12-1-1981

Faculty Senate Monthly Packet December 1981

Portland State University Faculty Senate

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MEMORANDUM

TO: Senators and Ex-officio Members of the Senate  
FROM: Ulrich H. Hardt, Secretary of the Faculty  
DATE: November 17, 1981

The Senate will hold its regular meeting of the Faculty Senate on December 7, 1981, 3:00 p.m. in 150 Cramer Hall.

AGENDA

A. Roll

B. Approval of the Minutes of the November 2, 1981, Meeting

C. Announcements and Communications from the Floor

D. Question Period
   1. Questions for Administrators
      a. Question to Vice President Gruber, submitted by the Senate Steering Committee:
         "What has been the faculty response to the early/phased retirement option? How many are eligible, how many of these have formally or administratively applied (by division), and which options have they requested?"
   2. Questions from the Floor for the Chair

E. Reports from the Officers of Administration and Committees
   *1. Curriculum Committee, Annual Report -- Tang
   *2. Graduate Council, Annual Report -- Johnson
   *3. Library Committee, Annual Report -- Sapp
   *4. Scholastic Standards Committee, Annual Report -- Benson

F. Unfinished Business
   *1. Curriculum Committee Course and Program Proposals -- Tang
   *2. Graduate Council Course and Program Proposals -- Johnson

G. New Business
   *1. Proposed Constitutional Amendment, Article VI, Sections 1 and 3 -- Beeson
   *2. Advisory Council Interpretation of Faculty Constitution, Article III, Section 4, Last Paragraph -- Beeson
   *3. Proposed Name Change of Department of Mathematics -- Moseley
   *4. Proposed Name Change in Division of Engineering and Applied Science -- Moseley
   *5. Scholastic Standards Committee Motions -- Benson

H. Adjournment

*The following documents are included with this mailing:
B Minutes of November 2, 1981, Senate Meeting
E1 Curriculum Committee, Annual Report**
E2 Graduate Council, Annual Report**
E3 Library Committee, Annual Report**
E4 Scholastic Standards Committee, Annual Report**
G1 Proposed Constitutional Amendment, Article VI, Sections 1 and 3**
G2 Advisory Council Interpretation of Faculty Constitution, Article III, Section 4, Last Paragraph**
G3 Proposed Name Change of Department of Mathematics**
G4 Proposed Name Change in Division of Engineering and Applied Science**
G5 Scholastic Standards Committee Motions**

**Included for Senators and Ex-officio Members only.
Minutes: Faculty Senate Meeting, November 2, 1981
Presiding Officer: Mary Cumpston
Secretary: Ulrich H. Hardt
Alternates Present: Courtney for Dart, Svoboda for Heyden, Neff for Rad, Hsu for Savery, Cabelly for Shimada.
Members Absent: Burns, Clark, Daily, Feldesman, Jackson, Muller, Williams
Ex-officio Members: Blumel, Corn, Dobson, Forbes, Gruber, Hardt, Harris, Hoffmann, Howard, Leu, Morris, Nicholas, Pfingsten, Rauch, Ross, Schendel, Todd, Toulan, Trudeau, Vant Slot, Williams

APPROVAL OF THE MINUTES

Bierman was marked present for the October meeting. The minutes were approved as circulated.

ANNOUNCEMENTS

1. Vice President Todd reported on the probable action by the Board of the Public Employees Retirement System (PERS) to prohibit the use of salary incentives in early retirement programs designed to increase PERS retirement pension benefits. PERS staff is now studying the use and effect of bonus payments and extraordinary salary adjustments and may recommend against them. A public hearing has been scheduled for November 18, and Vice Chancellor Lemman is coordinating the presentation by higher education. The adoption of an amendment to the existing Administrative Rule would not affect the calculation of the special salary adjustment in the PSU Early/Phased Retirement Program nor would adoption affect the part-time employment provisions. The amendments could affect the use of the special salary adjustments in the PERS calculation of the retirement benefit. Even if a restrictive amendment is adopted, the salary incentives in the PSU program will remain intact. Deans, department heads and applicants have been given this information.

QUESTION PERIOD

No questions were submitted.

REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. President Blumel gave a fall term registration up-date. No final full analysis has been made, but fees paid are down about 8 percent from last year.

2. President Blumel shared his revisions of the Provisional Plan to Budget Reduction, announced September. He reported that he had received very extensive response to that plan, both from inside and out of the University, and that he had studied all with great care; therefore his alterations are significant. A second factor considered during the revision process was the high enrollment drop and tuition loss this fall, estimated to be between two and three million dollars, probably closer
to three million dollars. If a similar drop occurs next year, the figure would have to be doubled. A third problem is that estimates of the state's revenues for the biennium are not precise yet. The Chancellor has said that the reductions should be treated as temporary; however, some argue with that assumption. Had the shortfalls of this Fall term not occurred, a reduction plan utilizing a longer time period might have been possible. Given the present situation, that is neither prudent nor possible.

Blumel indicated that many points were assessed in making recommendations for program reductions or eliminations. Among them were requirements of the level of staffing needed to conduct programs, workloads of persons involved, enrollment in programs, student/teacher ratios, potential for future development, and general quality of programs.

The following sheet summarizes the proposed reductions/eliminations, showing both the Provisional and Final Plans. The biggest single change is the major reduction in the Counseling Center. This will require major shifts in counseling and testing; the proposal was motivated by efforts to keep as many of the instructional services as possible intact. HPE has revised its distribution requirements into a three-hour required course of health and physical education which will be funded. Activity courses will be eliminated except on a self-supporting basis.

Certain Area Studies programs will be retained. The Latin American Study Center will continue because most of the costs are borne by Foreign Languages. The Central European Studies Center will continue, courses being offered through appropriate departments; the Center is also in part supported by a grant. The Middle Eastern Study Program will be retained as a certificate program, but the language component will be reduced, some being taken over by Foreign Languages. Blumel was impressed by the many laudatory comments both from within and from outside of the University regarding this program. The International Studies Office can assume coordination of these programs which will realize important savings.

Testimony in support of the Women's Studies program has suggested that the likelihood of having courses continue in departments is not very high without at least a part-time coordinator; therefore a 1/3-time position was restored to the program. Journalism was dropped for the reasons given on September 16. CMI will discontinue as a Center; however, general film courses will continue on a part-time basis while film-making courses can only be offered on a self-supporting basis. The Futures Research Institute continues to be slated for elimination.

Blumel concluded by going over the departmental cuts as outlined on the plan, pointing out that some decisions were made on the basis of fall term enrollment developments. Salary figures listed include 28 percent OPE. In general the magnitude of the cuts is moderately greater than the four percent mandated.

Bunch asked if there were any cuts in administration. Blumel responded that he did not find any administrative positions that could be cut out in total. Had he found any, they would have been eliminated. Temporary cuts will be considered whenever possible. Blumel also added emphatically that any additional cuts could not be absorbed by PSU without alterations in the overall mission of the institution. That would have a significant and damaging impact on students and the community. Should further cuts be imposed, the Board would have to reconsider the distribution of resources within the state system.
<table>
<thead>
<tr>
<th>Provisional Plan</th>
<th>Final Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Instruction</td>
<td></td>
</tr>
<tr>
<td>Institute for Policy Studies $122,699 3.34 1.00</td>
<td>$122,959 3.34 1.00</td>
</tr>
<tr>
<td>Other Non Instruction 125,000 2.00 3.00</td>
<td>(estimated)</td>
</tr>
<tr>
<td>1. Gym Suit Service</td>
<td>37,562 - 2.00</td>
</tr>
<tr>
<td>2. Counseling Center</td>
<td>140,242 3.64 1.25</td>
</tr>
<tr>
<td>3. Academic Affairs</td>
<td>22,324 1.00 -</td>
</tr>
<tr>
<td>4. Net Savings from transfer of Admin. Data Processing from Data Services Center to PSU</td>
<td>35,000 - -</td>
</tr>
<tr>
<td>5. Reduce Space Rentals</td>
<td>45,000 - -</td>
</tr>
<tr>
<td>6. Reduce Maintenance Exp.</td>
<td>22,911 - 1.00</td>
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<tr>
<td>Total Non-Instruction</td>
<td>$247,699 5.34 4.00</td>
</tr>
<tr>
<td>Instruction and Research</td>
<td>$425,998 7.98 5.25</td>
</tr>
<tr>
<td>Health &amp; Physical Education $150,825 5.00 -</td>
<td>$90,495 3.00 -</td>
</tr>
<tr>
<td>Area Studies 183,292 6.33 1.00</td>
<td>125,922 4.00 1.00</td>
</tr>
<tr>
<td>Business Education 64,418 2.00 -</td>
<td>64,420 2.00 -</td>
</tr>
<tr>
<td>Women's Studies 46,971 1.00 .50</td>
<td>36,826 .67 .50</td>
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<tr>
<td>Journalism 83,905 2.73 -</td>
<td>83,905 2.73 -</td>
</tr>
<tr>
<td>Center for Moving Image 84,080 2.00 .50</td>
<td>70,893 1.67 .50</td>
</tr>
<tr>
<td>Futures Research Institute 43,545 .67 .50</td>
<td>43,667 .67 .50</td>
</tr>
<tr>
<td>Art</td>
<td>- - 1.00</td>
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<tr>
<td>English 2.00 -</td>
<td>2.00 -</td>
</tr>
<tr>
<td>Foreign Languages 1.00 -</td>
<td>- -</td>
</tr>
<tr>
<td>Philosophy 3.00 -</td>
<td>2.00 -</td>
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<tr>
<td>Speech 1.00 -</td>
<td>1.00 -</td>
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<tr>
<td>Total Arts &amp; Letters</td>
<td>$220,357 7.00 -</td>
</tr>
<tr>
<td>Biology 1.00 -</td>
<td>1.00 -</td>
</tr>
<tr>
<td>Chemistry 1.00 -</td>
<td>- 1.00</td>
</tr>
<tr>
<td>Physics 2.00 -</td>
<td>2.00 -</td>
</tr>
<tr>
<td>Total Science</td>
<td>$139,112 4.00 -</td>
</tr>
<tr>
<td>Geography 1.00 -</td>
<td>1.00 -</td>
</tr>
<tr>
<td>History 3.00 -</td>
<td>2.00 -</td>
</tr>
<tr>
<td>Political Science 2.00 -</td>
<td>1.50 -</td>
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<td>Sociology 1.00 -</td>
<td>1.00 -</td>
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<td>Education</td>
<td>- -</td>
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<tr>
<td>Administration of Justice</td>
<td>- -</td>
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<tr>
<td>Total Instruction</td>
<td>$1,292,131 38.73 2.50</td>
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<tr>
<td>TOTAL INSTITUTION</td>
<td>$1,539,830 44.07 6.50</td>
</tr>
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</table>
2. Franklin West presented the report of the Ad hoc Committee on Instructional Media. Their recommendation is that a small permanent committee could best aid faculty with existing audio visual materials and those which will be available. He reported that the ad hoc committee was surprised how much equipment was on campus but was not generally known about. West also urged that ever increasing technology and development (e.g., Cable TV) could make this committee more and more important as an advisory group to faculty. Grimes/Midson moved that a faculty advisory Committee on Instructional Media be established. R. Nussbaum added that committee members should be chosen on the basis of interest in the area. Bates wanted to know if this would be a constitutional committee. Kimbrell asked whom the committee would advise. West replied that it would advise on policy and use of instruction media and would advise especially those units which have media. Kimbrell felt concern, because at one time all things purchased had to go to the Library but were then extremely hard to find and service was slow. At another time department purchased materials which then went to DCE and then had to be borrowed or rented from DCE. His concern was that this new committee would look for materials hidden away on campus.

Midson saw the importance of the committee to AV Services as faculty giving valuable advice. The committee could concern itself with financial resources and with questions regarding the extent to which media resources could be used. Dueker still felt ambivalence in the described duties of the committee and suggested that the recommendation be sent back to the ad hoc committee for clarification. West reiterated that the intention was not to harass anybody, but rather the committee should aid people who have not become aware of what role media like computers and TV could play in instruction. Faculty should be helping each other with keeping up with the development of new technology. R. Nussbaum suggested that the motion should be made specific, incorporating number 4 from the "arguments in favor" and listing number 1-3 from the same source as the charge to the committee.

Dunbar pointed out that some existing committees should be doing some of the task identified, and she named the Committee on Effective Teaching and the Advisory Committee on Computing Services. The unanswered question was still whom this committee would be advising. Kimbrell read number 1 of the arguments in favor, "... need to improve faculty awareness of existing media equipment, ... facilitate access to equipment 'hidden away' on campus..." and again expressed his concern for the purpose of this committee. Midson read from his original memorandum to the Committee on Committees, dated May 16, 1980, in which he urged the establishment of a separate AV committee to allow faculty an active mechanism whereby they can express their views on issues like budget support levels for AV materials and services, staffing needs and priorities, and policies regarding services, location of in-service workshops, on- and off-campus users. Buell supported Midson and spoke in favor of organizing the committee; he warned, however, that assurance had to be given that no unit's holdings would be robbed. He agreed that the Library Committee had not looked at the audio visual support of classroom instruction. Bates agreed that there was still too much uncertainty in the recommendation and felt that the motion on the floor was premature. Bates/Dunbar moved to refer the matter back to the Ad hoc Committee for development of the committee charge and proposal of the composition of the committee. The motion was passed.

3. Speaking for the Educational Policies Committee, Mosely presented the following report:

A basic purpose of the Educational Policies Committee is to report to the President of the University and The Faculty Senate on matters relative to the educational policies and priorities of the University. It is therefore appropriate for us to briefly report to The Senate at this time of financial adversity.
The difficult task of budget cutting falls ultimately on the shoulders of the President of the University. The Committee sincerely appreciates the objectivity and thoroughness with which he carried out that responsibility. It was not a popular task, and naturally some felt that they or others might have done better. But that would have been the case no matter who had made the final budget recommendations. It is obviously not possible to please all, or even many, under such circumstances!

The Committee did not have the opportunity to review the final version of the President's proposal and could not comment on specific aspects even if it were so inclined. We do, however, endorse the basic strategy of reducing the diversity and range while providing more adequate support for those activities and faculty which will continue. We were impressed by the care and depth of the President's approach in considering individual programs, units, and other items for reductions or elimination. We believe that the recommendations of this Committee, and those of others in the University, were given reasonable consideration by the President. The Guidelines of the University, our major statement of mission and policy, was also taken into account. The nature of the problem calls for more permanent types of solutions, involving reductions in both scope and scale, rather than stop gap measures.

A major criticism by the Committee is that insufficient information was made available to the faculty and various committees during the process. It would have been especially important to have had the budget cuts actually in progress during 1981-82 along with the proposed further reductions for 1982-83 so that there would have been a greater awareness of the widespread nature of cuts. A clearer identification of both the criteria and method or evaluation used in arriving at the proposed cuts would have been helpful, also.

The outlook for the University for at least the next three to five years is indeed not promising. In anticipation of even further reductions in state funding, in the short run and, at best, relatively stable longer term state support, the Educational Policies Committee intends to devote the major part of its efforts this year to the re-evaluation of the Guidelines and to possible involvement in the development of a sound planning process and an integrated plan to guide us during the difficult years that seem to be ahead. It is imperative that we be better prepared for the next set of difficult decisions.

A final note. It seems patently clear to the Committee that we must do what we can to save ourselves rather than to rely on others to do so and that efforts must be made to bring about an objective system wide review of the allocation of programs and the allocation of funding among the various state institutions of higher education. Portland State has yet to receive the level of support called for by virtue of its mission in the statewide system of higher education.

NEW BUSINESS

1. Tang presented the program and course changes from the Curriculum Committee. She reminded the Senate that 400 G courses were reviewed by both the Curriculum Committee and the Graduate Council. Abbott/L. Nussbaum moved that the course and program changes in Arts and Letters be approved. R. Nussbaum wanted to know how many new courses were being proposed. Tang replied that Theater Arts had two new courses. The motion was passed.

Abbott/Bjork moved that the Curriculum Committee's course and program proposals for the College of Science be accepted. The motion was passed.
2. Speaking for the Graduate Council, Johnson summarized the proposals from Arts and Letters. The Council made several suggestions to Theater Arts regarding course descriptions prerequisites and title change, and the Curriculum Committee concurred with the changes. Dunbar/Brooke moved approval of the graduate programs, new courses, and course changes for Arts and Letters. The motion was passed.

Johnson commented that the recommendations in Science essentially were changes in prerequisites in Mathematics. Beeson/Chino moved approval of the graduate course changes in Science. The motion was passed.

ADJOURNMENT

The meeting was adjourned at 4:16 p.m.
ANNUAL REPORT

TO: Faculty Senate
FROM: University Curriculum Committee

The Committee has met and acted on the following curricular matters during the 1981 calendar year.

1. Reviewed and recommended to the Senate program changes, new courses, and changes in existing courses for the College of Arts and Letters and College of Science. (Reported to the Senate November 1981.)

2. Reviewed and recommended to the Senate program changes, new courses, and changes in existing courses for the College of Social Science, School of Business Administration, School of Health and Physical Education, and Division of Engineering and Applied Science. (Reported to the Senate in December 1981.)

The Committee makes the following recommendation to the 1982 Curricular Committee.

1. The form for New Course Requests should be revised to include information regarding when the course has been offered under an omnibus number to indicate terms offered, and enrollment per term.

2. As soon as the Curriculum Committee for calendar year 1982 is appointed, the committee chairperson should establish a specific meeting day and time to begin as soon as faculty returns to campus in September 1982. The two-year catalog will create a very large workload for this committee, and a planned program to commence as early in September as possible is recommended.

3. The committee concurs with last year's recommendation that Curriculum Committee members be members of their respective College, School, Division Curriculum Committees whenever possible.

The Curriculum Committee has taken action on the recommendation from last year's committee that we review the policy on omnibus numbers listings and use. A memo will be sent to Deans and Department Heads outlining the omnibus numbers and possible titles and requesting that future course requests reflect this listing and that current usage and listings be reviewed.
Respectfully submitted,

Nancy Tang, Chair

Committee Members: Carl Abbott, Catherine Evleshin, Carole Gatz, Kathy Greey, Nan Teh Hsu, Sheldon Maron, Walter Shold, Norm Wyers, Helen Youngelson, Anthony

Consultants: Forbes Williams, Karen Tosi
The Graduate Council met nearly weekly throughout Winter and Spring terms, acted on petitions during Summer term, and met weekly during Fall term. Following is a list of significant activities and actions for the year:

1. Established procedures for handling Graduate Petitions. The routing is as follows: From student to program or department committee for recommendation; to Graduate Council for action (approve or denial); to Graduate Office for implementation. Petition forms are available in the Graduate Office.

2. Summary of petition actions January to November, 1981:

<table>
<thead>
<tr>
<th>Type of Petition</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend Incomplete</td>
<td>23</td>
<td>6</td>
</tr>
<tr>
<td>Extend Seven Year Limit</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Change Grade</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Undergraduate Credit to Graduate Credit</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Transfer of Credit</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Admission</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>41</td>
</tr>
</tbody>
</table>

3. Reviewed and approved in principle the Off Campus Offerings Guidelines from the Vice President for Academic Affairs office.

4. Granted extension of one year of excess omnibus 400 level credits for the Public History option in the M.S. program in History.

5. Approved statements from the Teacher Education Committee
   a) that the expectations of quality should be applied to both the MST and MAT programs as they are for the MS and MA programs.
   b) that any 300 or lower classes needed to prepare for the MST and MAT be in addition to the 45 hours of graduate work needed for the degree, and not taken as 400G omnibus courses.


7. Instituted policy and procedure on 7 year limit. Require the department to examine the student's knowledge in the areas of the outdated courses before granting extension. Forms are available in the Graduate Office.

8. Noted misuse of 407G course a) as a lecture course and b) as reading and conference or individual study course. Proper use is 410G and 405G respectively. 407 is for scheduled seminars.
9. Several areas of concern are to be followed up this year and next:
   a) Graduate Handbook review.
   b) Duplication of offerings - establish procedures and carry out.
   c) Assist in review of possible excessive graduate offerings and possible shortage of offerings in programs.
   d) Prerequisites for graduate courses. (Freshman and Sophomore students in graduate courses frequently).
   e) Examine Graduate requirements at the University level.
MEMORANDUM

TO: Faculty Senate  
FROM: University Library Committee  
RE: ANNUAL REPORT TO THE FACULTY SENATE

December 7, 1981

The primary activity of the University Library Committee this calendar year was the review and approval of the Library materials budget.

The Senate will recall that last year (1980/81) the Legislature's Special Session cuts reduced the Library materials budget by one-third ($282,668) to $565,854. Thanks to the efforts by the administration, Director of the Library, Library staff, Library Committee, Faculty Senate, faculty and students, some of the cuts were restored in 1981 to the Library. Specifically, in January, 1981, and April, 1981, a total of $175,000 was restored to the 1980/81 budget. The Library and the Library Faculty Collection Development Committee recommended and the Library Committee approved the following use of the restored funds:

A. Departmental monograph allocation  
   $105,856
B. Librarians' allocations for reference materials  
   15,500
C. Binding and repair  
   35,000
D. Audio-visual materials  
   7,000
E. Detection strips  
   5,000
F. Inter-disciplinary general book purchases  
   6,644

Total restored funds  
$175,000

After the restoration of the $175,000, the final materials budget for 1980/81 was $740,854. This was a 12.7 percent reduction from the original approved budget of $848,854.

The materials budget for 1981/82 is $981,990. This figure represents the original 1980/81 base budget ($848,854) plus 15.6 percent for inflation. The Library recommended and the Library Committee approved the following allocation of the 1981/82 materials budget:

A. Serials  
   $616,602
B. Departmental monograph allocations  
   212,671
C. Librarians' allocation for reference materials  
   18,397
D. Media services  
   32,000
E. Binding and repair  
   57,500
F. General book purchases  
   25,820
G. Missing journal issues  
   3,000
H. Detection strips  
   5,000
I. Other  
   11,000

Total 1981/82 materials budget  
$981,990
Because of the lateness of receiving this year's budget and the possibility of program eliminations, the Library determined it was impossible to allocate monograph funds to each department from a "zero base." Instead, the departmental monograph funds were generally allocated as an across-the-board increase to departments' prior year budget.

The Library Committee recommended and the Director of the Library, Tom Pfingsten, concurred that the present departmental allocations should be thoroughly reviewed in light of institutional priorities, program needs, enrollment trends, use statistics, inflation factors and other considerations. This will be the major project of the University Library Committee in 1982.

Richard W. Sapp
For the Committee

Stanley Johnson
Judy Patton
Horace White
Susan Karant-Nunn
Thomas Gihring
Ralph Greiling
Jack Finley
Robert Faber
Anthony Hardt

klg
Portland State University  
Scholastic Standards Committee  
Annual Report to the Faculty Senate - 1981  

November 12, 1981  

The Scholastic Standards Committee is charged to (a) "develop and recommend academic standards with a view to maintaining the reputation of the undergraduate program of the University"; and (b) to "assist undergraduate students in difficulty with scholastic regulations" including undergraduate students seeking readmission and transfer students who have had scholastic deficiencies seeking admission. The first part involves policy and the second part is operational. For "assist" read "evaluate petitions."

Operations  

Between 1/1/81 and 11/2/81 the committee considered 744 petitions. This means that at least three, and generally more, members of the committee individually read and voted on each petition (with supporting documents). Results are broken down and compared to a similar period in 1980.

<table>
<thead>
<tr>
<th>Petition Type</th>
<th>1/1/80-11/10/80</th>
<th>12/5/80-11/2/81</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinstate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>granted</td>
<td>112</td>
<td>82</td>
</tr>
<tr>
<td>denied</td>
<td>29</td>
<td>45</td>
</tr>
<tr>
<td>Admit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>granted</td>
<td>103</td>
<td>98</td>
</tr>
<tr>
<td>denied</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>P/NP to grade and vice versa</td>
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<td></td>
</tr>
<tr>
<td>granted</td>
<td>66</td>
<td>60</td>
</tr>
<tr>
<td>denied</td>
<td>23</td>
<td>84</td>
</tr>
<tr>
<td>Entension of Incomplete</td>
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<tr>
<td>granted</td>
<td>71</td>
<td>82</td>
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<tr>
<td>denied</td>
<td>24</td>
<td>6</td>
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<tr>
<td>Registration change after deadline</td>
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<tr>
<td>granted</td>
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<tr>
<td>denied</td>
<td>21</td>
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<tr>
<td>denied</td>
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<tr>
<td>TOTAL</td>
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<td>744</td>
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<tr>
<td>% granted</td>
<td>83</td>
<td>70</td>
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</tbody>
</table>
Among the factors determining decisions are the following:

1. For admission or readmission of a disqualified student we look for an indication of probable success.
2. Choice of grade option is primarily the student's responsibility.
3. An incomplete can be extended, with an instructor's approval, for a reasonable period.
4. Change in registration must be supported by an indication of intent.

In all cases, thoughtful comments by the instructor involved are crucial.

Policy

The Scholastic Standards Committee has tended to react to perceived need rather than initiate policy studies. We have considered a question about a change to semester system by another State university (we could handle it), and we are now considering questions from the Dean of Undergraduate Studies about definition of grades and from the Senate about credit allocation for laboratory classes.

Remarks this fall by the President and Vice President for Student Affairs about the role of the Scholastic Standards Committee in setting retention standards have directed us to a careful re-examination of our standards and how we apply them. The recommendations below are the first fruits of this process. Additionally, we want to find out how the registrar's operations might be improved, especially with regard to students with marginal records. In particular we are now working on how to achieve stronger intervention at the warning stage. We want to find out how to assure good advising within departments. And most important, we want to persuade individual faculty members to demonstrate and maintain high academic standards. These are essential goals, and we want to consider them carefully.

Respectfully submitted:

Gilbert Benson, Chairman

Committee members: Theodore Grams, Susan Griffiths, David Martinez, Linda Parshall, Alan Raedels, Willert Rhynsburger
TO: Faculty Senate

FROM: University Curriculum Committee
Nancy Tang (chair), Carl Abbott, Catherine Evleshin, Carole Gatz, Kathy Greey, Nan Teh Hsu, Sheldon Maron, Walter Shold, Norm Wyers, Helen Youngelson, and Anthony Wolk.

Consultants: Forbes Williams and Karen Tosi

The Curriculum Committee has reviewed the following program changes, new course proposals and requests for change in existing courses for the College of Social Science, School of Business Administration, School of Health and Physical Education, and Division of Engineering and Applied Science. (See G1 and G2 attachment to November Senate mailing, pp. 13-22.) and an additional request from College of Science Mathematics Department. See page 4 of this report for summary of new course totals.

College of Social Science

A. Anthropology - New courses - Recommend Approval

B. Geography - Change in existing program - Recommend Approval

- New courses - Recommend approval of three new courses. Geog 440 course description has been edited as follows: The use of computers in the compilation, design and production of maps. Includes encoding and maintenance of geographic data bases, the use of several types of computer mapping programs, and the use of equipment for plotting and display. The class visits organizations using computer mapping systems. Each student completes a series of exercises leading to the design and production of finished maps through the use of computer assisted methods. Prerequisite: Geog 335 or equivalent and consent of instructor.

- Changes in Existing Courses - Recommend Approval

C. History - New course proposals - Recommend approval of seven new courses subject to the following changes:

HST 493 - add: Prerequisite: Hst 492 or consent of instructor
HST 494 - add: Prerequisite: Hst 493 or consent of instructor

Changes in existing courses:


Hst 392 - Add last line to description: Relationship of Korea and Vietnam to China.
Hst 393 - Add last phrase at end of description: (including Korea and Vietnam).

Recommend approval of the above listed course changes (Hst 391, 392, 393) as edited.

Recommend approval of Hst 433, Hst 480, 481 and 482 course changes.

Hst 491 - Recommend approval with the addition: Prerequisite: Mth 101 or consent of instructor.

D. Political Science - Change in existing program - Recommend Approval

- New Course - Recommend approval. Course description has been edited to delete the last sentence as originally shown and add: Prerequisite: PS 241 or PS 441 or consent of instructor.

- Changes in existing courses - Recommend Approval

E. Sociology - New Courses - Recommend Approval

F. Women's Studies - Change in existing program - Recommend Approval

- New Courses

WS 120 - Recommend approval. The following will be added to the course description: Credit cannot be used to satisfy Certificate requirements.

WS 215 - Recommend Approval
WS 230 - Recommend Approval
WS 330 - Recommend Approval

WS 402, WS 403 as indicated on November meeting G1 and G2 attachment will be changed to omnibus listings as follows:

WS 401 Research. Credit hours to be arranged.
WS 407 Seminar. Credit hours to be arranged.

WS 415 - Recommend Approval.

- Changes in existing courses

WS 101 - Recommend Approval
WS 199 - New catalog description changed to indicate only standard omnibus description:

WS 199 Special Studies. Recommend Approval
WS 315 - Recommend Approval
WS 409 - Requested description will be deleted and the practicum will be listed as a standard omnibus listing as follows:

WS 409 Practicum (3, 3)

WS 410 - Requested description will be deleted and the course will be listed as follows:

WS 410 Selected Topics. (Credit to be arranged.)

School of Business Administration

A. Accounting - Changes in existing courses - Recommend Approval
B. Marketing - Changes in existing courses - Recommend Approval

School of Health and Physical Education

- New Courses - Recommend Approval

PE 296 prerequisite has been edited to read: Low-intermediate technique required. Maximum 12 credits.

- Changes in existing courses - Recommend Approval

Division of Engineering and Applied Science

- Change in existing program - Recommend approval. Change is necessary to meet accrediting body requirement regarding mathematics requirements.

College of Science

A. Mathematics Department (see course description attached)

The Curriculum Committee recommends the Faculty Senate approve the program changes, the new course proposals, and the changes in existing programs as indicated above.
## Summary of New Course Requests

<table>
<thead>
<tr>
<th>New Courses</th>
<th>Courses Already Offered and Discrete Numbers Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Letters</strong></td>
<td>2 - Theater Arts</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>1 - Math</td>
</tr>
<tr>
<td>CS 249</td>
<td>2 - Anthropology</td>
</tr>
<tr>
<td>CS 349</td>
<td>3 - Geography</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>7 - History</td>
</tr>
<tr>
<td>PS 442</td>
<td>5 - Women's Studies</td>
</tr>
<tr>
<td>Soc 321</td>
<td>1 - PE</td>
</tr>
<tr>
<td>Soc 364</td>
<td></td>
</tr>
<tr>
<td>Soc 399</td>
<td></td>
</tr>
<tr>
<td>WS 401</td>
<td></td>
</tr>
<tr>
<td>WS 407</td>
<td></td>
</tr>
<tr>
<td>PE 296</td>
<td></td>
</tr>
</tbody>
</table>
PROPOSAL FOR CHANGE IN EXISTING PROGRAM

Request for the following change in BA/BS in Geography

Existing catalog statement

Requirements for Major. In addition to meeting the general University degree requirements, the major in geography must meet the following departmental requirements:

Proposed catalog copy

Requirements for Major.

In addition to meeting the general University requirements, the major in geography must complete at least 45 hours of course work as detailed in the five areas listed below. Of the courses presented for the major at least one must be a seminar (Geog. 407 Seminar, 3 credits).

Rationale for the proposed program change:

We believe that it is important for geography majors to complete at least one seminar type course in their major. The seminar courses from which they chose are advanced level courses intended for students with prior background in the subject under study. Students will participate in an intensive educational process in which they carry out supervised research and share their results with the seminar. A second objective of this requirement is to provide the student with an opportunity for close faculty contact in refining their research organization and written and oral communication skills.

Request prepared by [Signature] Date 1/7/81

Approved by Unit Curriculum Committee [Signature] Date

Approved by Department Head [Signature] Date 11/5/81

Approved by College Curriculum Committee [Signature] Date 4/13/81

Approved by College Dean

The courses are designated in each of the four areas below:

Area I--American Government and Politics. Three courses from among the following: Geog 411, 433, 490, and appropriate PS 410A.

Area II--International Relations. PS 201, International Politics, plus one course from among the following: PS 411, 443, 450, 450A, and appropriate PS 410A.

Area III--Comparative Politics. PS 251, Comparative Politics, plus one course from among the following: PS 366, 451, 455, 455A, 467, 472, 477, and appropriate PS 410A.

Area IV--Political Theory. PS 211 and PS 402.

The PS 407 Seminar

Additional electives to make a total of at least 45 credits in Political Science.

Since a student has been admitted to Portland State University, upper division courses used to meet political science major requirements must be taken at Portland State University or if taken at another college have received prior approval by the Department of Political Science.
Request for the following change in Political Science major requirements.

Existing Catalog Statement:

Requirements for Major. In addition to meeting the general University degree requirements, the major in political science must take a minimum of 45 credits in political science courses distributed as follows:

1. PS 101, 102 American Government or PS 211 American Politics (upper division students may substitute PS 411 The American Political System).
2. Two courses as designated in each of the four areas below:
   Area I—American Government and Politics. Two courses from among the following: PS 412 - PS 439, and appropriate PS 410s.
   Area II—International Relations. PS 241 International Politics, plus one course from among the following: PS 441 - PS 448, PS 456, PS 468, and appropriate PS 410s.
   Area III—Comparative Politics. PS 251 Comparative Politics, plus one course from among the following: PS 451 - PS 455, PS 458 - PS 467, PS 471 - PS 477, and appropriate PS 410s.
   Area IV—Political Theory. PS 461 and PS 482.
3. One PS 407 Seminar.
4. Additional electives to make a total of at least 45 credits in Political Science.

Proposed Catalog Statement:

Requirements for Major. In addition to meeting the general University degree requirements, the major in political science must take a minimum of 45 credits in political science courses distributed as follows:

1. PS 101, 102 American Government or PS 211 American Politics (upper division students may substitute PS 411 The American Political System).
2. Two courses as designated in each of the four areas below:
   Area I—American Government and Politics. Two courses from among the following: PS 412 - PS 439, and appropriate PS 410s.
   Area II—International Relations. PS 241 International Politics, plus one course from among the following: PS 441 - PS 448, PS 456, PS 468, and appropriate PS 410s.
   Area III—Comparative Politics. PS 251 Comparative Politics, plus one course from among the following: PS 451 - PS 455, PS 458 - PS 467, PS 471 - PS 477, and appropriate PS 410s.
   Area IV—Political Theory. PS 461 and PS 482.
3. One PS 407 Seminar.
4. Additional electives to make a total of at least 45 credits in Political Science.

*Once a student has been admitted to Portland State University, upper division courses used to meet political science major requirements must be taken at Portland State University or if taken at another college have received prior approval by the Department of Political Science.
Rationale for the proposed program change:

Increasingly the Political Science Department is finding that its majors although admitted to and taking courses at PSI are meeting a portion of their major requirements by taking upper division courses at neighboring institutions. The Department would like to have some control over this, hence the added footnote. Also a minor adjustment in the Area III requirement is made to make it conform to our present course offerings.

Request prepared by David A. Smeltzer  Date 3-3-81

Approved by Department Curriculum Comm. Charles R. White  Date 3-15-81

Approved by Department Head David A. Smeltzer  Date 3-15-81

Approved by College/School Curr. Comm.  Date _________________

Approved by College/School Dean George C. Hoffmann  Date _________________
PORTLAND STATE UNIVERSITY

PROPOSAL FOR CHANGE IN EXISTING PROGRAM

Request for the following change in requirements for Women's Studies Certificate:

Existing Catalog Statement:
Remains as is with addition of two new paragraphs.

Proposed Catalog Addition:

(Insert additional paragraph in existing description of Women's Studies Certificate Program preceding final paragraph of description.)

Students must include within the 42 credit hour requirement 3 credit hours in feminist theory: WS 215, 315, or 415. These credits may be used to partially fulfill either the lower division, upper division social science, or upper division elective requirements.

(Insert additional paragraph in existing description of Women's Studies Certificate Program following course listing.)

For additional courses in Women's Studies, consult departmental listings, e.g. Sociology, Psychology.

Justification of Proposed Addition:

Feminist theory provides students with the necessary theoretical framework and foundation for discipline-centered study in the field of Women's Studies.

Request prepared by

Approved by Unit

Approved by Dept. Head

Approved by College Curriculum Head

Approved by College Dean

Date 2/81

Date 2/81

Date 2/81

Date APR 15 1981

Date APR 15 1981

George C. Hoffmann
Request for the following change in the Bachelor of Science degree in Electrical-Electronics Engineering.

Existing catalog statement:

### Engineering and Applied Science Core Curriculum

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 111, 112 Engineering Concepts and Problems</td>
<td>6</td>
</tr>
<tr>
<td>EAS 116 Engineering Graphics II</td>
<td>3</td>
</tr>
<tr>
<td>Ch 201, 202, 203 Chemistry for Engineering Majors or equivalent</td>
<td>12</td>
</tr>
<tr>
<td>Mth 201, 202 Calculus</td>
<td>3</td>
</tr>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Arts and letters or social science</td>
<td>9</td>
</tr>
<tr>
<td>Health or physical education</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 211 Statics</td>
<td>4</td>
</tr>
<tr>
<td>EAS 212 Strength of Materials</td>
<td>4</td>
</tr>
<tr>
<td>EAS 215 Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>Mth 203 Calculus</td>
<td>3</td>
</tr>
<tr>
<td>Mth 321 Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Ph 204, 205, 206 Physics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Ph 207, 208, 209 Physics for Students of Engineering</td>
<td>9</td>
</tr>
<tr>
<td><strong>Approved engineering courses</strong></td>
<td>7-12</td>
</tr>
<tr>
<td>Arts and letters or social science</td>
<td>6</td>
</tr>
<tr>
<td>Health and physical education</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46-51</strong></td>
</tr>
</tbody>
</table>

**Junior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 321, 322 Engineering Thermodynamics</td>
<td>6</td>
</tr>
<tr>
<td>†EE 354 Fundamentals of Electrical Circuits</td>
<td>4</td>
</tr>
<tr>
<td>†EE 355 Electrical Energy Conversion Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>Wr 323 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>†† Approved upper division math</td>
<td>6</td>
</tr>
<tr>
<td><strong>Approved engineering courses or science electives</strong></td>
<td><strong>17-19</strong></td>
</tr>
<tr>
<td>†‡ Approved science electives</td>
<td>3</td>
</tr>
<tr>
<td>Arts and letters or social science</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48-50</strong></td>
</tr>
</tbody>
</table>

**Notes:**

- **A minimum of 45 credits of divisionally approved engineering courses must be taken to qualify for taking the Engineering-in-Training (EIT) Examination.**
- *Required for non-electrical engineering majors only.
- ††CS 251 and CS 252 to be substituted for electrical-electronics engineering.
- †‡Science electives for applied science option only.
- †‡‡Three credits of modern physics or approved science electives required for electrical-electronics engineering; 3 credits of geology for engineers or approved science electives required for civil and structural engineering; 3 credits of physics in engineering metallurgy required for mechanical engineering.
Senior Year

Ec 328 Engineering Economics ............................................ 3
*** Approved engineering courses or science electives .......... 33-37
Arts and letters or social science ...................................... 12
Total 48-52

Upper Division Mathematics and Science (All Options). Upon approval, upper division mathematics and science electives specified in the core curriculum are to be selected from the following:

Upper Division Mathematics Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mth 322, 323 Differential Equations</td>
<td>3, 3</td>
</tr>
<tr>
<td>Mth 324 Vector Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Mth 340 Introduction to Group Theory and Applications</td>
<td>3</td>
</tr>
<tr>
<td>Mth 341 Introduction to Ring and Field Theory</td>
<td>3</td>
</tr>
<tr>
<td>Mth 342, 343 Linear Algebra</td>
<td>3, 3</td>
</tr>
<tr>
<td>Mth 421, 422, 423 Applied Mathematics</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>Mth 451, 452, 453 Numerical Calculus</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>Mth 464, 465, 466 Introduction to Probability and Statistics</td>
<td>3, 3, 3</td>
</tr>
</tbody>
</table>

Science Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 440, 441, 442 Physical Chemistry</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>G 301 Geology for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>G 470 Engineering Geology</td>
<td>3</td>
</tr>
<tr>
<td>G 494 Soil and Rock Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Ph 311, 312, 313 Introduction to Modern Physics</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>Ph 381 Physical Metallurgy for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>Ph 411 Introduction to Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>Ph 431, 432, 433 Electricity and Magnetism</td>
<td>3, 3, 3</td>
</tr>
<tr>
<td>Ph 451, 452, 453 Electron Microscopy</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>Ph 464 Optics</td>
<td>4</td>
</tr>
<tr>
<td>Ph 481, 482, 483 Physical Metallurgy</td>
<td>2, 2, 2</td>
</tr>
<tr>
<td>Ph 484, 485, 486 Physical Metallurgy Laboratory</td>
<td>1, 1</td>
</tr>
</tbody>
</table>

In addition to the core curriculum, majors must also complete one of the following options.

ELECTRICAL-ELECTRONICS ENGINEERING / 229-3806

The electrical-electronics engineering program is designed to provide a comprehensive background in the electrical sciences and offers an opportunity for specialization in the areas of physical electronics, electrical power engineering, automatic control systems, communication systems, computer engineering, optical electronics and electromagnetics. This program provides the student with the educational background necessary for employment in virtually all electrical engineering fields.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 251, 252 Electrical Circuit Analysis</td>
<td>4, 4</td>
</tr>
<tr>
<td>EE 265 Introduction to the Frequency Domain</td>
<td>4</td>
</tr>
<tr>
<td>EE 350 Engineering Electromagnetics I</td>
<td>4</td>
</tr>
<tr>
<td>EE 351 Engineering Electromagnetics II</td>
<td>4</td>
</tr>
<tr>
<td>EE 352, 353 Contemporary Electrical Machinery</td>
<td>4, 4</td>
</tr>
<tr>
<td>EE 357 Electronic Devices</td>
<td>4</td>
</tr>
<tr>
<td>EE 358 Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>EE 359 Electronic Amplifiers</td>
<td>4</td>
</tr>
<tr>
<td>EE 365 Principles of Feedback Control System Design</td>
<td>4</td>
</tr>
<tr>
<td>EE 371 Introduction to Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>EE 421, 422, 423 Advanced Electronics or EE 454, 455, 456 Electrical Energy Systems</td>
<td>4, 4, 4</td>
</tr>
<tr>
<td>EE 460 Solid State Electronic Devices</td>
<td>4</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>11</td>
</tr>
</tbody>
</table>
### Proposed catalog statement:

**Proposed catalog statement:**

#### Engineering and Applied Science Core Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAS 111, 112</td>
<td>Engineering Concepts and Problems</td>
<td>6</td>
</tr>
<tr>
<td>†EAS 116</td>
<td>Engineering Graphics II</td>
<td>3-0</td>
</tr>
<tr>
<td>Ch 201, 202, 203</td>
<td>Chemistry for Engineering Majors or equivalent</td>
<td>12</td>
</tr>
<tr>
<td>Mth 200, 201, 202</td>
<td>Calculus</td>
<td>12</td>
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<tr>
<td>Wr 121</td>
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<td>3</td>
</tr>
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<td>Arts and letters or social science</td>
<td>9-15</td>
<td></td>
</tr>
<tr>
<td>Health or physical education</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49 - 52</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Sophomore Year |                                              |         |
| EAS 211 Statics                                     | 4       |
| EAS 212 Strength of Materials                       | 4       |
| EAS 215 Dynamics                                    | 4       |
| Mth 203 Calculus                                    | 4       |
| Mth 321 Differential Equations                      | 3       |
| Ph 204, 205, 206 Physics Laboratory                 | 3       |
| Ph 207, 208, 209 Physics for Students of Engineering | 9       |
| **Approved engineering courses**                  | 7-12    |
| Arts and letters or social science                  | 6-0     |
| Health and physical education                       | 2       |
| **Total**                                          | **46-51** |

| Junior Year |                                              |         |
| ME 321, 322 Engineering Thermodynamics              | 6       |
| †EE 354 Fundamentals of Electrical Circuits         | 4       |
| †EE 355 Electrical Energy Conversion Fundamentals   | 3       |
| Wr 323 English Composition                          | 3       |
| **Approved upper division math**                    |         |
| **Total**                                          | **48-50** |

**Additional information:**

**Summary of changes (not part of catalog statement)**

Proposed changes are for the program in Electrical-Electronics Engineering only:

a. Deletion of 3 hrs. in graphics, EAS 116
b. Addition of 6 hrs. of upper division math
c. No change in Computer Science requirement
d. Other apparent changes are rearrangement of catalog listing.
Senior Year
Ec 328 Engineering Economics .......................... 3
**+Approved engineering courses or science electives ....... 33-37
Arts and letters or social science .......................... 12
Total 48-52

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</tbody>
</table>
| Mth 464, 465, 466 Introduction to Probability and Statis-
tics | 3, 3, 3 |

Science Electives

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<td>Ph 451, 452, 453 Electron Microscopy</td>
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<td>Ph 481, 482, 483 Physical Metallurgy</td>
<td>2, 2, 2</td>
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</tr>
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plete one of the following options.

ELECTRICAL-ELECTRONICS
ENGINEERING / 229-3806

The electrical-electronics engineering program is designed to
provide a comprehensive background in the electrical sci-
ences and offers an opportunity for specialization in the
areas of physical electronics, electrical power engineering,
automatic control systems, communication systems, compu-
ter engineering, optical electronics and electromagnetics.
This program provides the student with the educational
background necessary for employment in virtually all elec-
trical engineering fields.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 251, 252 Electrical Circuit Analysis</td>
<td>4, 4</td>
</tr>
<tr>
<td>EE 265 Introduction to the Frequency Domain</td>
<td>4</td>
</tr>
<tr>
<td>EE 350 Engineering Electromagnetics I</td>
<td>4</td>
</tr>
<tr>
<td>EE 351 Engineering Electromagnetics II</td>
<td>4</td>
</tr>
<tr>
<td>EE 352, 353 Contemporary Electrical Machinery</td>
<td>4, 4</td>
</tr>
<tr>
<td>EE 357 Electronic Devices</td>
<td>4</td>
</tr>
<tr>
<td>EE 358 Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>EE 359 Electronic Amplifiers</td>
<td>4</td>
</tr>
<tr>
<td>EE 365 Principles of Feedback Control System Design</td>
<td>4</td>
</tr>
<tr>
<td>EE 371 Introduction to Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>EE 451, 452, 423 Advanced Electronics</td>
<td>4</td>
</tr>
<tr>
<td>EE 454, 455, 456 Electrical Energy Systems</td>
<td>4, 4, 4</td>
</tr>
<tr>
<td>EE 460 Solid State Electronic Devices</td>
<td>4</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>11</td>
</tr>
</tbody>
</table>

CS 251, 252 Introduction to Computer Programming II & III 3, 3
Rational for the proposed changes: the electrical engineering accrediting body, ABET, requires a minimum of $1/2$ year of mathematics. A recent interpretation by ABET requires that these math courses be in addition to computer science courses.

This addition of 6 credits of approved upper division mathematics electives will bring the electrical-electronics program up to the minimum ABET standards necessary for accreditation.

IEEE guidelines supplementing ABET criteria does not recognize Engineering Graphics as either Engineering Science or Engineering Design. The Engineering Graphics requirement is therefore a logical choice for elimination for EE students.

No additional expenditure of funds is necessary to implement this proposal since no new course offerings are implied.

Changes are shown in the catalog for the arts and letters and social science hours in the freshman and sophomore years. No change in the total credit hours results in Arts and Letters and Social Science courses.

Request prepared by [Signature] Date 10/2/81
Approved by Unit Curriculum Committee [Signature] Date 10/2/81
Approved by Department Head [Signature] Date 10/2/81
Approved by Division Curriculum Committee [Signature] Date 10/2/81
Approved by Division Head [Signature] Date 10/2/81
COLLEGE OF SCIENCE
Mathematics Department

Changes in Existing Courses:

Mth 93, 94. Elements of Algebra (3, 3). Mth 93: Pre-Algebra. Mth 94: Elementary Algebra. In most cases a student cannot take either of these courses after receiving credit for a higher numbered mathematics course. Consent of the department is required in advance for exception. Mth 93 and 94 cannot be used to satisfy University distribution requirements.

(Remove the description of Mth 95)

Mth 100. Intermediate Algebra (4).
Prerequisite: one year of high school algebra, or Mth 94. In most cases, a student cannot receive credit for this course after taking a higher numbered course. Consent of department is required in advance for exceptions. Mth 100 cannot be used to satisfy University distribution requirements.

(Change in number from Mth 95 to Mth 100; change in course title, change in course description)

The above changes in existing courses from the Mathematics Department was prompted by a request from the Office of the Vice Chancellor to the universities in the state to clear up ambiguities which existed in courses numbers 50-99. The Office of the Vice Chancellor had reviewed such courses and had deemed Intermediate Algebra to be not remedial, despite the numbering of Mth 95. Oregon, Oregon State and Portland State have been working together and had agreed to change their number from Mth 95 to Mth 100 which has prompted this request since Oregon and Oregon State put through their requests for this year's action.
Faculty Senate

ROM: Graduate Council
Bolton, Byrd, Dunbar, Foltz, McIntyre, Rabiega, Robertson, Svoboda, Goekjian, Johnson (chair)

Social Sciences, Business Administration, Health and Physical Education, and Social Work; new courses, Course and program changes.

Social Sciences

Anthropology

Anth 456 (new)
Anth 471 (new)

MOTION: Move acceptance of the above new courses.

Geography

Geog 424 (new) drop graduate option since no graduates expected.

Geog 440 (new) Change "Persons registering for this course should have..." to "Prerequisites: Geog 335 or equivalent and consent of instructor."

Geog 480 (new)
Geog 523 (new)
Geog 411 change description

MOTION: Move acceptance except Geog 424 drop graduate credit and revise prerequisite for Geog 440.

History

Hist 492 (new)
Hist 493 (new) Add prerequisite: Hist 492
Hist 494 (new) Add prerequisite: Hist 493
Hist 496 (new)
Hist 497 (new)
Hist 498 (new)
Hist 499 (new)
Hist 433 change name (not approved)
Hist 480, 481, 482 Change title
Hist 491 change title prerequisites, description delete graduate credit

MOTION: Move acceptance of Hist 498 and 480, 481,482, and 491 without graduate credit.

Political Science

PS 442 (new) change last statement to "Prerequisites: PS 241 or PS441 or consent of instructor."

PS 443 was PS 442
PS 445 was PS 443

MOTION: Move acceptance of courses with prerequisite for PS 442.
Psychology  
Psy 583 (new)  add "prerequisite: admission to MA/MS program in Psychology or consent of instructor."
Psy 520 change prerequisite to "Mth 364 or equivalent."
Psy 522 change prerequisites
Psy 524 dropped
Psy 525, 526 change prerequisites

MOTION: Move acceptance with addition of Psy 520 and 583 prerequisites.

Public Administration  PA 515 (new)
PA 563 (new)

MOTION: Move acceptance of the above new courses.

BUSINESS ADMINISTRATION

Business Education  MST/MAT program change
Management  Mgmt 530 change of course description

MOTION: Move approval of Business Administration program and course change.

SOCIAL WORK  SW 510 (new) change title to "Selected Topics"
SW 538 (new)
SW 539 (new)
SW 543 (new)
SW 544 (new)
SW 545 (new)
SW 700 (new)

MOTION: Move approval of course in Social Work with the following modifications and exceptions: a) Change SW 510 title to "Selected Topics", b) hold SW 543, 544 pending acceptable statement concerning potential overlap.

ADDENDUM

SCHOOL OF SOCIAL WORK

New Course

SW 700. Professional Development. Credit to be arranged.
PORTLAND STATE UNIVERSITY

PROPOSAL FOR CHANGE IN EXISTING PROGRAM

Request

Request for the following changes in the MST and MAT in Business Education.

Catalog Statements

Existing catalog statement and proposed catalog statement - see attached

Rationale

To require additional work in general education to supplement the professional requirements for the degree. The nine hours of electives outside the School of Business and the School of Education will require departmental approval and be based on the students' needs, interests, abilities, and deficiencies.

This change does not affect: (1) supporting curricula; (2) budgetary support; (3) availability of faculty.
<table>
<thead>
<tr>
<th>Course</th>
<th>Old Program</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>BED 535 Trends in Vocational-Technical Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BED 536 Research Methods in Business Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BED 537 Tests and Measurements in Business Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Business or business education electives</td>
<td>15</td>
<td>Business or business education electives (12)</td>
</tr>
<tr>
<td>Education</td>
<td>15</td>
<td>Education</td>
</tr>
</tbody>
</table>
| Electives                                                    | 6                    | Electives (outside the School of Business 
and the School of Education) |
| Total                                                        | 45                   | Total 45             |
PROPOSED CONSTITUTIONAL AMENDMENT

A strict reading of the Portland State University Faculty Constitution makes an interim appointee to the Advisory Council ineligible for election upon completion of the regular term regardless of how short his or her term of service has been. We think that it is undesirable for the University and unfair to the interim appointee. Therefore, in accordance with Article VIII of the Constitution of Portland State University Faculty, we propose the following amendment to the Constitution:

1. Article VI Advisory Council

   Section 1. Election. Substitute

   "Names of current Advisory Council members, with the exception of interim appointees having served one year or less, are to be excluded, since no member may serve two consecutive regular terms."

   In place of

   "Names of current Advisory Council members are to be excluded, since no member may succeed himself or herself."

2. Section 3. Vacancies. Substitute

   2) Vacancies occurring on the Advisory Council shall be filled, through appointment, by the Secretary of the Faculty who shall designate that nominee who in the immediate past Advisory Council election had the greatest number of votes. An interim appointee shall complete the regular term of office. An interim appointee having served one year or less shall be eligible for election at the end of his or her term.

   In place of

   2) Vacancies that occur on the Advisory Council shall be filled by appointment by the Secretary of the Faculty who shall designate the nominee who in the immediately past Advisory Council election has had the greatest number of votes, provided that his or her designation does not result in more than four holdovers from the preceding council. The interim appointee shall complete the regular term of office.

[Signatures]

Ross S. Hersee
Rudi K. Hilterman
S. M. M. Hiltz
Ralph Brown
Steve S. Brenner

[Signatures]
During the June meeting of the Faculty Senate some questions arose about the interpretation of Article III, Section 4, last paragraph of the Faculty Constitution:

The sentence in question is "The department head shall serve a stated term of three years but without prejudice to re-election or re-appointment." The issue is how far this limits the freedom of departments to restrict the number of consecutive terms that may be served by a department head.

In accordance with the Advisory Council's Powers and Duties (Faculty Constitution Article VI, Section 4, Paragraph 5) we hereby communicate to all departments that it is our interpretation of the intent of the Constitution to allow each department, through its published guidelines, to decide whether or not to limit consecutive terms of office for elected department heads. An individual department may, thus, restrict the number of consecutive terms of office served by its department heads.

This conclusion is based upon these findings:

1. That there is no implication that a head is eligible for re-election beyond a second consecutive term. The Constitution speaks of a term of three years and of re-election following that term. It implies nothing as regards re-election following a second term. This is established by the fact that it would not have been self-contradictory to have continued the sentence so as to make it read: "The department head shall serve a stated term of three years but without prejudice to re-election or re-appointment to a second term, after which he or she may or may not be re-elected." The question of a third term is left entirely open, and so is to be settled by departmental regulations.

2. The sentence in questions does seem to imply that serving one term does not preclude election to a second term, so that, if it stood alone, it would preclude departments from restricting service as head to one term. However, this sentence does not stand alone. It is preceded, in the first sentence of the first paragraph of Section 4, by a sentence assigning to departments the authority to determine the mode of their choice of department head. This sentence seems to imply that departments may themselves determine whether an incumbent head may be chosen as his or her successor. Thus, departments seem to be empowered to restrict their choice to members other than an incumbent head. The sentence permitting heads to be re-elected should, therefore, be understood as permissive, rather than as restrictive—allowing a department to provide for re-election, rather than prohibiting it from limiting the number of terms of service.

We further note that there is an established practice of acceptance by the OAA of departmental guidelines that do restrict the number of terms that may be served by department heads.
Subject: Proposed name change from Department of Mathematics to Department of Mathematical Sciences.

Educational Policies Committee Recommendation to the Senate

The Educational Policies Committee recommends the following motion to be approved by the Faculty Senate:

"The Faculty Senate approves the change of the name of the Department of Mathematics to the Department of Mathematical Sciences. This approval does not imply approval of the addition of any course offerings or the transfer of courses currently offered, or intended to be offered by any other department of the University to the Department of Mathematics or the Department of Mathematical Sciences."

Justification:

The Department of Mathematics currently offers BA/BS, MA/MS and MAT/MST degrees in Mathematics and BA/BS degrees in Computer Science. The proposed name better reflects the existing degree offerings and is in keeping with general practice among institutions of higher education.

Although the committee appreciates the arguments for and the desire of the Department to become the centralizing point for offerings in mathematics, statistics, operations research, and computer related courses, it believes that it would not be appropriate to endorse what appears to be a major policy without considerably greater investigation and discussion. This name change clearly should be separated from the issues of duplication of offerings and the determination of where various types of courses should be housed.

Submitted by: Roger Moseley, Chairman of The Educational Policies Committee
Oma Blankenship
Michael Carl
Thom Neff
Gwen Newborg
Morton Paglin
Guido Pinamonti
Walter Shold
Charles Tracy
Robert Van Atta
Frederick Waller
RE: Name change for Mathematics Department.

The Mathematics Department submitted a request to the College of Science Curriculum Committee requesting a change in the name of the department. There was a prolonged discussion between the Mathematics Department and the Committee. Ultimately, with the consent of the Curriculum Committee chairman I conducted a telephone vote in the summer to determine the position of the committee. By a split vote the committee approved the name change.

The request is attached in order that the request may be considered by appropriate university committees.

NCR:kcp

Attachment
PORTLAND STATE UNIVERSITY

Proposal for Department Name Change

Existing name: Mathematics

Proposed name: Mathematical Sciences

Justification:

The Department currently offers BA/BS, MA/MS and MA/MS T degrees in Mathematics and BA/BS degrees in Computer Science (assuming Chancellor's approval of BA as of this writing). The proposed name better reflects existing degrees and offerings as well as future potential programs in Computer Science and/or Statistics.

Request prepared by Eugene A. [Signature]  Date 10/4/80

Approved by Department Eugene A. [Signature]  Date 11/3/80

Approved by Science Curr. Com. [Signature]  Date Oct 13, 1981

Approved by Dean of Science [Signature]  Date Oct 13, 1981
F. Departmental Organization

The name of the department is proposed to be changed to the Department of Mathematical Sciences. This name reflects mathematics and computer science as well as potential future programs such as statistics and operations research. This name change was approved by the department in 1976.

It is certainly the case that there are more mathematical science departments, whatever the name, in colleges and universities than there are mathematics departments. This is particularly true at smaller institutions where core faculty teach mathematics, computer science, statistics, operations research, etc. In reality, they are departments of mathematical sciences.

As summarized by Calvin T. Long (Newsletter of the Conference Board of the Mathematical Sciences, March-April 1980), who organized a symposium on "Administrative Structures for the Mathematical Sciences" at the joint January 1980 meetings of the American Mathematical Society and Mathematical Association of America, larger institutions tend to divide the mathematical sciences up into separate departments. The following reasons are given:

1. Prejudice and serious disagreement over what is (or is not) mathematics, statistics, computer science, operations research, etc.

2. Concern that a large and varied faculty might impose program requirements and criteria for the evaluation of professional accomplishments that are deemed unsuitable to a given discipline or subdiscipline. (How much mathematics must a computer science major know? Does a statistician need to know topology?, etc.), and

3. Size. (There do exist, however, some very large departments that function quite well.)

In separate departments, practitioners of the various mathematical disciplines have very little contact with each other, yielding unfortunate consequences. There is frequently considerable duplication of effort at a time when funds are in short supply. Invariably, departments compete with each other for resources of all kinds and a real danger exists for a principle to be discarded in favor of advantage. Barriers are raised that make it difficult to formulate joint teaching, research, and outside university support. Evidence of this sort at Portland State is reflected in the vast number of statistical content courses taught by various departments at all levels. There is also some evidence of proliferation of computer science courses. The times argue for the smallest administrative unit that can encompass all mathematical sciences practical at an institution and can also provide for the measure of autonomy and determination necessary for optimal development. These factors all point to the advantages of a continued commitment to a Department of Mathematical Sciences which includes the different areas.
Subject: Proposed name change of Section in The Division of Engineering and Applied Science to Department and the concomitant change of the title Section Head to Department Head.

Educational Policies Committee Recommendation to The Senate

The Educational Policies Committee recommends the following motion be approved by the Faculty Senate:

"The Faculty Senate approves the change of the name of 'Section' in The Division of Engineering and Applied Science to 'Department' and the concomitant change of the title of Section Head to Department Head. Approval of the change of the name Division to any other designation is not implied by this approval."

Justification:

The use of the designation of Section for a discipline unit in the University is an anomaly, as is the designation of Section Head for the appointed administrator for such discipline units. Consistency in names and titles has considerable merit in itself.

Many of the rules, procedures, etc. of the University and of The System of Higher Education specifically refer to "Departments" and "Department Heads." This raised the question of whether or not Sections and Section Heads in Engineering and Applied Sciences are to be affected by such rules, procedures, etc. They are de facto Departments and Department Heads.

While the possibility of a proposal for the change of the name "Division" clearly exists, such a proposal has not been made nor should it be implied by the present proposed change of name and title.

As nearly as the committee can descry, no significant budgetary changes are involved other than those of technical or procedural nature. From a cost standpoint sections are in effect operating as departments at the present time and no significant increase is anticipated.

The continued development of the Engineering and Applied Science programs and faculty requires this step. For a number of years, interinstitutional politics presented the establishment of both official programs and administrative units in this area and, now that approval has been granted, these programs and units should be integrated into the University structure in the same manner as similar programs and units in other disciplines.

During its visitation here last month, The Accreditation Board for Engineering and Technology expressed its concern over this aspect of the administrative status of the Division.
The sections involved are Civil-Structural Engineering, Electrical-Electronics Engineering, and Mechanical Engineering.

Submitted by: Roger Moseley, Chairman of The Educational Policies Committee
Oma Blankenship
Michael Carl
Thom Neff
Gwen Newborg
Morton Paglin
Guido Pinamonti
Walter Shold
Charles Tracy
Robert Van Atta
Frederick Waller
TO: President Blumel
FROM: John B. Gruber

In accord with our recent meeting with Drs. Dobson and Erzurumlu where we concluded there was need to formalize the existing administrative and governance structure of the Division of Engineering and Applied Science, I am recommending your approval of the following changes in administrative assignments and academic organizational structure which reflect more accurately past practice and conforms with University governance policies, guidelines and collective bargaining agreements:

- Section sub-unit title changed to Department.
- Section Head title changed to Department Head
- Notice of Appointment for Heads to indicate:
  1) Change in title
  2) Administrative assignment of .50 FTE
  3) 12-month appointment status
- Establish line budgets to civil, electrical, and mechanical engineering.

The recommended changes represents a de facto formalization of past delegated roles of Section Heads and sub-unit operational practices. More importantly, the changes bring the organizational and governance structure of the Division into compliance with University policies, guidelines and collective bargaining agreements.

Further, it is appropriate to clarify that the University guidelines pertaining to the appointment or reappointment of Department Heads will become effective immediately upon your approval of change of title. Specifically, all three Heads will begin a three-year term of appointment September, 1981. Department guidelines which outline the procedures for recommending appointment of Department Head will need to be filed and approved in the Office of Academic Affairs at the earliest possible time.

JBG:kp
cc: H. Erzurumlu
    K. Harris
The Scholastic Standards Committee asks that the following catalog changes be moved and approved:

1. Academic Warning

(Present wording)

<table>
<thead>
<tr>
<th>Total Credits (Including Transfer Credits)</th>
<th>Minimum PSU GPA Warning Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-29</td>
<td>1.50</td>
</tr>
<tr>
<td>30-44</td>
<td>1.60</td>
</tr>
<tr>
<td>45-59</td>
<td>1.70</td>
</tr>
<tr>
<td>60-74</td>
<td>1.80</td>
</tr>
<tr>
<td>75-89</td>
<td>1.90</td>
</tr>
<tr>
<td>90 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

(Proposed wording)

<table>
<thead>
<tr>
<th>Total Credits (Including Transfer Credits)</th>
<th>Minimum PSU GPA Warning Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-39</td>
<td>1.60</td>
</tr>
<tr>
<td>40-59</td>
<td>1.80</td>
</tr>
<tr>
<td>60 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

2. Academic Disqualification

(Present wording)

A student with 30 total credits enrolled at PSU while on warning will be disqualified automatically at the end of the term, if the student has not:

1. Raised cumulative PSU GPA above the warning level
2. Earned a GPA for the given term of 2.30 or above.

(Proposed wording)

A student with 20 or more total credits who is enrolled at PSU while on academic warning will be disqualified automatically at the end of the term, if the student has not:

1. Raised his/her cumulative PSU GPA to or above the warning level
2. Earned a GPA for the term of 2.25 or above.