2-2-2009

Faculty Senate Monthly Packet February 2009

Portland State University Faculty Senate

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PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, February 2, 2009
Presiding Officer: Robert Mercer
Secretary: Sarah E. Andrews-Collier


Members Absent: Anderson-Nathe, Blazak, D. Brown, Coleman, Collins, Dickinson, Fuller, Gerwing, D.Hansen, Meinhold, Messer, Rhee, Rogers, Rueter, Stovall, Wallace, Wendler, Whitefoot,


A. ROLL
B. APPROVAL OF THE MINUTES OF THE FEBRUARY 2, 2009, MEETING

The meeting was called to order at 3:06 p.m. The minutes were approved with the following correction: COLLIER was present at the January 5, 2009 Meeting.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Changes to Agenda
Added D.1. Motion to take off the table item E.3 from the January 5, 2009 PSU Faculty Senate Meeting, Proposal to Amend the Constitution, IV., 4., 4) Budget Committee (as amended on January 5, 2009)
Added G.4. Report of the Ad Hoc Committee on Faculty Participation
Deleted G.3 Preview of the PSU Portfolio
Changed E.2 The Academic Requirements Committee will substitute a motion with changes from their memorandum in the packet.
Changed G-2 There will be a report, but no proposal was mailed.

Announcements
Greg Jacob announced that proposed changes in the writing requirement would be submitted by the Writing Committee to the Academic Requirements Committee. It will involve 8 credits at the lower division and 4 credits at the upper division level.

Changes to Senate and Committee memberships since January 5, 2009
Jeff Fletcher replaced Candyce Reynolds on the Graduate Council. Marie Lewandowski, XS is appointed to the Faculty Development Committee.

President’s Conversation
WIEWEL noted that the turnout for the Senate meeting was very impressive. He continued, that his Inauguration is scheduled for May 1. It is intended to be modest but still recognize the stature of the institution.

WIEWEL noted that in his two visits to Salem, he has experienced very positive receptions from legislators regarding PSU, He continued that he is encouraged by the stimulus package proposals for the OUS and for PSU. It is still important to recognize that cutbacks may be inevitable. Colleges and schools have already been asked to reduce budgets by 3% and administrative units have been asked to reduce budgets 5% for 2008-09. For the 2009-11 biennium, units are being asked to plan for larger cutbacks, 12.5% for administrative units and 7.5%. These figures are based on the possibility of the state being required to take a 20% cut, requiring the campus to take approximately a 10% cut. We are in the process of forming a joint task force to consult with this process. Regarding the Oregon Opportunity Grant, we are giving the students starting this term 75% of what they would have received.

WIEWEL noted that we continue to move forward despite the difficult economic climate. The next round of sustainability RFPs will be announced shortly, and the engineering Dean’s search is moving to the next stage. We will continue to have fun developing new partnerships with corporations in the city.

D. UNFINISHED BUSINESS

1. LIVNEH/JHAJ MOVED TO TAKE OFF THE TABLE item “E.3.” from the meeting of January 5, 2009, Proposed Amendment to the Constitution, IV., 4), 4, 1.

THE MOTION PASSED by majority voice vote.

LIVNEH/JHAJ MOVED the proposal (amended on January 5, 2009) be amended as follows:

1) Renumber #4) through #7) to #5) through #8).
2) Insert: "4) to read Analyze budgetary implications of the establishment, abolition, or major alteration of the structure or educational function of departments, schools, colleges, or other significant academic entities through submission of a business plan that anticipates and provides for the long-term financial viability of the unit."
BLEILER noted that the old part #3) and the new part #4) appear redundant. BOWMAN noted that the new #4) is from the language in the charge of the Educational Policy Committee, and differentiates curricular as opposed to structural change. BLEILER queried if part #3) and part #4) were ambiguous. LIVNEH noted that the language is taken directly from the new OUS forms for program proposals.

COLLIER/HICKEY MOVED THE MOTION BE AMENDED, to insert “review of a” before “business plan.”

KOCH noted that the presumption that new programs have no cost is a detriment to the institution as a whole. The notion of the business plan, for lack of a better term, is to analyze not just the cost of new programs, but also the revenue they generate, to try to understand whether there are redistributions in the unit in question or in the institution in general. Therefore, financial as well as academic components are analyzed in the long-term interest of faculty and the administration.

THE AMENDMENT PASSED by unanimous voice vote.

LUCKETT noted that as departments don’t have control of budgets, he doesn’t understand how items #3) and #4) would work. Lacking the expertise, the practical effect will be to make all program change impossible.

TOLMACH asked for a clarification on the issue of what dollar figure should trigger a review. LIVNEH stated the Budget Committee could not come up with a hard and fast figure as it might vary considerably according to the issue at hand. JHAJ added that there is no figure at the OUS level either.

CABELLY/HICKEY MOVED THE MOTION BE AMENDED, to insert at the end of part #4), “and report to the Senate.”

THE MOTION PASSED by unanimous voice vote.

THE MOTION TO AMEND “E-3” from the PSU Faculty Senate meeting of January 5, 2009, as amended at that meeting, PASSED by unanimous voice vote.

The Presiding Officer noted the amendment would be forwarded to the Advisory Council for the review specified by the Constitution, and will be returned to the March Senate meeting for debate and vote.

E. NEW BUSINESS

1. Curricular Consent Agenda

HICKEY/__________ MOVED THE SENATE APPROVE THE CURRICULAR CONSENT AGENDA as detailed in “E.1.”
THE MOTION PASSED BY unanimous voice vote.

2. Proposal for Changes in Admissions Requirements (2010-11)

HICKEY introduced the proposal for the Academic Requirements Committee, noting that the following replaces the memorandum published as “E.2.” in the Agenda:

The ARC wishes to bring 3 changes to current admissions requirements for undergraduate students to the Faculty Senate for its consideration in February in order to allow for the possibility that the changes might be approved for 2010-2011 academic year. At its meeting on January 26 (when an additional change regarding the math admission requirement was withdrawn), ARC reached consensus and wishes to recommend these changes:

1. Entering transfer students with 30 or more credit hours will be required to have taken one writing course beginning with Writing 121 or its equivalent with a grade of C- or above.

2. Freshmen students who have met all subject requirements but whose entry GPA is lower than 3.0 will no longer be admitted alternatively on the sole basis of minimum 1000 SAT (Math+Critical Reading) or 21 ACT scores.

3. For admission to PSU the minimum overall average score for the Five Subtests on the GED examination will become 580. *

*Current standard is 460; all other OUS institutions require 510 or above. See attachment.

HICKEY/BODEGOM MOVED THE SENATE APPROVE the above recommended changes #1) through #3) in the PSU Admission requirement.

HOFFMAN noted that item #2) is intended to align PSU with peer institutions.

FARR asked if there is any analysis of how this would affect enrollment. HOFFMAN noted regarding item #2), that on average 50-150 students enter on the alternative path, and a few might not be admissible any longer unless they were to come in through the faculty review process. Some might meet the matrix standard, but analysis is not complete on this. She continued, regarding item #1), that students would enter with the same level of writing as upper division peers.

BUDDRESS asked why we don’t want to require a grade higher than C- for #1). HOFFMAN noted that this is the same minimum as our OUS peers. CABELLY asked if the Senate couldn’t request the Academic Requirements Committee to raise the minimum, irrespective of our peers. ALLEN urged that we consider what the minimum grade is for a native PSU Freshman and make that consistent with what we request of transfer students.

BROWER asked ________ regarding retention versus access. HOFFMAN responded that this should have very little impact on access. It may actually advantage underrepresented populations as that population may have lower scores on standardized test.
JHAJ reminded that if we focus only on access and not on success, we are not adequately serving our admitted students.

COLLIER noted he supported Hoffman’s remarks and that this change is more supportive of students from underrepresented populations.

THE QUESTION WAS CALLED.

THE MOTION PASSED by majority voice vote.

MERCER relinquished the gavel to Presiding Officer Pro Tem Hines in order to present item. E.3. for the Senate Steering Committee and Undergraduate Studies.

3. Proposal to Review Honors Program and Honors-track Programs

MERCER presented the proposal (attached) in “E.3.” for the Steering Committee.

MERCER/REESE MOVED “The Faculty Senate requests that the Provost, in consultation with the Faculty Senate Steering Committee and the Advisory Council, appoint an ad hoc committee to examine University-wide resources and services for and practices in regard to high-achieving undergraduate students. The committee should convene by 6 March and give a preliminary report to the Senate at the June meeting; it should prepare a final report for the December 2009 Senate meeting.”

HICKEY asked if the committee would be provided with resources to carry out this review. SMALLMAN stated, yes.

LUCKETT asked what this review is for. MERCER stated that this is consistent with reviews being called for in almost every other area with regard to admission, retention and graduation rates.

JHAJ spoke in support of his colleagues in the Honors program, noting the scrutiny under which University Studies has been placed. It is hoped that the focus of the committee would be on the students and the ways in which to advocate for the program.

THE QUESTION WAS CALLED.

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

There were no questions.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES
1. Academic Affairs Report on UNST Staffing Plan

SMALLMAN presented the report.

The Presiding Officer accepted the report for the Senate.

2. Institutional Assessment Council Report

STEVENS presented an interim report, noting the campuswide student learning outcome that has been added, “Disciplinary and/or Professional Expertise.” She noted that the committee plans to bring a formal motion at the March, 2009 Senate meeting. The committee’s website, http://www.iac.pdx.edu/, is live and a comment line will be live within the week.

The Presiding Officer accepted the report for the Senate

4. Report of the Ad Hoc Committee on Faculty Participation

FLOWER presented the report for the committee (attached).

H. ADJOURNMENT

The meeting was adjourned at 4:40 p.m.
January 26, 2009

Motion regarding the review of campus-wide resources, practices, and services for high-achieving students, and specific recommendations for improvement.

In recent years discussions have taken place among many groups, and in many settings, regarding the recruitment, retention, and academic experience of high-achieving undergraduate students at the University. As part of our University-wide focus on student success and retention, it is timely for us to look systematically at the range of ways in which we attract, educate, and support such students, and what mechanisms are available for coordinating these resources.

Motion

The Faculty Senate requests that the Provost, in consultation with the Faculty Senate Steering Committee and the Advisory Council, appoint an ad hoc committee to examine University-wide resources and services for and practices in regard to high-achieving students. The committee should convene by 6 March and give a preliminary report to the Senate at the June meeting; it should prepare a final report for the December 2009 Senate meeting.

Composition of the Committee

The committee should consist of no more than 18 persons and should include at least one member from these units: CLAS, FPA, SBA, MCECS, CUPA, GSE, GSSW, OSA, HON and UNST. At least three members should be (or have been) department chairs. One member should be drawn from each of the EPC, the UCC and the ARC.

Charge:

The committee will review campus-wide resources, practices and services related to high-achieving students. In pursuit of this goal, the committee should consider and make recommendations regarding:

- The definition of “high-achieving student”, and methods currently employed for identifying and recruiting such students, both in our admissions office and throughout the University
- The scholarship resources available for recruiting high-achieving students, and the current processes for coordinating such resources
- The coordination of advising with particular attention to continuing academic development (e.g., applying for graduate/professional school)
- Aspects of curricular design to serve the needs of high-achieving students, beginning with Freshman and for high-achieving transfer students
- The coordination of means by which we identify and prepare students to apply for the prestigious national and international scholarships and fellowships (Truman, Marshall, Rhodes, Goldwater, Phi Kappa Phi, etc.)
• The significant presence of such co-curricular entities as the various honoraries and the student pre-professional organizations.

The University Honors Program is an important resource for high-achieving students at Portland State University. The committee should:

• Understand the history and development of the Program, and consider ways that the Program’s efforts to serve its population of high-achieving students can be supported and strengthened, and further integrated with existing or emerging resources at the university,
• Evaluate the success of students in the Honors program using data on retention, completion rate and time to degree in addition to information on awards and graduate and professional school placement,
• Consider how the curricular review process should occur for the Honors program,
• Consider the Program’s longstanding interest in serving more students, whether the current 200 student enrollment cap can be lifted and what additional resources would be required.

Departmental Honors tracks were framed in the early 1980’s by the Faculty Senate as a means of addressing the needs of transfer students; several departments currently offer tracks to their majors. These tracks thus also represent a significant resource for high-achieving students at the University. The committee should:

• Evaluate the success of students in the Departmental Honors tracks using data on retention, completion rate and time to degree in addition to information on awards and graduate and professional school placement,
• Consider mechanisms to support the development of new Departmental Honors tracks and for sustaining those currently in existence,
• Suggest ways that these tracks should be designed, administered and reviewed for consistency and quality in the student experience, and
• Consider means by which these tracks can be integrated with other resources for high-achieving students.
February 2, 2009

Ad Hoc Committee to Assess Faculty Participation and Empowerment
Winter 2009 Update
Committee Members: Joe Ediger, Michael Flower (Chair), Maude Hines, John Rueter, Linda Walton and Craig Wollner.

The committee will field a survey, hold focused conversations with faculty, staff, and administrators, and research shared governance at other institutions, with attention to how institutions have accommodated growth similar to ours. On recommendation by the Senate Steering Committee, the committee will consist of representatives from the Committee on Committees, the Educational Policy Committee, the Advisory Council, Senate Steering Committee, and other faculty and administrators knowledgeable about university governance. The survey and conversations will be designed to determine faculty and staff satisfaction with participation and shared governance at PSU; what obstacles, if any, are currently in the way of faculty and staff governance; and ideas for increasing participation in governance.

The Ad Hoc Committee has met bi-weekly fall and winter terms:

• During the fall term the committee’s survey of faculty on the matter of governance was sent to the more than 1100 individuals at the university who are Senate-eligible. The response rate was quite good with just over 600 responses. The committee wishes to thank senators for their efforts in promoting this level of participation.

• The winter term has been devoted to plans for spring term open forums to discuss faculty participation in light of the recent literature on governance in the U.S. academy. The articles that will be discussed are available as PDFs at:
http://homepage.mac.com/flowermj/governance/index.html

• The plans for spring are as follows. The survey results will be released early in the term. Two forums will be held, the first on the general question of governance and the second on governance in the context of a large faculty, a growing proportion of which are contingent. The forums will lead to the May 11 visit of Professor Adrianna Kezar (USC). Her research focuses on change, leadership, organizational theory, governance, and diversity issues in higher education. In June the committee will present its recommendations to the Senate.
AMENDMENT TO THE CONSTITUTION
OF THE
PORTLAND STATE UNIVERSITY FACULTY
Text to be added underlined. Text to be deleted struck out. Text moved in italics.

ARTICLE IV. ORGANIZATION OF THE FACULTY
4) STANDING COMMITTEES.
1) Budget Committee. This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other divisions, two students, the chairperson of the University Planning Council Educational Policy Committee and, as consultants, the following or his or her representative, the Vice President for Finance and Administration, the Provost, the Associate Vice President for Finance and Administration, and a representative from the Office of Institutional Research and Planning. The chairperson (or a designated member) shall serve on the University Planning Council Educational Policy Committee.
The Committee shall:
1) Consult with the President and her or his designee(s) and make recommendations for the preparation of the annual and biennial budgets.
2) Recommend budgetary priorities.
3) Analyze budgetary implications of new academic programs or program changes through the review of a business plan that anticipates and provides for the long-term financial viability of the program, and report this to the Senate.
4) Analyze budgetary implications of the establishment, abolition, or major alteration of the structure or educational function of departments, schools, colleges, or other significant academic entities through submission the review of a business plan that anticipates and provides for the long-term financial viability of the unit, and report this to the Senate.
5) Consult regarding changes from budgets as prepared.
6) Review expenditures of all public and grant funding as requested by the Faculty Senate.
7) Recommend to the President and to the Senate policies to be followed in implementing any declaration of financial exigency.
8) Report to the Senate at least once each year.
There are several rationales for the changes.

1) The University Planning Council no longer exists. It has been replaced by the Educational Policy Committee; therefore, we are making a change in representation.

2) For the past year, the Budget Committee has reviewed its charge in light of the new strategic planning and budget processes instituted at PSU. The group wanted to make sure the charge still made sense. In general it does; however, there were a couple of places that may never had made sense or don’t currently:

   a. For the past several years, the Budget Committee has not consulted directly with the President. The Budget Committee felt it would be wise to retain consulting with the President in case there is a future President who wants direct consultation, but added “her or his designees” which is now the process. The University Budget Team consults with the Budget Committee, and then the Budget Team provides a proposal to the President.

   b. Analyzing the budgetary implications of new programs or program changes seems an appropriate role for this committee. However, it has not been part of the program approval process in the recent past (we are not sure previous to that). We are suggesting that the Budget Committee review new program and program change proposals for financial viability, using language directly out of the OUS review process guidelines “through a business plan that anticipates and provides for the long-term financial viability of the program”.

   c. “Review expenditures of all public and grant funds” is not a realistic task for this committee nor appropriate. It would be the equivalent of doing an internal audit.
February 4, 2009

TO: Faculty Senate

FROM: Richard Beyler
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbwiki.com and looking in the 2008-09 Comprehensive List of Proposals.

**College of Urban and Public Affairs**

**Change to existing Program**

E.1.a.1
- MPA:HA Change to existing program, change requisites to include more health focused courses.

**New Courses**

E.1.a.2
- PA 523 Nongovernmental Organizations: Nonprofits on the World Stage, 3 crs
  Introduction to the history and development of Nongovernmental Organizations (NGOs) and the roles they play on the world stage. Examines the causes of the growth and significant role of NGOs in creating civil society, as well as the roles of NGOs in fighting oppression, safeguarding the environment, building and training workforces and advocating major societal changes.

E.1.a.3
- PA 527 New/Emerging Nonprofits: Development and Management, 3 crs
  Intended to develop knowledgeable leaders for the nonprofit sector that understand how to establish and manage newly emerging organizations. Examines a wide range of management and leadership needs, problems and issues that arise for an organization in its early years. Explores how an organization develops and emerges and how the traditional tasks of management: supervision, planning, budgeting, fundraising and marketing can be most effectively administered. Recommended prerequisites: PA 520 or PA 521.

E.1.a.4
- PA 538 Advocacy and Political Participation by Nonprofit Organizations, 3 cr
  Exploration of the role of citizen advocacy and political participation in the United States in the twenty-first century. Investigates the many meanings of the term "civil society," as well as the role of nonprofit and voluntary organizations in lobbying and advocacy, and the role of citizen movements in shaping local, national and global democracy. Will discuss and analyze specific advocacy campaigns with a focus on strategy.

E.1.a.5
- PA 580 Health Services Human Resources Management, 3 cr
Overview of human resources within the context of health care organizations. Focus on the practical application of human resources management principles in the work setting through discussion of situations common in health care environments. Elements of the situation evaluated from the health care employee and health care manager perspectives. Examples of techniques, forms, and tools will be discussed.

Change to Existing Course
E.1.a.6
- USP 541 Public Participation, Diversity and Professional Ethics, 3 cr-change title to Dynamics of Planning Practice

Graduate School of Education
Change to Existing Program
E.1.a.7
- MA/MS Counseling-change to existing program
The department has added 13 credits of coursework to the Couples, Marriage and Family Counseling specialization within this degree program.

New Courses
E.1.a.8
- READ 531 Teaching the Struggling Adolescent Reader, 3cr-
For middle and high school teachers who want to experience hands-on teaching and learning strategies for improving motivation and learning in the core subject areas. As part of a collaborative effort, teachers will work with each other to develop tutoring plans and activities in curriculum materials to be used in teaching struggling readers in their own classroom. Recommended prerequisites: enrollment in ReadOregon Reading Endorsement program or GSE Literacy or master's program.

E.1.a.9
- READ 571 Principles/Methods of Diagnosis and Assessment K-12, 3 cr
Literacy theory (review/overview of the psychological, sociological, and linguistic foundations of reading processes and instruction, including developmental stages of literacy). Psychometrics (the science of measurement in the social sciences). Measures of reading proficiency and reading achievement (with specific examples of standardized reading measures and discrete-point reading proficiency measures). Authentic literacy assessment (with specific examples of authentic reading assessment tasks). Literacy assessment and students with special needs (English language learners, students with learning disabilities, talented and gifted students). Test ethics and how assessment results are used (including communication with various stakeholders). Recommended prerequisites: enrollment in ReadOregon Reading Endorsement program or GSE Literacy or master's program.

E.1.a.10
- READ 580 School Reading Program Leadership, 3cr
Overview of human resources within the context of health care organizations. Focus on the practical application of human resources management principles in the work setting through discussion of situations common in health care environments. Elements of the situation evaluated from the health care employee and health care manager perspectives. Examples of techniques, forms, and tools will be discussed.
E.1.a.11

Read 582 Reading Leadership in Middle and High Schools, 3cr
Designed for administrators and teachers in leadership roles in middle and high schools. Explores ways to improve reading achievement in schools by identifying the school's existing strengths, apply current research and practice, and creating an action plan. Recommended prerequisite: enrollment in ReadOregon Reading Endorsement program or GSE Literacy or master's program.

Change to Existing Course

E.1.a.12

Read 519 Language Study for Teachers, K-12, 1cr-change credit to 3,

E.1.a.13

Read 554 ELL Strategies for ECE/Elementary, 1 cr-change credit to 3, title to Literacy Instruction Strategies with ELL Students, K-12,

Maseeh College of Engineering and Computer Science

New Courses

E.1.a.14

ETM 563/663 Entrepreneurship in Technology, (4)
The development of new products and services is fundamental to sustaining a long-term competitive advantage. The efforts of the individual or team of entrepreneurs who are responsible for this activity become even more complex when the activity must be carried out inside an existing on-going business. Explores a procedural framework, along with typical issues often encountered such as resources, timing, political conflicts, bureaucracy, and other obstacles that must be overcome to succeed in developing products within an existing company. Recommended prerequisites: ETM 555/655 and ETM 535/635.

E.1.a.15

ETM 573/673 Management of Intellectual Capital (4)
Learn strategies that technology companies use to maximize profits through intellectual capital, with a focus on legally protected intellectual property. Understand that companies in different industries require different strategies. Learn how to research a company's intellectual capital and prepare an appropriate intellectual capital management plan.

School of Social Work

Change to Existing Program

E.1.a.16

Ph.D. Social Work and Social Research, change to existing program
Students will take one additional required course, SW 635, and will take 2 fewer elective credits. Students will take SW 631 for 3 credits instead of 2, and SW 622 for 3 credits instead of 4. These changes are to move some content earlier in the program and add additional qualitative content.
New Courses
E.1.a.17
- SW 635 Qualitative Research methods in Social Work II (2)
  Second course in required 2-course sequence on qualitative research methods in
  social work. Addresses methods of data description, analysis, interpretation, and
  presentation. Issues of researcher subjectivity, criteria for rigor, as well as the
  write-up and dissemination of qualitative research. Data analysis techniques
  associated with ethnography, case studies, participatory action methods, as well as
  narrative, phenomenological, and grounded theory approaches. Experiential
  hands-on component, including computer-assisted qualitative data analysis
  software. Emphasizes qualitative methods for understanding cultural issues and
  giving voice to marginalized populations. Issues of power, privilege, and
  oppression addressed. Prerequisites: SW 630 and SW 633.

Change to Existing Courses
E.1.a.18
- SW 620 Social Problem analysis: Assessment, 3 cr-change description
E.1.a.19
- SW 622 Social Problem Analysis: Assessment, 4 cr-change description, prerequisites, credit hours to 3
E.1.a.20
- SW 631 Introduction to Quantitative Research Methods in Social Work, 2 cr-
  change description, credit hours to 3
E.1.a.21
- SW 632 Empirical Methods of Data Analysis in Social Work Research I, 4 cr-
  change title to Quantitative Data Analysis in Social Work Research, description
E.1.a.22
- SW 633 Introduction to Qualitative Research Methods in Social Work, 2 cr-
  change description
E.1.a.23
- SW 634 Empirical Methods of Data Analysis in Social Work Research II, 4 cr-
  change title to Quantitative Data Analysis in Social Work Research II, description
E.1.a.24
- SW 640, 641, 642 Research Practicum and Seminar, 2,2,2 cr-change
  prerequisites.
January 8, 2009

TO: Faculty Senate

FROM: Joan Jagodnik
Chair, Undergraduate Curriculum Committee

Richard Beyler
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the University Curriculum Committee and the Graduate Council and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbwiki.com and looking in the 2008-09 Comprehensive List of Proposals.

College of Liberal Arts and Sciences

New Courses
E.1.b.1
• ANTH 435/535 Visual Anthropology (4)
  Examination of visual representation and visual research in Sociocultural Anthropology with a focus on photographic images, ethnographic films, and mass media. Recommended prerequisite: 8 credits of sociocultural anthropology (Anth 304, 305 strongly recommended). Upper-division standing required.

E.1.b.2
• GEOG 418/518 Landscape Ecology (4)
  Examines the structure, function, and change of natural and human-modified communities at the scale between individual communities and regional biomes. Focuses on spatial patterns and processes as they relate to the patch mosaic of interacting ecological communities. Recommended prerequisites: Geog 313 or Bi 357. Upper-division standing required.

College of Urban and Public Affairs

New Courses
E.1.b.3
• PS 471/571 Gender & Politics: A Comparative Perspective, 4 cr-
  Examination of the role, progress, behavior, and power of women in politics using a comparative lens. Topics include the representation of women in government, the problems confronting female candidates, the behavior of women officeholders, and the gender gap in politics. Examines women in western democracies, as well as in communist states and developing nations. Individual countries are used as case studies. Recommended prerequisites: PS 200 and junior standing.
Change to Existing Courses
E.1.b.4
- USP 448/548 Real Estate Market Analysis, 3 cr-change prerequisites, drop 400 level

Maseeh College of Engineering and Computer Science

New Courses
E.1.b.5
- CS 497/597 Sensor Networks, 4/3 cr-
  Foundations of sensor networks, with a focus on activity-based learning through a sequence of hands-on programming exercises with embedded devices with a high-level programming language. Basic building blocks in designing and deploying a sensor network application. Positioning and time synchronization of networked sensor devices, wireless communication characteristics of low-powered radios, energy conservation and harvesting, macro-programming a network of sensor devices and security. Recommended prerequisites: Familiarity with computer systems concepts that could be satisfied by CS200/201. Familiarity with programming in C, C++ or Java. Familiarity with basic concepts in probability and linear algebra that could be satisfied by MTH 301 or equivalent.

E.1.b.6
- ME 426/526 Solar Engineering (4)
  Overview of solar energy and its applications. Solar resources, solar economics, collector technology, solar thermal systems, power generation, industrial applications, thermal storage, photovoltaics, and design of systems for effective utilization of solar energy. Prerequisite: ME 323.

E.1.b.7
- ME 454/554 Controls Engineering Laboratory (4)
  Design, construction and implementation of continuous controllers using analog devices. Experimental identification of the dynamic properties of mechanical systems. Digital controllers introduced, implemented and compared with the corresponding continuous controllers. Recommended prerequisite: ME 453/553. Prerequisite: ME 452/552.

Change to Existing Courses
E.1.b.8
- CS 465/565 Server-side Applications: Construction and Analysis, 4/3 cr-change title to Construction and Analysis of Web-Based Applications, description, prerequisites

E.1.b.9
- ME 422/522 Building Energy use Analysis and Design, 4 cr-change title to Building Energy use Modeling, description, prerequisites

School of Business Administration

New Courses
E.1.b.10
- FIN 459/559 Advanced Real Estate Valuation (3)
Applies concepts from 439/539 to examine case studies in real estate appraisal and valuation. Topics include valuation for financial reporting, determining the highest and best use for a site, and determination of value following a property taking or condemnation. Prerequisite: Fin 439/539.

**Change to Existing Courses**

E.1.b.11
- FIN 473/573 Investment Analysis and Portfolio Management, 4 cr-add 400 section, change prerequisites

E.1.b.12
- FIN 474/574 Portfolio Management: Issues and Performance Assessment, 2 cr-add 400 section, change prerequisites
February 5, 2009

TO: Faculty Senate

FROM: Joan Jagodnik,
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee – Consent Agenda

The following proposals have been approved by the UCC, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbwiki.com and looking in the 2008-09 Comprehensive List of Proposals.

School of Fine and Performing Arts

Change in Existing Program

E.1.c.1.
- BA/BS in Architecture
  - reduces total credits for major in architecture from 98 to 94; adds and removes various required Architecture courses; adds and removes various required Architecture courses for the major in architecture with a concentration in architectural project management; total number of required credits unchanged.

New Courses

E.1.c.2.
- Arch 101 Introduction to Environmental Design (4)
  Concepts and theories of the fields of environmental and sustainable design. Includes a study of perceptual, technical, and philosophical concepts of natural and built resources. Open to non-majors.

E.1.c.3.
- Arch 121 Visual Communication 2 (4)
  Develops skills in graphic visualization, representation, and communication as used in architecture and related design fields. Concepts and conventions, from freehand to digital media and production, used as a means to imagine, develop and represent design ideas. Prerequisite: Arch 120.

E.1.c.4.
- Arch 362 Building Tectonics 3 (4) (Added as part of Arch 360, 361 sequence-see below)
  A three-quarter sequence introducing technologies involved in the design and construction of buildings. Topics include construction materials and methods, envelope design, mechanical systems, thermal, and other environmental building systems. Courses must be taken in sequence. Prerequisites: Arch 281.

E-1.c., PSU Faculty Senate Meeting, March 2, 2009
E.1.c.5.

- TA 361 Theater Appreciation (4)
  An intermediate course in the art of the theater: acting; directing; playwriting; and, design. Special emphasis on theater as a performing art today, not the history or origins of the theater. Course involves in part, attendance at live performances in the Portland area. Prerequisite: upper-division standing.

Changes to Existing Courses

E.1.c.6.

- Arch 120 Basic Drawing (4) – change course title to: Visual Communication 1.

E.1.c.7.

- Arch 180, 181 Beginning Design Studio I, II (6,6) – change course numbers and title to: Arch 280, 281 Design Fundamentals Studio 1,2.

E.1.c.8.

- Arch 280, 281, 282 Architectural Design Studio I, II, III (6,6,6) – change course numbers and title to: Arch 380, 318, 382 Architectural Design Studio 1,2,3; change prerequisites.

E.1.c.9.

- Arch 360, 361 Architectural Building Technology I, II (4,4) – add Arch 362 to sequence; change title to: Arch 360, 361, 362 Building Tectonics 1,2,3; change prerequisites.

E.1.c.10.

- Arch 380, 381, 382 Architectural Design Studio IV, V, VI (6,6,6) – change course numbers and title to: Arch 480, 481, 482 Architectural Design Studio 4,5,6; change prerequisites.

College of Liberal Arts and Sciences

New Courses

E.1.c.11.

- G 353 Natural History of Dinosaurs (4)
  Dinosaurs, their evolution, classification, ecology and extinction in the context of changing environments. Study of the geologic record and tools used by geologists to determine geologic ages and sequences. Mechanisms of global change ranging from plate tectonics to asteroid impacts.

E.1.c.12.

- It 303 Third-Year Italian (4)
  Composition and conversation at the intermediate level. Recommended prerequisites: It 301, 302.

E.1.c.13.

- It 330 Italian Culture and Civilization (4)
  Surveys major trends and development in Italian culture and civilization from its origins to the present. Includes historical, political, social, artistic and intellectual perspectives. Taught in English. Recommended prerequisites: It 203.

E.1.c.14.
• MGrk 101, 102, 103 First-Year Modern Greek (4,4,4)
An introduction to elementary modern Greek. Emphasis on listening comprehension and oral practice, the elements of grammar, vocabulary building, elementary readings and writing exercises.

E.1.c.15.
• MGrk 201, 202, 203 Second-Year Modern Greek (4,4,4)
Intensive review of basic materials introduced in first-year program and further development of communication skills. Recommended prerequisite: MGrk 103.

E.1.c.16.
• MGrk 301, 302, 303 Third-Year Modern Greek (4,4,4)
Intermediate to advanced Modern Greek. Intensive grammatical review, use of increasingly complex syntax. Extensive oral and written practice. Prerequisites: MGrk 203 or instructor’s permission.

E.1.c.17.
• Phl 305 Philosophy of Medicine (4)
Examination of central philosophical issues that arise within the theory and practice of medicine such as: the relationship of medicine to basic sciences, the roles played in medicine by normative concepts such as health and illness, the nature of causal reasoning in medicine, and the nature of diagnostic categories in medicine and psychiatry.

E.1.c.18.
• Phl 369 Philosophy of Sex and Love (4)
An examination of the central philosophical issues emerging from a reflection on sex and love such as: possible essence of heterosexuality, homosexuality, and asexuality; morality of different expressions of sex and love such as sadomasochism and polygamy; role of sexuality and romantic love in our self-conception; influence of conceptual sources on our experiences of sexuality and love.

E.1.c.19.
• Soc 463 Global Inequalities and Health (4)
An examination of international health inequalities from social, political and economic perspectives. The impact of globalization, transnationalism and migration on population health. Inequalities within and between countries and regions, and the social dynamics that shape those inequalities. Infectious pandemics and chronic diseases, and global efforts to control diseases and improve health. Recommended prerequisites: Soc 200.

E.1.c.20.
• Span 343 Introduction to Hispanic Literature (4)
Pre-Colombian to 19th century Latin American literature.

Changes to Existing Courses

E.1.c.21.
• Eng 201, 202 Shakespeare (4,4) – drop 202 from sequence; change course title to: Eng 201 Introduction to Shakespeare; change course description.

E.1.c.22.
• G 434 Structural Geology (4) – change course title to: Structural Geology and Tectonics; change course description; change credit hours from 4 to 5; change prerequisites.

E.1.c.23.
• Per 341 Persian Literature in Translation (4) – change title to: Introduction to Persian Literature; change course prerequisites.

E.1.c.24.
• Sp 311 Communication Inquiry (4) – change course title to: Research Methods in Communication; change course description.

E.1.c.25.
• Span 341,342,343 Introduction to Hispanic Literature (4,4,4) – change course number to: Span 341, 342, 343, 344; change course description; change credit hours to (4,4,4,4).

E.1.c.26.
• SpHr 371 Anatomy and Physiology of Speech and Hearing (4) – change course title to: Anatomy and Physiology of Speech and Swallowing; change course description.

E.1.c.27.
• Tur 361 Turkey through Film (4) – change course description; change prerequisites.

College of Urban and Public Affairs

New Courses

E.1.c.28.
• PA 413 Civic Engagement: The Role of Individuals (4) Develops understanding of how local governments engage citizens in contributing to the process of engagement. Assists students in developing civic capacity, and ultimately to promote citizen leadership. Analyzes how the structures and processes of local governments affect opportunities for democratic accountability and citizen participation. Recommended prerequisite: PA 311.

Changes to Existing Courses

E.1.c.29.
• USP 423 Real Estate Development and Finance (4) – change course title to: Real Estate Development; change prerequisites.

E.1.c.30.
• USP 453 Real Estate Finance and Investments (3) – change course number and title to: USP 360 Real Estate Finance I; change course prerequisites.

Undergraduate Studies

University Studies

E.1.c.31. Changes to Cluster Courses
### Add New Cluster course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Cluster</th>
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</thead>
<tbody>
<tr>
<td>ANTH 355</td>
<td>Historical Archaeology and the Origins of the Modern Pacific Northwest</td>
<td>American Studies</td>
</tr>
<tr>
<td>BST 399</td>
<td>Race and Ethnicity in Latin America</td>
<td>Latin American Studies</td>
</tr>
<tr>
<td>BST 416</td>
<td>African American Urban Education Problems</td>
<td>Professions and Power</td>
</tr>
<tr>
<td>FL 448</td>
<td>Major Figures in World Literature: Tolstoy</td>
<td>19th Century</td>
</tr>
<tr>
<td>FLL TBD</td>
<td>Literature and Cinema, Four Major Italian Novels and their Cinematic Adaptations</td>
<td>European Studies</td>
</tr>
<tr>
<td>INTL 399</td>
<td>International Green Building &amp; Development</td>
<td>Environmental Sustainability</td>
</tr>
<tr>
<td>INTL 399</td>
<td>International Sustainability, Urban Design and Human Health</td>
<td>Environmental Sustainability</td>
</tr>
<tr>
<td>PHL 305</td>
<td>Philosophy of Medicine</td>
<td>Professions and Power</td>
</tr>
<tr>
<td>PHL 305</td>
<td>Philosophy of Medicine</td>
<td>Knowledge Rationality Understanding</td>
</tr>
<tr>
<td>PHL 307</td>
<td>Philosophy of Social Science</td>
<td>Knowledge Rationality Understanding</td>
</tr>
<tr>
<td>PHL 333</td>
<td>Philosophy of Law</td>
<td>Freedom Privacy Technology</td>
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<tr>
<td>PHL 369</td>
<td>Philosophy of Sex and Love</td>
<td>Sexualities</td>
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<tr>
<td>PHL 369</td>
<td>Philosophy of Sex and Love</td>
<td>Morality</td>
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<tr>
<td>PHL 422</td>
<td>American Philosophy</td>
<td>American Studies</td>
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<tr>
<td>SYSC 399</td>
<td>Models in Science</td>
<td>Science in the Liberal Arts</td>
</tr>
<tr>
<td>SYSC 399</td>
<td>Sustainability, Systems Concepts and Indigenous Perspectives</td>
<td>Environmental Sustainability</td>
</tr>
<tr>
<td>TA 425</td>
<td>History of Dress I</td>
<td>Medieval Studies</td>
</tr>
<tr>
<td>TUR 361</td>
<td>Turkey Through Film</td>
<td>European Studies</td>
</tr>
<tr>
<td>TUR 361</td>
<td>Turkey Through Film</td>
<td>Middle Eastern Studies</td>
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### Add Approved Cluster class to New Cluster

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 378U/SCI 355U</td>
<td>Learning Science Through Science Fiction (Sci Lib Arts)</td>
<td>Freedom Privacy Technology</td>
</tr>
<tr>
<td>SCI 365U/WS 365U</td>
<td>Science of Women's Bodies (WS, Sci Lib Arts)</td>
<td>Freedom Privacy Technology</td>
</tr>
<tr>
<td>USP 457U</td>
<td>Information Cities (Media Studies)</td>
<td>Freedom Privacy Technology</td>
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</table>

### Removals

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL 399U</td>
<td>Christian and Islamic Culture and Middle Ages</td>
<td>Medieval Studies</td>
</tr>
<tr>
<td>WS 429</td>
<td>Women in the Visual Arts I</td>
<td>Medieval Studies</td>
</tr>
<tr>
<td>ENG 427</td>
<td>Medieval Literature II</td>
<td>Medieval Studies</td>
</tr>
<tr>
<td>GER 442</td>
<td>Medieval Works in Translation</td>
<td>Medieval Studies</td>
</tr>
<tr>
<td>FL 399U</td>
<td>Early Medieval Civ (note now Lat 399)</td>
<td>Medieval Studies</td>
</tr>
<tr>
<td>CFS 492U</td>
<td>Family Laws and Policy</td>
<td>Family Studies</td>
</tr>
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</table>

### COURSE CLARIFICATIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Clarification</th>
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<tbody>
<tr>
<td>GEOG 347U</td>
<td>Title Should Read: Environmental Issues and Action</td>
<td>Env Sus</td>
</tr>
</tbody>
</table>

### Discrete Numbers reported

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS 399U</td>
<td>Now CFS 482U (Mental and Emotional Disorders)</td>
<td>Family Studies</td>
</tr>
</tbody>
</table>
February 5, 2009

TO: Faculty Senate

FROM: Joan Jagodnik,
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

The following proposal has been approved by the UCC, and is recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbwiki.com and looking in the 2008-09 Comprehensive List of Proposals.

School of Fine and Performing Arts - Music Department - New Program

New Instructional Program Leading to the Minor in Music History

Rationale and Overview. This proposed minor arose out of discussions among the participating faculty, who saw an opportunity to package together for students a number of existing course offerings that would fruitfully cross-fertilize each other and that would allow a focus on the academically-oriented aspects of music. Looking at the course offerings in the PSU catalog, it seems so far not possible to study music history without having to be enrolled into a program that has prerequisites in applied music. Many students may not be aware of the existence of music history as an established, independent scholarly field, even if they might be interested in the subject matter. In short, the minor is meant to allow access university-wide to courses that are so far only available to music students who have the according prerequisites. The minor is also an effort to make visible to students the intellectual interrelatedness between music history and other fields, especially the humanities. The existence of a minor will encourage a new level of synergy, both to students’ educational experience and to faculty members’ instructional work.

The program will be housed administratively in the Music Department. Stephen Martin, one of the faculty submitting the proposal, will initially be program advisor, assuming administrative oversight and graduation check duties. However, any of the submitting or participating faculty (see item 10a below) may advise students by mutual agreement.

Objectives. The program’s primary objective is to enrich the educational experience of interested students. Specific target audiences include (but are not limited to) students who are seeking a cross-disciplinary enrichment of music or humanities majors; students contemplating advanced study in music history; and students aiming at a post-graduate professional school. At other universities, music history has proven to be a popular choice as a minor.

Proposed Curriculum. The proposed curriculum consists of 31 credits total. This total is comparable to other minors currently offered at PSU.

- Three core courses (19 crs):
  MUS 111, 112, & 113: Music Theory (9 crs)
MUS 191, 192, & 193: Class Piano (6 crs)
MUS 203: Music in the Western World (4 crs)

- Three elective courses (12 crs) chosen from the following:
  MUS 304: Medieval/Renaissance, Music History
  MUS 305: Baroque/Classical, Music History
  MUS 306: 19th/20th Century, Music History
  MUS 355: Jazz History
  MUS 360: The Guitar: Its Music and History
  MUS 361/362: History of Rock Music
  MUS 374: World Music I: Africa
  MUS 375: World Music II: Asia & the Middle East
  MUS 376: American Music Traditions
  MUS 188: Performance Attendance (6 terms required)

No new courses are proposed. However, extant or new courses may be added to the roster of options depending on the interest of the instructor and subject to appropriate curricular review procedures.

No nontraditional learning modes are currently envisioned, though conceivably these might emerge in the case of hypothetical changes in the teaching methodology of the respective courses.

Learning outcomes for this course of study include (but are not limited to) an enhanced ability to identify and describe changing historical dimensions of science; to identify and describe the relationships between music history and relevant aspects of humanities, culture, and social life; to find and analyze relevant information on and interpretations of these themes; and to write about and discuss (describe, interpret, compare) these subjects in a critically informed way.

Resources
Faculty responsible for core courses and electives in the program:
Ron Babcock, Joel Bluestone, Hamilton Cheifetz, Darrell Grant, Charles Gray, Brad Hansen, Barbara Heilmair, Bryan Johanson, Stephen Martin (Program Advisor), Bonnie Miksch

No new faculty would be necessary to initiate the program since all courses are currently being taught by the above faculty members.

No support staff beyond the existing staff in the current program would be needed.

Reference sources
Adequate student and faculty access to library and department resources is already in place, based on experience with existing courses.

No additional financial support is necessary for the full implementation of this new program.

Facilities, Equipment, and Technology
Existing facilities, equipment, and technology are sufficient for this new program.

Budgetary impact
There is no budgetary impact, since all courses are currently taught by existing departmental faculty.
ARTICLE IV. ORGANIZATION OF THE FACULTY

4) STANDING COMMITTEES

b) Teacher Education Committee. This committee shall operate under the general promise that teacher education is an all-university activity and responsibility. Specifically, teacher education programs are the responsibility of the Graduate School of Education, but many other units provide undergraduate programs that provide the subject matter content and other prerequisites required of applicants to the GSE teacher preparation program. In addition, other units provide a graduate course of study that includes licensure specific to their professional area.

The Teacher Education Committee shall serve in an advisory capacity to coordinate the activities of the several schools, colleges and departments of the University which are directly involved in teacher education. It shall provide a communication link between the Graduate School of Education and those departments within the total University concerned with teacher education. The Teacher Education Committee serves in an advisory capacity to coordinate the teacher preparation activities of the campus by providing a communication link between the Graduate School of Education and other units.

(New paragraph) The Committee shall analyze and make recommendations about teacher education program development and changes. It also shall deliberate and advise the School of Education on problems of admissions, graduation and academic standards and matters referred to by the Graduate School of Education, the University Senate, the University Faculty, or divisions of any of these units. Its activity, however, is not limited to referrals. It may initiate inquiries or recommendations from its own observations. The Committee shall report to the Faculty Senate at least once each year. The Teacher Education Committee is specifically charged to (1) ensure that the subject matter content and prerequisites address relevant state and national standards, (2) provide input on admissions requirements, (3) facilitate the development of clear pathways to admission to Graduate School of Education teacher preparation programs, and (4) assist in the recruitment of teacher candidates. The committee shall report to the Faculty Senate at least once each year.

Membership. The Committee shall consist of sixteen members of the University Faculty, representative of each of the following departments or programs educating teacher candidates: Business Education, Curriculum and Instruction, Special Education and Counselor Education, Educational Policy, Foundations of Administrative Studies, Community Health, Art, Speech and Hearing Sciences, English, Foreign Languages, the combined social science departments (Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology), the combined science departments (Biology, Chemistry, Geology, and Physics), Environmental Science, Mathematics and...
Statistics, Theater Arts, Music, and Child and Family Studies, and two students recommended by the ASPSU Senate.

The Dean and Assistant Associate Dean of Academic Affairs of the Graduate School of Education, and the Education Librarian, and the Assistant Dean for the College of Liberal Arts and Sciences shall be ex-officio non-voting members, with the Assistant Associate Dean serving as committee secretary. One of the sixteen faculty voting members shall serve as chairperson. Each department of the University which educates teacher candidates is encouraged to create its own teacher education committee to work with the University Teacher Education Committee and with the Graduate School of Education.

Rationale

1) The definition of the TEC was revised to clarify the roles and responsibilities of the committee regarding teacher preparation and to simplify the language in the document.

2) The changes to the membership section reflect current University department names and position titles of ex-officio non-voting members.

Faculty Senate Member Signatures:
CAMPUS-WIDE LEARNING OUTCOMES
Guiding the Undergraduate Student Learning Experience at Portland State University

Portland State University strives to provide its students an educational experience based on the core values and unique strengths reflected in the following learning outcomes. These campus-wide outcomes communicate the University’s priorities to prospective students, help current students understand the guiding principles behind their educational experiences, and provide a framework for campus-wide assessment of student learning. Through engaging with these outcomes in their broad-based general education experiences, in-depth intellectual explorations within their majors, and the opportunities they encounter outside the classroom through Student Affairs and extra-curricular activities, students will graduate from PSU prepared to contribute responsibly to society in the 21st century.

Disciplinary and/or Professional Expertise: Students will gain mastery at a baccalaureate level in a defined body of knowledge through attainment of their program’s objectives and completion of their major.

Creative and Critical Thinking: Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.

Communication: Students will communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication using appropriate technologies.

Diversity: Students will recognize and understand rich and complex ways that group and individual inequalities and interactions impact self and society.

Ethics and Social Responsibility: Students will develop an ethical and social responsibility to others, an understanding of issues from a variety of cultural perspectives, self-awareness, and collaborate with others to address ethical and social issues in a sustainable manner.

Internationalization: Students will understand the richness and challenge of world cultures, the effects of globalization, and develop the skills and attitudes to function as “global citizens.”

Engagement: Students will engage in learning that is based on reciprocal and mutually beneficial relationships, and through this engagement will apply theory and skills in diverse venues, linking the conceptual to the practical.

Sustainability: Students will identify, act on, and evaluate their professional and personal actions with the knowledge and appreciation of interconnections among economic, environment, and society in order to create a more sustainable future.

2/10/09 Developed by the Institutional Assessment Council, sub-committee, faculty, student affairs, and student participants.

E-4, PSU Faculty Senate Meeting, March 2, 2009
RATIONALE FOR CAMPUS-WIDE LEARNING OUTCOMES

Disciplinary and/or Professional Expertise:

Rationale: The major is at the core of the student’s academic experience, providing the context for intellectual development in a focused subject area. Students should be able to use their disciplinary knowledge and skills to understand their world and to participate in civil society. Mastery of the discipline at the bachelor’s level provides a base of knowledge and experience for lifelong learning and continued intellectual growth.

Creative and Critical Thinking:

Rationale: To be effective in careers and to participate meaningfully in a civil society, students need a repertoire of strategies for problem identification and solving, ordering and analyzing information, and creative thinking.

Communication:

Rationale: Students need communication skills in order to contribute to and engage in the intellectual, social, cultural, and economic complexities they encounter in their personal, academic, and professional lives. The ability to communicate effectively allows students to acquire new information and skills, to interact meaningfully with others, and to use their knowledge to serve the community and find personal fulfillment.

Diversity:

Rationale: Students need the capacity to become engaged citizens in order to meaningfully participate in and contribute to local, national and international communities. In order to do this, students need the capacity to communicate across differences to address longstanding and persistent real-world issues/challenges related to class, culture, ethnicity, gender, gender expression, language, race, and sexual orientation.

Ethics and Social Responsibility:

Rationale: Students who have self-awareness and an ethical responsibility to others will be alumni who contribute to their community by enhancing the quality of life for all. This is consistent with Portland State’s mission which includes enhancing the intellectual, social, cultural and economic qualities of life by providing access throughout the life span.

Internationalization:

Rationale: Students need the ability to think broadly and participate meaningfully in communities ranging from the local to the global. No culture, and no university educated individual within a culture, can function without understanding the current level of interdependence among cultures.

Engagement:

Rationale: Engaged students are more effective learners, and have an enhanced capacity to apply their knowledge in ways that can have benefits extending from the personal to the global level. This outcome is aligned with the vision of Portland State as “an urban university known for excellence in student learning, innovative research, and community engagement.”

Sustainability

Rationale: Understanding sustainability is essential to join the international discourse and work cooperatively in the closely interconnected world of the new millennium. PSU is a leader in local, regional, and global knowledge creation and practice of sustainability, and therefore has the opportunity and challenge to publicly support, inform and lead students and communities in creating a sustainable future, and can provide a place for students who have this inclination to get an education.
Memorandum

Date: 5 February 2009

To: Sarah Andrews-Collier, Secretary to the Faculty

From: Michael Bowman, Chair, Educational Policy Committee

Re: Educational Policy Committee Winter Quarter report

This report covers the activities of the Educational Policy Committee for Winter 2009. Minutes from are available at the Committee’s website at: http://homepage.mac.com/floweinij/epc/.

Committee membership: Tim Anderson (ETM), Ben Anderson-Nathe (CFS), Mirela Blekic (UNST), Michael Bowman (LIB, chair), Barbara Brower (GEOG), Alan Cabelly (SBA), Duncan Carter (LAS), Liz Charman (ART), John Erdman (MTH), Michael Flower (HON), Collin LaVallee (ASPSU), Cheryl Livneh (CEED), Alan MacCormack (HON), Theo Malone (ASPSU), Jennifer Ruth (ENG), and Sarah Tinkler (ECON).

Charge: The charge of EPC is to “advise the Faculty Senate and the President on educational policies and planning for the University.”

Process for the Approval of Academic Unit Changes: The Committee has spent the quarter completing its work on revising the procedures for the approval of the creation, elimination or alteration of academic units. EPC is now awaiting input from the Office of Academic Affairs prior to bringing the revision to the Senate for approval.
Date: February 11, 2009

To: Faculty Senate

From: Greg Jacob, Chair, Intercollegiate Athletic Board (IAB)

Re: Intercollegiate Athletics Board Quarterly Report

Members: Grant Farr, Walt Fosque, Chris Monsere, Pat Squire, Erica Lee-Johnson (student), and Andrew Fuller (student); Ex-Officio: Chris Moore, Torre Chisholm, Barbara Dearing, and Bob Lockwood.

(The IAB shall serve as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University's program in men's and women's intercollegiate athletics, and the IAB shall report to the Faculty Senate at least once each year.)

Torre Chisholm presented a memo from President Wiewel, which created a special Task Force to look at the wrestling program. The memo asked for a comprehensive report from the group by 2/16, and gave four options for the group to consider: 1) keep program as is; 2) provide additional funding; 3) maintain NCAA status but eliminate funding; and 4) convert the program to a club sport. As Chair of the IAB, I served on the Task Force.

The committee met on a couple of occasions to review the draft policy of the Student-Athlete Financial Aid Appeals Process. The committee had reviewed the document distributed at the last meeting, and Bob Lockwood had made some updates to the draft and distributed it for comment to the Financial Aid Director and the appeals committee he chairs. Bob incorporated some of their comments and reviewed them with the committee. The committee responded to a number of points Bob made about the draft, including the following:

- Under F, Bob changed the role of the Faculty Athletic Representative to be one of advising only with respect to NCAA rules, and that the student would notify the Director of Financial Aid, only if he or she decides NOT to proceed.
- Kim Hottel will keep a record in a student's file with complete back-up information (copies of memos and/or emails) reflecting the appeal process.
- Walt suggested the language about timing (number of days or weeks) be consistent with numbers, such as 14 days, instead of two weeks.
- It was agreed to clarify the language in G regarding a student's ability to apply for financial aid extension after he/she already received a year's extension but was not on a team.
- Walt expressed that out-of-state students might need more time for the appeal process.

A motion to approve the revised document will be made at the next IAB meeting on 2/18/09.

Further, there was discussion around the Financial Aid Appeal Committee. The IAB agreed that the Financial Aid Director has the authority to appoint the committee in a fair manner.
and that the committee should be approved by the President of the University. The IAB recommended that committee members be staggered in their terms (two- and three-year terms) so that there would be continuity on the committee.

The committee also talked about missed classes because of team travel schedules. Torre Chisholm said the unwritten policy for travel is that the team should take the “last possible flight” out of Portland the day before the game being played, which would be Wednesday night for a Thursday game. Barb Dearing said she has done a scheduling form for the women’s teams and has asked for coaches’ feedback. The IAB is concerned about this issue and urges coaches to consider students’ classes when they are scheduling away games.