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Faculty Senate Monthly Packet December 1999

Portland State University Faculty Senate

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

The Faculty Senate will hold its regular meeting on December 6, 1999, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll
*B. Approval of the Minutes of the November 1, 1999, Meeting

Provost's Report

C. Announcements and Communications from the Floor

D. Question Period

1. Questions for Administrators
2. Questions from the Floor for the Chair

E. Reports from the Officers of Administration and Committees

1. Report of the IFS Meeting of 3-4 December 1999 - Cooper
*2. Curriculum Committee Annual Report - Gelmon
*3. Graduate Council Annual Report - Eder
*4. Library Committee Annual Report - Zelick
*5. Scholastic Standards Committee Annual Report - Barham

F. Unfinished Business

None

G. New Business

*1. Curriculum Committee Course and Program Changes/Proposals - Gelmon
*2. Name Change: Dept. of Communication - Limbaugh
*3. Graduate Council Course and Program Proposals - Eder

H. Adjournment

*The following documents are included with this mailing:
B Minutes of the November 1, 1999, Senate Meeting
E2 Curriculum Committee Annual Report - Gelmon
E3 Graduate Council Annual Report - Eder
E4. Library Committee Annual Report - Zelick
E5. Scholastic Standards Committee Annual Report - Barham
G1 Curriculum Committee Course and Program Changes/Proposals
G2 Name Change: Dept. of Communication
G3 Graduate Council Course and Program Proposals

Secretary to the Faculty
andrewscolliers@pdx.edu • 341 CH • (503)725-4416/Fax4499
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, November 1, 1999
Presiding Officer: Barbara Sestak
Secretary: Sarah E. Andrews-Collier


Alternates Present: Jacob for Carter, Hagge for Collins, Yatchmenoff for Holliday, Toppe for Hopp, Elteto for Kern, Cress for Williams, Wollner.

Members Absent: Cooper, Corcoran, M. Enneking, Erskine, Goucher, R. Johnson, Kenny, Kiam, Lowry, Rectenwald, Reynolds, Shireman, Walsh.


NOTICE: There is no recorded transcript of this meeting. Please review carefully.

A. ROLL

B. APPROVAL OF THE MINUTES

The meeting was called to order at 3:08 p.m. The Minutes of the October 4, 1999 meeting of the Faculty Senate were approved, after the Provost's Report, as published.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

BUDGET DISCUSSION updates:

• A narrative of the proceedings of the October 2nd Budget Forum is included in the November 1999 issue of "Unities," the AAUP newsletter.
The Steering Committee has charged the Budget committee to monitor developments with the new budget model, including allocation of this year's budget, strategic budget planning, and procedures for reviewing next year's budget. The Budget Committee has received the budget from the Vice President, and has been directed to break into subcommittees by Stan Hillman to investigate the following:

1. What strategic budgeting process would work that would include faculty input via the Budget Committee?

2. How does current program funding correspond to RAM model projections, and what are the educational implications of imbalances from both a student and faculty workload perspective?

3. Are the strategic investments of the new $15.6 million dollars consistent with sustainable revenue generation under the RAM Model?

4. What are some creative avenues that will allow for ownership and incentives for departments in using the RAM model to everyone's advantage?

CHANGES IN SENATE/COMMITTEE APPOINTMENTS SINCE 4 OCTOBER:

Tom Biolsi has resigned from the Advisory Council. His replacement is Pat Wetzel. Jack Cooper has resigned from the Advisory Council. His replacement is Jan Haaken.

President’s Report

President Bernstine presented Devorah Lieberman with a plaque in honor of her award from the Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education as 1999 Oregon Professor of the Year.

Provost’s Report

TETREAULT announced that forth week enrollment is up 5.3% SCH and 6.3% FTE in regular programs. She noted that adjustments have been made in the academic budget, including $500,000 allotted for science and engineering teaching/lab upgrades. Five faculty positions have been added, consistent with strategic priorities, including Director of the Hatfield School, graphic design, and 3 in CLAS.
1. **ASPSU**

YOUNG introduced Mary Cunningham, ASPSU representative to the Oregon Student Association board, and described the goals that the ASPSU leadership have set for this year. ASPSU worked with OSA during the last Legislative session, the most recent activity being retention of student eligibility for the Oregon Health Plan. A bone marrow campaign drive is coming up soon. Drunk driving will be an issue this year. Another issue will be recruitment of students and faculty of color, with the goal to have PSU adopt a Diversity Plan with a goal of 15% students of color (the ration is currently 7.4%). In the area of recycling, they are working on better access and coordination. They are also working on extending Library and computer lab access during finals, etc.

**D. QUESTION PERIOD**

A. JOHNSON asked that a representative from the Administration comment on the citation (included in the November Senate mailing) in the IFS report of 2 October by Bill Anslow that salary rates will be set by campuses locally. PERNSTEINER replied that there is a new Board policy which allows campuses to set salaries within guidelines that the Chancellor would prescribe, and that Anslow approves the proposals for the Board. BRENNER asked if all the new moneys are allocated, how can any of those funds be used for salary. PERNSTEINER stated that there is a reserve in the budget for salary adjustment.

**E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES**

1. **Provost's Response to Recommendations in the Report on Univ. Studies Program requested by the Senatc in the 7 June 1999 Motion**

The Provost presented her response to Senate, after her report. TETREAULT stated she is in the process of talking to a number of people regarding University Studies, including what should be its location and cost. Regarding assessment of University Studies, it makes sense to put it into the context of our overall Assessment initiatives. Regarding the budget, progress has been made in systematizing faculty lines to departments. TETREAULT stated there is continued discussion regarding the issue of fair, etc. participation in the program.

GELMON asked the Provost to comment on Curriculum Committee participation. TETREAULT noted that UCC needs to maintain close communications with University Studies assessment, as well as assessment overall. CRAWSHAW noted that University Studies” is a very different animal and that it is not clear to both faculty and students that it is working. “Therefore, it should be reviewed separately,
not in the larger context. BECKER stated she took the Provost's remarks in a different way, that all courses will have assessment and it will be published. BALSHEM asked if the Provost envisioned a more thorough and ongoing assessment process for the university. TETREAULT stated she is listening to the Assessment Council's advisement on how to proceed.

F. UNFINISHED BUSINESS

None

G. NEW BUSINESS

1. Graduate Council Proposals for Graduate Certificate Programs (2) in Systems Science and two new graduate courses

EDER presented the proposals, recommending they be divided into two motions.

A. JOHNSON/BRENNER MOVED THE SENATE APPROVE the new course proposals listed in "G1", item A.

THE MOTION WAS APPROVED by unanimous voice vote.

A. JOHNSON/BRENNER MOVED THE SENATE APPROVE the new graduate certificate programs listed in "G1", item B.

THE MOTION WAS APPROVED by unanimous voice vote.

2. Scholastic Standards Committee Motion to Change University Requirements Related to Academic Standing

BARHAM introduced the item for ARC, and presented the following additional information:

Fall 1998 New Admits

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Freshmen New Admits</td>
<td>1017</td>
</tr>
<tr>
<td>Transfer New Admits</td>
<td>1822</td>
</tr>
<tr>
<td>Total New Admits</td>
<td>2839</td>
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</tbody>
</table>
On Probation (PSU GPA <2.0) after Fall Term
N= 267 (9.4%)

Freshmen  N=122 (12%)
Transfer    N=145 (8%)

Status of these Students--End of Spring 1999 Term

Freshmen (N=122)
   Academically disqualified (winter or spring terms)
      N=60  (49.2%)

Transfers (N=145)
   Academically disqualified (winter or spring terms)
      N=62  (42.7%)

A. JOHNSON/BURNS MOVED THE SENATE APPROVE "G2."

A. JOHNSON noted that the time span was shortened in a previous Senate action, as the policy was being ignored because it was felt that the time line was too long. BRENNAN noted the terminology change of the new language, so that "warning" is added. She also noted that the language will be different for undergraduate and graduate students, and that this will be confusing. In response to a comment by BRENNER, FORTMILLER noted that this doesn't preclude the petition process. RUETER asked who is the target student group. BARHAM stated that it is transfers more than Freshmen, and that if we are to be a access institution, we have to be prepared to intervene. BECKER noted this is now a budget issue as well. ALLEN stated that the faculty set the requirements, so that intervention is a key factor. MERCER spoke in favor of the motion, commending the SSC efforts in the last several years regarding these issues.

RUETER asked why can't intervention begin over winter break and keep a two-term plan. BARHAM relied that there are registration problems. KOCH stated that early intervention makes better sense--in three quarters, they get deeper into the mire. LEWIS stated students with low GPA's need orientation early on, not intervention later. STEVENS noted that the diversity issues are supported with earlier intervention - end loading is not good. CRAWSHAW, stated that he agreed with BRENNER's earlier remark, regarding pressure on faculty to refrain from flunking students. LEWIS asked if we couldn't require a workshop the first week of winter quarter. STEVENS requested we have more data on this, whether or not this is passed. FARR stated he supported the motion, as it is well written and written by the people who do this every day.

Minutes, Faculty Senate Meeting November 1, 1999
THE QUESTION WAS CALLED.

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

BRENNAN/BALSHEM MOVED the Faculty Senate refer the new academic standing policy to the Graduate Council for its review, with the possible end of having consistent academic standing language for the whole university.

THE MOTION PASSED by unanimous voice vote.

H. ADJOURNMENT

The meeting was adjourned at 4:13 p.m.
November 5, 1999

MEMO TO: Faculty Senate

FROM: Sherril Gelmon, Chair UCC

RE: Annual Report of University Curriculum Committee

The University Curriculum Committee has met seven times in 1999 to date; one additional meeting is anticipated this calendar year. The committee composition for the year consisted of the following (appointments are on a calendar basis):

**Chair:**
Sherril Gelmon, Public Administration/Community Health

**Members:**
- Randy Blazak, Sociology
- Joel Bluestone, Music
- Richard Dewey, Extended Studies
- Margaret Everett, Anthropology
- Cara Foley/Billy Taylor, Student
doug Hall, Electrical Engineering

**Mentor:**
Earl Molander, Business Administration

**Consultants:**
- Linda Devereaux, OAA
- Bob Tufts, Registrar
- Ita Lindquist, OIRP

The UCC has spent a considerable amount of its time this past year on issues related to University Studies, with specific attention to completing review and approval of new Sophomore Inquiry/Junior Cluster courses, development of a protocol for review of Freshman Inquiry proposals, review and approval of new Freshman Inquiry courses, and establishment of a general process for review of assessment information from University Studies. As well, UCC has conducted its regular business of review of various course proposals. In the course of this work, UCC has identified some issues for consideration by the Senate, which are described below. The following is a summary of the specific activities of UCC in 1999.

**Course Proposals**

During the year the UCC received various proposals for new courses, modifications to existing courses, and course deletions. These are being presented to the Senate for approval at the December meeting in a separate document. Nearly all of these proposals were received in the fall and review was conducted during October/November meetings.

**Sophomore Inquiry/Junior Cluster Proposals**

A number of proposals for Sophomore Inquiry/Junior Cluster courses had been reviewed by UCC in 1998, and had not been given approval pending provision of additional information. The SINQ/Cluster Coordinator worked with the various cluster coordinators to collect the additional
information requested by UCC and the incremental review was completed. Eleven proposals were approved by UCC (for Senate approval); two proposals (African Studies and Middle Eastern Studies) were lacking information illustrating the relationship of these clusters to related majors. Additional information was requested before UCC approval; it has not been received to date by UCC and the SINQ/Cluster Coordinator has indicated he will ensure it is submitted before the end of the fall quarter. The list of clusters recommended to the Senate for approval is included in the UCC report on course proposals.

Two new cluster proposals were also considered; one (Global Environmental Change) was given UCC approval (with commendation on the quality of the proposal) and one (Leadership for Change) was given approval in principle pending submission of further information.

Freshman Inquiry Proposals

Six proposals were approved by UCC, and are forwarded to the Senate for approval in the UCC report on course proposals. The UCC Chair, the FRINQ Coordinator, and the University Studies Coordinator are continuing to discuss mechanisms by which the FRINQ proposals can be prepared and submitted to the UCC earlier in the academic year to facilitate approval (and forwarding to the Senate) in advance of publication of the Fall time schedule.

University Studies Review and Assessment Protocols

Sophomore Inquiry/Junior Cluster
The UCC approved a process for review of new SINQ/Cluster courses (presented to Faculty Senate in June 1999); this creates a new committee of two representatives each from UCC, ARC, APC and UNST who will review these proposals after University Studies approval and prior to UCC review. This committee will likely be convened for the first time early in 2000 when new cluster proposals are submitted.

UCC has also proposed an annual reporting from University Studies to UCC on the assessment of SINQ/Clusters; this was also reported to the Senate in June 1999.

Freshman Inquiry
The UCC Chair worked with the Freshman Inquiry Coordinator to develop a template for submission of Freshman Inquiry proposals. This was approved by the UCC, and was used by the FRINQ coordinators to prepare proposals which were reviewed by UCC in June 1999.

UCC has also proposed an annual reporting from University Studies to UCC on assessment of FRINQs; this was also reported to the Senate in June 1999.

Proposed Modifications to New Course Approval Proposal

UCC has observed this year that some new courses submitted to UCC for approval are also anticipated to become part of existing, approved junior clusters. These proposals are being submitted with a "U" designation, yet it is not clear that these courses have been reviewed by University Studies. The UCC believes that these new courses should go through the regular process of University Studies review for addition to a cluster prior to being submitted for UCC
review. UCC has discussed this with University Studies leadership who agree to the streamlining of the review process.

Therefore, the UCC recommends to the Senate that the new course proposal form be modified to require individuals proposing new courses to indicate that the course is anticipated to become part of an existing junior cluster. The changes to the form will include 1) name of the cluster, 2) how this course fits in to the existing cluster, and 3) signature from the University Studies committee chair (in addition to the usual authorizing signatures).

This will enable UCC to approve the new course, and to ensure the continuity of the review process for modifications to clusters already approved by UCC.

Protocol for Approval of Additions/Deletions to Existing University Studies Clusters

UCC recognizes that some existing courses will be added to, or dropped from, previously approved clusters. In order to ensure oversight of the continuity and integrity of approved clusters, the following process was agreed to by UCC in consultation with University Studies leadership.

UCC recommends to the Senate that a process be established whereby UCC will approve proposals for addition/deletion of existing courses to approved clusters three times per year (January, May and October). Information provided to UCC will include the name of the cluster, a list of existing classes already approved for the cluster, the name and number of course(s) to be added/dropped, a rationale for this action, signatures of all appropriate curricular officials and the University Studies committee chair.

Note that this information normally will be provided in a single page. The timing is designed to facilitate UCC approval in adequate time for preparation of the quarterly time schedule.

Streamlining of Course Listings

The UCC is concerned about the number of cross-listed courses (i.e. identical course with different departmental prefixes) and the continuing use of omnibus numbers after multiple offerings of the course. This is of major concern with respect to what is best for students in terms of clarity of selecting classes, identifying course offerings in the time schedule, and content of transcripts when courses are not listed in the Bulletin. The specific concerns about this arise at present from the need for accurate tracking of courses for degree audit and advising, in particular for University Studies requirements and from the implementation of the Degree Audit Reporting System (DARS). The UCC understands that work to identify all current cross-listed courses has already been conducted in OAA as part of the implementation of DARS. Therefore, in order to consider this issue and determine the feasibility of further action, the UCC proposes the following motion:

That the Faculty Senate charge the Steering Committee to form an ad hoc committee to analyze the merits and barriers of continued use of cross-listed courses and omnibus numbers, with specific attention to:

- What is best for assisting students to identify and register for courses?
- What is most helpful for faculty advising?
- What is the most beneficial for University Studies?
- What will assist in allocation of credit hours?
- What produces the most useful transcript of courses taken?
- What are the implications for the implementation of DARS and for Institutional Research?

This committee should report back to the Senate by the May Senate meeting with specific recommendations.

Should this motion pass, UCC suggests that the committee include representatives from Institutional Research, University Studies, advising, academic records/degree requirements, UCC, and the key departments (such as Women’s Studies, Black Studies and International Studies) that use cross-listing extensively.
November 8, 1999  
TO: Faculty Senate  
FROM: Bob Eder, Chair of Graduate Council  
RE: 1999 Graduate Council Annual Report

Appreciation is extended to the members of the 1999 Graduate Council:
Michael Bowman, Scott Burns, Andy Fraser, Steven Fuller, Mary Gordon-Brannan, Mary Ellen Kenreich, Gerardo Lafferriere, Rolla Lewis, Herman Migliore, Kristine Nelson, Steve Reder, Steffen Saifer, Friedrich Schuler, Michael Shaughnessy, Richard Wattenberg, and Howard Wineberg, and Deborah Payne Towner, our student member.

We gratefully acknowledge the participation of our consultants and staff:
Linda Devereaux, William Feyerherm, Maureen Orr Eldred, Robert Tufts

ROLE OF THE GRADUATE COUNCIL
The Graduate Council is established by the Faculty Constitution and is charged with the duties outlined on pages 5-6 of the 1998-99 Faculty Governance Guide. These duties include the development and recommendation of University policies; establishment of procedures and regulations for graduate studies; adjudication of petitions regarding graduate regulations; recommendation of suitable policies and standards for graduate courses and programs; coordination of graduate activities with regard to requests for substantive changes in existing courses, requests for new courses and programs, and changes in existing graduate programs.

ESTABLISHMENT OF PROCEDURES
In consultation with the Dean of Graduate Studies and the Oregon Department of Justice, Procedures for Allegations of Violation of Graduate Policy on Academic Honesty were developed, consistent with the language in the Portland State University Bulletin, 1999-2000, p. 53. A case that has the potential of reaching the Graduate Council is still pending.

POLICIES AND STANDARDS FOR GRADUATE COURSES AND PROGRAMS
(All previously presented and approved by the Faculty Senate)

Non-thesis option. As a general guideline, the Graduate Council prefers to see some form of "culminating experience" (e.g., thesis, exam, project, practicum, internship), or at least a well-integrated core curriculum to ensure that each graduate is able to demonstrate a suitable breadth and depth of knowledge requisite for bestowing the degree. However, the Graduate Council recognizes that some fields are changing so rapidly that even the establishment of a "core"
curriculum runs counter to keeping a program on the cutting edge. In this latter case, the additional requirement of an advisor-approved Study Plan should enhance quality control and overall accountability.

400/500 course proposals. The Council has reaffirmed the need for 400/500 course proposals to explicitly state the course requirement differences for undergraduate versus graduate credit awarded. This may include additional or qualitatively higher level assignments required of graduate students or a different set of grading requirements for graduate students. A strengthened reminder on the new/changed course proposals is being added.

4-credit hour conversion policy and scheduled “seat time”. The established policy on approving 4-credit hour conversions was reaffirmed with the following refinement. On a course-by-course basis, where justified within the program’s and course’s learning objectives, course proposals with a significant practicum / field project component may be approved where scheduled class time is less than the time suggested by the assigned credit hours in one of the following two ways. However, a compelling case must be made that the field work / practicum is an integral part of the course / curriculum learning objectives.

(a) “Practicum Corequisite” Option. When there is an assigned practicum supervised typically by an outside third-party (i.e., not the course instructor), the course may be approved with a practicum corequisite course where 1 credit hour equals a minimum of 30 hours of assigned practicum experience.

(b) “Field Work Notation” Option. When assigned field work is supervised by the course supervisor, the course may be approved as a class that meets for less time than the assigned credit hours would suggest with a notation in the PSU Bulletin and in the course schedule that the designated course includes a 30-hour minimum course-related field project for each credit hour in addition to the scheduled class time.

ACTIONS
Graduate Petitions
The Chair continued the procedure of appointing subcommittees, headed by the council chair, to read student petitions submitted to the Graduate Council. During the 1998-99 academic year, the Graduate Council acted on 84 petitions, which is a increase of 15 from the previous year’s total of 70 petitions. Overall 77% of the petitions were approved, which is a decrease from the previous year’s 80% approval rate. A total of 59, or about 70% of all petitions, requested a waiver of the one-year deadline for removal of an incomplete, an extension of the seven year limit on course work for a master’s degree, or a waiver of the course transfer limit. Typically, the approval of a time extension includes the condition of a new performance deadline.
The results of the petition activity for the year are attached.

**New Programs**

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

- Ph.D. in Computer Science (SEAS)
- M.S. in Financial Analysis (SBA)
- M.S. in Systems Science (SYSC)
- Ph.D. in Technology Management (SEAS)
- Ph.D. in Civil Engineering (SEAS)

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

- Computer Modeling and Simulation (SYSC)
- Computational Intelligence (SYSC)

**Program Change Approvals**

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

- **Graduate Certificate in Gerontology**
  - change the requirements from 24 credits to 18 credits minimum; add an internship option; change the core requirements
- **M.A.T. in Foreign Languages (French, German, and Spanish)**
  - addition of a new 50-credit option which requires meeting TSPC competencies for initial licensure
- **MA/MS in Speech Communication**
  - addition of a third option for culminating experience (choice of comprehensive examinations, master’s thesis, master’s project)
- **MS in Electrical and Computer Engineering**
  - addition of a coursework-only option aimed at students working in the profession, requiring a study plan for each student and 32 credits of discretely numbered ECE courses
- **MA/MS in Education: Educational Policy, Foundations, and Administrative Studies**
  - change to core requirements
- **MS in Civil Engineering**
  - change the existing coursework-only option from 54 credits to 48 credits, with a required study plan for each student
- **MA/MS in Education: Counseling**
  - Change the core courses in the School Counseling specialization

**Oregon Master of Software Engineering (School of Engineering and Applied Science)**

- Eleven new courses approved for this joint PSU / UO / OSU / OGI degree program taught at the Capital Center.
## Graduate Council Petitions

### Summary

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<tr>
<th>CODE</th>
<th>EXPLANATION</th>
<th>Total</th>
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<th>Denied</th>
<th>Per Cent of Petitions</th>
<th>Approval Rate</th>
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<td>INCOMPLETES</td>
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<td>A1</td>
<td>Waive one year deadline for incompletes</td>
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<td>29</td>
<td>3</td>
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<td>Extend Probation, with qualifications</td>
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<td>Accept reserved credit from another institution</td>
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<td>Accept non-graded transfer or reserved credit</td>
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<td>Accept more Reserved credits than allowed</td>
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<td>UNIVERSITY LIMITS ON COURSE TYPES</td>
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<td>K1</td>
<td>Waive 12 credit limit on 501/505 courses</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>K6</td>
<td>Waive University limit on 800-level courses</td>
<td>3</td>
<td>3</td>
<td></td>
<td>4%</td>
<td>100%</td>
</tr>
<tr>
<td>K7</td>
<td>Waive limit on 509 practicums</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>N</td>
<td>MISCELLANEOUS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N7</td>
<td>Refund Tuition and Fees</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Total for 1998-99

- Total petitions: 84
- Approved: 65
- Denied: 19
- Per Cent of Petitions: 100%
- Approval Rate: 77%

### Number of petitions in Previous Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Per Cent</th>
<th>Approval Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-88</td>
<td>146</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>1988-89</td>
<td>108</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>1989-90</td>
<td>94</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>1990-91</td>
<td>71</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>1991-92</td>
<td>70</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>1992-93</td>
<td>90</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>1993-94</td>
<td>65</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>1994-95</td>
<td>66</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>1995-96</td>
<td>61</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>1996-97</td>
<td>75</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>1997-98</td>
<td>70</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

petition-98-99.summary

OGSR/bp 11/4/99
ANNUAL REPORT of the Library Committee
PSU Faculty Senate
9 Nov 99

Committee Membership:

Richard Forbes, ORB (1997-)
Andrew Fraser, SYSC (1997-)
Mike Gorgi, CE (1998-)
Linda Parshall, FLL (Chair, 1 Jan. - 6. June, 1999) (1998-)
Friedrich Schuler, HST (March 1998-)
Alan Yeakley, ESR (1998-)
Student: Tim Young (appt. eff. Sept. 1999)
Chair: Randy Zelick, ORB (1999-) (Chair, effective Sept. 1999)

Agenda Items satisfied in calendar year 1999:

There was consensus within the committee that finding a resolution to the problem of Interlibrary Loan Service was a very high priority. Much time was devoted to investigating options, however, the problem has now been resolved independently.

Continuing committee agenda

The library committee is aware that many faculty and students feel dissatisfied with the service they obtain from the library. This could be due to (a) unreasonable expectations, (b) poor public relations, (c) occasional problems that unfairly turn someone into a critic or (d) on-going real problems.

To understand if there are real issues, the committee embarked on a project to survey the faculty relative to library satisfaction. After much work a survey form was produced and sent to department chairs late in the Spring of 1999. Probably because of the late mailing, only a small number of forms was returned. Rather than draw conclusions from a non-representative sample, the committee decided to improve the form and re-solicit opinions during the academic year 99-00. Examination of the small survey sample also suggests improvements that will make it easier to analyze the results.

R. Zelick
Department of Organismal Biology
Portland State University
P.O. Box 751
Portland, OR 97207
503-725-3086 (voice), 503-725-3888 (fax)
email: h2rz@odin.cc.pdx.edu
web: http://odin.cc.pdx.edu/~h2rz/
Committee Responsibilities: The Scholastic Standards Committee (SSC) is charged with recommending academic standards that maintain the reputation of the University, assisting undergraduates having difficulties with the scholastic regulations, adjudicating undergraduate petitions requesting a waiver on suspensions, and providing advice to the Registrar on matters concerning transfer students or students seeking readmission after having had scholastic deficiencies.

Committee Activities: In light of these responsibilities the SSC has met regularly to expedite the processing of petitions and to discuss policy issues. This year, in addition to reviewing undergraduate petitions, committee has focused their attention on a number of issues/concerns: the revision of the “academic standing policy”, the possible need for a satisfactory progress policy, and the use of ‘X’s and ‘I’s. The committee continues to also work with Office of Admissions and Records personnel to improve the processing and tracking of student petitions.

Between January 1999 and October 29, 1999 the committee made the following decisions:

**Petitions for reinstatement:** 182
- Granted: 125
- Denied: 57

**Petitions for transcript changes:** 517
- Grade Change Options: 130
  - Granted: 94
  - Denied: 36
- Add/Drop Requests: 387
  - Granted: 320
  - Denied: 67
- Refund Requests: 215
  - Granted: 186
  - Denied: 29
- Incomplete Extensions: 94
  - Granted: 93
  - Denied: 1

On November 1, 1999 the Faculty Senate approved a Scholastic Standards Committee motion to change the PSU policy on academic standing from a two-term process (probation, disqualification) to a three-term process (warning, probation & dismissal). In addition to the registration hold placed when students are dismissed, a registration hold
will be placed on students the first term they are placed on academic warning. An
intervention for these students, to be developed by the Student Action Advising Council
and the Scholastic Standards Committee, will be implemented. This change will be
effective Fall 2000.

The Scholastic Standards Committee, as per a December 7, 1998 Faculty Senate motion,
has investigated the use of 'X's and 'I's and discussed the possible need for a satisfactory
progress policy. After looking at data provided by the Office of Institutional Research
and Planning, the committee believes there is no need to institute a satisfactory progress
policy, however, they are concerned about the possible overuse of 'X's and 'I's.
Therefore, the committee is submitting the following motion to the Senate for
consideration.

Motion: The Scholastic Standards Committee requests that the Provost, in conjunction
with the Council of Academic Deans, inform the PSU instructional faculty about the
appropriate use of 'X's and 'I's in the grading system. This information should also be
made available to all new and continuing faculty on a regular basis. All means necessary
should be used to alert faculty of this concern.

Rationale for motion: The Scholastic Standards Committee is not interested in being
punitive, but believes it is a disservice to students when faculty do not award them with
the grades they have earned. If a student receives a failing grade, and is therefore placed
on academic warning, there is a greater chance that this student, because of the
intervention that is being implemented Fall 2000, will connect with advising and other
support services. This motion is also premised on the assumption that many faculty
members believe that an Incomplete will automatically be changed to a 'F' if a grade
change is not submitted to the Registrar.

In conclusion: The chair would like to thank all the faculty members who have served on
the Scholastic Standards Committee during her two years as the committee chair.

Submitted by the Scholastic Standards Committee

Mary Ann Barham, chair
Tom Dieterich
Kit Dusky
Dan Fortmiller
Kim Hills
Jennifer Loney
Paulette Watanabe
Sandra Wilde

November 8, 1999
Number of ‘X’ Grades Awarded to Undergraduates  
Fall 1995-Spring 1998

<table>
<thead>
<tr>
<th>Total ‘X’ Grades Awarded</th>
<th>5111</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who received at least one ‘X’ during this period</td>
<td>2710</td>
</tr>
</tbody>
</table>

Number of ‘I’ Grades Awarded to Undergraduates  
Fall 1995-Spring 1998

<table>
<thead>
<tr>
<th>Total ‘I’ Grades Awarded</th>
<th>1968</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who received at least one ‘I’ during this period</td>
<td>1509</td>
</tr>
</tbody>
</table>

Undergraduate Grades Awarded – Fall 1995-Spring 1998

<table>
<thead>
<tr>
<th>1995-96 (Fall-Summer)</th>
<th>130,455</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97 (Fall-Summer)</td>
<td>122,282</td>
</tr>
<tr>
<td>1997-98 (Fall-Spring)</td>
<td>108,441</td>
</tr>
</tbody>
</table>

**Total UG Grades Awarded Fall 1995-Spring 1998**

| 361,178 |

Total ‘X’s Awarded Fall 1995-Spring 1998 | 5111 | 1.4% |

Total ‘I’s Awarded Fall 1995-Spring 1998 | 1968 | .5% |
Admitted undergraduates completing 50% or less of attempted credit hours
Fall 1995-Spring 1998

<table>
<thead>
<tr>
<th>Attempted Hours</th>
<th>Number of Students Who Completed Less Than 50% of Attempted Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-24</td>
<td>563</td>
</tr>
<tr>
<td>25-90</td>
<td>643</td>
</tr>
<tr>
<td>91-180</td>
<td>93</td>
</tr>
<tr>
<td>181+</td>
<td>37</td>
</tr>
<tr>
<td>25-180+</td>
<td>773**</td>
</tr>
</tbody>
</table>

n=1336*

*33.2% of these students (n=443) had GPAs >2.0 and were thus in good standing

**Approximately 7.5% of undergraduates have completed less than 50% of attempted hours (773/10,331)

Admitted Undergraduates

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1995</td>
<td>10,216</td>
</tr>
<tr>
<td>Fall 1996</td>
<td>10,368</td>
</tr>
<tr>
<td>Fall 1997</td>
<td>10,410</td>
</tr>
</tbody>
</table>

Average Enrollment for this Period 10,331
To: The Faculty Senate
From: The University Planning Council
Subject: Annual Report  Dec. 6, 1999

The University Planning Council met October 19 of this term. The agenda addressed two issues:

a. The name change proposed by the Department of Speech Communications. (Memo attached) The council voted to approve and forward this request to the Faculty Senate.

b. Richard Piekenbrock and Susan Hanset of Facilities provided an informational presentation of present and future building and funding plans for the campus. Matters of classroom spaces and clean air issues were discussed. The Council intends to continue this discussion. The Facilities Office has requested an ex-officio member be appointed to the Council.

The Collins Group Feasibility Capital Campaign has requested time with the Council for the next meeting.

Committee Members:

Cheryl Livneh --CEED
Robert Mercer -- CLAS
Annne Christensen -- SBA
Darrell Grant -- MUS
Carol Mack -- ED
Paul Latiolais -- MTH
Jon Mandaville -- HST

Berni Pilip -- AO (OGSR)
Joy Rhodes -- SSW
David Ritchie -- SP
Ethan P. Seltzer -- UPA
Janet Wright -- LIB
Stanley Hillman -- BIO

Student Members:
Elizabeth Joo
Billy Taylor

Respectfully submitted,
Elaine E. Limbaugh -- ENG-- Chair.
November 10, 1999

MEMO TO: Faculty Senate

FROM: Sherril Gelmon
Chair, University Curriculum Committee

RE: Request for Approval of Course Proposals

The University Curriculum Committee requests approval from the Faculty Senate for the following actions approved by the UCC during 1999.

Course Proposals/Modifications

New Courses
USP 457/557: Information Cities
Accounting 310: Professional Accounting Seminar
USP 480/580: Political Economy of Nonprofit Organizations
MUS 361/362: History of Rock Music
ME 450/550: Solid Modeling
FL 447/547: Major Forces in World Literature
FL 448/548: Major Figures in World Literature
FL 449/549: Major Topics in World Literature and Culture
COUN 445/545: Youth at Risk
LIB 432/532: Contemporary Issues in School Librarianship
ANTH 452/552: Contemporary American Indian Policy
BI 330: Introduction to Plant Biology
BI 473/573: Field Sampling
FLL 331: Women in the Middle East
INTL 331: Women in the Middle East
WS 331: Women in the Middle East
SP 311: Communication Inquiry

Dropped Courses
BI 437/537, 438/538: Cell Physiology
BI 439/539, 440/540: Cell Physiology Laboratory
BI 470/570: General Ecology II
MTH 420/520: Introduction to Complexity Theory

Course Modifications
Change credit hours:
MTH 440/540: Boolean Algebra
MTH 449/549: Topics in Advanced Number Theory
MTH 483/583: Topics in Geometry for Mathematics Teachers
MTH 484/584: Topics in Algebra for Mathematics Teachers
MTH 485/585: Topics in Analysis for Mathematics Teachers
MTH 486/586: Topics in the History of Mathematics
MTH 490/590: Computing in Mathematics for Middle School Teachers
MTH 491/591: Experimental Probability and Statistics for Middle School Teachers
MTH 492/592: Problem Solving for Middle School Teachers
MTH 493/593: Geometry for Middle School Teachers
MTH 494/594: Arithmetic and Algebraic Structures for Middle School Teachers
MTH 495/595: Historical Topics in Mathematics for Middle School Teachers
MTH 496/596: Concepts of Calculus for Middle School Teachers
STAT 460/560: Concepts of Calculus for Middle School Teachers

Change course description:
EC 445/545: Comparative Economic Systems
EC 446/546: Economic Systems of the Western Pacific Rim

Change course title:
EC 447/547: Economics of Transition

Change course description and prerequisites:
MTH 322: Applied Differential Equations II

Change course title and course description:
BI 461/561: Freshwater Invertebrate Zoology

Change course description and credit hours:
MTH 424/524, 425/525: Elementary Differential Geometry and Tensor Analysis
MTH 430/530: Topics in Mathematical Modeling
MTH 431/531, 432/532, 433/533: Topics in Geometry I, II, III
MTH 441/541, 442/542, 443/543: Introduction to Abstract Algebra I, II, III
MTH 444/544, 445/545: Advanced Linear/Multilinear Algebra I, II
MTH 467/567, 468/568: Applied Probability I, II
MTH 481/581: Probability for Mathematics Teachers
MTH 482/582: Statistics for Mathematics Teachers
MTH 487/587: Introduction to Combinatorial Analysis
MTH 488/588: Computing Technology for Mathematics Teachers
STAT 464/564: Applied Regression Analysis

Change course description, prerequisites and credit hours:
MTH 411/511, 412/512, 413/513: Introduction to Real Analysis I, II, III
MTH 451/551, 452/552, 453/553: Numerical Calculus I, II, III

Change course title, course description and credit hours:
MTH 470/570, 471/571, 472/572: Complex Variables I, II, III
MTH 480/580: Calculus of Variations
CI 474/574: Assessing and Instructing Learners with Literacy Problems
Sophomore/Junior Cluster Proposals

*Incremental Reviews*
- European Studies
- Latin American Studies
- Greek Civilization
- Child and Family Studies
- Freedom, Privacy & Technology
- Knowledge, Rationality and Understanding
- Medieval Studies
- Morality
- Professions
- Renaissance Studies
- Women’s Studies

*New Cluster Proposals*
- Global Environmental Change
- Leadership for Change (approval in principle; awaiting further information requested for final approval)

*Freshman Inquiry Proposals*
- Entering the Cyborg Millennium
- Faith and Reason
- Human/Nature
- Knowledge, Art and Power
- The Many Places of Portland
- Metamorphoses
MEMORANDUM

Date: April 26, 1999
From: David Ritchie, Chair, Dept. of Speech Communication
To: Michael Reardon, Provost
Subject: Department Name Change

The Department of Speech Communication has voted (in October, 1998) to change its name to the Department of Communication. The "General Speech Communication" program will be renamed "Communication Studies," and the "Speech and Hearing Sciences" program will continue to be known as "Speech and Hearing Sciences."

The motivation for requesting this name change is to minimize confusion, to bring the Communication Studies program into harmony with similar programs at other universities, and to facilitate student recruitment. Although Public Speaking and Forensics continue to be important emphases in the General Speech Communication (Communication Studies) program, "speech" is no longer descriptive of the program's mission or of its central emphasis. The majority of coursework offered by the program focuses on a broader range of topics, grounded in the social sciences, including Interpersonal Communication, Intercultural and International Communication, Organizational Communication, Communication in Groups, Political Communication, and Mass Media. The department name (Speech Communication) and the program name (General Speech Communication) leads many students to expect a public speaking emphasis in courses that have nothing to do with public speaking. More seriously, it impedes efforts to recruit students from outside PSU, who often erroneously conclude that the department does not address the advanced communication skills and processes in which they are interested. The majority of programs in other universities that have a similar focus are in departments of Communication; Communication Arts and Sciences is also sometimes used. Very few other programs currently use the name, "Speech Communication."

The name change is consistent with the Department's strategic plan, and with PSU's urban mission, since it will highlight the program's emphasis on the understanding and skills basic to success in information-dependent organizations and professions. It will facilitate the department's attempt to establish a clearer identity as a basis for recruiting students from outside PSU, and as a basis for outreach and development activities.
MEMORANDUM

To: Faculty Senate
From: Bob Eder, Chair, Graduate Council
Re: Recommended for approval by the Faculty Senate:
   A. New / Revised course proposals (Graduate School of Education)
   B. Revision of Ed.D. (Educational Leadership) program (Graduate School of Education)

A. The following new / revised course proposals with the Graduate School of Education are recommended for approval by the Faculty Senate:

   CI 474/574 Assessing and Instructing Learners with Literacy Problems (4)
       (Old Title: Corrective Reading; Change from 3 to 4 credit hours)

   CI 529 School Reading Program Leadership (3)
       (Old Title: Administration of School Reading Programs)

   CI 547 Advance Methods-Special Subject Fields in the Elementary School (4*)
       (Change from 3 to 4 credit hours)
       *( Field Work Notation: Course includes a 30-hour minimum field project)

   LIB 429/529 Young Adult Literature (3)
       (Old Title: Books and Related Materials for Young People)

   SPED 573 Assessment and Planning for Students with Mild Disabilities (3)
       (Old Title: Advanced Assessment / Planning: Handicapped Learner)

   CI 522 Literacy Foundations (4) – New Course

   CI 523 Language Arts in Middle Schools (4) – New Course
       *(Field Work Notation: Course includes a 30-hour minimum field project)

   CI 556 Mid-level Student Teaching I (6) – New Course

   CI 557 Mid-level Student Teaching II (15) – New Course
       (A third option for students wishing to specialize in middle school, rather than elementary or high school settings.)

   CI 565/665 Theoretical Models of Curriculum (3) – New Course

   LIB 432/532 Multicultural Literature K-12 (3) – New Course

   LIB 570 Contemporary Issues in School Librarianship (3) – New Course

   COUN 572 Human Sexuality: Life Span and Therapeutic Perspectives (4)
       (Required course within the School Counseling Specialization)

   Dropped: COUN 570 Human and Family Sexuality Across the Life Span (3)
            COUN 576 Human Sexuality and Therapeutic Approaches (3)
B. Revision of Ed.D. (Educational Leadership) program (Graduate School of Education)

Proposed New Core Courses

ED 620 (4) Doctoral Proseminar (1-4 credit hours)
(Doctoral students participate in a year long, 3-term proseminar sequence (2-1-1 credits) that totals 4 credit hours rather than 3 credit hours.)

ED 630 (4) Principles & Practices of Learning

Drop: CI 640 (3) Principles of Teaching
Drop: CI 641 (3) Research and Practice in Teaching and Learning

ED 640 (4) Organizational Leadership Theory and Research in Education

Drop: EPFA 630 (3) Educational Organization
Drop: EPFA 631 (3) Educational Leadership Theory and Research

ED 650 (4)* Politics and Policy Processes in Education
* (Field Work Notation: Course includes a 30-hour minimum field project)

Drop: EPFA 650 (3) Politics and Policy Processes in Education
Drop: EPFA 651 (3) Educational Policy Analysis

ED 660 (4) Foundations in Research Paradigms and Methodologies

Drop: EPFA 660 (3) Doctoral Research I

ED 661 (4) Qualitative Research Methods in Education

Drop: EPFA 661 Doctoral Research II

ED 662 (4) Quantitative Research Methods in Education

Drop: EPFA 662 Doctoral Research III

New Proposed Core Program: 7 courses, 28 credit hours
Current Core Program: 10 courses, 30 credit hours

(No other changes proposed in degree requirements.)