Portland State University

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Faculty Senate Monthly Packet December 1996

Portland State University Faculty Senate

PORTLAND STATE UNIVERSITY FACULTY SENATE

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

The Faculty Senate will hold its regular meeting on **December 2, 1996**, at 3:00 p.m. in room 53 Cramer Hall.

AGENDA
A.   Roll
*B.   Approval of the Minutes of the November 4, 1996, Meeting

C.   Announcements and Communications from the Floor

D.   Question Period
     1. Questions from the Floor for the Chair

E.   Reports from the Officers of Administration and Committees
     *1. Quarterly Report, University Planning Council - Wamser
     *2. Annual Report, Curriculum Committee - Pratt
     *3. Annual Report, Graduate Council - Ellis
     *4. Annual Report, Library Committee - Greco for Settle
     *5. Annual Report, Scholastic Standards Committee - Raedels

G.   New Business
     *1. Proposal for the Establishment of the Criminal Justice Policy Research Institute - Wamser
     *2. Curriculum Committee and Graduate Council Course and Program Proposals - Ellis and Pratt

H.   Adjournment

*The following documents are included with this mailing:
B   Minutes of the November 4, 1996, Senate Meeting
E1   University Planning Council Quarterly Report
E2   Curriculum Committee Annual Report
E3   Graduate Council Annual Report
E4   Library Committee Annual Report
E5   Scholastic Standards Annual Report
G1   Criminal Justice Policy Research Institute Proposal
G2   Curriculum Committee and Graduate Council Course and Program Proposals

PORTLAND STATE UNIVERSITY

Minutes:	Faculty Senate Meeting, November 4, 1996
Presiding Officer:	Ulrich H. Hardt
Secretary:	Sarah E. Andrews-Collier

Members Present: Anderson L., Becker, Beeson, Benson, Brenner, Bodegom, Cabelly, Cease, Chrzanowska-Jeske, Collie, Daasch, Driscoll, Dusky, Enneking, Fisher, Fortmiller, Friesen, Goldberg, Goslin, Greenfield, Hardt, Harrison, Howe, Hunter, Johnson, Lall, Lendaris, Mack, Martin, McBride, Mercer, Moor, Nunn, O'Toole, Ogle, Olmsted, Perrin, Potiowsky, Ricks, Rosengrant, Shireman, Sindell, Strand, Taggart, Tinnin, Wamser, Weikel, Wilson-Figueroa, Wineberg, Works

Alternates Present: Dobson for Becker, Wadley for Fisher, Powell for Kenreich, Vandever for Movahed, Brown for Terdal

Members Absent: Anderson S., Bluestone, Cumpston, Danielson, Elteto, Feeney, Gurtov, Miller-Jones, Reece, Saifer, Settle, Steinberger, Tierney, Westbrook

Ex-officio Members
Present: Ahlbrandt, Allen, Andrews-Collier, Davidson, Ellis, Everhart, Gordon-Brannan, Kaiser, Kenton, Koch, Mercer, Pratt, Pernsteiner, Ramaley, Reardon, Schaumann, Sestak, St. John, Talbott, Toulan, Wamser, Ward

A.   ROLL CALL

B.   APPROVAL OF THE MINUTES

The meeting was called to order by Ulrich Hardt at 3:07 p.m. The Faculty Senate Minutes of November 4, 1996, were approved with the following corrections:

- p. 13, Dean Dryden was not present at the October 7, 1996, meeting.

- p. 26, F. Rad is the Chair of Civil Engineering, not Associate Dean.

- p. 23, Para. 3 (changes in *italics*): "TOULAN stated this was a faculty driven process. Its origin evolved from events *during* the 1988 governor's commission *debate. At that time the Board was about to designate* Western Oregon State College as the seat of government education in the state. *The* Provost *(Martino)* asked how we could change this perception. In 1989, a

school task force on government and public affairs, chaired by E. Kutza, recommended reorganization, including a school of government. This proposal remained in a drawer until 1995, when the President *and the Provost* requested we resurrect the idea. Concurrently P. Niebanck recommended improvements in the Public Administration Ph.D. program *that required some administrative changes.* E. Kutza chaired the school task force which reviewed the reorganization proposal. Thus a conversion of forces was instrumental in the proposal you see before you today."

C.   ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

The President, in accordance with normal governance procedures, approved the "Proposal to Restructure the School of Urban and Public Affairs"(Minutes of Faculty Senate Meeting, October 7, 1996, p. 22)

1.   PRESIDENT'S REPORT

None.

2.   PROVOST'S REPORT

The Provost responded to "D1a," Questions to Administrators, regarding the PSU/UO joint architecture degree program. REARDON distributed a reply prepared by B. Sestak, Architecture Chair (attached), and stated that from our perspective the program has fallen apart because there was no enthusiasm on the part of our partner. PSU will move to establish our own freestanding program, although resources are not available at this moment. If new funding becomes available as anticipated, SFPA will move forward on a proposal. In the meantime, accreditation procedures are underway.

JOHNSON asked if UO is expected to vacate PSU premises. REARDON stated they do not plan to return to Eugene, and we have requested them to relocate. BRENNER asked if they were dragging their feet. REARDON replied that is a good description of their activities. They have said they will be out of Shattuck Hall Winter quarter, but they might not. We are attempting to set a better example than they have. We know they are planning to purchase a building in downtown Portland.

The Provost responded to "D.1.b)," Questions to Administrators, regarding evaluation of University Studies. REARDON distributed a reply prepared by OIRP (attached), and stated that some of the information was an update of information handed out to Senate last year. Regarding question #6., there has

been no cost benefit analysis study. We have commenced a process of analyzing several programs, including University Studies, for strategic purposes. Some data has already been delivered to the Deans. We also need to make a cost benefit analysis comparison with previous general education practices, although we have no data which identifies them as such.

WINEBERG asked for a summary of retention rates. REARDON stated there is some difference, in full time freshmen. We had an abnormal increase in 1992-93 and we have come back from the 1994 low. There is increase based on the end of the second year.

3. VICE PRESIDENT'S (FADM) REPORT

The Vice President stated enrollment is up and credit hour production is up 6%, as he predicted last month. PERNSTEINER stated PSU will receive $1.5 million more this year than last, if we retain Winter and Spring enrollment as in the last five years.

Congratulations and thank you, and please keep it up the good work so we can avoid mid-year budget cuts. There was general applause.

D. QUESTION PERIOD

There were no other questions(see Provost's response to (D1) above) to administrators or the chair.

E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. REPORT FROM THE OCTOBER 11-12, 1996 INTERINSTITUTIONAL FACULTY SENATE MEETING

OSHIKA referred members to the report contained in the November Senate mailing (E1) and took questions. JOHNSON asked for a clarification of the source of resources for the expansion to four-year programs in Bend. OSHIKA stated the Bend Community College district is providing the resources, and the claim is that there will be no impact on the Bend OSSHE center.

OSHIKA stated there have been two other meetings since the report(E1) was written. The "stakeholders" met on October 29, but none of the solution team reports were ready. Martha Sergeant represents IFS and OSSHE faculty on that review committee. Another "solution team" has been added to address faculty

salaries issues over the longer term. The membership is not established yet. The next IFS meeting is 13-14 December at OHSU. OSHIKA noted she steps down in December and is replaced by J.Cooper.

F.   UNFINISHED BUSINESS

1.   CONSTITUTIONAL AMENDMENT, ART. IV, SEC. 4, K. GENERAL STUDENT AFFAIRS COMMITTEE

HARDT stated the Advisory Council has reviewed the amendment and approved it.

CEASE/GOSLIN MOVED to amend the PSU Faculty Constitution as proposed (F1).

THE MOTION PASSED by unanimous voice vote.

G.   NEW BUSINESS

1.   APPROVAL OF ESL/BILINGUAL LICENSURE ENDORSEMENT

This agenda item was postponed to the December Senate Meeting.

3.   NEW ITEM, "THE METROPOLITAN CONSORTIUM" PROPOSAL

Copies of the proposal and the summary were distributed to Senators at the beginning of the meeting. C. Wamser, University Planning Council Chair, introduced the issue and reviewed recent events. WAMSER stated that while the timeline for preparing these materials for OSBHE approval was ridiculous, all have tried to ensure the maximum faculty involvement humanly possible. The first proposal from EAS was dated 19 September and was reviewed by UPC in early October. On 23 October the UPC and Advisory Council met with President Ramaley to discuss the merging of the EAS and administration approaches. On Tuesday, 29 October, the proposal was presented by President Ramaley to the Governor's Task Force on higher education and the economy, and to a joint gathering of UPC, the Advisory Council and Faculty Senate Steering Committee. The deadline for submission to the Board was changed from November 15 to November 1, which precluded the normal Senate approval process. WAMSER stated he applauds the cooperation of faculty and administration.

WAMSER also reviewed the issue of UPC and Advisory Council participation

in a review of reorganization, as regards general guiding principles. With the time constraints, neither committee has had the appropriate time for regular meetings to review the proposal as finally submitted. Acknowledging these constraints, WAMSER stated he wished to offer a resolution as a Senator which includes the problem statement and broad principles in the first two paragraphs, as well as an endorsement of the final proposal.

CABELLY/GREENFIELD MOVED the Senate adopt Para.(bullet) #1 and #2 of Wamser's proposal:

• The PSU Faculty Senate recognizes that the educational and research needs of the high-tech community in the Portland metropolitan area are an important priority that should be addressed promptly with substantial investment of academic, industry, and government resources.

• Any plan to address these needs must recognize that this is more than an "engineering" issue; it must encourage collaboration and win full support from all of the necessary partners: academic institutions, high-tech industry, and state government. Thus such a plan must incorporate all of the following characteristics, at a minimum:

  academic integrity
  strategic investment
  public service for Oregon

REARDON stated that if there is to be investment in engineering in the state, the bulk of it should be in the Portland metropolitan area.

CABELLY/BEESON MOVED TO AMEND the motion by adding the phrase "substantial direct investment in the metropolitan area" after "academic integrity" in Para.(bullet) #2.

THE AMENDMENT PASSED by unanimous voice vote.

Koch was recognized by the Chair to describe "The Metropolitan Consortium" Proposal. KOCH stated the proposal is designed to address the central issue driving engineering education, the needs of the Portland metropolitan area. There is not so much a capacity issue at present, but a quantity issue. Once we increase the number of students interested in pursuing these careers, and then there will be a capacity issue. There is also a quality issue: can students be better prepared to enter the workplace at all levels in these fields. Finally, the accessibility and responsiveness issue is one that includes a much wider range

of students than the traditional full-time first-time freshman. Those basic problems are the foundation for the proposal. KOCH went on to outline the proposal in detail, and then stopped for questions.

JOHNSON asked if such expensive engineering education could really pay for itself after the five-year startup period. RAMALEY stated the assumption is that resources will not all necessarily come from the state system. This will begin to force the question of who will pay for this. KOCH stated that, in addition, if we have startup funds to "grow enrollment" we will be reimbursed more for engineering students under the "BASS model." _____ asked for a clarification of "seamless" degrees. KOCH stated that after the student is admitted to an institution, the consortium takes on the responsibility of moving the funding around. _____ asked _____. KOCH stated that, of course, not everyone must be educated in the Portland metropolitan area, but that this area has the greatest need. RAMALEY stated this plan allows for regional strategies for the rest of the state when needed. _____ asked for a clarification of the transfer issue. KOCH stated that programs will not change, there will still be the traditional distinctions between technology programs and engineering degrees. RAMALEY stated that this will, however, improve the student's ability to continue education beyond the original goal. OSHIKA asked if the proposal was shown to industry representatives. RAMALEY stated that many of the ideas from the first draft, which was reviewed by industry, are contained in this proposal. BRENNER asked for an explanation of the funding decisions in this model as compared to present practice. KOCH stated that there will be no change; this board will not have control over our normal operating budgets. It will only have an incentive budget, to help us get new things started and budgeted. RAMALEY stated that PSU analyzed fifteen consortium models in the U.S., and six to eight are are very similar to this. LALL asked if our proposal was negotiated with O.G.I., U of P., O.I.T. and other schools in the area. KOCH stated the response so far is positive and discussions are in progress, for example, they are enthusiastic about the idea of a central clearing house for internships, O.I.T. has a space problem which this would address, and O.G.I. would benefit from the service courses available. The typical process would be that the board would identify a need, send out an RFP in effect, and assess the outcomes. CEASE asked if industry will take a stand for this, especially given the impact of Measure 47. RAMALEY stated it will still work even if the measure passes, but of course, it will work better if it doesn't. She went on to note that industry has taken the role of identifying the problem but not controlling the solution, apparently based on their 1989 "fiasco." WAMSER asked if such a consortium would improve potential funding from national sources. RAMALEY stated that it probably would from what we know of other projects. BEESON asked how this relates to O.G.I.'s proposal.

KOCH stated they are still open to other proposals. _____ asked what study has been done of other consortia. KOCH stated that many exist because of N.S.F. grants and practice course sharing. JOHNSON asked if this proposal improves O.S.U.'s ranking goal. RAMALEY stated no. LENDARIS asked if this proposal is driven by a sense that industry is willing to contribute more than they have in the past. RAMALEY stated no, but the proposal might provide a new incentive. REARDON noted that there is no proposal based on any other assumptions regarding industry. OGLE asked if this consortium model may eventually apply to other programs in the university. RAMALEY stated that it may not fit other areas as well as engineering, as it results from strong need. CHRZANOWSKA-JESKE asked what assurances there are that the engineering education will improve and not deteriorate, given the "seamless" degree goal. For example, transfers from community colleges do not do as well in math and science. KOCH stated that we need to reach down into those campuses as well as high schools, to improve that training regardless of future developments.

WAMSER/CABELLY MOVED to add Wamser's next three paragraphs to the above motion:

- The PSU Faculty Senate has studied the PSU proposal dated November 1, 1996, and finds that it admirably addresses all of these fundamental issues, including specific programmatic examples.
- In contrast, we are find that no other proposal currently under consideration that has yet properly addressed all of these fundamental issues.
- The PSU Faculty Senate supports the adoption of the PSU proposal dated November 1, 1996, as the most effective means to strengthen the educational and research needs in engineering and technology in the Portland metropolitan area.

TOULAN/BEESON MOVED TO AMEND PARA.(BULLET) 4., by changing "find that" to "are aware of", by adding "that" after "consideration", by changing "properly" to "adequately", by adding to the end "or would be easy to implement." AND TO AMEND PARA.(BULLET) 5., by changing "strengthen" to "meet."

THE AMENDMENT PASSED by unanimous voice vote.

THE MOTION PASSED by unanimous voice vote.

_____ asked for a clarification of the Engineering School's faculty

participation in the development of the proposal. KOCH stated he met with the EAS executive committee a month ago and discussed the ideas in the proposal. As they reached the 11th hour, F.Rad and R.Schaumann became intimately involved with writing it. At that time, he also consulted the Dean and several other faculty regarding specific questions.

CABELLY requested the amended motion by read for clarification. The Secretary read the motion:

- The PSU Faculty Senate recognizes that the educational and research needs of the high-tech community in the Portland metropolitan area are an important priority that should be addressed promptly with substantial investment of academic, industry, and government resources.

- Any plan to address these needs must recognize that this is more than an "engineering" issue; it must encourage collaboration and win full support from all of the necessary partners: academic institutions, high-tech industry, and state government. Thus such a plan must incorporate all of the following characteristics, at a minimum:

  academic integrity
  substantial direct investment in the metropolitan area
  strategic investment
  public service for Oregon

- The PSU Faculty Senate has studied the PSU proposal dated November 1, 1996, and finds that it admirably addresses all of these fundamental issues, including specific programmatic examples.

- In contrast, we are aware of no other proposal currently under consideration that has yet adequately addressed all of these fundamental issues, or would be as easy to implement.

- The PSU Faculty Senate supports the adoption of the PSU proposal dated November 1, 1996, as the most effective means to meet the educational and research needs in engineering and technology in the Portland metropolitan area.

Several Senators simultaneously asked for a description of other proposals, referred to in Para. 4. RAMALEY briefly described four other proposals or plans by Pres. Risser, Pres. Fronmayer, O.G.I., and O.I.T., and noted that none of the other proposals deal with the entire range of the workforce or of linking institutions, as PSU's does.

WINEBERG questioned whether he could vote for Para. #5 in good conscience. CEASE noted the late hour and precarious quorum.

THE QUESTION WAS CALLED.

THE MOTION PASSED by unanimous voice vote, excepting one nay and one abstention.

2.   STATUS OF ENGINEERING EDUCATION AT PSU

This item was taken up after new item, G.3. "The Metropolitan Consortium" Proposal.

F. Rad, CE Chair and R. Schaumann, EE Chair, reviewed the recent history of engineering education in Oregon, including PSU's response, and proposed a Faculty Senate Resolution(attached). BRENNER yielded to W. Savery, who stated the resolution was signed by the majority of engineering faculty in response to the current proposal. Endorsement of the resolution was motivated by the perception of the lack of faculty involvement in the OSBHE process.

CABELLY/GOSLIN MOVED the Senate endorse "PSU Senate Resolution on the Current Planning Process for a Statewide College of Engineering, " to read:

Whereas a plan is currently being devised to form a statewide college of engineering for Oregon; and whereas there is a general concern that the planning process may lead to an undesirable sundering of one important educational unit from the university within which it has achieved distinction, which sundering would diminish Portland State University's ability to provide needed educational programs to the metropolitan community, would compromise the faith of the public in the University, and would call into question the value to the State System of the University itself; be it resolved that the PSU Faculty Senate:

1.   Strongly supports open and free input and access to information concerning proposals for education and research programs in the Portland metropolitan area;

2.   Requests that a much broader range of engineering faculty be included at all levels of the planning process;

3.   Strongly urges a commitment to reallocate existing resources and allocate significant new engineering resources to the Portland area as a precondition of consolidation.

precondition of consolidation.

4.   Urges that account be taken of the costs of general, as well as professional education of engineers, and that funds be allocated to the State System institution(s) that would be responsible for all aspects of education of engineers in the Portland area;

5.   Requests that the Portland metropolitan area be made the central location of engineering education and research administration;

6.   Judges the current planning process to be seriously flawed and recommends that it be discontinued in favor of a more deliberate process that involves a wider range of faculty participants.

There was discussion to confirm that the motion included the bold text of the original resolution only. THE QUESTION WAS CALLED.

THE MOTION PASSED by unanimous voice vote.

H.   ADJOURNMENT

The meeting was adjourned at 4:52 p.m.

Portland State University
University Planning Council

Fall Term Quarterly Report, November 1996

Meetings:

September 27, October 9, 23, 29, November 13, 20

Activities:

recommended in favor of the proposed reorganization of the School of Urban and Public Affairs

coordinated faculty consultations regarding the proposed reorganization of engineering

Pending:

evaluating a proposed Institute for Criminal Justice Policy Research

developing general guidelines for evaluating academic program reorganizations

Further information is available on our web site:

http://www-adm.pdx.edu/user/chem/Wamser/UPC/

Submitted by Carl C. Wamser, Chair, November 18, 1996

Annual Report of the University Curriculum Committee
2 December 1996

During the 1996 calendar year the following faculty, students, and staff served on the University Curriculum Committee (UCC).

Barbara Brower (Geog)
Sherrie Gradin (Eng)
David Holloway (Eng)
James R. Pratt (ESR, Chair)
Linda Walton (Hst)
Jerome DeGraaff (Lib)
Pauline Jivanjee (SSW)
Gerard Mildner (USP)
Carol Wolf (student)

Elizabeth Wosley-George (ED)
Henry David Crockett (SBA)
Susan Hopp (OSA)
Trevor Smith (EAS)
Michael Driscoll (EAS)
Richard Wattenberg (FPA)
Bruce Keller (FPA)
Sally Skelding (XS)

Consultants:
Roderic Diman (OAA)
Linda Devereaux (OAA)

Robert Tufts (RO)
Mary Ricks (OIRP)

Charge. UCC is responsible for review of new programs and courses, revisions and deletions of existing programs and courses, and the development of policy on curricular affairs. UCC interacts with the Graduate Council and the Academic Requirements Committee.

Activities during 1996. Most of the work of UCC has centered on the continuing review of programs and courses in 3-4 credit conversion. A summary of the program and course changes is included as an attachment to this report. The results of consultation with the Graduate Council in the 3-4 credit conversion of 400/500 courses is transparent in this report. Additional activities have included review of new and modified program proposals for a variety of departments and programs. These are summarized below.

The following new or modified programs were approved and recommended to the Senate.
New programs - Chicano-Latino Studies (certificate), Chinese (BA/BS), Community Development (minor), Environmental Studies (minor), English as a Second Language (endorsement area).
Modifications of existing programs - Geology, Women's Studies (certificate), Applied Linguistics, Architecture, Speech and Hearing Science, General Speech Communication, Public Health Education, Engineering and Applied Sciences (EAS, CS, ME, CE), Physics, Political Science, Business Administration.

Writing across the curriculum. UCC continues to support the development of writing intensive courses in each department and degree program and recommends that faculty work closely with the Writing Across the Curriculum program to achieve this goal.

Procedures for review of University Studies courses. The UCC developed and recommended procedures for the review of course proposals for the University Studies program. These procedures were developed to provide needed flexibility for the review of UNST courses and to provide fixed time lines for reporting of reviews to the Senate. The University Studies Committee will be charged with review of course proposals to be forwarded to UCC.

Comments from the Chair.
1. UCC, in cooperation with OAA, needs to make the OAA curriculum guide available to all faculty. The guide provides forms, procedures and time lines for new programs, new courses, course revisions, program revisions, and writing intensive courses. Additionally, the guide needs to provide current information on OSSHE requirements for new program proposals. OSSHE is revising its preproposal and proposal guidelines. The OAA web site would be an appropriate place to house an "on-line" curriculum guide with forms that could be downloaded.
2. The roles of the UCC and Graduate Council need to be clarified. Both UCC and the Graduate Council review 400/500 courses, but constitutional guidelines do not clearly differentiate between the roles of the two committees. The constitution suggests that UCC should be reviewing graduate program proposals.
3. The appointment of members to UCC would be more effective if the term of appointment coincided with the academic year. As a "calendar year" committee, the appointment of members and the work of the committee does not match the academic cycle.
4. Program and course change implementation is limited by the ability of staff to enter changes into BANNER. Now that the bulk of 3-4 credit conversion changes have been completed, the Senate should encourage "rolling" changes whose implementation would be at the discretion of departments and programs. This would mean that the catalog could be incongruent with program requirements. To implement changes more rapidly departments and programs would need to be more proactive in informing students of any new requirements.
5. To implement changes more quickly, schools, colleges, and OAA will require more staff time dedicated to curriculum review. At the present time, UCC is spending far too much time correcting errors in course and program proposals. Many of these errors should be corrected by program, department, school or college committees. Without greater attention to detail at lower levels in the review process, UCC will continue to function as a "gate keeper" for curriculum change.
6. University offering now include a record number of courses with omnibus numbers. While this provides useful flexibility for departments, these courses can be problematic for students because the course content is not tracked by the registrar's office in the same way as regular courses. This can create problems for transfer students and students applying to graduate programs.

Respectfully submitted,

James R. Pratt, Chair

DATE: November 18, 1996

TO: Sarah Andrews-Collier, Secretary
           Faculty Senate

FROM: Walt Ellis, Chair
           Graduate Council

RE: **1996 Graduate Council Annual Report**

Appreciation is extended to the members of the 1996 Graduate Council:

> Eileen Brennan, Marjorie Burns, Sharon Carstens, Joyce O'Halloran,
> Dundar Kocaoglu, Russell Miars, Patricia Rumer, Pavel Smejtek, William Tate
> Marjorie Terdal, Janet Wright, Marty Zwick,
> and student representative Lee Evans

We gratefully acknowledge the participation of our consultants and staff:

> Maureen Eldred, Linda Devereaux, Roy Koch, Berni Pilip, Robert Tufts

ROLE OF THE GRADUATE COUNCIL

The Graduate Council is established by the Faculty Constitution and is charged with the duties outlined on pages 5-6 of the 1996-97 *Faculty Governance Guide*. These duties include the development and recommendation of University policies; establishment of procedures and regulations for graduate studies; adjudication of petitions regarding graduate regulations; recommendation of suitable policies and standards for graduate courses and programs; coordination of graduate activities with regard to requests for changes in existing courses, requests for new courses and programs, and changes in existing graduate programs.

ACTIONS

Graduate Petitions
The Chair continued the procedure of appointing subcommittees to read student petitions submitted to the Graduate Council. However, there was one petition upon which the entire Council deliberated. During the 1995-96 academic year, the Graduate Council acted on 61 petitions, which is similar to the previous year's total of 66 petitions. Overall 87% of the petitions were approved, which is the same approval rate as 1994-95. A total of 44, or nearly three fourths of all petitions, requested a waiver of the one-year deadline for removal of an incomplete, an extension of the seven year limit on course work for a master's degree, or a waiver of the course transfer limit. The results of the petition activity for the year are attached.

NEW PROGRAMS

The Graduate Council approved the following proposals for new degree programs:

> Doctor of Philosophy Degree in Mathematics Education, Department of Mathematics.
> MS in Environmental Management, Environmental Sciences and Resources Program.

Master of Environmental Management, Environmental Sciences and Resources
   Program
A proposal for a joint campus program in environmental science, studies, and policy,
   in collaboration with UO and OSU and attached to the MS/MEM.
MST specialization in Science: Environmental Sciences and Resources.
MEngr in Environmental Engineering, School of Engineering and Applied Science.
Standard License in Physical Education, Department of Public Health Education.
ESL/Bilingual Education Endorsement, School of Education.

PROGRAM CHANGE APPROVALS

The following program changes were approved by the Graduate Council during the year.

Doctor of Education
Adds a fourth specialization to Ed.D. degree, covering the curricular area of special and counselor
education.

Ph.D. in Environmental Sciences and Resources
Addition of Economics and Geography as participating departments in the ESR Ph.D. program.

MPH/Health Education/Health Promotion
Revision of MPH track requirements.

MA/MS Geology
Change in existing degree requirements.

MA/MS Political Science
Change in existing degree requirements.

MA/MS Speech and Hearing
Program changes and addition of non-thesis option to existing degree requirements.

MS Mechanical Engineering
Program changes to existing degree program.

1995-96
Graduate Council Petitions
Summary

CODE	EXPLANATION	TOTAL	APPROVED	DENIED	Per Cent of Total Petitions	Per Cent Approved
A	**INCOMPLETES**					
A1	Waive one year deadline for incompletes	18	17	1	30%	94%
B	**SEVEN YEAR LIMIT ON COURSEWORK**					
B1	Waive seven year limit on coursework	14	10	4	23%	71%
B2	Waive seven year limit on transfer courses	4	3	1	7%	75%
C	**CREDIT LEVELS**					
C5	Change non credit to graduate credit	1	0	1	2%	0%
D	**DISQUALIFICATION**					
D3	Readmission after one year disqualification	1	1	0	2%	100%
F	**TRANSFER CREDITS**					
F1	Accept more transfer hours than allowed	8	8	0	13%	100%
F4	Accept non-graded transfer credit	3	3	0	5%	100%
F5	Accept miscellaneous transfer credit	1	1	0	2%	100%
H	**REGISTRATION PROBLEMS**					
H1	Retroactive registration	4	4	0	7%	`100%
H3	Retroactive withdrawal	2	2	0	3%	100%
H6	Accept late grade change	2	1	1	3%	50%
H7	Change grade option retroactively	1	1	0	2%	100%
K	**UNIVERSITY LIMITS ON COURSE TYPES**					
K6	Waive limit on 800 numbered courses	1	1	0	2%	100%
M	**Masters Exam**					
M2	Waive oral exam	1	1	0	2%	100%
	TOTAL for 1995-96	61	53	8	100%	87%

Number of petitions in Previous Years		
1987-88	146	83%
1988-89	108	83%
1989-90	94	83%
1990-91	71	89%
1991-92	70	89%
1992-93	90	83%
1993-94	65	82%
1994-95	66	87%

Memo

Date: December 2, 1996

From: **John Settle, Chair: University Library Committee**

To: **Faculty Senate**

Subject: **Annual Report**

Members of the Library Committee:

John Settle, SBA (Chair)   Martha Works, GEOG
Gina Greco, FLL   Rudolph Barton, ARCH
Leonard Simpson, BIO   Bill Savery, ME
Sandra Wilde, ED

The committee met frequently Winter and Spring terms (approximately biweekly from February through mid-May), and approximately monthly during Fall term.

1. The major task for this calendar year was our involvement in the document developed by library staff: "The PSU Library of the Future: A Plan for Change," which (1) plans for physical reorganization and (2) plans for managing new technologies. This committee reviewed the document, presented the plan to the university community and the faculty senate. The senate gave its general approval of the vision and plan.

2. The committee chair is an invited member of the board of directors of the Friends of the Library, and is thereby kept abreast of developments in that organization. In March, the Friends sent a solicitation for members and donations to the faculty and staff. The letter was signed jointly by the Friends president (Peter Grundfossen), and the Library committee chair.

3. The committee has made several suggestions to the library director on how to communicate to the library's public. We have discussed such things as brochures, information on the library's web page, and orientation sessions. We will continue to serve in an advisory capacity in this area.

4. The committee reviewed the book budget for this fiscal year. The budget allocation is flat, but because of prepayments last year, enough money may be available to maintain current subscriptions and keep book acquisitions at last year's level. For the next biennium, if the proposal in the Chancellor's (and Governor's) budget is kept, there will be a 10% inflation provision for libraries (which are seeing inflation rates in that range). This should allow for a status quo budget. If not, the library will undertake a review of holdings next year.

**SCHOLASTIC STANDARDS COMMITTEE
REPORT TO THE FACULTY SENATE
NOVEMBER 14, 1996**

The Scholastic Standards Committee has continued to fulfill its charge to evaluate student petitions for academic reinstatement, deadline waivers after a term has passed, grade option changes, and tuition refunds.

The volume of academic reinstatement petitions has increased due to the tightening of the disqualification criteria made last year. In 1995 the SSC processed 302 reinstatement petitions. In 1996 we have received approximately 298 petitions to date with six weeks left including the end of Fall Quarter which will generate additional petitions. There still remains a large number of other petitions for the committee to deal with as well.

This report is submitted by the Scholastic Standards Committee:

Mary Constans
Phillip Dirks
Kathleen Greey
Donald Howard
Robert Mercer
Alan Raedels, Chair
Dirgham Sbait
Carrol Tama
John Tetnowski

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University Planning Council - November 20, 1996

The University Planning Council recommends approval of the proposed Institute for Criminal Justice Policy Research, with the understanding that the UPC recommendation does not imply assignment of funding priorities.

The University Planning Council intends to clarify the specific guidelines for long-term planning and assignment of priorities for achievement of the mission of the university.

PORTLAND STATE UNIVERSITY

PROPOSAL FOR THE ESTABLISHMENT OF AN INSTITUTE SERVING RESEARCH AND PUBLIC SERVICE FUNCTIONS

1. Title of the proposed institute.

Criminal Justice Policy Research Institute

2. Locus within the institution's organizational structure.

The Criminal Justice Policy Research Institute will be an independent research institute associated with the Department of Administration of Justice, School of Urban and Public Affairs.

3. Objectives, functions, and activities of the proposed unit.

The Criminal Justice Policy Research institute as an idea emerged in 1995. Impetus for the institute came from the State of Oregon Department of Corrections, which articulated a state-wide need for a university-based research unit with a capacity to provide objective analysis, contract research, program evaluation, and serve as a data repository for criminal justice agencies. Significant public policy changes dealing with juvenile offenders, sentencing guidelines, and prison construction, and the governor's political agenda on how to manage these changes in state programs, have made the need for the institute, more critical. An advisory board made up of representatives from the major criminal justice institutions, within the state, has recommended that the institute have its own identity, separate from the Center for Urban Studies, to provide for enhanced visibility and standing with the agencies and programs that it serves.

The purpose of this institute is to provide a source of applied research, technical assistance, and useful information to policy makers while providing education and internship opportunities to students.

The institute will generate applied and evaluation research with the objectives of enhancing the effectiveness of Oregon's corrections programs and providing policy makers with assistance in decision making. Such research will also make significant contributions to the body of scholarly knowledge within the discipline of administration of justice. The institute will also serve to coordinate the research activities of those conducting criminal justice research throughout the University.

The institute, through its research activities, will provide advanced educational opportunities in the fields of applied social research and public administration, particularly administration of justice. Also through its research activities, the institute will provide internship and research assistantship opportunities benefiting both Portland State University students and the community at large.

4. Resources needed:

a. Personnel

A senior professor with an established research record and necessary prior experience to enable the individual to formulate a research and public service agenda for the institute, and further the institute's contacts with state and local government criminal justice agencies in Oregon.

A graduate research assistant to assist with research activities.

b. Facilities and equipment

Office space has been provided for the institute within the new Urban Center building being planned for the School of Urban and Public Affairs.

5. Funding requirements (estimated annual budget), and sources thereof.

a. Personnel:

	1997/98	1998/99
Professor 1 FTE (10 mos.)	$70,000.00	$74,200.00
Graduate Research Assistant .67 FTE	10,400.00	10,400.00
Sub-Total	$80,400.00	$84,600.00
Staff Benefits		
Faculty	$25,200.00	$26,712.00
Graduate Student	1,040.00	1,040.00
Sub-Total	$26,240.00	$27,752.00
b. Service and Supplies	$10,000.00	$10,000.00
Sub-Total	$10,000.00	$10,000.00
Total	$116,640.00	$122,352.00

Both positions and service and supplies cost items are to be funded from state general fund revenues.

6. Relationship of the proposed unit to the institutional mission.

The proposed institute directly contributes to the accomplishment of the University's urban mission by engaging in applied research and providing information and technical assistance to agencies of the state and local governments.

7. **Long-range goals and plans of the institute (including a statement as to anticipated funding sources for any projected growth in funding needs).**

Develop a capacity to collect, analyze, and disseminate information to meet the emerging needs of the adult and juvenile criminal justice system throughout the state.

Collaborate with the Legislature, Oregon Department of Corrections, Oregon State Police, Oregon Youth authority, and local public safety agencies to inform policy, identify program areas in need of development to meeting policy objectives, and locate funding sources to enable implementation and evaluation of such programs.

Serve as an ongoing sources of information and technical assistance in the areas of criminal justice program planning and evaluation to law enforcement and corrections agencies throughout the state.

Provide research assistant and internship opportunities to graduate students with interests in administration of justice, public administration, and policy evaluation.

Serve, on a fee-for-service basis, as the provider of program evaluation services to state and local law enforcement and corrections agencies whose programs require outside evaluation in order to meet funding and/or legislative mandates.

It is anticipated that in the future the Institute will develop a cornerstone activity such as a statewide victimization survey, operation of a statewide criminal justice statistical analysis center or similar endeavor which would provide a reasonably secure source of ongoing funding.

Funding of future expanded activities of the Institute identified above will be from revenues generated through grants, service agreements, and contracted research. It is anticipated that beyond the request for initial funding of the Institute, all additional expenditures will come from earned income.

8. **Relationship of the proposed unit to programs at other institutions in the state.**

The Criminal Justice Policy Research Institute welcomes collaborating with other OSSHE programs dealing with adult and juvenile criminal justice and related topics, such as the program in administration of justice at Western Oregon State College, and the UO program on domestic violence. There is at present collaboration between the Institute and the Oregon Department of Corrections, Marion County District Attorney, Multnomah County Sheriff, Multnomah Circuit Court, Portland Police Bureau, Jackson County Juvenile Department, and Washington County Community Corrections. The advisory board of the Criminal Justice Policy Research Institute is made up of representatives from each of the above named organizations.

Request prepared by _____ Date _9-23-96_

Approved by College/School Dean _____ Date _10/24/96_

Five copies of each proposal should be submitted to the Office of Academic Affairs.

Approved by Provost _____ Date _____

Approved by President _____ Date _____

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CURRICULUM COMMITTE AND GRADUATE COUNCIL COURSE AND PROGRAM PROPOSALS
FACULTY SENATE MEETING
DECEMBER 2, 1996

DUE TO THE EXTENSIVE LENGTH OF THIS DOCUMENT, THE CURRICULUM COMMITTE AND GRADUATE COUNCIL COURSE AND PROGRAM PROPOSALS WILL BE **E-MAILED** TO SENATORS AND EX OFFICIO MEMBERS OF FACULTY SENATE ON MONDAY, NOVEMBER 25, 1996. HARD COPIES WILL ALSO BE AVAILABLE TO READ AT OAA, IN DEAN'S OFFICES, AND AT THE LIBRARY RESERVE DESK.

Portland State University
Environmental Programs
MEMORANDUM

Date: 15 November 1996

To: Rick Hardt, Presiding Officer, Faculty Senate

From: JR Pratt, ESR

Re: University Curriculum Committee report

The University Curriculum Committee recommends the following curriculum change proposals for approval by the Faculty Senate. The proposals are summarized below and on attachments.

1. Baccalaureate program in Chinese (summary attached, A) Recommended as submitted.

2. Programs in Public Health Education (PHE, summary attached, B). Recommended as submitted.

3. BS in Physics (summary attached, C). Recommended as submitted.

4. BS programs in Engineering and Applied Sciences (3-4 credit conversion, summary attached, D). Recommended as submitted.

5. Minor in Environmental Studies (summary attached, E). Recommended as submitted.

6. New courses for English as a Second Language endorsement (summary attached, F). Recommended as submitted.

7. Revision of BA/BS in Political Science. Recommended as submitted. (Summary will be provided at Senate meeting; changed courses are in the annual course summary).

8. Revision of programs in the School of Business Adminstration. Recommended as submitted. (Summary will be provided at Senate meeting; changed courses are in the annual course summary.)

8. University Studies.
   A. The UCC has recommended a course proposal evaluation procedure to UNST that includes review of UNST proposals by the General Education Committee (to be renamed the University Studies Committee) and continuing review of discrete departmental courses through normal curriculum review processes. The University Studies Committee will recommend new UNST courses and UNST changes to UCC. New guidelines provide for *ex officio* representation of UCC on the University Studies Committee. A copy of the recommended guidelines is attached (G).

9. New and revised courses. The following new courses and course revisions are recommended.
   New course, SW 399 (omnibus number).
   New course, ESR 315 Environmental conservation (4 credits)
   Revised courses in Geology:
         G 477/577 Earthwuake accommodation and design (4)
         G 475/575 Introduction to seismology and site evaluation (4)
         [Drop] G 476/576 Seismic site evaluation

Revised course, WS 337 Communication and gender (4)
Revised course, WR 333 Advanced composition (4) [number change]
Revised courses in Education
    CI 432/532 (3) Computer applications for the classroom
    CI 433/533 (3) Computer applications in instruction
    CI 434/534 (3) Microcomputer-based management and research tools for educators
    [Drop] CI 431/531, 436/536, 442/542, 463/563, 492/592, 495/595

cc: OAA

Attachments (A-G)

Summary of the proposed Chinese major at Portland State University

Chinese has been taught at Portland State for many years. Enrollments compared to other state schools are high, exceeded only occasionally by University of Oregon which already has a major and a master's degree program in Asian studies. For several years during the last decade, our enrollment totals exceeded all other colleges and universities in the state. Currently the Department of Foreign Languages and Literatures at Portland State offers undergraduate majors in French, German, Spanish, Japanese and Russian. Of the languages that offer undergraduate minors, only Chinese does not offer a major. Students requests for a major in Chinese are regularly made since currently Reed College offers the only Chinese undergraduate major in the Portland metropolitan area.

The FLL department currently offers four years of Chinese language instruction. Since all courses which would be needed for a major are already being offered, there is no extra cost involved in implementing the program. The department employs two full time faculty and three teaching assistants (one full time, two part time) in Chinese.

Requirements for the major

In addition to two years (or equivalent) of language study in the lower division. Chinese majors would be required to take a minimun of 40 upper division credits in the language as well as 12 related, advisor-approved courses outside of the major. A linguistics course would be required as one of these outside courses. This matches requirements in other languages offering undergraduate majors.

The following FLL courses would be applicable to the Chinese major (4 credit hours each except where noted)
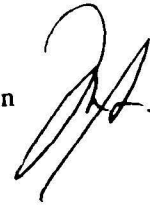
Chinese 301-302-303 (Third year Chinese)
Chinese 304-305 (Newspaper and business Chinese)
Chinese 311, 312, 313 (Introductory Classical Chinese)
Chinese 341,342,343 (Chinese literature {offered in English})
Chinese 409 (Practicum, variable credit)
Chinese 411, 412 (Fourth year Chinese)
Chinese 420, 421 (Readings in Chinese Literature, topics vary, may be repeated)
Chinese 490 (History of the Chinese language)
FL 493 (Language proficiency testing and teaching)
FL 498 (Methods of teaching foreign languages)
Elective courses within the department include all literature in translation courses offered in Korean and Japanese

Electives outside the department:

Ling 290 Introduction to language
Ling 390 Introduction to linguistics
Geography 351 East Asia
Geography 353 Pacific rim
History 486 History of Chinese society
History 487 Modern China, 1850-present
History 489, 490 History of Chinese thought
Political Science 365 Introduction to Asian politics
Anthropology 367 East Asian prehistory
Anthropology 446 Chinese culture and society
Art History 446, 447, 448 History of Oriental art
Other relevant courses approved by an advisor

Memorandum

To: Dick Pratt, Chair Curriculum Committee

From: Milan Svoboda, Chair Department of Public Health Education

Subject: Summary of Undergraduate Curricular Changes

Date: November 14, 1996

The following is a summary of the changes and revisions in the undergraduate curriculum of the Department of Public Health Education:

1. Revision of the existing Common ("Core") Requirements for a B.A./B.S. Degree in Health Education.

2. Revision of the requirements for an Track in: Community Health, and
    Health and Fitness.

3. Addition of two new Tracks in: School Health
    Health Sciences

4. Revision of the Minor in Health, including one new Option

5. Revision of the Minor in Athletic Training.

6. Conversion of selected undergraduate courses to the 4-credit format. These include: PHE 231 to PHE 335, PHE 252, PHE 295, PHE 326, PHE 330 to PHE 467/567, PHE 341, PHE 355, PHE 361, PHE 363, PHE 370, PHE 404, PHS 443 to PHE 443, PHS 446 to PHE 446, PHE 448, PHS 450 to PHE 450, PHE 456/556, PHE 461/561 to PHE 466/566, PHE 471, PHE 473/573, PHE 474, PHE 475/575, and PHE 480.

7. Dropping the following courses: PHE 223, PHE 250, PHE 359, PHE 362, PHE 409, PHE 415, PHE 472, PHE 490, PHS 444, PHS 445/545, PHS 447, PHS 448/548, PHS 451, PHS 452.

8. Conversion of the following omnibus 3-credit courses to discrete 4-credit courses:
    PHE 275, PHE 345, PHE 346, PHE 425/525, 453,/553, 457/557.

9. Conversion of the following discrete 3-credit courses (PHE 459, PHE 460) to discrete 2-credit courses: PHE 459/559, PHE 460/560, PHE 461/561.

10. Addition of the following new 4-credit course: PHE 350

Department of Physics

Course changes

	Net change in contact hours
• Ph 101 and 102 (3 to 4) give more time to approach the quantitative aspects of physics	2
• Ph 121, 122, 123 are combined to give two 4 credit courses (Ph 121 and 122) plus an upper division course in cosmology (Ph 367). This split is necessary because the understanding of the cosmology requires more background and sophistication than the students normally have in the 100 level courses.	3
• Ph 211, 212, 213 (3 to 4) include the recitation in the class (formerly Ph 199). For engineers, a special course number will be established that does not include the recitations (Ph 221, 222, 223).	0
• Ph 311, 312, 313 are reconfigured to give two courses of 4 credits each and one course of 4 credits which will be a less mathematical version of the previous Ph 313.	3
• Ph 321 (3 to 4) more emphasis is placed on electronic instrumentation in physics (normally only part of the essential material is covered in our one term course).	1
• Ph 314, 315, 414 (2,2,2) are combined to Ph 314, 315 (4,4); these lab courses in the old configuration had one 4-hour lab period, in the new configuration there is two 3-hour lab periods (this was already approved). (No change of time in the lab.)	0
• Ph 316 (2 to 4) increase lab period for increased emphasis on practical experience (this was already approved).	2
• Ph 323 renumber to clearly indicate sequence (Ph 424 and 425)	0
• Ph 331 (3 to 4) reevaluation of 2 hours of lecture and 2 hours of laboratory.	0
• Ph 411, 412, 413 change to Ph 411 and Ph 413 by incorporating some of the nuclear physics material in the quantum mechanics (Ph 411) and some into the solid state physics (Ph 413).	-1
• Ph 415-rename to indicate topic covered.	0
• Ph 431, 432, 433 (3,3,3) change to Ph 431, 432 (4,4) drop some material.	-1
• Ph 451, 452, 453 (3, 3, 3) change to Ph 451, 452 (4, 4) --reevaluation of 3 hours of laboratory and 2 hours of lecture to more accurately reflect the amount of work expected from the student; drop Ph 453	-5
• Ph 471 (3 to 4) give more options for problem sessions	1
• Ph 490, 491, 492 (3 to 4) increase lecture time and drop labs Ph 493, 494, 495.	-6
• Ph 322 (3 to 4) increase class period for increased emphasis on practical experience.	1
• Ph 434 (3 to 4); there is never enough time for math.	1
• Ph 440, 441, 442 (3,3,3) reduce to Ph 440, 441 (4,4)	-1
• Ph 611, 612, 613 (9 credits total) to Ph 611, 612 (8 credits total)	-1
• Ph 617, 618, 619 (9 credits total) to Ph 618, 619 (8 credits total)	-1
• Ph 624, 625, 626 (9 credits total) to Ph 624, 625 (8 credits) and Ph 626 (4 cr) Hydrodynamics to more clearly separate the two topics in this "sequence".	3
• Ph 631, 632, 633 (3 to 4) provide increased coverage and more time for problem sessions.	3
• Ph 641, 642, 643 (9 credits total) to Ph 641, 642 (8 credits total)	-1
• Ph 664, 665, 666 (3 to 4) provide increased coverage and more time for problem sessions.	3

EAS Course Changes

Course	Action	Old Credits	New Credits	Change
EAS 214 Dynamics of Solids	dropped	3	0	-3
EAS 271 Stoichiometry and Thermodynamics	dropped	2	0	-2
EAS 272 Stoichiometry and Thermodynamics	dropped	2	0	-2
EAS 273 Stoichiometry and Thermodynamics	dropped	2	0	-2
EAS 304 Energy and Society	change to ME304, credits	3	4	+1
EAS 341 Introduction to Thermodynamics	title, description, credits	3	4	+1
EAS 361 Fluid Mechanics	description	4	4	0
EAS 411 Engineering Materials Science I	dropped	3	0	-3
EAS 412 Engineering Materials Science II	dropped	3	0	-3
EAS 417/517 Systems Analysis and Synthesis	dropped	3	0	-3
EAS 418/518 Systems Analysis and Synthesis	dropped	3	0	-3
EAS 419/519 Systems Analysis and Synthesis	dropped	3	0	-3
EAS 424/524 Laser Principles and Applications	dropped	3	0	-3
EAS 461/561 Reliability Engineering	description, credits	3	4	+1
EAS 523 Continuum Mechanics	dropped	3	0	-3
	Total	43	16	-27

CE Course Changes

Course	Action	Old Credits	New Credits	Change
CE 371 Environmental Engineering	prereq	4	4	0
CE 415 Structural Analysis for Architects	new (from 410)	0	4	+4
CE 416 Structural Design for Architects	new (from 410)	0	4	+4
CE 443/543 Introduction to Seismology	credits	3	4	+1
CE 444 Geotechnical Design	prereq	4	4	0
CE 445/545 Seismic Evaluation	dropped	3	0	-3
CE 448/548 Earthquake Accommodation in Design	description, prereq, credits	3	4	+1
CE 549/649 Deep Foundation Design and Analysis	new (from 510/610)	0	4	+4
CE 566/666 Stochastic Hydrology	description	4	4	0
Total		21	32	+11

CS Course Changes

Course	Action	Old Credits	New Credits	Change
CS 161 Introduction to Computer Science I	description	4	4	0
CS 162 Introduction to Computer Science II	description	4	4	0
CS 163 Introduction to Computer Science IIII	description	4	4	0
CS 200 Computer Organization and Assembly Language	description	4	4	0
CS 201 Computer Architecture	description	4	4	0
CS 202 Programming Systems	description	4	4	0
CS 250 Discrete Structures	description	4	4	0
CS 251 Logical Structures	description	4	4	0
CS 252 Computational Structures	description	4	4	0
CS 300 Elements of Software Engineering	description	4	4	0
CS 301 Languages and Compiler Design	description	4	4	0
CS 302 Languages and Compiler Design	description	4	4	0
CS 303 Operating Systems and Concurrent Programming	description	4	4	0
CS 304 Operating Systems Design and Implementation	description	4	4	0
CS 307 Advanced Programming in Cobol	dropped	3	0	-3
CS 308 Advanced Programming in Fortran	dropped	3	0	-3
CS 350 Algorithms and Complexity	description	4	4	0
CS 487 Software Engineering Capstone	new	0	3	+3
CS 488 Software Engineering Capstone	new	0	3	+3
CS 490 Computer Programming Laboratory	dropped	4	0	-4
CS 542 Advanced Artificial Intelligence	dropped	3	0	-3
CS 549 Computational Geometry	new	0	3	+3
CS 550 Parallel Algorithms	new	0	3	+3

CS 570 Algorithm Design and Analysis	course number	3	3	0
CS 571 Algorithm Design and Analysis	dropped	3	0	-3
CS 572 Operating Systems Internals	prereq	3	3	0
CS 574 Internetworking Protocols	new	0	3	+3
CS 575 Computer Systems Analysis	course number	3	3	0
CS 576 Computer Systems Analysis	dropped	3	0	-3
CS 576 Computer Security	new	0	3	+3
CS 577 Compiler Construction	course number	3	3	0
CS 578 Compiler Construction	dropped	3	0	-3
CS 579 Formal Verification of Hardware/Software Systems	new	0	3	+3
CS 583 Automata and Formal Lanugages	course number	3	3	0
CS 584 Automata and Formal Lanugages	dropped	3	0	-3
CS 585 Cryptography	new	0	3	+3
CS 593 Topics in Computer Systems	dropped	3	0	-3
CS 595 Topics in Programming Languages	dropped	3	0	-3
CS 597 Topics in Algorithms	dropped	3	0	-3
CS 598 Topics in Theory of Computation	dropped	3	0	-3
	Total	112	99	-13

EE Course Changes

Course	Action	Old Credits	New Credits	Change
EE 332 Electromagnetic Systems	description	4	4	0
EE 431/531 Microwave Circuit Design I	description	4	4	0
EE 432/532 Microwave Circuit Design II	description	4	4	0
Total		12	12	0

EMGT Course Changes

Course	Action	Old Credits	New Credits	Change
EMGT 589 Capstone Project	new (from 506)	0	4	+4
EMGT 522/622 Communication and Team Building	title	4	4	0
EMGT 540/640 Operations Research in Engineering and Technology	title	4	4	0
EMGT 545/645 Project Management in Engineering and Technology	title	4	4	+1
	Total	12	16	+4

EE Course Changes

Course	Action	Old Credits	New Credits	Change
EE 332 Electromagnetic Systems	description	4	4	0
EE 431/531 Microwave Circuit Design I	description	4	4	0
EE 432/532 Microwave Circuit Design II	description	4	4	0
Total		12	12	0

ME Course Changes

Course	Action	Old Credits	New Credits	Change
ME 241 Manufacturing Processes	credits	3	4	+1
ME 311 Mechanical Vibrations	dropped	3	0	-3
ME 312 Stress Analysis of Mechanical Components	dropped	3	0	-3
ME 313 Design of Machine Elements	title, description, credits	3	4	+1
ME 314 Design of Machine Elements	title, description, credits	3	4	+1
ME 321 Engineering Thermodynamics	description, credits	3	4	+1
ME 322 Engineering Thermodynamics	description, credits	3	4	+1
ME 232 Heat Transfer	credits	3	4	+1
ME 331 Advanced Fluid Mechanics	dropped	3	0	-3
ME 351 System Dynamics and Modeling	title, description, prereq, credits	3	4	+1
ME 352 Numerical Methods in Engineering	credits	3	4	+1
ME 411/511 Engineering Measurement and Instrumentation Systems	description, prereq, credits	3	4	+1
ME 412 Mechanical Engineering Laboratory	dropped	3	0	-3
ME 413/513 Engineering Material Science	new	0	4	+4
ME 415/515 Advanced Topics in Energy Conversion	new	0	4	+4
ME 421/521 Heating, Ventilating, and Air Conditioning	title, description, credits	3	4	+1
ME 422/522 Solar Heating Design	title, description, credits	3	4	+1

Course	Changes	Old	New	Δ
ME 423/523 Internal Combustion Engines	description, prereq, course number, credits	3	4	+1
ME 424/524 Gas Turbines	course number, credits	3	4	+1
ME 425/525 Advanced Topics in Building Science	new	0	4	+4
ME 426/526 HVAC Equipment Design	title description, prereq, course number, credits	3	4	+1
ME 427/527 Thermal Systems Design	description, course number, credits	3	4	+1
ME 428/528 Fundamentals of Building Science	course number, credits	3	4	+1
ME 429/529 HVAC Controls	dropped	3	0	-3
ME 431/531 Fluid Control Systems	title, description, credits	3	4	+1
ME 434/534 Industrial Fluid Power	dropped	3	0	-3
ME 437/537 Engineering Acoustics	dropped	3	0	-3
ME 437/537 Mechanical Systems Design	new	0	4	+4
ME 441/541 Advanced Fluid Mechanics	new	0	4	+4
ME 445/545 Advanced Topics in Thermal and Fluid Sciences	new	0	4	+4
ME 448/548 Applied Computational Fluid Dynamics	new	0	4	+4
ME 449/549 Computer-Aided Design I	dropped	3	0	-3

ME 452/542 Introduction to Control Engineering	title, description, prereq, credits	3	4	+1
ME 453/553 Control Engineering Design	title, description, credits	3	4	+1
ME 455/555 Finite Element Methods in Mechanical Engineering	title, description, credits	3	4	+1
ME 457/557 Introduction to Robotics	description, credits	3	4	+1
ME 458/558 Principles of CNC Machining	description, credits	3	4	+1
ME 461/561 Product and Personal Liability	dropped	3	0	-3
ME 474/574 Introduction to Air Conservation	dropped	3	0	-3
ME 481/581 Mechanical Tolerancing	description, credits	3	4	+1
ME 482/582 Plant Layout and Materials Handling	dropped	3	0	-3
ME 484/584 Industrial Safety	dropped	3	0	-3
ME 486/586 Methods of Analysis and Work Measurement in Industrial Engineering	drooped	3	0	-3
ME 488 Design of Experiments	new	0	2	+2
ME 491 Design Methods	title, description, prereq	2	2	0
ME 492 Design Project	title, description, prereq, course number, credits	3	4	+1
ME 493 Design Project	title, description, prereq, course number	4	4	0

ME 512/612 Advanced Vibrations	description, prereq, credits	3	4	+1
ME 520/620 Advanced Engineering Thermodynamics	description, course number, credits	3	4	+1
ME 525/625 Advanced Heat Transfer	description, prereq, course number, credits	3	4	+1
ME 533/633 Compressible Flow	description, prereq, course number, credits	3	4	+1
ME 535/635 Energy-Efficient Commercial Building Analysis and Design	dropped	3	0	-3
ME 536/636 Analysis of Powerplant Cycles	course number, credits	3	4	+1
ME 540/640 Combustion	description, prereq, course number, credits	3	4	+1
ME 541/641 Conduction Heat Transfer	dropped	3	0	-3
ME 542/642 Convection Heat Transfer	dropped	3	0	-3
ME 543/643 Radiation Heat Transfer	dropped	3	0	-3
ME 544/644 Transfer and Rate Processes	course number, credits	3	4	+1
ME 551/651 Engineering Analysis	description, credits	3	4	+1
ME 554/654 Computer Aided Design II	title, description, prereq, credits	3	4	+1

ME 556/656 Computational Approaches in Engineering Analysis	dropped	3	0	-3
ME 562/662 Engineering Numerical Methods	description, prereq, credits	3	4	+1
ME 563 Digital Control Systems	title, description, course number, credits	3	4	+1
ME 565 Advanced Finite Element Applications	description, credits	3	4	+1
ME 571 Mechanical Engineering Applications of Microprocessors	title, description, credits	3	4	+1
ME 572 Advanced Applications of Microprocessors in Mechanical Engineering	dropped	3	0	-3
ME 587/687 Statistical Process Control	description, credits	3	4	+1
ME 588/688 Design of Industrial Experiments	description, credits	3	4	+1
ME 591/691 Advanced Design Methods	dropped	3	0	-3
ME 596/696 Design Optimization	description, credits	3	4	+1
ME 599/699 Engineering Research and Development Methods	dropped	2	0	-2
Total		188	196	+8

Requirements for a Minor. To obtain a minor in environmental studies a student must complete at least 28 credits (at least 12 of which must be taken in residence at PSU). At least 4 credits each in biological science, physical sciences (physics, chemistry, geology), economics, and Mth 241 or 251 are expected before admission to the minor.

		Credits
ESR 201	Applied environmental studies: science and policy	4
ESR 320,1	Analysis of environmental systems I, II	8
ESR 322	Environmental risk assessment	4
Upper division environmental policy courses (from list below)		4
Upper division environmental science courses (from list below)		8

Environmental policy courses

Ec 432	Environmental economics (4)
Geog 345	Resource management (4)
Geog 346	Problems of world population and food supply (4)
Geog 445	Resource management II (4)
Geog 446	Water resource management (4)
Hst 440, 441	American environmental history (4,4)
Phl 310	Environmental ethics (4)
PS 414	Issues in public policy (3)
Soc 341	Population trends and policy (4)
Soc 420	Urbanism and urbanization (4)
USP 311	Introduction to urban planning (4)
USP 313	Urban planning: environmental issues (4)

Environmental science courses

Bi 357	General ecology (4)
Bi 387	Vertebrate zoology (6)
Bi 423	Microbial ecology (4)
Bi 471	Plant ecology (4)
Bi 475	Limnology and aquatic ecology (4)
Bi 476	Population biology (4)
Ch 320, 321	Quantitative analysis (4, 4)
Ch 371, 372	Environmental chemistry I, II (4, 4)
Geog 414	Hydrology (4)
Geog 415	Soils and land use (4)
Geog 482	Environmental remote sensing (4)
G 391	Structural geology (4)
G 443	Groundwater geology (4)
G 445	Geochemistry (4)
G 460	Morphology and genesis of soils (4)
G 461	Environmental geology (4)
Ph 471	Atmospheric physics (3)
Ph 492	Radiation in the environment (3)
PHS 443,4,5	Principles of environmental health (3,3,3)

Courses taken under the undifferentiated grading option (pass, no pass) will not be accepted toward fulfilling minor requirements. Courses with omnibus numbers 401, 404, 405, 406, and 407 are not allowed for the minor. Additional courses may be required as prerequisites.

PSU's ESL/Bilingual Endorsement Course Series

Course Title	Number	Credits	Tuition * ('96-97 rates)	Term Offered
Impact of Language and Culture in the Classroom	EPFA 466/566	3 credits	$295 U/$635 G	Winter (Jan-Mar)
How Do People Learn a Second Language	LING 422/522	3 credits	$295 U/$635 G	Spring (Ap-June)
Effective Teaching Strategies for Working with Linguistically and Culturally Diverse Students	CI 443/543	3 credits	$295 U/$635 G	Summer (June-Aug)
LEP School/Community Relations	EPFA 465/565	3 credits	$295 U/$635 G	Fall (Sept-Dec)
Taking Stock: Assessment and Evaluation in Programs with Language Minority Students	LING 423/523	2 credits	$215 U/ $442 G	Winter (Jan-Mar)
Working with LEP Children Who Have Special Needs	SPED 455/555	2 credits	$215 U/ $442 G	Summer (June-Aug)
ESL/Bilingual Program Design and Models	EPI A 467/567	3 credits	$295 U/$635 G	Summer (June-Aug)
ESL/Bilingual Practicum	CI 409/509	3 credits	$295 U/$635 G	As Needed

* Tuition quoted in '96-'97 rates & are subject to change on an annual basis

g:ce dce d SL class tbl

Recommended Procedures for Review of University Studies Courses

1. Review and representation. The University Curriculum Committee (UCC) recommends to the Faculty Senate that the University Studies Committee act in lieu of departmental, school or college curriculum committees in reviewing course proposals for the University Studies (UNST) program. The University Studies Committee should have broad representation from the College of Liberal Arts and Sciences and the various Schools within the University. At least one member of UCC shall be appointed to the University Studies Committee.

2. Freshman Inquiry (UNST 101, 102, 103). UCC affirms that each new Freshman Inquiry theme should be treated as a new course and should be reviewed according to the following guidelines. Freshman Inquiry themes are to be developed by interdisciplinary teams of faculty. Normally, the development of themes begins in the winter quarter and continues through the summer prior to first offering. Because the theme statements included in the schedule of classes are effectively "catalog copy," review of theme statements and, subsequently, course outlines is required.

> a. Prior to submission of theme statements to the Registrar, the University Studies Committee shall forward copies of the theme descriptions to UCC for review. UCC will consider the first offering of a Freshman Inquiry theme to be experimental.

> b. During the fall term in which a new Freshman Inquiry theme is to be offered, the University Studies Committee shall review each theme proposal and forward to UCC, not later than 1 November, 20 copies of each new theme proposed for continuation. A modified new course proposal form shall be used and shall include at least the following information.

>> i. A cover sheet listing the theme description (equivalent to catalog copy), a list of the participating faculty and their home departments, and a summary of the manner in which the theme meets the four goals of University Studies (inquiry and critical thinking, communication, human experience, and ethical issues and social responsibility).

>> ii. A summary of the course outline and course materials (i.e., a bibliography of texts, readings, or other appropriate materials).

> c. The UCC will review each new theme proposal during the fall term and recommend approved themes to the Faculty Senate. Themes will be approved for a period not to exceed three (3) academic years. The University Studies Committee may propose continuation of a theme previously approved by Faculty Senate by requesting an extension of the approval period. Requests for extension shall state the reasons for the requested extension and shall be submitted to UCC not later than 1 November of the third academic year in which the theme has been offered. If substantial revision in the theme content has occurred, then the theme shall be considered a new theme under b. above. UCC will recommend approved extensions to the Faculty Senate.

3. Sophomore Inquiry. Sophomore Inquiry and cluster course proposals shall be reviewed by the University Studies Committee and forwarded to the UCC for review. Sophomore Inquiry and cluster course proposals shall be submitted to UCC not later than 1 February each year. Approved Sophomore Inquiry and cluster course proposals will be recommended to the Faculty Senate. The format to be used for Sophomore Inquiry and cluster course proposals shall be developed by the University Studies Committee in consultation with UCC. UCC recommends that Sophomore Inquiry courses be offered under discrete course numbers.

4. Cluster courses. Cluster courses included in Sophomore Inquiry thematic clusters will be treated as departmental courses and will be reviewed in the normal course review process. Cluster courses will be assigned a "U" suffix if the course is offered as part of a Sophomore Inquiry cluster. Allowing for departmental exigencies, cluster courses using omnibus numbers (399, 410) should be converted to discrete numbering in a timely fashion following their introduction.

5. Capstone courses. Capstone courses proposed for meeting requirements in the University Studies program shall be reviewed in the normal course review process, although these courses must also be reviewed by the University Studies Committee. UCC expects that capstone courses approved for University Studies credit will be offered under UNST or departmental course prefixes. The University Studies Committee shall consult with UCC to develop appropriate formats for displaying the content of such courses and the means by which these courses meet the goals of capstone courses in the University Studies program. The University Studies Committee shall report to UCC any existing courses that have been modified to meet the criteria for capstone courses meeting University Studies requirements.

POLITICAL SCIENCE - CURRICULUM REVISION

EXISTING COURSES, TITLES AND STUDENT CREDIT	*NEW & UNCHANGED TITLES & 4 CREDIT CONVERSION*
PS 101 UNITED STATES GOVERNMENT (3)	PS 101 UNITED STATES GOVERNMENT (4)
PS 102 UNITED STATES POLITICS (3)	PS 102 UNITED STATES POLITICS (4)
PS 199 SPECIAL STUDIES (Credit to be arranged.) Consent of intructor.	PS 199 SPECIAL STUDIES (Credit to be arranged.)Consent of intructor.
PS 200 INTRODUCTION TO POLITICS (3)	PS 200 INTRODUCTION TO POLITICS (4)
PS 203 UNITED STATES GOVERNMENT; STATE & LOCAL INSTITUTIONS (3)	PS 203 *INTRO TO STATE & LOCAL POLITICS* (4)
PS 204 COMPARATIVE POLITICS (3)	PS 204 COMPARATIVE POLITICS (4)
PS 205 INTERNATIONAL POLITICS (3)	PS 205 INTERNATIONAL POLITICS (4)
PS 215 INTRODUCTION TO PUBLIC POLICY (3)	Dropped
PS 221 INTRODUCTION TO PUBLIC LAW(3)	PS 221 INTRODUCTION TO PUBLIC LAW (4)
PS 231 COMMUNITY POLITICS (3)	Dropped
PS 281 THEORIES OF MODERN GOVERNMENT (3)	Dropped
PS 312 LEGISLATIVE PROCESS (3)	PS 312 LEGISLATIVE PROCESS (4)
PS 318 MEDIA, OPINION, VOTING, & POLICY (3)	PS 318 *MEDIA OPINION & VOTING* (4)
PS 321 THE SUPREME COURT & AMERICAN POLITICS (3)	PS 321 THE SUPREME COURT & AMERICAN POLITICS (4)
PS 323 PERSONAL POLITICS (3)	Dropped
PS 324 THE POLITICS OF LAW AND ORDER (3)	Dropped
PS 325 LAW & MORALITY (3)	PS 325 *POLITICS AND THE LEGAL ENFORCEMENT OF MORALS* (4)
PS 343 PROBLEMS IN CONTEMPORARY WORLD POLITICS (3) Prerequisite PS 205.	PS 343 *CONFLICT & COOPERATION IN WORLD POLITICS* (4) Prerequisite PS 205.
PS 345 U.S. FOREIGN POLICY: THE COLD WAR (3) Prerequisite: PS 205.	PS 345 - *U.S. FOREIGN POLICY: THE COLD WAR AND BEYOND* (4) Prerequisite: PS 205.
PS 348 CONFLICT AND GAMES (3) Prerequisites: PS 200, 204, or 205.	Dropped
PS 352 WESTERN EUROPEAN POLITICS (3) Prerequisite: PS 204 or 205.	PS 352 WESTERN EUROPEAN POLITICS (4)
PS 358 INTRO. TO THE POLITICS OF COMMUNIST COUNTRIES (3) Prerequisite: PS 204 or 205	PS PS 358 *INTRODUCTION TO COMMUNISM* (4)
PS 361 INTRODUCTION TO THE POLITICS OF THE MIDDLE EAST (3) Prerequisite: PS 204 or 205.	PS 361 INTRODUCTION TO THE POLITICS OF THE MIDDLE EAST (4) Prerequisite: PS 204 or 205.
PS 362 ARAB-ISRAELI CONFLICT (3)	PS 362 ARAB-ISRAELI CONFLICT (4)
PS 365 INTRODUCTION TO ASIAN POLITICS (3)	Dropped

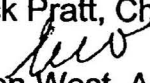| EXISTING COURSES, TITLES AND STUDENT CREDIT	NEWS & UNCHANGED TITLES & 4 CREDIT CONVERSION
PS 371 INTRODUCTION TO LATIN AMERICAN POLITICS (3) Prerequisite: PS 101 pr 102.	PS Dropped
PS 380 WOMEN AND POLITICS (3)	PS 380 WOMEN AND POLITICS (4)
PS 381 POLITICS & CONFLICT; PROBLEMS IN POLITICAL THOUGHT (3) Prerequisite: PS 281	PS 381 *INTRODUCTION TO THEORY (4)* Recommended: PS 200.
PS 385 MODERN IDEOLOGIES (4)	PS 385
PS 387 POLITICS AND FICTION (3) Prerequisite: PS 200.	PS 387 POLITICS AND FICTION (4).
PS 399 SPECIAL STUDIES (credit to be arranged.)	PS 399 SPECIAL STUDIES (credit to be arranged)
PS 401/501 RESEARCH (credit to be arranged.) Consent of Instructor.	PS 401/501 RESEARCH (credit to be arranged.) Consent of Instructor.
PS 403 HONOR THESIS (credit to be arranged.) Consent of instructor.	PS 403 HONOR THESIS (credit to be arranged.)--Consent of Instructor.
PS 404/504 COOPERATIVE EDUCATION/ INTERNSHIP (Credit to be arranged.)	PS 404/504 COOPERATIVE EDUCATION/ INTERNSHIP (Credit to be arranged.)
PS 405/505 READING AND CONFERENCE (Credit to be arranged.)	PS 405/505 READING AND CONFERENCE (Credit to be arranged.)
PS 407/507 SEMINAR (Credit to be arranged.)	PS 407/507 SEMINAR (Credit to be arranged.)
PS 409/509 PRACTICUM (Credit to be arranged.) Consent of instructor.	PS 409/509 PRACTICUM (Credit to be arranged.) Consent of instructor.
PS 410/510 SELECTED TOPICS (Credit to be arranged.) Consent of instructor	PS 410/510 SELECTED TOPICS (Credit to be arranged.) Consent of instructor
PS 412/512 THE PRESIDENCY (3) Prerequisites: PS 101 and 102.	PS 412/512 THE PRESIDENCY (4) Prerequisites: PS 101 and 102.
PS 413/513 CONGRESS (3) Prerequisites: PS 101 and 102.	PS 413/513 CONGRESS (4) Prerequisites: PS 101 and 102.
PS 414/514 ISSUES IN PUBLIC POLICY (3)	PS 414/514 ISSUES IN PUBLIC POLICY (4)
PS 416/516 POLITICAL PARTIES (3)	PS 416/516 *POLITICAL PARTIES AND ELECTIONS* (4) Recommended: PS 101 and 102.
PS 417/517 INTEREST GROUPS (3)	PS 417/517 INTEREST GROUPS (4) Recommended: PS 101 and 102.
PS 418/518 VOTING BEHAVIOR (3) Prerequisite: PS 101.	Dropped
PS 422/522 CONSTITUTIONAL LAW (3) Prerequisite: PS 321 or 221.	PS 422/522 CONSTITUTIONAL LAW (4) Recommended: PS 321.
PS 423/523 CIVIL LIBERTIES (3) Prerequisites: PS 321 or 221.	PS 423/523 CIVIL LIBERTIES (4) Prerequisites: PS 321 or 221.
PS 424/524 CONTEMP. OF AMERICAN IDEOLOGY (3) Prerequisites: PS 200, 281 or 381.	Dropped
PS 431/531 STATE AND LOCAL GOVERNMENTS AND POLITICS (3) Prerequisites: PS 101 and 102	PS 431/531 *STATE AND LOCAL POLITICS* (4) Recommended: PS 203.
PS 433/533 OREGON POLITICS (3) Prerequisite: PS 203 or 312.	Dropped
PS 441/541 WORLD POLITICS (3) Prerequisite: PS 205.	PS 441/541 WORLD POLITICS (4) Prerequisite: PS 205.
PS 442/542 CONTEMPORARY ANALYSIS OF WORLD POLITICS (3) Prerequisite: PS 441.	PS 442/542 *CONTEMPORARY THEORIES OF WORLD POLITICS* (4) Prerequisite: PS 441.
PS 444/544 INTERNATIONAL POLITICAL ECONOMY (3) Prerequisite: PS 205 or 441.	PS 444/544 INTERNATIONAL POLITICAL ECONOMY (4) Prerequisite: PS 205 or 441.

EXISTING COURSES, TITLES AND STUDENT CREDIT	NEW & UNCHANGED TITLES & 4 CREDIT CONVERSION
PS 445/545 AMERICAN FOREIGN POLICY (3)	PS 445/545 AMERICAN FOREIGN POLICY (4)
PS 446/546 NATIONAL AND INTERNATIONAL SECURITY POLICIES (3) Prerequisite: PS 205 or 441.	PS 446/546 NATIONAL AND INTERNATIONAL SECURITY POLICIES (4) Prerequisite: PS 205 or 441.
PS 447/547 INTERNATIONAL ORGANIZATION (3)	PS 447/547 INTERNATIONAL ORGANIZATION (4)
PS 448/548 INTERNATIONAL LAW (3)	PS 448/548 INTERNATIONAL LAW (4) Prerequisite PS 205 or 441.
PS 451/551 BRITISH AND COMMONWEALTH GOVERNMENTS (3)	PS 451/551 BRITISH AND COMMONWEALTH GOVERNMENTS (4)
PS 455/555 SOVIET POLITICS (3)	PS 455/555 *POST SOVIET POLITICS* (4)
PS 456/556 FOREIGN POLICY OF THE U.S.S.R. (3) Prerequisites PS 204 or 205 or 358.	Dropped
PS 458/558 GOVERNMENTS AND POLITICS OF CENTRAL EUROPE (3)	Dropped
PS 462/562 INTERNATIONAL RELATIONS IN THE MIDDLE EAST (3) Prerequisite: PS 361	PS 462/562 INTERNATIONAL RELATIONS IN THE MIDDLE EAST (4) Prerequisite: PS 361
PS 466/566 GOVERNMENT AND POLITICS OF CHINA (3)	PS 466/566 *POLITICS OF EAST ASIA* (4)
PS 467/567 GOVERNMENT AND POLITICS OF JAPAN (3)	Dropped
PS 468/568 INTERNATIONAL POLITICS OF ASIA (3) Prerequisite: PS 365 or 441.	PS 468/568 *INTERNATIONAL POLITICS OF EAST ASIA* (4)
PS 473/573 POLITICS OF CHANGE IN LATIN AMERICA (3) Prerequisite: PS 371.	Dropped
PS 477/577 POLITICS OF DEVELOPMENT (3) Prerequisite: PS 204.	Dropped
PS 478/578 POLITICAL SOCIALIZATION AND RECRUITMENT (3) Prerequisite: PS 204.	Dropped
PS 479/579 TRANSITIONS TO DEMOCRACY (3) Prerequisite: PS 204	PS 479/579 TRANSITIONS TO DEMOCRACY (4)
PS 482/582 LIBERALISM AND ITS CRITICS (3) Prerequisite: PS 381 or 281.	PS 482/582 LIBERALISM AND ITS CRITICS (4) Recommended: PS 381
PS 483/583 JUSTICE IN THE MODERN WORLD (3) Prerequisite: PS 381 or 281.	PS 483/583 JUSTICE IN THE MODERN WORLD (4) Recommended: PS 381
PS 486/586 AMERICAN POLITICAL THOUGHT 1600 TO 1865 (3).	PS 486/586 *AMERICAN POLITICAL THOUGHT 1600 TO 1820* (4)
PS 487/587 AMERICAN POLITICAL THOUGHT: 1865 TO THE PRESENT (3)	PS 487/587 *AMERICAN POLITICAL THOUGHT: 1820 TO THE PRESENT* (4)
PS 493/593 PHILOSOPHY OF THE SOCIAL SCIENCES (3) Prerequisite: PS 381	PS 493 PHILOSOPHY OF THE SOCIAL SCIENCES (4) Recommended: PS 381
PS 495/595 RESEARCH METHODS FOR POLITICAL SCIENCE (3)	PS 495/595 RESEARCH METHODS FOR POLITICAL SCIENCE (4)
PS 503 THESIS (Credit to be arranged.) Pass/no pass option	PS 503 THESIS (Credit to be arranged.) Pass/no pass option
PS 591 ADVANCED RESEARCH METHODS (3) Prerequisite: PS 495	Dropped

Portland State University

MEMORANDUM

DATE: December 2, 1996

TO: Dick Pratt, Chair, Curriculum Committee

FROM: Ellen West, Associate Dean of Undergraduate Programs
           School of Business Administration

SUBJECT: SUMMARY OF UNDERGRADUATE CURRICULUM CHANGES

The SBA has worked carefully to integrate and coordinate these curricular changes which were reviewed according to the following criteria:

- Academic strength and coherence;
- Evidence of demand, particularly with new or substantially revised programs; and
- Flexibility of the undergraduate program overall, in particular allowing interdisciplinary work and the possibility of dual options.

The changes reflect responses to influences from industry, students, faculty and accreditation agencies.

Changes were made in the following options: Finance, General Management, Information Systems, Marketing, Advertising, and Accounting.

The International Business Studies Certificate was revised; and a new option in Supply and Logistics Management was added.

Summary of Proposed Option Changes

1) **Finance**
    One course deleted (FINL422) and one new course (FINL449).
    Some courses renumbered (FINL343/301, FINL440/465).

2) **General Management**
    Two courses changed from 3 to 4 hours (MGMT364, 445).
    Two courses renumbered (364/464, 451/351).
    Hours in option increased from 15-16 to 18-20.
    Mix of courses for option changed.

3) **Human Resource Management**
    Three course changes to be considered at January meeting.

4) **Information Systems**
    Substantial redesign of courses.
    Reduction in hours for many courses.
    Each course to include 1 "classroom hour" of lab, which is two real hours
    (e.g., a 3 hour class would be 2 hours lecture and 1 hour lab, but the lab
    would be 2 hours).
    Option requirement increased from 20 to 22 hours.

5) **Marketing**
    New 3 hour elective course (MKTG455).
    One minor change in option requirements.
    Deletion of one course (MKTG214).

6) **Advertising**
    Increase in hours for two courses (MKTG441, 442).
    Option requirements increased from 21 to 23 hours due to increased hours in two
    courses.

7) **Accounting**
    Option requirements increased from 30 to 36 (influenced by CPA exam requirements and
    accounting community).
    Addition of two new courses (ACTG460, 495).
    Conversion of selected courses from 3 hours to 4 hours:
        ACTG383, 384, 385 changed to ACTG381, 382
        ACTG482, 483 changed to ACTG421, 422
        ACTG493, 494 changed to 493
    Increase in hours for one course (ACTG490).

8) **International Business Studies Certificate**
    Economic course selection increased.
    Area study courses identified by Foreign language.
    Incorporated 4 hour course changes.
    International Business course reduction from four to three.

9) **Supply and Logistics Management**
    New option.
    Some existing course redesign.
    One new capstone course (ISQA479) and one new elective (ISQA449), plus omnibus
    offerings.
    Option requirements are 22 to 24 hours.
    Interdisciplinary (up to 12 credits can be taken in other areas).

PORTLAND STATE
UNIVERSITY

MEMORANDUM

TO: Michael Reardon, Provost

FROM: Barbara A. Sestak, Chair

DATE: October 25, 1996

RE: Questions for Administrators

Per Donna's request, the follwing is information to respond to the questions from the Faculty Senate Steering Committee regarding the PSU/UO Joint Architecture Program:

1. What was the original agreement for the joint PSU/UO Masters of Architecture professional degree program?

The interinstitutional agreement signed by Myles Brand, Judith Ramaley and Thomas Bartlett in November 1991 established a planning committee that would propose a program that would provide for the following:

- a "four plus two"--Master of Architecture degree
- an accredited program opened as soon as possible
- opportunities for post-professional architectural education in the Portland area
- opportunities for students from participating institutions to interact with the Portland community

To facilitate the rapid development of an accredited program, the agreement stated that the planning group could recommend the option of basing the initial program on the existing UO degree. However, the letter of agreement stated that the institutions were committed to the development of a **joint** program which would carry its own accreditation. Planning was to proceed with that as the major goal.

The planning committee, consisting of representatives from the Chancellor's office , PSU, UO and the Portland architectural profession, made a report to the Chancellor in October 1992. The committee fleshed out some of the issues involved in the original letter of agreement and included the request for additional funds to run the program. The core of the report recommended the "four plus two" program consisting of the four year BA/BS major in architecture offered by PSU and a jointly offered two year Master of Architecture degree. It was intended that the program have its own budget and utilize faculty from both institutions. The program was to apply for accreditation on its own. Since accreditation is offered only after a period of candidacy, students would receive UO degrees during the transition period. The report included a budget for new faculty and facilities.

In December 1992, Chancellor Bartlett agreed to start the program. Bridge funding to get the process started, including searching for two faculty, was given in 1993-94. New funding from the Chancellor's Office for faculty, staff and S&S was split between the two schools, and the initial class started in Fall 1994.

2. How did this program related to licensing practice?

In Oregon to be able to sit for the licensing exam, a person must have an accredited professional degree. The professional degree could be either a Bachelor of Architecture or a Master of Architecture degree. This program provided the second alternative in the minimum amount of time (two years) in which a Master of Architecture degree could be completed.

3. Why did this joint program fall apart?

The UO has this year reneged on the agreement to seek separate accreditation for the new program and sees no need to have PSU as a partner in Master of Architecture degree. UO's official stance is that PSU does not have the resources to offer the program and that UO already has the degree and is providing it in Portland. PSU believes that there are no benefits to the PSU architectural program, faculty or students unless PSU is part of an accredited professional degree and sees no benefit to supplying faculty, staff, classrooms and other facilities to an only UO program. Therefore, the UO architecture program has been told to vacate the Shattuck studios and offices before the beginning of Winter Term 1997.

4. What plans are there to continue a professional architecture degree program at PSU?

The existing BA/BS major in architecture is strong and is continually growing. The second part of the complete professional degree is the Masters. Developing a two year Master of Architecture program is a top priority for the School of Fine and Performing Arts and for the University. It is our understanding from the National Architectural Accrediting Board that the UO program in Portland must be reviewed by the Board. Since UO has not submitted the program for review, there currently is no accredited program offered in Portland and PSU is planning on filling that need. The Department of Architecture is currently looking at the feasibility of offering the two year Masters degree as well as other alternatives. The space vacated by UO will get the PSU sophomore year architecture classes out of the basement of Extended Studies and provide some of the space needed to get the Masters program started.

5. Will such a program have a particular focus from UO's?

The PSU degree will be different in structure and in focus. UO has an accredited five year Bachelor of Architecture program and a three year Master of Architecture program in Eugene. It is our understanding from the National Architectural Accrediting Board that UO needs to have its Portland program separately accredited. It is further our understanding that without an undergraduate major in architecture, the UO needs to offer a three year Master of Architecture degree in Portland, not a two year program, as it does not have a BA/BS major program in Portland to do a 4+2 program. PSU's program will have an emphasis on urban architecture (unlike Eugene which tries to do everything; urban for them means a three story building or neighborhood design) and a strong experimental and aesthetic approach with ties to the PSU Department of Art. In addition, the PSU program will continue to make use of Portland as a laboratory in faculty research, in student projects, in internships and in a variety of ties with the professional community; little of the above is done by UO.

6. How will it be financed?

The PSU side of the joint program funding has now been made a part of PSU's base budget. Funding for additional faculty will be part of the new funding resulting from the new enrollment corridors over the next several years.

PROGRAM ASSESSMENT IN UNIVERSITY STUDIES

⇒ Four-year assessment plan developed May 1994 included four methods for collecting program-level data:

* **Standardized measures (ACT Comp)**
* **Student portfolios**
* **Student evaluations, including surveys, focus groups, and self-assessment**
* **Faculty evaluative research, including surveys, focus groups, and self-assessment**

⇒ Objective is to develop ongoing, comprehensive assessment plan that is **faculty generated and classroom based.** National models of assessment have demonstrated that these two factors are critical; Alverno College is one example that PSU has looked to as a model.

⇒ A second objective is to develop a method of reviewing the assessment plan and making corrections and adjustments as more is learned about how teaching and learning occurs in Inquiry and the upper-division clusters. **Following the first two years of Inquiry, adjustments to the assessment plan have been made that have enhanced faculty participation and increased the amount of data collected at the classroom level that can be used for overall program assessment.**

⇒ Components of the assessment plan:

* **Freshman Inquiry faculty have operationalized goals of University Studies using measurement language. They have appointed small groups of faculty to work on model assessment tools for specific goal areas. These are the foundation of the program assessment activities.**

* **Fall 1994 and Fall 1995 cohorts completed ACT-COMP Objective test, Assessment of Reasoning and Communication, and Activity Inventory. These students will be retested in their Senior year and pre and posttest scores will be compared to look for change.**

* **Winter 1995, Winter 1996, and Spring 1997: Classroom climate survey administered to all FrInq classes. Measures dimensions of the classroom climate for learning. Faculty provided with overall program scores, theme scores, and individual faculty scores to be**

used for midcourse improvement. Reports indicated a positive change in the climate for learning in Inquiry between 1994-95 and 1995-96.

* Pilot focus groups and structured interviews with faculty and Frlnq students conducted Spring 1995. Results presented to Frlnq faculty and administrators during Summer retreat, and used for planning for 1995-96 year.   Focus groups and interviews will be conducted again Spring 1997 and will include Sophomore Inquiry students.

* Pilot Writing assessment conducted Winter-Spring 1995, including standardized test and ethnographic research in classrooms. Results are being analyzed at this time. Tracking of students who completed writing placement tests 1994, 1995, and 1996 ongoing.

* Fall 1996 faculty-developed student goals assessment instrument administered in Frlnq and Transfer Transition. Will be given as posttest in Spring 1997. Results of this self-assessment will be matched with results of portfolio assessment.

* Fall 1996 faculty portfolio group will form to develop rubric for assessing sample of Frlnq portfolios to assess program goals as represented in examples of student work.

* Syllabi analysis project will begin in Winter 1997 for Freshman and Sophomore Inquiry courses to look for specific references in assignments and course topics to University Studies program goals. Results will be fed back to faculty to develop programwide approach to syllabus development.

* Capstone program assessment group will pilot assessment tools Winter Term 1997, based on Capstone program goals.

* Summer 1996 classroom observations and focused interviews with faculty and students conducted in Summer Inquiry course. Classroom observations continuing in Einstein theme Fall 1996. Results of observations fed back to faculty directly in classroom.

* Ongoing student tracking in Institutional Research: two pre-University Studies cohorts (1991 and 1992) , and two post (1994 and 1995). Course-taking patterns, grades, retention/attrition, carrying load, major,

time to degree are among variables under study. Data from Entering Student Surveys included in analysis in attempt to develop predictors of retention for PSU. Subgroups of students are also tracked, including those who have taken writing placement exams and the ACT-COMP.

⇒ Dissemination issues:

* During 1996-97, a full description of the assessment plan and technical reports on assessment findings will be made available in print and on electronic media for review by the University community.

* The Center for Academic Excellence is creating a communication tool for 14 assessment projects currently ongoing across the University. This will allow program and major assessment projects to begin linking with University Studies assessment.

⇒ RETENTION RATES FOR PAST FOUR YEARS:

FIRST TIME FULL TIME FRESHMEN

FALL 1995 TO FALL 1996   60.3
FALL 1994 TO FALL 1995   62.6
FALL 1993 TO FALL 1994   56.9
FALL 1992 TO FALL 1993   63.7

END OF SECOND YEAR

FALL 1994 TO FALL 1996   46.4
FALL 1993 TO FALL 1995   43.3
FALL 1992 TO FALL 1994   43.1
FALL 1991 TO FALL 1993   45.8

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General Education Assessment Model

The General Education Assessment Project has been charged with the task of evaluating the University Studies Program. The development of increasingly successful educational strategies and courses, and improved student learning, underlies the reason for this assessment process. In keeping with the goals outlined by the General Education Committee (January, 1994 program assessment will be centered around four goals:

1. Inquiry and critical thinking
2. Communication
3. Human Experience
4. Ethical issues and social responsibility

Taking a student-development approach, we will attempt to examine the relationships ar interactions that impact students' cognitive and affective development. Consequently, we have broken down the assessment process into two general areas, general education outcomes, and measuring these outcomes. The following outline provides a strategy for evaluating the University Studies Program.

I. Outcomes
    A. Cognitive Outcomes
        1. Subject matter knowledge
            a. mathematics
            b. english
            c. computer literacy
        2. Critical thinking
            a. reflective thinking/independent thinking
            b. problem solving
            c. application of skills to real life problems and issues (e.g., science literacy arts literacy, etc.)
        3. Communication
    B. Attitudes and Values
        1. Social Climate (diversity, multiculturalism)
        2. Sense of community (classroom climate)
        3. Community responsibility/citizenship
    C. Behavioral Outcomes
        1. Retention
        2. Time to degree
        3. Employment offers
        4. Successful transfers
        5. Declared major
    D. Assessment of Teamwork

II. Methods for Assessment
    A. Standardized measures (e.g., CPT, COMP, Classroom Environment Scales)
    B. Student portfolios
    C. Student evaluations including surveys, focus groups and self assessment (satisfactio with process and content, goals, student-student interaction, student-faculty interaction, etc.)
    D. Faculty evaluative research including surveys, focus groups, and self- assessment (satisfaction, ability to meet learning objectives, etc.)

PORTLAND STATE UNIVERSITY
SCHEDULE OF ACT TESTING AND ADDITIONAL ASSESSMENT ACTIVITIES
FOR GENERAL EDUCATION ASSESSMENT PROGRAM
FIRST LONGITUDINAL SERIES: 1994−95 THROUGH 1998−99

Class Level	Test	1994−95	# Subjects	1995−96	# Subjects	1998−99**	# Subjects
Freshman	OT* AI*	Pilot Test Fall	Entering Class 200	Pre Test Fall	Entering Class 400	Post Test Early Spring	Graduating Class 200/300
	ARC*	Pilot Test Fall	100	Pre Test Fall	150	At point of graduation	100/125
	COS* Classroom Climate Survey Focus Groups	Winter Spring	550 30	Winter Spring	550 150	Early Spring	350/400
Non−FI program Freshman	OT AI COS					At point of graduation/ early spring	300 150 150
Sophomore Note: These are 1st−year transfer/entering sophomores	OT ARC COS			Summer Summer Summer	300 100 200	Early Spring Post Test Early Spring	150 50/75
Senior** Note: Seniors with fewer than 2 yrs. of transfer credit AI COS ARC	OT			Spring	100 (native) 200 (CC transf.) 100 (4yr transf.) 150 150 50		

* Objective Test
 Activities Inventory
 Assess. of Reason. & Comm.
 College Outcomes Survey

** These figures are estimates.
OUS:kak
1/15/96

An Industry-Driven, Investment-Based Approach to Oregon's Engineering/Technology Education and Research Needs

A Summary

Over the past several years, there have been a number of studies and reports that identify the issues and problems related to higher education and research in the Portland metropolitan area, with a particular emphasis on the high technology industry. These concerns address the broad spectrum of post-secondary education from community colleges through doctoral education and are, again, primarily focused on the Portland metropolitan region. Many of those reports have similar findings and we have synthesized them into three major issues:

Quantity and Capacity: An insufficient number of Oregon graduates in engineering and technology fields. Problems here relate to K-12 preparation and career objectives and capacity of existing programs in higher education.

Quality: Students can be better prepared to enter the workplace at all levels.

Accessibility and Responsiveness: Programs must address a wide range of students including those who are pursuing career advancement. We must provide an appropriate array of programs available at convenient times and locations.

A Metropolitan Consortium

To address these issues, we have suggested the formation of an **Oregon Board for Engineering and Technology** (OBET) that would assist in developing higher education in the Portland metropolitan area through a Metropolitan Consortium. OBET would be a governing board responsible for coordinating investments in engineering and technology programs through the Metropolitan Consortium which includes, PSU, OGI, OIT, UP, the Community Colleges, OSU and UO. The Board would identify important regional needs in engineering and technology fields, provide a vehicle to distribute resources to address those needs and assess the results of those investments. Using this approach, all educational resources would be brought to bear through collaboration, using financial incentives as required. The OBET would be composed of 11 members, seven from industry, three from the governing education boards (K-12 and Community Colleges, State System and private colleges) and one member from the Oregon Economic Development Department (OEDD). The Board would be staffed by an executive Director and small administrative staff to coordinate information dissemination, programs, investments and assessment activities.

A Proposed Investment Plan

Although the decisions regarding investment priorities would come from the OBET, we have proposed an investment package that addresses most of the issues. The elements are:

1. Develop and program of incentives to encourage an adequate number of students, including Oregon's best and brightest, to pursue engineering and technology programs in Oregon.
2. Enhance the quality and quantity of the pool of potential students for engineering and technology programs from the K-12 and community college systems.
3. Expand the capacity for engineering and technology education.
4. Develop appropriate new academic programs and other offerings to meet workforce needs in the high technology industry.
5. Create opportunities for undergraduate and graduate students to undertake significant professional work experiences with industries and other agencies.
6. Develop opportunities for faculty to undertake a significant professional experiences with industry and other agencies.
7. Enhance the educational infrastructure by providing state-of-the-art equipment and technology for all engineering and technology programs.
8. Enhance and support the infrastructure required to undertake cutting edge research in selected areas that support industry and agencies in the Portland metropolitan area.
9. Expand and enhance the physical facilities to provide adequate space for program operation and develop a plan for collaboration for offering programs at existing facilities.
10. Provide coordination of engineering and technology education and research in the Portland metropolitan area.
11. Develop a university-level seamless engineering and technology education system that allows for common charges for credit hours and a tuition sharing.

These initiatives are proposed to occur over at least two biennia with several continuing over longer periods. The total cost of these initiatives is approximately $20M per biennium. It is expected that the majority of these funds are start-up costs and that many of the programs will be come self-sustaining within five years.

PSU Senate Resolution on the Current Planning Process for a Statewide College of Engineering

Whereas a plan is currently being devised to form a statewide college of engineering for Oregon; and **whereas** there is a general concern that the planning process may lead to an undesirable sundering of one important educational unit from the university within which it has achieved distinction, which sundering would diminish Portland State University's ability to provide needed educational programs to the metropolitan community, would compromise the faith of the public in the University, and would call into question the value to the State System of the University itself; **be it resolved that the PSU Faculty Senate:**

1. **Strongly supports open and free input and access to information concerning proposals for education and research programs in the Portland metropolitan area;**

   Several committees have been formed to examine a broad range of issues. School of Engineering and Applied Science (SEAS) faculty have been frustrated in their attempts to gain access to pertinent/relevant information from these committees in a timely fashion, and to provide input to the committees. A planning process that is in essence inaccessible by the faculty most directly concerned cannot lead to a workable plan.

2. **Requests that a much broader range of engineering faculty be included at all levels of the planning process;**

   The individuals from PSU serving on the aforementioned committees are by and large administrators (Department Chairs or higher). The extent to which the committee members from PSU effectively represented SEAS faculty's views (as opposed to their own individual opinions) has been highly questionable, even though these committee members hold academic/administrative positions within SEAS. Thus SEAS faculty feel disenfranchised.

3. **Strongly urges a commitment to reallocate existing resources and allocate significant new engineering resources to the Portland area as a precondition of consolidation.**

   In responding to the realignment of the industrial base in Oregon and changing customer needs in the Tri-County Metropolitan Area, it is imperative to shift the State's main engineering research and educational support to Portland. None of the outcomes presented have ensured increased funding for Portland as a necessary condition for consolidation.

4. **Urges that account be taken of the costs of general, as well as professional education of engineers, and that funds be allocated to the State System institution(s) that would be responsible for all aspects of education of engineers in the Portland area;**

   A detailed cost accounting of the existing engineering programs is needed to include cost items related to: Instruction and research (both professional and general education), university support (including allowance for headcount), and physical infrastructure. These data must be used as guides in the development of future plans for engineering education in the Portland metropolitan area.

5. **Requests that the Portland metropolitan area be made the central location of engineering education and research administration;**

   Increased commitment to engineering education and research in the Portland Metropolitan Area will bring additional responsibilities to Portland's education providers. To carry out these obligations effectively and be responsive to the critical needs of the area, it is logical that engineering education and research be administered locally and not remotely.

6. **Judges the current planning process to be seriously flawed and recommends that it be discontinued in favor of a more deliberate process that involves a wider range of faculty participants.**

   Because the existing planning process for a Statewide College of Engineering has insufficient faculty participation at all levels, does not address the central question of efficacy and appropriateness of consolidation, did not permit open and fair consideration of alternative models, does not commit to reallocation of existing resources and the allocation of higher levels of new resources for the Portland Metro Area, and does not ensure local administration, we consider the process seriously flawed, oppose its continuation, and consider its outcome unacceptable.