Faculty Senate Monthly Packet December 1997

Portland State University Faculty Senate

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

The Faculty Senate will hold its regular meeting on December 1, 1997, at 3:00 p.m. in room 53 CH.

AGENDA
A. Roll
*B. Approval of the Minutes of the November 3, 1997, Meeting
C. Announcements and Communications from the Floor
   Provost's Report
D. Question Period
   1. Questions for Administrators
   2. Questions from the Floor to the Chair
E. Reports from the Officers of Administration and Committees
   *1. Library Committee Annual Report - Savery
   *2. Scholastic Standards Committee Annual Report - Howard
   *3. Curriculum Committee Annual Report - Pratt
   *4. Graduate Council Annual Report - Terdal
   *5. University Planning Council Quarterly Report - Bodegom
F. Unfinished Business
   *1. Amendment to the Constitution, Art. IV, Sec. 4, 4) Academic Requirements Committee
G. New Business
   *1. Proposal to Change Name of School of Education to Graduate School of Education - Bodegom
   *2. Discussion Item from ARC - Rosengrant
   *3. Graduate Council and Curriculum Committee Annual Course and Program Proposals - Terdal and Pratt

*The following documents are included with this mailing:
B Minutes of the November 3, 1997, Senate Meeting
E1 Library Committee Annual Report
E2 Scholastic Standards Committee Annual Report
E3 Curriculum Committee Annual Report
E4 Graduate Council Annual Report
E5 University Planning Council Quarterly Report
F1 Amendment to the Constitution, IV, 4, 4), b) Academic Requirements Committee
G1 Proposal to Change Name of School of Education to Graduate School of Education
G2 Discussion Item from ARC
G3 Graduate Council and Curriculum Committee Annual Course and Program Proposals
Minutes: Faculty Senate Meeting, November 3, 1997
Presiding Officer: Ulrich H. Hardt
Secretary: Sarah E. Andrews-Collier


Ex-officio Members Present: Bernstine, Diman, Kaiser, Kenton, Hammond for Penk, Reardon, Reynolds, Ward.

A. ROLL

B. Approval of the Minutes of the October 6, 1997, Meeting

The minutes were approves with the following corrections:

- P. 12, item #2, third sentence (lines 4-5), should read "Sixty-three (63) faculty....," not fifty-three (53).
- There is a spelling error in Agre-Kippenhan’s name. (See also, the same error in the Faculty Governance Guide Senate Roster, p.15.)
- Item "G1" in today’s Agenda has a spelling error in the title.

President’s Report

There have been several task forces appointed by the Governor, among them two dealing with access and financing in higher education. The former has submitted a preliminary report. The governor has not responded to date. The Board has appointed a committee to survey the BAS model and the financing model for OSSHE institutions, chaired by Tom
Imeson. We are looking forward to having some input into their deliberations. There is also a committee looking at the Sports Action Lottery and how those funds would be distributed, which is scheduled to meet here on 10 November. At the last meeting the committee requested the Athletic Directors to jointly propose a financing model. The four regional institutions have met, but OSU and UO have not responded to PSU’s invitation to meet.

At the next meeting, BERNSTINE may be able to announce a permanent Vice President for Finance, or if not, a search for one.

Provost’s Report

REARDON reported immediately after the roll call. PSU met the enrollment corridor this year, however, there is reason for concern as we didn’t reach the midpoint. Securing a larger budget for the second year of the biennium is dependent on securing additional enrollment.

C. Announcements And Communications From The Floor

In accordance with normal governance procedures, President Bernstine approved actions of the October 1997 Faculty Senate:

1) The name change of Department of Electrical Engineering to Department of Electrical and Computer Engineering.

2) Amendments to the Constitution: Curriculum Committee and Graduate Council.

The Secretary has recorded the following changes in Senate and committee appointments:

- Tom Potiowsky (1995-1998) who is on Sabbatical, has been replaced in the Senate by Dick Pratt.

- Dianne Yatchmenoff RRI has been appointed to the vacant CUPA position on the Curriculum Committee

D. Question Period

1. Questions for Administrators

REARDON responded to "D1" in today’s agenda, after his report above. At the July Academic Council meeting the issue of converting to semesters was
discussed, and some tentative decisions were made. We should begin thinking about ways to serve a diverse student population with more flexible course offerings and programs. There are probably important reasons to convert to semesters, and it is preferable for all campuses to convert at one time. A conversion is not a high priority issue within the next two years, however, there are specific recommendations: in spite of strong sentiment in favor of conversion, it would not occur before 2001; the system should identify resources which would assist institutions in conversion; there should be a joint OSSHE and community college planning team to evaluate the impact on both systems; and, we should undertake internal discussion of impact.

In reply to a question from the floor, REARDON stated there seems to be more flexibility under the semester system for modular courses, etc. There is not great enthusiasm in the Chancellor’s office for conversion, but some institutions are very interested. In reply to another question, REARDON stated that statistics from other states show there is enrollment loss the first year. Less than 25% of institutions nationally are still on the quarter system. One effect of this is that quarters do not dovetail with student internships, generally. Responding to another question, REARDON stated a major factor which halted the conversion process in 1989 was the objection of community colleges, who were not included in the process. There were also several state legislators who supported interests of the agricultural industry.

E. Reports from the Officers of Administration and Committees

1. Report on the Urban Center and Grade School Projects

Brian Chase, Director of Facilities, referred Senators to materials mailed with the June 1997 Agenda, when he was originally scheduled to speak. He noted the University District Plan, approved several years ago, includes among other things, the Urban Center project and the grade school project, renovation of Smith Memorial Center, and the Long house for Native Americans.

The feasibility study for the grade school/housing project is completed. Fall 1999 is the projected opening date for the housing component. Honors House will be relocated next to Montgomery Building and the Systems Science building would be relocated before construction could begin. Fall 2000 is the projected opening date for the K-8 school, intended for serving the neighborhood and commuters. We are undertaking a lease/purchase agreement for the school, and expect a commitment from the Portland School Dist. in approximately 100 days. In response to a comment, CHASE stated the only delay in commencing the project is a review of the budget.
FISHER asked if the school is going to be bi-lingual, as some have suggested. CHASE said several options are being discussed and no decisions on educational focus have been made. In response to a question from the floor, CHASE stated that there is no provision for new faculty to use this housing to subsidize startup years at PSU, as faculty are not included in the charter of College Housing Northwest.

CHASE next discussed the Urban Center project. Hatfield dollars provided for the plaza and transit dollars for a light rail stop are highlights of the funding, to date. These components will create a presence or "doorway" for the university. State, federal and private donations are still being cultivated. We are shooting to break ground in summer 1998. If that comes to pass, Mill St. Building folks will have to be relocated very soon.

JOHNSON asked about a potential relocation of DEQ. CHASE stated the Legislature has authorized $20 million in bonds and discussions for siting a building are underway. DEQ is interested in continuing their residence on campus. ZELICK asked if there is planning to expand Helen Gordon. CHASE stated, yes, and there are also discussions of adult day care, however, both types of care require subsidy. HEYING asked if student fees could be used. CHASE stated they already are. BODEGOM asked about after school care. CHASE stated that is also being studied. WAMSER asked about street closures for the Urban Center. CHASE stated that, regrettably, there is no way to eliminate the north/south streets from the campus plan. In response to a question regarding the condition of the Trend College building, CHASE stated there is no plan to upgrade it due to costs, and it will be replaced at some future date.

F. Unfinished Business

None

G. New Business

1. Amendment to the Constitution, Art. IV. Sec. 4, 4) Academic Requirements Committee

MERCER for Rosengrant, presented the proposed amendment for Rosengrant. It is intended to clarify the charge of ARC based upon recent Constitutional amendments to Curriculum Committee and Graduate Council.

There was no discussion. The amendment will be forwarded to Advisory Council for review.
2. Proposal for M.A./M.S. in Conflict Resolution

TERDAL/GURTMOV MOVED the Senate approve the proposal. TERDAL stated the Council reviewed the proposal for several months, and then she yielded to Rob Gould, who prepared the proposal. GOULD distributed a revised version of the proposal summary, prepared since the Senate mailing. He noted they raised $16,000 last year which was matched for $20,000. So far this year they have raised $20,000 with an additional matching in-kind donation by Les Swanson of $2,500. They also expect to receive contract fees for projects ranging from neighborhood mediation through world peace studies. The program will include applications to conflict resolution from an interpersonal through a global scale.

KARANT-NUNN asked a question regarding affiliation of faculty appointments. KAISER stated that academic appointments will be housed in the Philosophy department, and the program will be run in conjunction with Speech Communication. Students are already registered for the M.A./M.S. in Speech Communication. BRENNER noted there are more core courses outside than inside the Philosophy department, but the degree doesn’t have a high proportion of Speech courses either. KAISER stated that siting the program in Philosophy gives it a philosophical grounding, and provides an administrative home. GOULD stated that the intent is that it eventually be a genuinely interdisciplinary program. HEYING asked a question about the thesis option seminar. GOULD stated the course is intended to help students bridge the gap to thesis-level work and encourage research outcomes. HARDT asked why the Program Director is described as junior, presumably non-tenured faculty. KAISER stated that this has to do with the self-support requirement, and the director position would move to tenure-status at the end of three years.

THE MOTION PASSED by unanimous voice vote.

H. Adjournment

The meeting was adjourned.
REVISED SUMMARY: M.A./M.S. IN CONFLICT RESOLUTION
DISTRIBUTED TO SENATORS AT 3 NOVEMBER 1997 MEETING

REQUIRED COURSES:
CR 512 Perspectives on Conflict Resolution
CR 513 Philosophy of Conflict Resolution
CR 514 Conflict Resolution in Divergent Settings
CR 515 Negotiation and Mediation
PA 535 Administrative Law and Regulation
CR 521 Practicum
CR 522 Thesis Preparation Seminar
CR 503 Thesis

OPTIONAL CORE COURSES:
SOC 576 Theories of Social Change
SP 515 Intercultural Communication
CR 517 Nonviolence
CR 518 Psychology of Conflict Resolution
SP 517 Communication and Conflict
USP 510 Negotiation in the Public Sector
CR 519 Consensus in Small Processes
CR 520 Facilitation of Large Processes
CR 523 Legalities and Professional Ethics in Dispute Resolution
AJ 510 Restorative Justice

OPTIONAL SPECIALIZATION COURSES:

**Family**
SOC 510 Sociology of Youth Culture
SOC 520 Urbanization and Community
SOC 525 Sociology of Women
SOC 544 Race, Ethnicity & Nationality
PHE 543 Drug and Alcohol Education
COUN 506 Anger Management
COUN 541 Introduction to Counseling
COUN 581 Multicultural Perspectives in Counseling
COUN 510 Peer Mediation
COUN 551 Theories and Interventions
BST 511 African American History Seminar
BST 513 Slavery
BST 514 Racism
BST 584 African American Community Development
BST 517 The African-American Family
AJ 515 Theories of Crime and Justice (currently limited to admission in AJ)
PSY 567 Work & Family
SP 528 Communication in Relational Contexts

**Human Services/Education**
SOC 510 Sociology of Youth Culture
SOC 520 Urbanization and Community
SOC 523 Stratification
SOC 524 Groups: Interaction and Identity
SOC 525 Sociology of Women
SOC 536 Social Movements
SOC 544 Race, Ethnicity & Nationality
PHE 543 Drug and Alcohol Education
COUN 506 Anger Management
COUN 510 Peer Mediation
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Intercultural/International
SOC 510  Sociology of Youth Culture  SOC 520  Urbanization and Community  SOC 523  Stratification  SOC 524  Groups: Interaction and Identity  SOC 525  Sociology of Women  SOC 536  Social Movements  SOC 544  Race, Ethnicity & Nationality  COUN 506  Anger Management  USP 510  Environmental Mediation (currently reading and conference)  SP 528  Communication in Relational Contexts  PS 546  National and International Security Policies  PS 547  International Organization  PS 548  International Law  PS 541  World Politics  PS 542  Contemporary Theories of World Politics  PS 579  Transitions to Democracy  PS 582  Liberalism and Its Critics  PS 593  Justice in the Modern World  EPFA 510  Nonviolence and Gandhi’s Educational Philosophy  BST 511  African American History Seminar  BST 513  Slavery  BST 514  Racism  BST 584  African American Community Development  IPE 544  International Political Economy

Implications for Funding
The proposed program will be funded with a combination of state funds and external resources. The Program Director/Assistant Professor position will be funded through access funds within the College of Liberal Arts and Sciences. Other budget needs, including adjunct fees, graduate assistantships, supplies and services, will be raised through private grants and donations.

The Program Director is committed to raising money for the program budget.
- All adjunct faculty positions and graduate assistantships will be funded from outside donations, grants and contracts.
- All travel, supplies and services will be funded from outside donations, grants and contracts.
- A significant portion of the Program Director’s salary will be funded from outside donations grants and contracts.

Current funding and projections include the following:
• $16,000 raised through private donations and grants last year to match CLAS commitment of $20,000.
• $15,000 already committed this academic year from private donations.
• $3,000 committed by the University of Oregon to cover travel budget, in compensation for services rendered to U of O graduate students in conflict resolution.
• $2,500 committed through donation of adjunct faculty fee.

Program faculty are receiving or expect to receive contract fees from the following sources:

- **Lents/Brentwood-Darlington Mediation Project:** police/DA-referred mediation clinic for research, practicum and community-building purposes
- **Violence Prevention Center:** joint project with the Multnomah County Health Department in the Gladys McCoy Building
- **Virtual Diplomacy Project:** joint project with the United States Institute of Peace and the Oregon Peace Institute

**Program Evaluation**

The evaluation of the Conflict Resolution Graduate Program will consist of two stages. First, a review process will be conducted after the program's first year. This first year review process will examine the strengths and weaknesses of program implementation in relation to its stated goals. Participants in this review process will include students, faculty, and community members involved in the program.

The second evaluation component, envisaged at this time, consists of a survey of the conflict resolution education field to determine indicators of a strong Conflict Resolution Master's Degree program. Results from this survey and the first year review will be used in the creation of an ongoing evaluation system for the program.

**Conflict Resolution Education at PSU and the Portland Metropolitan Area**

Portland State University's urban commitment encourages partnerships with the community in a wide number of academic areas. The program in conflict resolution arises out of a strong community partnership with a wide variety of organizations and agencies. Examples include:

- Multnomah County Health Department Violence Prevention Program
- Janus Youth Services Programs
- Emanual Hospital Emergency Department
- Multnomah County's Save Our Youth Project
- Urban League of Portland's Street Academy
- Clackamas County Dispute Resolution Center
- Multnomah County’s Developmentally Disadvantaged Program
- Northwest Regional Educational Laboratory
- Small Claims Court - Multnomah County
- S.A.F.E. Program; Multnomah County Mental Health Department
- Portland Public Schools
- City of Portland Ombudsman
- OMSI's Educational Staff
- Campfire Boys and Girls
- Oregon Peace Institute
- Better Business Bureau
- Southeast Portland Impact
- Tri-County Youth Consortium
- V.O.R.P. - Multnomah County
- East Metro Mediation
Administrators Consulted About Master's Degree in Conflict Resolution

**University Adminsitration:**

Dan Bernstein, President  
Michael Reardon, Provost  
Rod Diman, Vice Provost  
Gary Withers, University Relations  
Lee Theisen, PSU Foundation  
Jon Wanjala, Ombudsperson

**Deans:**

Roy Koch, Dean, Graduate Studies  
Marvin Kaiser, Dean, CLAS  
Nohad Toulan, Dean, Urban and Public Affairs  
James Ward, Dean, Social Work  
Robert Everhart, Dean, Education  
Roger Ahlbrandt, Dean, Business Administration

**Department Heads:**

Byron Haines, Philosophy  
Stephen Kosokoff, Speech Communication  
Ron Cease, Public Administration  
Gary Perlstein, Administration of Justice  
Sy Adler, Urban Studies and Planning  
Robert Shotola, Sociology  
Roger Jennings, Psychology  
Gary Scott, Political Science  
Elizabeth George, Counseling  
Loyde Hales, EPFA  
Gordon Dodds, History  
James Pratt, Environmental Sciences  
Fred Nunn, International Studies (message)  
William Tate, Theater Arts (message)  
Duncan Carter, English (message)  
Mark Feldesman, Anthropology (message)  
Helen Youngelson-Neal, Economics (message)  
Candice Goucher, Black Studies  
Johanna Brenner, Women Studies  
Rubin Sierra, Chicano/Latino Studies (message)  
School of Community Health (message)
Memorandum

November 12, 1997

TO: Faculty Senate

FR: William Savery, Chair, University Library Committee

RE: 1997 Library Committee Annual Report

Members of the Library Committee:

William Savery, ME, Chair (sab. S97)  John Settle, SBA
Rudolph Barton, ARCH  Sandra Wilde, ED (sab. F97)
Dick Forbes, BIO (sab. F97)  Martha Works, GEOG
Andrew Fraser, SYSC

The committee met on November 6 with members of the Library staff to review the 1997/98 book and serials budget. The budget was presented to the committee by Asst. Director Terry Rohe. The budget has been increased by 10% for inflation; although about four times the usual budget increase and the largest increase in 14 years, there will be no increases in departmental allocations for monographs or serials beyond what inflation will demand. One reason for this is the continuing increase in the subscription cost of periodicals at a rate in excess of 10% per year over the past several years and the effect of the undermatched budget inflation to meet the increasing costs. A second reason is due to obligations incurred last year under a zero inflation budget which require payment from this year's funds. About 25% of the total University book and serials budget is allocated to serials in the hard sciences, and it is these serial costs that are inflating at the high rate.

The library is undertaking a pilot project on collection development. Information will be gathered by survey of math, physics and one other science department faculty and graduate students and by accumulation of use statistics. It is hoped that these data and the adoption of new electronic opportunities may lead to acceptable strategies for reducing serials expenditures while providing continued or improved convenient access by faculty and graduate students to serials.
The library has moved ahead on its Library Vision Plan by having the architecture firm FFA prepare a remodeling plan of the second floor to create the Library Research Center. The $1.7 M estimated costs of construction, equipment and moving will be met by a combination of bonds and a specific capital campaign.

The audio CD's and players have been moved from SMC under OIT to the Library along with 1 FTE staff. The stored books have been relocated from the Building and Grounds Building on campus to a NW Portland facility owned by the Oregon Historical Society. The stored book access will continue to be 24 hours, but the lease and retrieval costs are newly incurred expenses.
SCHOLASTIC STANDARDS COMMITTEE

Annual Report to the Faculty Senate

The charge of the Scholastic Standards Committee is to read and pass upon student petition about adding and dropping classes retroactively, upon requests to change grade options retroactively, upon requests to extend the deadline to make up incompletes, and upon requests for a total or partial refund of charges. In addition, the Committee receives requests for re-admission from students who have been academically disqualified.

On disqualifications, the Committee reports the following activity for the period 1/1/97 through 10/15/97:

Number of petitions: 309
  for those disqualified from PSU:
    264 reinstated
    26 denied
  for those disqualified from another institution:
    19 accepted
    0 rejected

On student petitions, the Committee reports the following activity for the period 1/1/97 through 10/1/97:

Incomplete extensions: granted 134
  denied 6
Grade Option Changes
  granted 46
  denied 26
Add/Drop
  granted 83
  denied 19
Refund requests
  granted 131
  denied 7

COMMENTS:

In the future, disqualifications from other institutions will be handled with all other applications for admission by the Faculty Special Admission Review Committee, so this committee will no longer read those applications. As can be seen above, this is a very small percentage of all disqualification petitions, and will not make any impact on the committee's workload.

In order to facilitate handling petitions about refunds, our committee has adopted the same criteria as has the Deadline Appeals Board. Since these can be quantified, many of the petitions can be handled routinely by the chairman. All petitions for incomplete extensions are handled by the chairman under the following guideline: approved if supported by the faculty member involved, otherwise denied. Some adds and drops, which are clearly registration errors and supported as such by the involved faculty, are handled in the same way.

Grade option changes are not in general favored unless they are requested by the student's major department, another University, or can be supported as a registration error
by the involved faculty. Requests are limited to one term after the grade has been issued except in rare, extenuating instances.

For reinstatements, students are required to obtain a statement from their advisor. The committee has stopped reading files that do not comply; they are placed in a holding file, and after a reasonable time the student is notified by the Registrar’s Office that their petition for reinstatement is being held until the required documentation has been supplied.

The procedures used on reinstatements have changed somewhat recently because of the new program for general education. Formerly, students without transfer credit that were still taking lower division credits were generally referred to the Community Colleges to improve their GPA. We are now seeing students being disqualified in Winter term that are 2/3 of the way through Freshman Inquiry. In these cases, often at the request of their FRINQ instructor, we are reinstating them so they can finish out the year course. All such students are recommended to see an academic advisor.

A problem still exists during the summer, when committee members not on the payroll are still expected to read petitions. August and September are heavy months for reinstatement petitions. In spite of this (and because of dedicated service from some committee members), all petitions that were complete by 9/1/97 were processed and the students notified by 9/15/97. The committee is currently up-to-date on all completed petitions on a weekly basis.

Submitted for the Committee:

Mary Ann Barham
Kit Dusky
Jennifer Loney
Robert Mercer
Alan Raedels
Dirgham Sbait
Carol Tama
John Tetnowski
Amal Naik (student)
Michael Whitman (student)
Donald G. Howard     Chair
University Curriculum Committee
Annual Report
November 10, 1997

Members: James R. Pratt (ESR, Chair), Barbara Brower (Geog), Sherrie Gradin (Eng), David Holloway (Eng), Randy Blazak (Soc), Jerome Degraaff (LIB), Gerard Mildner (USP), Elizabeth Wosley-George (ED), Susan Hopp (OSA), Michael Driscoll (EE), Joel Bluestone (Mus), Richard Dewey (XS), Earl Molander (SBA)

Consultants: Robert Tufts (RO), Linda Devereaux (OAA)

The University Curriculum Committee is charged with making recommendations to the Senate concerning the approval of new programs and courses, changes in courses and programs, and other matters concerning the curricular pattern of the University. The committee reports annually in December.

1. Courses and programs. During 1997, the Curriculum Committee reviewed a variety of course and program changes. The number of changes was not a significant as has been experienced during 1995 and 1996 when most programs converted offerings to the 4-credit pattern. A listing of the course and program changes recommended to the Senate is provided by OAA and included in the December mailing.

In 1996, the Senate adopted guidelines for review of courses for University Studies (UNST). In Spring 1996, UNST submitted proposals for its Freshman Inquiry and Sophomore Inquiry courses. UCC returned all of these proposals for additional information and explanation. As of the date of this report, no written responses have been received and no UNST course has been approved according to the adopted guidelines. UCC, through its chair and select members, has worked informally with UNST to bring a full set of proposals to UCC and, eventually, the Senate. UCC expects to receive proposals for review prior to the end of the calendar year.

2. Policy matters. (1) The Curriculum Committee worked closely with the University Planning Council in the development of policies on the acceptance of grants and contracts. (2) The committee also worked with Graduate Council and members of the Senate to develop constitutional amendments regarding the responsibilities of the Curriculum Committee and Graduate Council. (3) The Curriculum Committee will be working with Prof. Fred Nunn to respond to a request from OSSHE regarding the streamlining of the approval process for new programs.

Comments from the Chair. UCC has observed a number of continuing problems that require attention of department chairs and program directors. (1) Lack of consultation - Departments and programs need to consult adequately with other departments and programs that are affected by curricular changes. UCC expects to see memoranda attached to significant program changes to verify that consultation has occurred.

(2) Conversion of 4/5/610 courses. Departments and programs are reminded that topics courses taught on an experimental basis are to be dropped or converted to discrete course numbers promptly. A rule of thumb should be a maximum of 3 offerings of a particular topics course.

(3) Cross-listing of courses. Many departments and programs are in violation of the Senate's own policies concerning the cross-listing of courses (dating from 1989) specifying that a given course should only be listed by a single prefix and number. There is far too much cross-listing with little real contribution of some listed departments in the offering of cross-listed courses. Cross-listing seems to be an inexpensive approach to advertising some courses, and the problem
is especially acute in the offering of topics (4/5/610) courses. The Senate needs to work with OAA and the Registrars Office to solve this problem, which is now out of control.

(4) Student members. Participation from student members has been uneven. While two committee appointments are reserved for students, they are rarely filled, and appointed students have not met regularly with the committee. Students provide important contributions to the committee, when they are available, and the committee recommends that increased attention be given to identifying appropriate students to serve on constitutional committees.

(5) Calendar year appointments. The calendar year term of committee members is a continuing problem. Appointments are interrupted by sabbaticals and changes in program responsibilities. A shift to an appointment term that follows the academic year should be considered, as should two year appointments of members and the chair.

The Chair would like to thank Mary Ricks (IRP, retired) for her assistance in data analysis, Marjorie Terdal (Ling) for collaboration on constitutional amendments, Robert Tufts for evaluation of impacts on enrollment and scheduling, and Linda Devereaux for her essential work in tracking course and program changes.

Respectfully submitted,

James R. Pratt, Chair
DATE: November 13, 1997

TO: Sarah Andrews-Collier, Secretary  
Faculty Senate

FROM: Marjorie Terdal, Chair  
Graduate Council

RE: 1997 Graduate Council Annual Report

Appreciation is extended to the members of the 1997 Graduate Council:

Eileen Brennan, Marjorie Burns, Robert Eder, Walter Ellis, Mary Ellen Kenreich,  
Rolla Lewis, Joyce O'Halloran, Patricia Rumer, Friedrich Schuler, Pavel Smejtek,  
Trevor Smith, William Tate, Paulette Watanabe, and Howard Wineberg

We gratefully acknowledge the participation of our consultants and staff:

Linda Devereaux, William Feyerherm, Roy Koch, Maureen Orr Eldred, 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 1997-98 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 substantive changes in existing courses, requests for new courses and programs, and changes in existing graduate programs.

ACTIONS

The Graduate Council worked with the recommendations of the Ad hoc Committee on Procedures for Curricular Change to revise the descriptions of Graduate Council responsibilities; contributed suggestions to the Policy Statement on External Gifts and Grants; and discussed the preliminary report on the Task Committee on Graduate Education and Research.

Graduate Petitions

The Chair continued the procedure of appointing subcommittees to read student petitions submitted to the Graduate Council. During the 1996-97 academic year, the Graduate Council acted on 75 petitions, which is an increase of 14 from the previous year's total of 61 petitions. Overall 91% of the petitions were approved, which is again slightly increased from the previous year's 87% approval rate. A total of 53, 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 coursework for a master's degree, a waiver of the course transfer limit, or approval of retroactive registration. The results of the petition activity for the year are attached.

1997 Graduate Council Annual Report to the Faculty Senate  
November 1997
New Programs

The Graduate Council approved one proposal for a new degree program:

MA/MS in Conflict Resolution.

Program Change Approvals

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

MA in Foreign Language (French, German, Spanish)
Addition of a non-thesis option to the existing degree requirements
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<th>CODE</th>
<th>EXPLANATION</th>
<th>A</th>
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<th>D</th>
<th>PER</th>
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<td>Waive 12 credit limit on 501/505 courses</td>
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<td>Waive foreign language requirement for MA</td>
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<td>1</td>
<td>1%</td>
<td>0%</td>
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<td>H</td>
<td>RETROACTIVE REGISTRATION PROBLEMS</td>
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<td>H1</td>
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<td>9%</td>
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TOTAL for 1996-97

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<td>61</td>
<td>87%</td>
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Number of petitions in Previous Years

petition-96-97 summary

OGS/moe 11/13/97
University Planning Council

Quarterly report for the Faculty Senate meeting of December 1, 1997.

Members of University Planning Council:

Activities:

1. Recommended for the name change of Department of Electrical Engineering to the Department of Electrical and Computer Engineering.

2. Recommended for the name change of School of Education to the Graduate School of Education.

3. Started the process to propose a University policy regarding Intellectual Property (patents, copyrights, etc.). Currently, membership of this subcommittee is as follows (in no particular order):
   A. Bill Savery, Technology Transfer
   B. Ellen Bussing, University Relations
   C. Randy Zelick, Biology
   D. Grant Farr, Sociology
   E. Raymond Johnson, SBA
   F. John Rueter, Biology
   G. Jay Kenton, Associate Vice-President
   H. Bob Westover, Library
   I. Warren Harrison, Computer Science
   J. Dick Pratt or Bill Feyerherm, Graduate Studies and Research
   K. Tony Midson, Extended Studies
   L. Elizabeth Mead, Art
   M. Robert Daasch, Electrical and Computer Engineering
   N. Erik Bodegom, Physics

Pending:

1. Revise Article IV, section 4m of the Constitution of the Portland State University Faculty to be in agreement with current practices (among others: under membership of the committee is listed: Management Services person; Budget Director).

2. Develop guidelines for the naming of academic units and programs.

Submitted by: Erik Bodegom, UPC Chair, 11/10/97
ARTICLE IV. ORGANIZATION OF THE FACULTY.

Section 4. Faculty Committees.

4) Standing Committees and Their Functions.

b) Academic Requirements Committee. This committee shall consist of seven faculty members, selected at large, and two students.

The Committee shall:

1) Develop and recommend policies regarding the admission of entering freshmen.
2) Develop and recommend policies regarding transfer credit and requirements for baccalaureate degrees.
3) Adjudicate student petitions regarding such academic regulations as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs. Adjudicate student petitions regarding initial undergraduate admissions.
4) Be charged with making recommendations and proposing changes in academic requirements to the Faculty Senate.
5) Report to the Senate at least once each year.
6) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council.
University Planning Council

Recommendation regarding the proposed renaming of the School of Education to the Graduate School of Education.

The University Planning Council discussed the request from Bob Everhart, Dean of School of Education, for the renaming of the School of Education to the Graduate School of Education.

The UPC endorses this request.

As the School of Education has offered degree and licensure programs solely at the graduate level since 1990, it seems logical to have this fact reflected in the name of the School.

The School offers some courses at the undergraduate level. Typically, 20% of the total FTE in the School is generated through the undergraduate courses. These courses can not be used for the graduate program. The purpose of these courses is to provide students with the prerequisites for the graduate courses. UPC consulted with the Office of Graduate Studies and Research through Bill Feyerherm and there are no objections.

The importance of the name change resides in the fact that in the State of Oregon, many public and private universities offer degrees in education. However, Portland State University is the only one which offers a comprehensive program in nearly all licensure areas, and all at the graduate level. Degree programs are at the masters and doctoral level only.

Since this is a no-cost proposal that represents more accurately the programs of the University to the public, and since School faculty are unanimously in support of the name change, we see this change as a very positive one.

Submitted by: Erik Bodegom, UPC Chair, 11/10/97
The following proposal for a change in the requirements for a Bachelor of Science degree has been brought to ARC.

Current requirement

For the Bachelor of Science Degree: Students must complete a minimum of 36 credits from the science academic distribution area or a minimum of 36 credits from the social science academic distribution area.

Proposed requirement

For the Bachelor of Science Degree: Students must complete a minimum of 12 credits in the science academic distribution area, a minimum of 12 credits in the social science distribution area, and a minimum of 4 credits in mathematical sciences/statistics. Of the courses used to satisfy the science academic distribution area, a minimum of 8 credits must be coursework with integrated or associated laboratory or field work.

Rationale:

The authors of the proposal wish to correct a situation that has come about as a result of the University's change from the old distribution requirement to the new University Studies program. Under the old model all students were required to complete 18 credits of science. Under the new model it is quite possible for a student to graduate with a Bachelor of Science degree without ever having taken any courses in the natural sciences. The authors feel that requiring all BS students to take a minimum of 12 credits in the natural sciences will go far toward remedying the situation. They envision BS students who are not science majors meeting the requirement for the most part either by transferring science credits from other institutions or by choosing an upper-division cluster in the natural sciences.

Considerations:

ARC is of the opinion that a proposed change of this magnitude should receive the widest possible discussion before coming to a vote. We therefore request the Senate's assistance in publicizing the proposal and in requesting that comments regarding it be sent by e-mail either to rosgntrants@pdx.edu or to mercerr@pdx.edu or that they be voiced in person at the December 4 ARC meeting, which will take place 13:00-15:00 in SMC 229. We intend to share the results of these discussions with the Senate at the January 5 meeting prior to a vote at the Senate meeting of February 5.

ARC is well aware that altering the requirements for a Bachelor of Sciences degree also implies reexamining the requirements for a Bachelor of Arts degree, a task that ARC is also prepared to undertake if the Senate wishes. If possible, we would therefore also ask senators and others to share with us their thoughts on what constitutes a reasonable BA. We should be able to make a preliminary report on this question to the Senate at the meeting of February 5.
Portland State University  
University Curriculum Committee  

MEMORANDUM

DATE: November 9, 1997

TO: Ulrich Hardt, Presiding Officer, Faculty Senate

FROM: JR Pratt, Chair

SUBJ.: Recommendation of new and modified courses

The following course and curriculum proposals were reviewed by the University Curriculum Committee and are recommended for approval by the Faculty Senate. New courses are designated by an asterisk (*). Other changes are minor changes to existing courses (i.e., changes in credits, title, prerequisites).

College of Liberal Arts and Sciences

CFS 497 Professional Development in Child and Family Studies (4)
CFS 498 Interdisciplinary Perspectives on Children and Families (4)
*Eng 413 (513) Teaching and Tutoring Writing (4)
*Eng 414 (514) Contemporary Composition Theories (4)
*Eng 415 (515) Research Methods in Composition (4)

Wr 425 Advanced Technical Writing (4) [new number]
*Wr 427 (527) Technical Editing (4)

School of Fine and Performing Arts

ArH 204, 5, 6 History of Western Art (3,3,3)
*ArH 227 History of Western Art: the Modern World (3)
*ArH 490 (590) History of Modern Design (3)

Art 466, 7, 8 Graphic Design III (3,3,3)
*Art 470 Graphic Design/Portfolio (3)

BA/BS program in Music (reflecting course changes listed below) BM (Bachelor of Music, reflecting course changes listed below, plus addition of an area of emphasis in Performance with Jazz Emphasis)
Mus 111,2,3 Music Theory I (3,3,3)
*Mus 214,5,6 Sight Singing/Ear Training and Keyboard Harmony (1,1,1)
*Mus 344 Jazz Keyboard Fundamentals (2)
Mus 424, 5, 6 (524, 5, 6) Instrumental Jazz Arranging (2,2,2)
*Mus 437, 8 (537,8) Keyboard Literature (3,3)
*Mus 485,6,7 (585,6,7) Diction for Singers: Italian, German, and French (2,2,2)

BA/BS program in Theater Arts (reflecting course changes listed below)
TA 111, 112 Technical Theater I, II (3,3)
TA 114, 115 Technical Theater Production I,II (1,1)
TA 141,2 Acting I, II (4,4)
TA 311 Scene Design I (4)  
TA 312 Scene Painting (3)  
TA 313 Scene Design II (3)  
TA 314 Lighting Design I (3)  
TA 321 Costuming (4)  
TA 364 Directing I (4)  
TA 425,6 (525,6) History of Dress I, II (4,4)  
TA 430 (530) Scene Design III (3)  
TA 435 (535) Lighting Design II (3)  
TA 441 (541) Acting Studio (1-5)  
TA 455 (555) Directing II (4)  
TA 467,8 (567,8) Modern Theater I, II (4,4)  
TA 471 (571) Theater History: Periods and Topics (1-4)  
TA 472 (572) Theater History: Major Figures (1-4)  

School of Engineering and Applied Sciences  

BS program in Civil Engineering (change required design credits from 6 to 8)  
CE 484 Engineering Project Management (3)  
CE 494 Civil Engineering Design (3)  
*CE 456 (556) Traffic Engineering (4)  

CS 105, 6, 7 Computing Fundamentals I, II, III (4,4,4)  
*EE 411 Industry Design Processes (2)  
*EE 412,3 Senior Project Development I, II (4, 2)  

ME 241 Manufacturing Processes (4)  
*ME 471 Process Measurement and Control (4)  

Systems Science  
SySc 545/645 Information theory (4)
Anth 311 PEOPLES AND CULTURES OF LATIN AMERICA (4)--Introduction to the peoples and cultures of Latin America, including Mexico, Central and South America, and the Caribbean. Course topics include religion, ecology, race and ethnicity, gender, urbanization, conflict, and social change. [NEW]

Anth 431/531 ADVANCED TOPICS IN LATIN AMERICAN ANTHROPOLOGY (4)--In-depth exploration of a current topic in Latin American anthropology, especially in relation to the study of social change. Course materials will cover both theory and ethnography. Prerequisite: either Anth 311 or two courses related to Latin America. [CHANGE TITLE, DESCRIPTION, PREREQUISITES]

Bi 491/591 NEUROPHYSIOLOGY (4)--Lectures covering the basic anatomy of the vertebrate central nervous system (CNS) and the cellular bases for resting, graded and action potentials. Also, chemical and electrical signaling between cells of the nervous system is discussed, including pharmacological intervention in the CNS. Lastly, several model systems for integrative neuroscience are described including the visual and somatosensory systems, learning, memory, and simple motor pattern generators. Prerequisite: Bi 335. [CHANGE NUMBER FROM 411/511, CREDIT AND LECTURE HRS FROM (3) TO (4), DESCRIPTION]

Bi 492/592 SENSORY PHYSIOLOGY (4)--An exploration of the range of animal senses with lecture and discussion of the principles of sensation and sensory communication in general, and the detailed physiology of transduction for mechanical, electromagnetic, chemical, nociceptive and thermal senses. Prerequisite: Bi 491/591. [NEW]

CFS 497 PROFESSIONAL DEVELOPMENT IN CHILD AND FAMILY STUDIES (4)--This seminar, for majors in child and family studies, is directed to the development of professional perspectives, roles of advocacy and leadership, and reflective practice. Students will be actively involved in self-directed learning, self-assessment, community involvement, the legislative process and group presentations. [CHANGE NUMBER, CREDIT HRS FROM (3) TO (4), DESCRIPTION]

CFS 498 INTERDISCIPLINARY PERSPECTIVES ON CHILDREN AND FAMILIES (4)--Designed for majors in child and family studies, examines contemporary issues, research and resources regarding children and families in urban settings from multiple disciplines and multicultural perspectives. Promotes a synthesis of understandings and professional reflection of child and family issues in the context of community-based service learning. Participants also investigate leadership, empowerment and advocacy roles with the child and family profession. [CHANGE NUMBER, CREDIT HRS FROM (3) TO (4), DESCRIPTION]

Eng 413/513 TEACHING AND TUTORING WRITING (4)--Examines current practices of tutoring and teaching writing in all subject areas. Focuses on the process theory of writing to foster thinking and learning in subject areas and the problems and issues surrounding individual composing. Prerequisite: at least junior standing. [NEW]
Eng 414/514 CONTEMPORARY COMPOSITION THEORIES (4)--Examines theories of composition as they conflict and converge to form our prevailing theories of writing. Focuses on contemporary theories of composing written discourse. Prerequisite: at least senior standing. [NEW]

*Eng 415/515 RESEARCH METHODS IN COMPOSITION (4)--Examines current methodologies used in the field of composition and asks students to design and implement a research project which will add to the cumulative knowledge of the discipline. It serves as the foundation course in design and implementation of qualitative research. Prerequisite: at least senior standing. [NEW]

Eng 518 COLLEGE COMPOSITION TEACHING (2)--Introduces and develops the theoretical and practical expertise of the graduate teaching assistant in the area of college composition teaching. Prerequisite: appointment to teaching assistantship in English Department. [NEW]

Wr 330 DESKTOP PUBLISHING I (4)--Integrates writing, design, and visual communication with computer technology, with emphasis on preparing students to produce a variety of shorter products combining writing and design elements. [NEW]

Wr 425/525 ADVANCED TECHNICAL WRITING (4) [CHANGE NUMBER FROM 427/527]

Wr 427/527 TECHNICAL EDITING (4)--Gives technical writers practice in technical editing by exposing them to samples of a variety of documents from the files of organizations in the surrounding community. As a community-based learning course, it requires students to interact with community partners in collaborative student teams. [NEW]

Wr 430/530 DESKTOP PUBLISHING II (4)--Builds from the foundation in Desktop Publishing I to explore further the skills needed to produce publications in the computer age. Topics include typography, page layout, photography and informational graphics, with a special emphasis on hands-on project production of a 12-page newsletter or magazine. [NEW]

Environmental Sciences and Resources

ESR 520 ECOLOGICAL TOXICOLOGY (4)--Effects of environmental contaminants at the individual, population, and ecosystem level. Topics will include toxicity test methods, environmental fate of contaminants, and the physiological and ecological effects of selected heavy metals, chlorinated organics, and pesticides. [NEW]

ESR 524 WETLAND ECOLOGY (4)--Structure and function of wetland ecosystems, with an emphasis on the diversity of regional wetland systems. Topics also include wetland soils, plants, and hydrologic setting and requirements for wetland delineation. [NEW]

ESR 525 WATERSHED HYDROLOGY (4)--Study of the movement and storage of water in watersheds, emphasizing physical processes. Includes systems analysis of watersheds, precipitation, snowmelt, infiltration, evapotranspiration, groundwater flow, streamflow generation, open channel flow, hydrograph analysis and an introduction to watershed hydrologic modeling. Prerequisites: Mth 252, Ph 201, Stat 244; recommended: ESR 320. [NEW]

ESR 526 ECOLOGY OF STREAMS AND RIVERS (4)--Evaluation of streams and rivers from an ecosystem perspective, including stream development, biological communities, ecological processes, and methods of assessment as applied to evaluation of common environmental problems. [NEW]
Psychology

*Psy 554/654 SOCIAL PSYCHOLOGY OF MENTAL HEALTH (4)--Participants in this seminar will explore these questions: What are appropriate definitions of mental health and mental illness? How is psychological health related to subjective well-being? How do social structural, social role, interpersonal and personality factors affect psychological health? How is mental health affected by the stress process? Prerequisite: graduate status. [CHANGE TITLE, DESCRIPTION]

SCHOOL OF ENGINEERING AND APPLIED SCIENCE

Civil Engineering

CE 456/556 TRAFFIC ENGINEERING (4)--Traffic system components, traffic stream characteristics, traffic studies and data collection, volume studies, speed, travel-time, delay and pedestrian studies, capacity analysis, freeway systems, weaving sections, ramp junctions, rural highways, signalized and unsignalized intersections, signal coordination, arterial operations, and access management. Prerequisite: CE 454. [NEW]

CE 484 ENGINEERING PROJECT MANAGEMENT (3)--Engineering process including owner-design professional-constructor relationships, procurement procedures, project evolution; contracts, dispute resolution, bonds, warranties; construction documents including specifications; cost estimating, planning, and scheduling; construction administration; group process, diversity, and leadership. Prerequisite: senior standing in civil engineering. [CHANGE CREDIT AND LECTURE HRS FROM (4) TO (3), DESCRIPTION]

CE 494 CIVIL ENGINEERING DESIGN (3)--Synthesis of civil engineering specialties in a diverse multi-disciplinary project. Teamwork approach in design of components and systems to meet stated objectives. Consideration of alternative solutions, methods, and products including constraints such as economic factors, safety, reliability, and ethics. Preparation of design documents including memoranda, computations, drawings, cost estimates, specifications, bidding materials; written and oral presentations. Two lectures, one 3-hour design project laboratory period. Prerequisite: senior standing in civil engineering. [CHANGE CREDIT HRS FROM (4) TO (3), LECTURE HRS FROM 3 TO 2, DESCRIPTION]

Computer Science

CS 105 COMPUTING FUNDAMENTALS I (4)--Intended as a computer literacy course for non-CS majors. Introduces what computers are and how they can be used. Focus is placed on defining the difference between hardware and software, and then on using computers with various application software packages (e.g., word processors, spreadsheets, data base managers, desktop publishing, and graphics). Various operating systems will be introduced: DOS/Windows, MAC, and UNIX. Students will learn file and directory management. Each of the following concepts will be introduced: the Central Processing Unit, I/O, Secondary Storage, Communications, Files and databases, Information systems, Programming Languages, Emerging Applications, and Privacy and Security. Prerequisite: Mth 111.
CS 106 COMPUTING FUNDAMENTALS II (4)--Intended as an introduction to programming for non-CS majors. First, students will learn what a program is and how to think about solving problems with algorithms. Then, the course will transition to teaching an introduction to structured programming using tools such as VISUAL BASIC and Pascal; students will learn about comments, variables, decision statements, loops, and how to organize information. Introduces algorithm design and computer programming using a current computer language. Emphasis is on structured programming methods. Surveys common algorithms for data manipulation, searching and sorting. Summarizes the relationships between structured programming languages such as FORTRAN, COBOL, C, and Pascal. Prerequisite: CS 105.

CS 107 COMPUTING FUNDAMENTALS III (4)--Intended as an introduction to object-oriented programming for non-CS majors. First, students will learn the ease with which object-oriented programs can be developed using many short sample programs. Covers the fundamentals of object-oriented programming and helps students think about object-techniques in creating and using applications with languages such as C++ or SmallTalk. Prerequisite: CS 106. [CHANGE CREDIT HRS FROM (3, 3, 3) TO (4), (4), (4), DELETE SEQUENCE, CHANGE DESCRIPTION]

Electrical Engineering

EE 411 INDUSTRY DESIGN PROCESSES (2)--Design methodologies will be discussed as a framework for solving broadly defined technology problems. Interdisciplinary organizational principles will be presented as tools in the design process and as a foundation for the subsequent project course. Lectures, weekly and term case studies. Prerequisites: quantitative modeling, communication skills applicable to technical oral and written presentation; for electrical engineers, senior standing in the University and completion of all junior level required EE classes; for non-EE majors consent of instructor. [NEW]

EE 412 SENIOR PROJECT DEVELOPMENT I (4)--In this course, groups of three to five students will apply the structured design methodology learned in EE 411/ME 491/UnSt 421 to original projects with the assistance of faculty and industrial/community advisers. After initial research, each student group will prepare a written and oral project proposal. Each student is required to keep a log of his or her individual design work and to turn in weekly progress reports. At periodic intervals, each group will give an oral progress report to the entire class. In addition to the direct design work, this class also includes talks by industry speakers on topics such as group dynamics, interdisciplinary interaction, communication, documentation, patents, human factors, and engineering ethics. Prerequisite: EE 411, ME 491, or UnSt 421 (Industry Design Processes). [NEW]

EE 413 SENIOR PROJECT DEVELOPMENT II (2)--Continues development of the design projects started in EE 412 or UnSt 421 to their conclusion. Each student maintains a log of his or her individual work and turns in weekly progress reports. Each group prepares a final written report and delivers a final oral report to the entire class. Note: Non EE/CpE majors are welcome in this class, but they do not need it to fulfill the University Capstone requirement. [NEW]

Mechanical Engineering

ME 241 MANUFACTURING PROCESSES (4)
Prerequisite: EAS 213. [ADD PREREQUISITE]

ME 463/563 ADVANCED TOPICS IN CONTROL ENGINEERING (4) [CHANGE NUMBER FROM 563/663]
ME 471 PROCESS MEASUREMENT AND CONTROL (4)--Introduction to process control hardware, software, and interfacing. Lecture topics include: number systems, hardware concepts, data movement, programming, and interfacing. Lab exercises involve the use of microcomputers interfaced and programmed for various control and data acquisition applications. Two-hour lectures and a four-hour laboratory per week. Prerequisites: ME 411/511; EE 201, 221. [NEW]

SCHOOL OF FINE AND PERFORMING ARTS

Art

ArH 204, 205, 206 HISTORY OF WESTERN ART (3, 3, 3)--A historical survey of the visual arts from prehistoric up to the modern world (c. 1800). Selected works of painting, sculpture, architecture, and other arts are studied in relation to the cultures producing them. Open to nonmajor students. [CHANGE DESCRIPTION]

ArH 227 HISTORY OF WESTERN ART: THE MODERN WORLD (3)--This lecture course will survey the visual arts as well as the architecture of Europe and America, from approximately the third quarter of the 19th century (c. 1850-75) to the present day. [NEW]

ArH 490/590 HISTORY OF MODERN DESIGN (3)--A history of industrial and applied design from c. 1800 to the present, focusing on the changes in style within the field, but also on the interconnection between the art of design and other forms of visual expression. [NEW]

Art 466, 467, 468 GRAPHIC DESIGN III (3, 3, 3)--A three-term sequence of advanced graphic design studio assignments that offer students design problems of greater complexity and broader scope than experienced in Graphic Design II. Emphasis on design theory, computer graphics, practical application of "real-world" design problems and professionalism in finished artwork. These courses must be taken in sequence. Prerequisites: Art 320, 321, 322. [CHANGE CREDIT HRS FROM (4, 4, 4) TO (3, 3, 3), DESCRIPTION]

Art 470 GRAPHIC DESIGN/PORTFOLIO (3)--A required one-term course for students majoring in graphic design with the explicit intent of developing a portfolio that depicts, in a consistent and professional manner, the cumulative creative, conceptual and technical abilities they amassed over four years. Prerequisites: Art 320, 321, 322, and 466. [NEW]

Music

Mus 111, 112, 113 MUSIC THEORY I (3, 3, 3)--Provides a thorough ground-work in the melodic, harmonic, and rhythmic elements of music with written exercises and analysis based on the styles of Bach, Haydn, Mozart, Beethoven, and other 17th and 18th century composers. Registration in the appropriate Sight-Singing/Ear Training course is required. An entrance placement examination will be given. Basic Keyboard Skills is recommended for music majors and minors. [CHANGE CREDIT HRS FROM (4, 4, 4) TO (3, 3, 3) AND DESCRIPTION]

Mus 114, 115, 116 SIGHT-SINGING/EAR TRAINING (1, 1, 1)--Studies to develop the ability to sing notation at sight and to recognize and notate aural patterns. Registration in the appropriate Music Theory I course is required. [NEW]
Mus 214, 215, 216 SIGHT-SINGING/EAR TRAINING AND KEYBOARD HARMONY (1, 1, 1)--Application of theoretical principles to the keyboard; understanding more advanced theory through the keyboard. Elementary score reading, keyboard harmonization of folk tunes, advanced work in sight-singing and ear training. Registration in the appropriate Music Theory course is required. Prerequisites: Mus 111, 112, 113, 114, 115, 116 and passing keyboard proficiency test. [NEW]

Mus 424/524, 425/525, 426/526 INSTRUMENTAL JAZZ ARRANGING (2, 2, 2)--In-depth study and application of the fundamentals of composing and arranging for small to large jazz ensembles. Subjects included are history, transposition, instruments, forms, harmonic and melodic construction, rhythm section, voicing, moving harmonization, score and part preparation, vocal arranging techniques, rehearsal techniques, and MIDI applications. Instructor approval required. [EXPANSION TO THREE-TERM SEQUENCE, CHANGE DESCRIPTION]

Mus 437/537, 438/538 KEYBOARD LITERATURE (3, 3)--A study of Baroque, Classical, Romantic, and Twentieth Century literature for keyboard instruments. In addition to providing an overview of the historical development of keyboard music, specific works from the repertoire of each period will be selected for intensive study and performance. Intended primarily for piano or harpsichord majors. Prerequisite: by audition. [NEW]

Mus 485/585, 486/586, 487/587 DICTION FOR SINGERS: ITALIAN, GERMAN, AND FRENCH (2, 2, 2)--Designed for singers and other musicians interested in classical vocal literature in Italian, German, and French. It presents the principles of lyric diction and provides practice in the skills needed to sing the language correctly, idiomatically, and expressively. [NEW]

Theater Arts

TA 111, 112 TECHNICAL THEATER I, II (3, 3)--First term of sequence concerns the planning and building of sets and stage properties, and the production organization skills needed to mount theatrical productions. Second term adds elements of stage lighting, scene painting, and theater sound. Both terms require a three-hour lab period per week and participation in departmental productions presented that term. Must be taken in sequence. [CHANGE TITLE, CREDIT HRS FROM (2, 2) TO (3, 3), DESCRIPTION]

TA 114, 115 TECHNICAL THEATER PRODUCTION I, II (1, 1) [CHANGE TITLE, CREDIT HRS FROM (2, 2) TO (1, 1)]

TA 141, 142 ACTING I, II (4, 4) [CHANGE TITLE]

TA 311 SCENE DESIGN I (4) [CHANGE TITLE, PREREQUISITES]

Prerequisites: TA 111, 112, 114, 115, 301, 316.

TA 312 SCENE PAINTING (3) [CHANGE PREREQUISITES]

Prerequisites: TA 111, 112, 114, 115, 316.

TA 313 SCENE DESIGN II (3) [CHANGE TITLE]

TA 314 LIGHTING DESIGN I (3) [CHANGE TITLE, PREREQUISITES]

Prerequisites: TA 112, 301, 315, 316.

TA 321 COSTUMING (4) [CHANGE TITLE]
TA 364 DIRECTING I (4)  
Prerequisites: TA 141, 142, 301. [CHANGE PREREQUISITES]

TA 425/525, 426/526 HISTORY OF DRESS I, II (4, 4)  
Prerequisite: upper division standing. [CHANGE PREREQUISITE]

TA 430/530 SCENE DESIGN III (3) [CHANGE TITLE]

TA 435/535 LIGHTING DESIGN II (3) [CHANGE TITLE]

TA 441/541 ACTING STUDIO (1-5)  
Prerequisites: 16 credits of acting or equivalent plus instructor approval based on audition 
and/or interview. [CHANGE PREREQUISITES]

TA 455/555 DIRECTING II (4)  
Prerequisites: TA 111, 112, 114, 115, 316, 364. [CHANGE PREREQUISITES]

TA 467/567, 468/568 MODERN THEATER I, II (4, 4)  
Prerequisite: upper division standing. [CHANGE TITLE, PREREQUISITE]

TA 471/571 THEATER HISTORY: PERIODS AND TOPICS (1-4) [CHANGE TITLE]

TA 472/572 THEATER HISTORY: MAJOR FIGURES (1-4)  
Prerequisite: upper division standing. [CHANGE TITLE, PREREQUISITE]

SYSTEMS SCIENCE

SySc 545/645 INFORMATION THEORY (4)--Establishes theoretical limits on the performance 
of techniques for compression or error correction of signals. This course focuses on 
communications applications, specifically source coding and channel coding for discrete 
signals. Topics will include: Entropy and Mutual Information, Asymptotic Equipartition (the 
Ergodic Theorem of Information Theory), Entropy Rates of Information Sources, Data 
Compression, and Channel Capacity. [NEW]