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 November 6, 2006, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll  
B. Approval of the Minutes of the October 2, 2006, Meeting

C. Announcements and Communications from the Floor  
   President’s Report  
   Provost’s Report

D. Unfinished Business

E. New Business  
   1. Graduate Council Course and Program Proposals – Butler for Ostlund  
   2. GC and UCC Join Course and Program Proposals – Butler and Miksch  
   3. University Curriculum Committee Course and Program Proposals – Miksch  

F. Question Period  
   1. Questions for Administrators  
      Question for Provost Koch from the Faculty Senate Steering Committee:  
      How is self-support being used to offer courses, and what is its role in relationship to inload course offerings?  
   2. Questions from the Floor for the Chair

G. Reports from Officers of the Administration and Committees  
   1. Report of the Interinstitutional Faculty Senate Meeting of October 5-6 at SOU – Burns  
      http://darkwing.uoregon.edu/~ifs/ifs.html

H. Adjournment

*The following documents are included with this mailing:  
   B Minutes of the October 2, 2006 Meeting of the PSU Faculty Senate  
   E-1 Graduate Council Course and Program Proposals  
   E-2 Graduate Council and Undergraduate Curriculum Committee Joint Proposals  
   E-3 Undergraduate Curriculum Committee Course and Program Proposals  
   E-4 Proposal to Move CFS from Liberal Arts & Sciences to Social Work

Secretary to the Faculty  
andrewscolliers@pdx.edu • 341CH • (503)725-4416/Fax 5-4499
**2006-07 PSU FACULTY SENATE ROSTER**

### 2006-07 STEERING COMMITTEE
- **Presiding Office:** Kathi Ketcheson
- **Presiding Officer Pro tem:** Gwen Shusterman
- **Steering Committee:** Martha Balshem, Cheryl Livneh, Patricia Wetzel & John Rueter (Comm on Comm), *Ex officio*

### 2006-07 FACULTY SENATE

**All Others (16)**
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<thead>
<tr>
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**Urban and Public Affairs (8)**

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*Interim appointments indicated with asterisk
†Member of Committee on Committees
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, October 2, 2006
Presiding Officer: Kathi Ketcheson
Secretary: Sarah E. Andrews-Collier


Alternates Present: Hook for Black, Maty for Farquhar, Biehler for Fritzscche, Gitleman for Livneh, Santleman for Reder, Damis for Works.


A. ROLL
B. APPROVAL OF THE MINUTES OF THE JUNE 5, 2006, MEETING

The minutes were approved with the following correction, p. 73, item 4., correct $50,00 to $50,000.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

ADDED TO THE DAY’S AGENDA: D.1. Question to Administrators

DELETED FROM THE DAY’S AGENDA:

E-1 Course Proposal - Withdrawn by Univ. Curriculum Committee (USP 569)

Changes to Senate and Committee memberships since June 6, 2006:
Erik Sanchez replaces Larry Crawshaw on the Senate (June 2007).
Jennifer Perlmutter replaces Dalton Miller-Jones on the Senate (June 2009)
Mark Gregory has been replaced in the Senate by David Santen (June 2008)

Michael Flower replaces Dalton Miller-Jones on the Advisory Council (June 2008)

Craig Wollner replaces Dalton Miller-Jones on the Interinstitutional Faculty Senate (December 2008)

Danielle Stevens has been elected in caucus to represent ED on the Committee on Committees.

The Presiding Officer briefly reviewed Senate meeting protocol.

President's Report

BERNSTINE welcomed the faculty back for the 2006-07 academic year, and in particular Senator and Professor Teresa Bulman, survivor of a serious illness during the summer hiatus.
We are preparing ourselves for the next legislative session, including the potential impact of the ballot measures. BERNSTINE noted the departure from his staff of Jennifer Williamson, Government Relations, who will be joining the Oregon Dept. of Education.

Provost's Report

KOCH welcomed the faculty back, and noted he had several items to discuss, the first being changes in the Office of Academic Affairs. Carol Mack has succeeded Michael Driscoll to become Vice Provost for Academic Administration and Planning. Due to the departure of Terrell Rhodes, Shawn Smallman has been appointed to serve as Interim Vice Provost for Instruction and Dean of Undergraduate Studies. Other changes include, the Center for Academic Excellence will report to Vice Provost Smallman. Candace Reynolds will serve as the CAE faculty in residence for Teaching and Learning, and Kevin Kecskes will continue as Director of Community-University Partnerships. Five instructional designers from OIT have been moved to Academic Affairs. Searches are underway for the Faculty in Residence for Assessment and the Faculty In Resident For Teaching and Learning.

KOCH briefly discussed the agenda for the annual Symposium, which has been moved to January 12, 2006. Several Ex officio members of the Senate, including Deans and Vice Presidents, returned from a retreat on planning academic priorities, to attend this meeting. Their discussions will continue across the fall, to culminate in the Symposium agenda. A summary of the retreat will be released as soon as it can be transcribed.
KOCH noted that Sukhwant Jhaj has been appointed interim director for two years of the University Studies Program. He also noted he looks forward to working with the new University Studies Council.

KOCH noted that Nancy Koroloff and Dee Wendler facilitated a study of Research and Sponsored Projects at PSU, and he intends to move forward to implement recommendations, as appropriate. The report is available on the Graduate Studies web page, and faculty are encouraged to review it.

KOCH noted that we would work hard this year to make Assessment consistent and comprehensive. It will move from initiative status to an administrative council with a charge to encourage, manage and evaluate activities. We need to confront the issues of learning goals at all levels of the institution, not just lower levels. We will be aggressive in this activity, as is required by our accreditation report.

D. UNFINISHED BUSINESS

None

E. NEW BUSINESS

2. Graduate Council and Undergraduate Curriculum Committee Joint Proposals

OSTLUND and MIKSCH presented the proposals for the committees.

CARTER/FLOWER MOVED THE SENATE APPROVE USP 4/575, Sustainable Cities and Regions (3), Urban and Public Affairs, as listed in "E-2."

STEVENS queried how a workshop differs from other courses. OSTLUND stated it is a form of practicum. SUSSMAN stated it is project oriented. WALLLACK noted that it involves teams of students working on community projects. COLLIER asked if we have other four credits workshops in the university or is this a new category. OSTLUND noted the Graduate Council didn’t discuss this question.

COLLIER/STEVENS MOVED THE SENATE TABLE the proposal, and refer it back to Graduate Council for a clarification on its workshop status.

MANDAVILLE noted that this is a normal process to describe a course of this nature. CLLUCAS noted that Mandaville’s comment captures the notion of student teamwork. TATE noted that Theater Arts has had workshops of this nature on their books for many years, and the title is appropriate. WOLLNER noted that the name of the course is a convention of planning programs.

STEVENS noted that GSED courses of this nature are presume suspect by the graduate office, and have been refused for a lack of theoretical components.
RUETER noted that a quick survey of the *PSU Bulletin* indicates that there are at least 30-40 courses of this nature listed therein.

THE QUESTION WAS CALLED.

THE MOTION TO TABLE failed by majority voice vote.

THE MOTION TO APPROVE PASSED, by majority voice vote.

3. Graduate Council Policy Proposal for Incomplete Grades

OSTLUND introduced the proposal to change the graduate Incomplete regulation, noting the Senate’s amendment of the undergraduate policy at the May 2006 meeting.

BULMAN/ RUETER MOVED THE SENATE APPROVE the proposal, as listed in “E-3.”

C. BROWN spoke against the proposal, noting she appreciated the passion for symmetry but felt that this would be the kiss of death for graduate students, who have many fewer degree requirements than undergraduates, in most instances. Giving a graduate student an “F” is almost tantamount to preventing her/him from attaining a 3.0 GPA. It would be excessive punishment.

ZELICK noted he agreed with Brown for slightly different reasons. For example, in his program there are field season issues that often span a period of more than the one-year timeframe.

THE MOTION TO APPROVE FAILED, by majority voice vote.

F. QUESTION PERIOD

1. Questions for Administrators

Question for Provost Koch from the Senate Steering Committee: 
*“What is the status of our international student recruiting efforts and, specifically, what have been the results so far?”*

KOCH stated that this question is about our international recruiting activities. As background information, the initiative has been in place for some time. There are a number of international students and faculty on campus each year, but the focus of this discussion is on matriculating students. The efforts to recruit have increased in recent years. This speaks to the goals of the initiative, but also has a byproduct in tuition income. Resources have been added to the office of international students and recruiting, particularly in Asia and the Middle East. We have developed some strong relationships with educational advisors in Asia and Middle Eastern countries. One other activity has been recruiting these students...
from community colleges and local high schools. The increase of applications was 25% since last year, with a mix of 50% graduate and undergraduate, particularly from Japan, India, China, and Korea.

SHUSTERMAN asked if support is being improved for these students, with their increased numbers. KOCH stated that the office has been working to improve services. LUTHER noted she is the Assistant Director of International Student Services, and problems may be directed to her.

MANDAVILLE asked if the number of advisors has increased to match the increased headcount. LUTHER stated no. MANDAVILLE stated the question is whether the university is going to skim by, praying that things don’t crack. KOCH stated we are trying to build back the infrastructure for student affairs as well as increase international student support.

2. Questions from the Floor for the Chair

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

None.

H. ADJOURNMENT

The meeting was adjourned at 1550.
October 5, 2006

TO: Faculty Senate

FROM: DeLys Ostlund  
Chair, Graduate Council

RE: Submission of New Graduate Council Items for Faculty Senate

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

**Graduate School of Education**

**New Programs**

- **Graduate Certificate in Infant Toddler Mental Health: A Relationship-based Approach**  
  [two page summary attached]

**New Courses**

- **CI 592 Dynamic Models of Infant/Toddler Development, 3 credits**  
  Provides information on typical infant and toddler mental health development and strategies for working with young children and their families within a culturally sensitive context. Includes prenatal and postnatal development, brain development as well as theories of development including attachment, resiliency, and self-regulation are presented from a cross-disciplinary perspective. Content reflects recommended practices across disciplines when working with young children and their families.

- **COUN 597 Strengthens, Risk Factors, and Disturbance in Infants, Toddlers, and Their Families, 3 credits**  
  Focus on infants, toddlers, and their families and how they cope successfully with life tasks and external stressors. Examination of what happens when coping breaks down and problems emerge in families with young children. Students will (1) identify relevant strengths and resiliency factors for infants, toddlers, and their families; (2) understand developmentally relevant risk factors, especially parental mental health issues, and their potential impact on infants, toddlers, and their families; and (3) gain knowledge of major forms of psychopathology within infant/toddler mental health.

- **SPED 594 Assessment Methods and Classification in Infant Mental Health, 3 credits**  
  Develop knowledge and skills to complete the assessment process of infants, toddlers and their caregivers through multiple sources of information within a culturally relevant context. Topics include selection of tools and methods for information collection, methods for screening and assessment, and use of classification systems within the mental health system.

- **SPED 595 Prevention and Intervention in Infant Mental Health, 3 credits**  
  Concepts of early intervention and prevention with the infant-toddler mental health perspective. Examines the range of interventions used in the field of infant mental health. Emphasis on the importance of treating infants and toddlers in the context of their families and communities. Intervention strategies for those targeted at children with psychosocial/relational and developmental disturbances as well as those determined to be at risk. Includes a review of international, national, and regional established and pilot programs in early intervention and prevention. Assess and critically evaluate the current science around treatment efficacy of various interventions.
Graduate School of Social Work

New Courses

- SW 596 Development and Utilization of Collaborative Partnerships to Support Infants, Toddlers, and Their Families, 3 credits

Understanding of the family and cultural contexts in which child development occurs; identify cultural, political, and socioeconomic biases within which mainstream research and theory have emerged; and understand and apply system-of-care concepts and values as they engage in relationship-based consultation. Content includes information about the roles and knowledge bases of specific disciplines as they apply to infant/toddler social/emotional development (e.g., child care, pediatrics, nursing, early intervention, mental health, allied health, child welfare). Students will learn about the roles and knowledge bases of informal family and community supports as they apply to infant/toddler social/emotional development. Students will gain knowledge and training related to infant/toddler key transitions from one setting to the next (e.g., from home to community child care, child care to preschool).
PROPOSAL FOR
GRADUATE CERTIFICATE in Infant/Toddler Mental Health
Portland State University
Graduate School of Education
Continuing Education

Overview

The Graduate Certificate in Infant/Toddler Mental Health was conceived by an interprofessional group of 50 interested and concerned community leaders and university professionals from multiple professions (e.g., special education, social work, counseling, psychology, early childhood, and medicine). From the larger group, a Curriculum Development Committee was identified. The Committee, volunteering their time, met monthly for 18 months to develop the curriculum. The Infant/Toddler Mental Health Program is designed to provide in-depth information and development of skills for professionals who are working with families who have children from the prenatal period to 36 months of age. This program is appropriate for professionals who are mental health, special education, child welfare, and social service providers; home visitors; teachers; child-care providers; and health care professionals. It is also appropriate for supervisors of these direct service providers. The program is designed to build capacity of those who work with infants and toddlers and their families.

Nationally, there is recognition of the need for high-quality, responsive child care and nurturing environments for infants and toddlers. Decades of research identified the importance of a nurturing, responsive environment for optimal development (Zennah, 2000). Recent brain research further supports the importance of nurturing, responsive environments (Shonkoff, 2000). Recent studies of child care found a high rate of expulsion from preschool due to behavioral issues (Gilliam, 2006). However, Gilliam reported that expulsions significantly decreased with access to a classroom-based mental health consultant.

In response to the acknowledged national need for human service and health care professionals to address the issues faced by infants and toddlers who are vulnerable and their families, the interdisciplinary journal of Infants and Young Children devoted an entire issue to the topic in its October-December, 2005 issue. This issue acknowledged the growing demand for training “to build the infant-family workforce”.

While Infant Mental Health is a growing field, few training programs exist nationally. The few current programs that are available require traditional university seat time for completion, so are only available to people in the geographic region or those willing to relocate. This program is unique since it is accessible as an online program with limited face-to-face contact. It was created to be accessible to individuals throughout the region, especially in rural areas. There is no other Certificate program of this kind in the Oregon University System.

This certificate targets students who would not otherwise attend PSU. A few students already will be familiar with PSU’s programs through other degree programs. However, for most, this graduate certificate will be taken in addition to other master’s degrees received. We also anticipate that there will be postbac students who take this grad certificate and then, decided to continue with a master’s degree in one of the disciplines involved in this program. In addition, students who already have a master’s degree may decide to apply for the doctoral program.
Objectives of the program
1. Promote interdisciplinary and multiprofessional early childhood community integration to promote mental health for infants and toddlers and their families.
2. Establish ongoing and evolving collaborative processes that promote innovative interdisciplinary study, evaluation, and research in infant mental health.
3. Integrate education, training, research, and practice across all disciplines.
5. Develop service providers who are inclusive, culturally competent, and capable of serving infants, toddlers and their families.

Course of Study: Total 25 credits
C & I 592 Dynamic Models of Infant/Toddler Development (3 credits)
COUN 597 Strengths, Risk Factors, and Disturbance in Infants, Toddlers, and Their Families (3 credits)
SPED 594 Assessment Methods and Classification in Infant Mental Health (3 credits)
SPED 595 Prevention and Intervention in Infant Mental Health (3 credits)
SW 596 Development and Utilization of Collaborative Partnerships to Support Infants, Toddlers, and Their Families (3 credits)
COUN 507 Professional Development in Infant Mental Health (1 credit each term)
SPED 509 Practicum 4 (Divided into a 1 credit practica and a 3 credit practica)

Learning Outcomes
The structure and content of the program were designed to develop attitudes, knowledge, and skills necessary to promote the emotional well being of infants and toddlers and their families. The program design reflects infant-toddler mental health as a multi-professional field. Upon completion, students will demonstrate:

Attitudes of (1) acceptance and appreciation of differences; (2) recognition that every individual has strengths; (3) reflection on one’s own preferences, skills, and limitations; (4) acknowledgement of one’s own background and its influence on personal development, attitudes, and perceptions; and (5) willingness to acknowledge the contribution and importance of families and other individuals, professions, and agencies.

Knowledge of (1) typical and atypical early social-emotional development; (2) importance of family and culture as the context of development; (3) attachment theory; (4) strengths and risk factors and their impacts on infants, toddlers, and their families; (5) current and emerging screening and assessment tools and methods; (6) models of prevention, promotion, and intervention in infant toddler mental health; (7) roles and knowledge bases of specific disciplines as they apply to infant toddler mental health; (8) community systems in which young children and their families are involved; (9) current research in infant mental health.

Skills in (1) recognizing, communicating, and utilizing strengths-based perspective and practices; (2) using a variety of screening, evaluation, and ongoing assessment methods; (3) identifying formal and informal community resources; (4) making appropriate referrals and recommendations; (5) communicating and coordinating within one’s own profession and with other professionals and agencies; (6) serving as a resource to the community regarding infant and toddler mental health.

Cost
There is no cost to the university. The program is self-supporting program through Continuing Education.
October 9, 2006

TO: Faculty Senate

FROM: Bonnie Miksch  
Chair, Undergraduate Curriculum Committee  
DeLys Ostlund  
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.

**College of Liberal Arts and Sciences**

**New Courses**
- EC 469/569 Introduction to Econometrics, 4 credits  
  General survey of empirical techniques useful for economic analysis. Focus on the applications of mathematical tools and regression analysis in economics. Quantitative topics will be introduced systematically with hands-on case studies and examples related to the fields of economics, public policy, and urban studies. This course cannot be counted as credit for economics graduate students, but may be taken by graduate students in other programs. Prerequisites: EC 201, 202, MTH 241, Stat 243 and 244.

- EC 473/573 Macroeconomic Theory, 4 credits  
  Examines tools and models to analyze factors influencing the levels of output, employment, and prices. Fundamentals of the theory of business cycles, economic growth, inflation. The role of government in dealing with these and related problems. This course cannot be counted as credit for economics graduate students, but may be taken by graduate students in other programs. Recommended prerequisite: EC 202.

- EC 474/574 Microeconomic Theory, 4 credits  
  Theories of consumer behavior and demand, production and cost, the firm and market organization, strategic behavior, and functional income distribution. This course cannot be counted as credit for economics graduate students, but may be taken by graduate students in other programs. Recommended prerequisite: EC 201.

**Change to Existing Courses**
- EC 451/551 Small Business in Developing Areas, 4 credits – change title to Microenterprises in Developing Areas, change course description

**Maseeh College of Electrical and Computer Engineering**

**New Courses**
- ECE 417/517 Nanoelectronics, 4 credits  
  Operational principles and circuit applications of nanoelectronic devices: electron tunneling devices, (Esaki and resonant tunnel diodes, single electron transistors, nanodot arrays,) carbon nanotubes, nanowires, molecular electronics, and spintronics; nano-fabrication techniques. Prerequisites: ECE322 and PH319; ECE415 and 416 recommended.
October 9, 2006

TO: Faculty Senate

FROM: Bonnie Miksch
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

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

**College of Liberal Arts and Sciences**

New Program
* Minor in Judaic Studies

New Courses (see descriptions below)
* JSt 201
* Eng 330
* Hst 344
* Rus 331
* Sci 354

**Maseeh College of Engineering and Computer Science**

New Course (see description below)
* ECE 241

**JSt 201**
Introduction to Jews, Judaism, and Modernity (4)
Provides a historical and conceptual account of the Jewish encounter with modernity. Primary emphasis on enlightenment and post-enlightenment transformations in western and eastern Europe, including emancipation, religious reform, Hasidism, and Zionism. Topics include the Holocaust, the rise of major Jewish centers in the United States and the State of Israel, and Sephardic and Middle Eastern Jewish encounters with modernity.

**Eng 330**
Jewish and Israeli Literature (4)
Introduction to modern Jewish literature in its diasporic and national contexts. Emphasis on the transition from sacred to secular literature; reflection of historical and social realities; development of literatures in Europe and the Middle East.

Hst 344
Culture, Religion, Politics: Jews and Judaism in America Since World War Two (4)
Surveys significant religious, cultural, and political developments in American Jewry since the end of World War Two. Topics include the impact of the war and the Holocaust; liberalism, radicalism, and neoconservatism; suburbia; the counterculture; the fading of immigrant memory; Jewish feminism; the orthodox revival; relations with African-Americans and other minority groups; and the relationship between American Jewry and the State of Israel. Recommended: upper-division standing.

Rus 331
Russian Film Topics (4)
Surveys cinematic narratives significant to Russian culture, with a focus on issues of gender and/or national identity. Taught in English.

Sci 354
Science and Politics of Columbia River Decisions (4)
Exploration of case studies of relationships between science and politics in making decisions about controversial Columbia River management issues. Students will identify a particular issue and its related stakeholders, define objectives, collect as well as analyze scientific data and political positions, and participate in role-playing decisions as stakeholder groups and as management committees. Prerequisite: Natural Science Inquiry or consent of instructor.

ECE 241
Introduction to Electrical Engineering (5)
DC circuit theory, passive electrical components, transient and sinusoidal steady state circuit responses (including Bode plots, and resonance), diode and op-amp circuits, magnetic circuits and transformers; laboratory; recitation. Prerequisites: Phy 212 or 222, Mth 252.
THE MINOR DEGREE IN JUDAIC STUDIES
AT PORTLAND STATE UNIVERSITY

Judaism is both a religion and a major world civilization whose history spans more than 3,000 years, from its Biblical origins to its present-day transformations in the modern world. This culture has had a pivotal influence on the spiritual, intellectual, and political formations of Western civilization, and on the development of Christianity and Islam, even as Jews have been seen throughout much of European history as definitive religious and ethnic outsiders.

Judaic Studies, the examination of Jewish history and culture from a variety of disciplinary perspectives, therefore enhances our understanding of world history, and allows critical insight into a vital strand in the tapestry of world culture. It offers the opportunity to explore a rich civilization that is both nourished by ancient traditions, and shaped through creative encounters and ongoing interactions with other cultures.

Students completing the minor in Judaic Studies will have gained an understanding of Jewish culture, history, religion, and social and political formations, in a variety of national and international contexts. The primary, though not exclusive, focus of the Judaic Studies program at PSU is on the encounter of Jews and Judaism with modernity. Students completing the minor are required to take an overview of modern Jewish history and culture, as well as coursework dealing with Jews and Judaism in the United States and Israel, the two major centers of Jewish life today. Through exploration of Judaic culture, Jewish contributions to other cultures, and the impact of modernity on national, ethnic, and religious identity, students will have broadened and deepened their education, better preparing them for our interconnected world of diverse cultures and religions.

To earn a minor in Judaic Studies a student must complete 28 credits, at least 16 credits of which must be upper-division courses, and at least 12 credits of which must be taken in residence at PSU. These 28 credits must include the following: 

(new courses in italics)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JSt 201 Introduction to Jews, Judaism, and Modernity</td>
<td>4</td>
</tr>
<tr>
<td>Area electives (see below)</td>
<td>12</td>
</tr>
<tr>
<td>Advisor-approved electives (see below)</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Area electives must include at least 4 credits of coursework focusing on each of the following categories:

- Jewish history/culture in the United States (e.g., Hst 344) 4
- Jewish history/culture in the State of Israel (e.g., Eng 330) 4
- Jewish history/culture prior to 1700 (e.g., Hst 461) 4
The program advisor will have a complete list of approved area electives.

Electives may include up to 4 credits of coursework not on the list of approved electives below (7.), but which has a conceptual, topical, or methodological relevance to the discipline of Judaic Studies.

Partial list of courses that may be used to satisfy requirements:

Eng 318 The Bible as Literature 4
Eng 330 Jewish and Israeli Literature 4
Heb 203, 301 or higher maximum of 8
Hst 344 Jews and Judaism in America Since World War Two 4
Hst 461/561 Topics in Jewish History 4
JSt 399 Special Studies TBA
JSt 401 Research TBA
JSt 405 Reading and Conference TBA
JSt 407 Seminar TBA
JSt 409 Practicum TBA
JSt 410 Selected Topics TBA

The program advisor will have a current list of additional approved electives, which includes appropriate topics courses (e.g., Eng 308 Literature of the Holocaust, Hst 407 Jewish Women in U.S. History, etc.).
October 10, 2006

To: Faculty Senate

From: Brad Hansen, Chair
       Educational Policy Committee (EPC)

Re: "Proposal to Transition the Child and Family Studies Program to the Graduate School of Social Work"

The EPC recommends that the Faculty Senate approve the proposal to transition the Child and Family Studies Program to the Graduate School of Social Work from the College of Liberal Arts and Sciences.

We believe that the mission of CFS, to prepare undergraduates for careers and future graduate studies in the fields of social work, education, and social services is closely aligned with that of the GSSW, and that the merger will strengthen both programs. The union will enhance the ability of both units to fulfill the urban mission at PSU and to serve the community in meaningful ways.

Last year the senate approved the establishment of a Center for the Improvement of Child and Family Services in GSSW. This allows PSU to strengthen existing relations with the Oregon Department of Human Services and a multitude of other community and family advocacy agencies.

The transition of CFS to GSSW addresses the need for access to undergraduate education for local community members and greatly enhances the possibilities for collaboration on many levels. The proposal has our unconditional support.
Proposal to Transition the Child and Family Studies Program
to the Graduate School of Social Work

9/27/06

This proposal is a result of discussions between the Graduate School of Social Work and Child and Family Studies over the past year. A merger is expected to result in positive outcomes for PSU, the Graduate School of Social Work, and the Child and Family Studies Program. This merger will enhance the ability of both units to meet PSU’s urban mission to provide a quality liberal education for undergraduates and an appropriate array of professional and graduate programs by expanding the Child and Family Studies Program and increasing the involvement of the Graduate School of Social Work in undergraduate education. In addition it will strengthen both units’ capacity to attract and retain a diverse faculty and student body, expand international opportunities, and increase community engagement. Approval of both the Graduate School of Social Work and the Child and Family Studies faculties was obtained during the fall term of 2005.

Rationale

Social Work and Child and Family Studies share common values and pedagogy. As primarily a pre-professional degree focused on a broad ecological and interdisciplinary approach, Child and Family Studies will bring expertise in undergraduate education, a creative and rigorous curriculum based on a liberal education, key connections in the University and community, interagency agreements, and existing field practicum programs to the GSSW.

Child and Family Studies’ mission is to prepare undergraduate students for careers and future graduate studies in the fields of social work, education, and social services. Embedded in the missions of both programs is an emphasis on facilitating the development of citizens and reflective practitioners who are committed to a more just world. This proposal is expected to result in a merger that strengthens both CFS and GSSW. In no way will it change the interdisciplinary nature of the Child and Family Studies degree nor absorb it into a social work degree. It is also understood that the Graduate School of Social Work will work with the Child and Family Studies Program to strengthen and enhance collaborative agreements with the College of Liberal Arts and Sciences and the Graduate School of Education.

The Graduate School of Social Work

Portland State University offers the only graduate social work education program in Oregon which was established in 1961 by a resolution of the Oregon Legislature. The School has an educational program involving five structural components: the Masters in Social Work (MSW) Program, the Doctorate in Social Work and Social Research (PhD)
Program, the MSW Distance Graduate Education Option, the Regional Research Institute for Human Services (RRI), and the Center for the Improvement of Child and Family Services. The School has approximately 400 MSW students and 40 doctoral students. In addition to the graduate program, the School offers University Studies and capstone courses. Community-based learning is a hallmark of the School with 275 MSW student interns in social service, health care, and government agencies providing 4,400 hours a week of professional service. The faculty includes 14 tenured, 7 tenure track, 9 fixed term, and 14 adjunct faculty who are professional social workers in the community.

The Child and Family Studies Program

The Child and Family Studies (CFS) Program was established in 1993 and offers interdisciplinary Bachelor of Science or Arts degrees with nine specializations. It admits up to 90 students each year. CFS has one tenured full professor; two fixed term faculty, and four adjunct faculty. One fixed term faculty and one active adjunct have MSW and/or doctoral degrees in Social Work. The CFS program also includes service learning and a practicum.

Expected Outcomes

Growth

The presence of an undergraduate degree program closely related to the Social Work program at PSU will address the long stated interest in access to undergraduate for local community members. The Department of Human Services, in particular, has expressed the need for an undergraduate program for DHS employees who are now required to hold a bachelor’s degree to pursue child welfare casework roles.

Additional growth is expected to be achieved by increasing the number of CFS faculty and establishing new specializations. Expanded involvement with the community colleges consortium that includes PCC, Chemeketa, and Clark College in Vancouver, WA, is also expected to increase enrollment in CFS.

Research

Administrative relocation to the GSSW will facilitate collaboration with other faculty and researchers who are focused on similar missions supporting and enhancing research agendas and opportunities. Teaching graduate level courses and serving on graduate committees will also contribute to the professional and scholarly development of CFS faculty.

Diversity

Both CFS and the GSSW are committed to increasing diversity in the faculty, student body, and curriculum. The ability to recruit and retain faculty of color will be enhanced by being able to offer teaching opportunities at both the graduate and undergraduate
levels. In addition, by establishing a pipeline from community colleges, through an undergraduate degree to a graduate degree, both Social Work and Child and Family Studies will be better able to recruit and support students from under-represented groups. CFS faculty have expertise in teaching diversity which, with the addition of a required diversity course in the MSW curriculum, is needed in Social Work.

Internationalization

The Graduate School of Social Work is actively seeking to increase international content and experiences for students including a collaborative service learning experience with students from a university in Mexico. The expansion of the CFS Program to include an International Specialization and faculty contacts in Africa will also increase the internationalization of the two programs.

Community Engagement

The Graduate School of Social Work works collaboratively with over 350 public and private agencies in the metropolitan region. Likewise, Child and Family Studies has established a number of internships and partnerships. Working together the GSSW and CFS can continue to strengthen these alliances providing consultation and research in common areas such as early childhood interventions and a professional pathway for agency staff to advance their careers through higher education at the undergraduate and graduate level.

Administrative Structure

Since professional preparation is foundational to the CFS Program, being administratively housed in a professional school will offer a number of advantages. The CFS Director will continue to manage the CFS degree program and, with the Directors of the MSW and PhD Programs, be a member of the GSSW Administrative Group. The CFS faculty will be integrated into faculty governance as established by the Graduate School of Social Work by-laws. CFS will benefit from the infrastructure available in the GSSW in grant writing, and administration of research grants.

CFS will become a program in the GSSW with the same administrative structure and faculty governance as other programs (MSW and PhD). The GSSW does not have departments. Each program has a Director that reports to the Dean and who chairs a Program Committee with members elected from the faculty at large. (As by far the largest program, the MSW program has a Management Team comprising the chairs of elected committees, rather than a program committee.) See the proposed Organizational Chart attached.

CFS faculty will become voting members of the GSSW faculty with all rights, privileges, and duties as prescribed by the GSSW By-Laws which will be duly amended to include the CFS faculty and the CFS Program Committee. Fixed-term and tenure track faculty will be reviewed by the Promotion, Tenure, and Merit Committee according to the
guidelines established in the PSU Policy and Procedures for the Evaluation of Faculty for
Tenure, Promotions, & Merit Increases (5/17/96) and the GSSW Scholarly Agenda,
Promotion, Tenure, Merit, and Peer Review Guidelines (10/6/97). Adjunct faculty are
reviewed quarterly by the Associate Dean for Academic and Community Affairs and the
Program Directors and may request a written performance evaluation for every six terms
worked.

Faculty Development

CFS faculty will have access to all faculty development activities available to faculty
members in the GSSW. Each faculty member at the rank of Assistant Professor and
above develops a scholarly agenda that is approved by the Dean and may, if the faculty
member chooses, serve as a basis for evaluation. Every fixed term and non-tenure faculty
member is reviewed annually by the Promotion, Tenure, and Merit Committee and the
Dean for the first five years of full-time employment. At that time tenure track faculty
may apply for tenure and fixed term faculty for eligibility for a multi-year contract
according to established guidelines. If approved, faculty are then reviewed every three
years by their peers (tenured) or by PTM (fixed term). Faculty may apply for
Institutional Career Support, faculty development, and travel funds to present their
scholarly work as well as sabbatical leaves and leaves without pay according to
guidelines in the AAUP contract. Adjunct faculty are eligible for promotion to Senior
Instructor, multi-term contracts, and professional development funds as outlined in the
AFT agreement. In addition, the GSSW provides formal and informal professional
development opportunities, support for research including proposal writing and grant
administration, and travel funds to present scholarly work to all faculty members.

Budgetary Adjustments

To insure sufficient funding to continue the productivity of CFS as part of GSSW,

- The E & G base budget for CFS faculty (one tenured and two fixed term faculty)
staff (one support staff) and Services and Supplies will be transferred to the
GSSW as soon as possible after this proposal is ratified.

- Enrollment allocation funds are being transferred to cover fixed term and adjunct
teaching costs for SChs projected for winter and spring terms.

- CFS faculty will continue to teach Family Studies Sophomore Inquiry classes to
the extent that teaching costs are covered.
Transition Plan

If approved by the Provost, the Educational Policy Committee, and the Faculty Senate, CFS will be included as soon as possible in the 2006-2007 budget of the Graduate School of Social Work. CFS classes will be offered through the GSSW, but will retain the CFS prefix. CFS faculty will continue to recruit and advise students as they are currently do. Starting in fall 2006 CFS faculty will attend GSSW faculty meetings and become integrated into faculty governance in the School. During the 2006-2007 academic year, planning will commence to expand of CFS offerings to include new specializations in Women and Children in Developing Countries, Child Life, and Family Life Educator. CFS faculty will remain in their current office space until a new Social Work building with space to house them is constructed.

Approvals:

Vikki Vandiver,
Chair, GSSW Faculty Affairs Committee

Carol Morgaine,
Chair, Child and Family Studies

Kristine Nelson,
Dean, GSSW

Marvin Kaiser,
Dean, CLAS

Roy Koch, Provost
Child and Family Studies Program Faculty

Carol A. Morgaine, Ph.D.
Professor
Ph.D. (1990) Education: Women’s & Family Studies; University of Minnesota
M.S. (1979) Education: Early Childhood; Portland State University

Jana Meinhold, Ph.D.
Assistant Professor

Michael Taylor, Ph.D.
Assistant Professor
M.S.W. (1977) Master of Social Work; Portland State University
B. A. (1971) Psychology; University of California

Ben Anderson-Nathe, Ph.D.
Assistant Professor
Ph. D. (2005). Education: Youth Studies and Community Education; University of Minnesota
Certificate of Disability Policy and Services (2003). University of Minnesota
M.S.W. (2002). Master of Social Work; University of Minnesota
M.S. (2002). Master of Public Policy; University of Minnesota: Humphrey Institute of Public Affairs
B.A. (1996). Human Service and Social Science; Evergreen College
October 3, 2006

Brad Hansen, Chair
Educational Policy Committee
Faculty Senate
Portland State University
PO Box 751
Portland, OR 97207

Dear Dr. Hansen,

I am writing on behalf of the faculty of the Graduate School of Social Work. After considering the matter in the Faculty Affairs Committee, a merger of the Child and Family Studies Program and the Graduate School of Social Work was recommended to and approved by the GSSW faculty on October 28, 2005.

We have had several occasions to interact with the faculty from CFS and are looking forward to their becoming fully participating members of the GSSW faculty.

Sincerely,

Vikki Vandler
Chair, GSSW Faculty Affairs Committee
October 9, 2006

Educational Policy Committee
Faculty Senate
Portland State University
Portland, Oregon

Educational Policy Committee Members:

I am writing in support of the proposal for the Child and Family Studies (CFS) Program to be moved administratively from the College of Liberal Arts and Sciences to the School of Social Work.

Child and Family Studies has enjoyed the support of Marvin Kaiser and the College of Liberal Arts and Sciences for many years. Since its inception in the early 1990s, Child and Family Studies has grown from a small program admitting twenty students each year to one that admits ninety students annually.

Most recently, as students' interests have become increasingly professional, consideration has been given to an administrative home that provides those connections. After over a year of consideration and dialogue with various departments at PSU, focusing specifically on conversations among members of the CFS Consortium (consisting of PSU faculty from Psychology, Sociology, School of Education, School of Social Work, Applied Linguistics, etc), a decision was made to move the Program administratively to the School of Social Work. Since that time, I have worked closely with Marvin Kaiser (CLAS Dean) and Kristi Nelson (GSSW Dean) to implement this change.

This move does not involve a change in the CFS program or major requirements. CFS will continue to be an interdisciplinary undergraduate program offering either a BA or BS. The proposed administrative move does not anticipate any future changes in the CFS Program.

As Director/Chair of the Child and Family Studies Program, I fully support the transition of the Program to the School of Social Work.

Respectfully,

Carol A. Morgaine
Professor, Director/Chair
Child and Family Studies
October 3, 2006

Brad Hansen, Chair
Educational Policy Committee
Faculty Senate
Portland State University
PO Box 751
Portland, OR 97207

Dear Dr. Hansen,

I am writing in support of the Proposal to Transition the Child and Family Studies Program to the Graduate School of Social Work. We have been in discussion with Child and Family Studies faculty and with Marvin Kaiser since Spring 2005 about the feasibility of this transfer. I am convinced that a merger will strengthen both programs.

CFS and the GSSW have similar values and missions. In addition, the faculty and curricular strengths are complementary. For example, CFS faculty have expertise in diversity and in child and family theory, both of which are areas of need in the GSSW. In turn, the GSSW has electives that can be opened to CFS students to enrich their studies. There are also common interests in research and it is expected that CFS faculty will benefit from joining research teams at the Regional Research Institute for Human Services.

Although two faculty in the CFS program have social work degrees, it is our intention to retain the integrity of the CFS program and to support its expansion. We value the expertise that CFS will bring in undergraduate and interdisciplinary education and look forward to greater participation as a School in both of these important areas.

Sincerely,

Kristine Nelson, DSW
Dean and Professor
October 6, 2006

To: Educational Policy Committee

CC: Carol Morgaine,

From: Sukhwant Jhaj, University Studies

Re: Child and Family Studies Program

Child and Family Studies robust participation in University Studies is voluntary and unlike some departments it is not a result of prior agreements or commitments. University Studies has been assured that Child and Family Studies will continue to participate in the program. We do not anticipate that the Child and Family Studies move from College of Liberal Arts & Sciences to Graduate School of Social Work will have any negative consequences for University Studies.
Dear Carol,

Thank you for getting in touch with me about potential concerns with the Sociology Department as you transition into the School of Social Work. As far as I can tell if your program continues to require your undergraduate students to take the courses from us that they have in the past, I do not anticipate any problems.

I wish you the best with the move.

Veronica

Veronica Dujon PhD
Associate Professor and Chair
Department of Sociology
Portland State University
P.O. Box 751
Portland OR 97207

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Fax: 503-725-3957