regional cooperation;
 - c. effects of PSU curricular program changes on local community colleges.
- 3. Open question:** Is the overall management structure of the State System of Higher Education capable of meeting the challenges of the 90s and the 21st century?

ALLOCATION OF RESOURCES FOR UNIVERSITY OPERATIONS: ADMINISTRATIVE AND SERVICE UNITS
--

Administrative and service units exist in the university to enable the academic units to fulfill the mission. These units have a special role with respect to student needs such as access, retention and diversity.

CRITERIA

In reviewing these units, the same criteria defined earlier under Quality, Demand, Productivity and Resource Requirements are to be applied as appropriate to the support role that they play.

In addition, as mentioned earlier under Uniqueness, there may be conditions that preclude a consideration of reorganization or consolidation of one or more administrative units. These conditions may include the following:

- similar essential services are otherwise unavailable or could only be obtained at a substantial increase in cost or with an unacceptable level of inconvenience to users
- unit or service is recognized for its effectiveness; it enhances PSU's reputation with its internal and/or external constituents.
- services available from alternative providers are inferior in quality or level of service to those that could be provided after the reorganization
- the service or activity provided by the unit is mandated by federal or state statute, funding agency regulations or administrative rules and regulations of OSSHE and there is no alternative way to comply with these regulations
- the services are essentially self-supporting, resulting in limited opportunity for significant budget savings

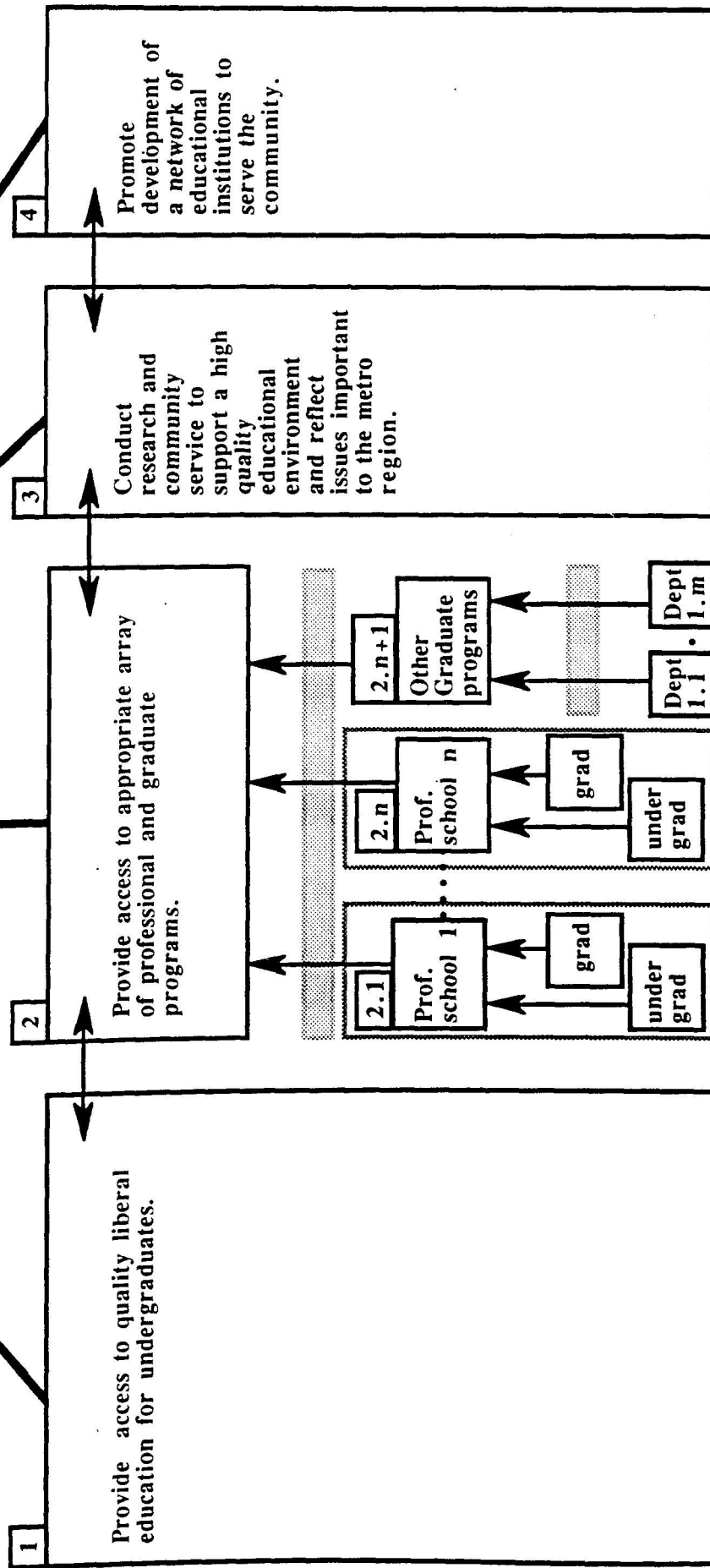
STRATEGIES

When considering elimination, reduction or restructuring of one or more administrative and service units deliberations should include the following:

- opportunities exist for significant cost reductions or cost avoidance without a significant reduction in the amount or quality of service provided through:
 - 1) reorganization/restructuring of service units and programs
 - 2) purchase of service from external providers
 - 3) other means
- opportunities exist for a significant improvement in service or productivity through sharing of resources, consolidation of services or reorganization of staff
- similar essential services can be provided in a different way at less cost or at greater convenience to users
- similar essential services are better in quality or more accessible if provided in another way
- the service is not essential to support the core mission of the institution
- consolidation or restructuring will eliminate unnecessary duplication of services offered by other administrative units at the university or within OSSHE or within state government

PSU MISSION STATEMENT

To enhance intellectual, social, cultural, and economic qualities of urban life.



Legend:



Ranking at these levels is required.
5/14/92

APPENDIX B

DEFINITION OF A PROGRAM

The unit of review for these criteria is a "program". A program has one or more of the following characteristics:

1. Has the term "college," "school," "department," "center," "office," "institute," "division," "council," "service," "program," "major," "minor," or "option" as part of its title;
2. Is headed by a person titled "dean," "director," "chair," "head," "coordinator," or "manager";
3. Is identified as a degree or certificate program in OSSHE listings or PSU publications;
4. Offers a degree, a certificate, or a credential;
5. Has a sequence of specifically required courses;
6. Is an established track or specialty within a larger unit;
7. Has been approved as a distinct function or activity of the university by the Oregon State Board of Higher Education;
8. Constitutes an organized and identifiable activity or function not described in 1-7 above.

MASTERS IN PUBLIC HEALTH (MPH) SUMMARY STATEMENT

In summary, the proposed MPH program is unique, in that it is truly a joint program of three major universities in the state. It was jointly developed and it will be carried out in close coordination at the three universities. The nature of the collaboration in design and implementation can be seen in many aspects of the proposed program. For example, the core curriculum required for accreditation has been jointly developed by faculty from the three universities, and the core courses will be offered at individual campuses and jointly in common programs where feasible.

Several program concentrations are proposed in this proposal, and development of new program tracks will be coordinated in and approved by the MPH Program Coordinating Council. The MPH Program Coordinating Council will be a primary mechanism for continuing coordination of the program. When ever possible the department managing each concentration will allow courses taken at one of the participating universities to count toward the residency requirements at another participating university.

The research and field placement opportunities for all students in the program will be coordinated within the program (through the Coordinating Council) to enhance their availability to the students at all universities. The Coordinating Council has been given several other important coordinating functions which, in sum, create a program with a significant level of coordination.

For example, the Coordinating Council will determine the approach to accreditation and manage the process for acquiring and retaining accreditation. The Council will guide the process for evaluating the program to meet the requirements of the State System of Higher Education and for other program-wide evaluation needs that may arise.

Finally, the Council will facilitate the recruitment of students and faculty for the various concentrations of the program and will communicate with the state system of higher education and other bodies on behalf of the program.

In addition to the overall coordination of the program, the two universities in Portland are cooperating especially closely in the implementation of their programs. For example, most of the teaching of epidemiology for the several concentrations will be done by the Department of Public Health and Preventive Medicine at OHSU. The teaching of administrative sciences will be done mostly by Public Administration faculty at PSU and School of Nursing faculty at OHSU. Behavioral sciences course work will be shared by the faculties of the two universities, as will occupational health and environmental medicine. System sciences classes at PSU will be used by the Epidemiology and Biostatistics concentration at OHSU, especially for students specializing in areas of medical decision-making. And generally, students at each campus will have available to them courses at both campuses for cognate area studies. This close coordination clearly enhances the potential of both universities to mount a successful graduate program.

Medical Biometry I (3 credits) - OHSU

Presentation of the principles and methods of elementary parametric and non-parametric statistical analysis. Examples are drawn from the biomedical literature and real data sets are analyzed after a brief introduction to the use of several standard statistical computer program packages. Statistical techniques covered include description of samples, comparison of two sample means and proportions, two correlated proportions, sensitivity, specificity, predictive value positive and negative, simple linear regression and correlation
Prerequisite: Introductory Statistics

Introduction to Epidemiology (3 credits) - OHSU

Application of basic epidemiologic principles applicable to infectious and non-infectious disease; host-agent-environment complex; theories of disease causation. Basic measurements of epidemiology including assessment of incidence, prevalence, risk, rate standardization. Measures of data quality, validity, reliability. Data sources and vital statistics, basic epidemiologic survey methodology. Basic study design issues. Introduction to screening and clinical epidemiology.

PORTLAND STATE UNIVERSITY PROGRAM CONCENTRATIONS

Concentration Offered by the Department of Health Studies

Health Education/Health Promotion Concentration

The overall goal of the Health Education/Health Promotion specialty concentration is to deliver graduate level professional training in behavioral and educational strategies for preventing disease and promoting health. The program will give students theoretical underpinnings and practical applications in public health education and promotion. Within their coursework, students will examine the psycho-social, behavioral and educational principles that determine health behavior. Students will be required to review the literature which attempts to establish relationships between specific health behaviors and the risk of disease and injury. Behavioral evaluation methods will be utilized by students to critically analyze current health data. In addition, health promotion program theory and methods will be examined focusing on specific health behaviors and specific communication channels. These educational strategies, program implementation and evaluation procedures are applied to content areas in drug abuse prevention, cardiovascular risk reduction, sex education, cancer control, health curriculum, AIDS, and aging, among other areas.

All students in the health education/health promotion concentration at PSU will be expected to complete all 5 core courses as early into their program as possible. Core courses in Principles of Health Behavior (HS 512) Health Systems Organization (PA 510) and Concepts of Environmental Health Sciences (HS 510) will be offered at PSU and core courses in Epidemiology and Biostatistics will be offered at OHSU.

Students will be required to take 4 graduate health studies classes (designated below), and 12-15 credits of thesis (9 credits) or project (6 credits) in combination with an internship (6 credits). In addition, they will choose the remainder of their program (a minimum of 9 credits) from 17 electives at PSU (listed below) or related courses at other participating institutions. Electives will be chosen under the supervision of an advisor.

MPH CORE

The core curriculum for the MPH degree, required for national accreditation, has been jointly developed by faculty from the three universities. Core courses will be offered at individual campuses and jointly at either on or off campus locations as necessary. There are no plans at the present time to offer any of the program concentrations at off campus locations, but we hope to develop this option as the program becomes established.

Each of the universities will determine which specific program concentrations will be offered at its university and will determine the requirements for and the curricular content of the concentrations, beyond the core curriculum. The development of new program concentrations, after the approval of the original proposal, will be coordinated by the MPH Program Coordinating Council. This approval process is in addition to the usual, university-specific approval procedures.

CORE COURSES AT PSU AND OHSU

HS 510 Concepts of Environmental Health Sciences (3 Credits) - PSU*

Environmental health is the aspect of public health concerned with forms of life, substance, forces and conditions in the surroundings that may exert an influence on human health and well-being. Topics include evolution of environmental health concerns, multi-factor concepts of environmentally induced disease, the identification and investigation of environmental factors which directly and indirectly influence the quality of human health, the scientific basis for their significance and measures which are applied to control or prevent environmental health hazards. Prerequisites: One year each of general biology and chemistry

HS 512 Principles of Health Behavior (3 credits) - PSU

Course provides students the opportunity to examine the psycho-social, behavioral, and educational principles that determine health behavior. Theoretical models synthesizing these principles are also examined. Finally, the course presents ethical principles of professional and personal concern to health educators.

PA 510 Health Systems Organization (3 credits) - PSU*

From a systems approach, this course will focus on strategic decision making in public health systems, utilizing methods of both a quantitative and a qualitative nature. The conceptual framework for the open systems approach will include the elements of government regulation, financing, professional standards and ethics, and the political atmosphere. Attention also will be directed to the techniques of gathering, synthesizing, and analyzing information, along with the influence of environmental elements which shape strategies of policy planning.

* Upon program approval, course proposals for discrete numbers will be submitted.

An important component of this concentration requires students to complete a thesis or project while involved in an internship where they will have many opportunities to apply their knowledge and skills. This will allow students to immerse themselves in the challenges of a public health setting while it offers the health agency a graduate student resource. All PSU graduate courses are offered late afternoon and evening.

Requirements

Core Courses (15 credits)

Required Courses in Health Education/Health Promotion (12 credits)

HS 513	Critical Analysis of Current Health Literature
HS 514	Evaluation of Health Behaviors
HS 518	Current Issues in Health
HS 550	Health Promotion Theory and Practice

Elective Courses in Health Education/Health Promotion (minimum 9 credits)

HS 507	Weight Control
HS 542	Programs in Sex Education
HS 543	Drug and Alcohol Education
HS 558	Health Curriculum
HS 561	Health and Human Wholeness
HS 577	Exercise and Nutrition
HS 510D*	Substance Abuse Prevention
HS 510*	Adolescent Reproductive Health
HS 510*	Working with Over Weight and Obese People
HS 510*	Nutritional Health in Adulthood & Aging
HS 510*	Death Education
HS 510*	Health Aspects of Aging
HS 510*	Stress Management at the Worksite
HS 510*	Teaching About AIDS
SOC 539	Mass Communication and Persuasion
SOC 589	Applied Survey Research
SW 557	Health and Illness

Project (6 credits) OR Thesis (9 credits)

Internship (6 credits)

Total credits: 48 (project)/51 (thesis)

* These courses have previously been taught. Upon program approval, discrete numbers will be proposed for these courses.

Concentration Offered by the Department of Public Administration

Health Administration and Policy Concentration

The Health Administration and Policy concentration will focus on the administrative and management dimensions of public health programs and services, along with the public policy process. Emphasis will be on preparing managers to meet the increasingly demanding challenges they face. Topics to be addressed will include health policy, law and regulation, ethics, economic issues, administrative theory, program evaluation, and the management of information resources. Note that the entire Public administration program is offered on a late afternoon and evening basis.

Requirements

Core Courses (15 credits)

Required Courses in Health Administration and Policy Concentration (15 credits)

PA 507	Values and Ethics in Health Care
PA 540	Administrative Theory and Behavior
PA 507	Health Care Economics
USP 588/PA 507	Health Policy
PA 570	Health Administration

Elective courses (12 credits)

PA 587	Health Care Financial Management
PA 507	Health Care Reimbursement Issues
PA 575	Strategic Planning in Health Care
PA 576	Research Methods in Health Care
PA 550	Managing Information Resources
PA 555	Program Evaluation and Management
PA 507	Health Care Law and Regulation

Field Project (public health agency assignment) (6 credits)

PA 509	Organization Experience
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Total Credits: 48