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Faculty Senate Monthly Packet November 1993

Portland State University Faculty Senate

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TO: Senators and Ex-officio Members to the Senate
FR: Alan Cabelly, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on November 1, 1993, at 3:00 p.m. in 150 Cramer Hall.

AGENDA
A. Roll
B. Approval of the Minutes of the October 4, 1992, Meeting
C. Announcements and Communications from the Floor
   1. President's Report
   2. Provost's Report
   3. PSU Alumni Board of Directors—Jan Kurtz, President
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. Fall Term Registration Report—Tufts
F. Unfinished Business
   None
G. New Business
   1. Curriculum Committee and Graduate Council Course Proposals—Levinson and Spolek
   2. General Education Working Group—White
H. Adjournment

The following documents are included with this mailing:

B  Minutes of the October 4, 1993, Senate Meeting
G1 Curriculum Committee and Graduate Council Course Proposals
G2 General Education Working Group Proposal
Report from the October 1, 1993 Interinstitutional Faculty Senate meeting

Faculty Senators are asked to bring to the November Senate meeting the September 1993 General Education Working Group Report and Recommendations and any subsequent information pertaining to the proposal that has been distributed to the faculty.

The Secretary must have names of Senators' alternates in order for them to be officially noted in your absence. If you have not already done so, please submit your alternate's name to the Secretary, in writing or verbally, through campus mail (SBA), or by telephone (5-3789).
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, October 4, 1993
Presiding Officer: Beatrice Oshika
Secretary: Alan Cabelly


Alternates Present: West for Manning, Rad for Kocaoglu.


OSHIKA called the meeting to order at 3:00 PM and made the following announcements:

1. President Ramaley, in accordance with normal governance procedure, accepted the three motions that were passed in the June 1993 meeting, and listed in the minutes as G1, G2, and G3. One is a Graduate Council proposal, one supports adequate child care facilities, and the third is a Curriculum Committee proposal.

2. Senators are encouraged to identify themselves and to speak up throughout Senate proceedings.

3. K-House prepares refreshments and sherry after every Senate meeting. Senators and ex-officio members are encouraged to attend.

4. The Advisory Council exists to respond to any concerns the faculty may have. This year’s Chair is Larry Bowlden.

5. Senators should give the names of their alternates to the Secretary.

APPROVAL OF THE MINUTES

The minutes of the June 7, 1993 meeting were approved as submitted.
ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. President's Report. The President is out of town and unavailable.

   
   a. REARDON brought the faculty up to date on PSU programs that we have sent to the State Board for approval. The Master of Public Health program has been approved by the Board. This is a joint degree program with OHSU and OSU. In addition we have a component of this program, an MS in Public Health, which has been discussed by the Academic Council and will be on the Academic Council Agenda for the October meeting. It will then undergo external review. Our undergraduate program in Child and Family Studies has gone through the Academic Council at the September meeting and will next go to the Committee on Instruction for examination at the October Board meeting.

   b. PSU is preparing for accreditation review by the Northwest Accrediting Association. The formal review is scheduled for 1995, but the early stages have begun. We are pleased that Prof. Cooper has agreed to serve as Chair of the University Accrediting Committee. Subsequent membership will be announced soon. Accreditation involves self-study in all aspects of the university. Deans have been asked to discuss processes with all academic personnel, to look at the self-study documents that have been developed, and use these at all levels. One difference in this year's accreditation process is that now, for the first time, professional schools undergoing their own accreditation will also be part of this process.

   c. There exists a directive from the Chancellor requiring each institution to develop plans for productivity and institutional reform. This directive includes methods to be used to study this process. Important components for us include:

      i The Time Line. We must make a progress report at the December Board meeting, and must have a complete report to submit to the Board at its March meeting.

      ii Educational Reform. These processes have already begun.

      iii Productivity. Deans in each school and college have been asked to begin working with their faculty to respond to this issue, concurrent with AAUP negotiations. This is likely to include a process for review of the categories to be developed at both the school/college level, as well as at the university level.

      iv Faculty Governance. The legislators who visited the various campuses last fall reported that they almost unanimously heard faculty complaints regarding too much time spent in committee work. Therefore, this is a significant issue, and should be examined when responding to the issue of
faculty productivity. This should be studied within the context of governance, particularly the efficacy, amount of time, and the effectiveness of the governance processes, especially if committee work is not seen as valuable. The President, Provost, and Senate leaders will meet on October 26 with some of the faculty committee leaders to begin evaluation of these processes.

COOPER noted that at the Interinstitutional Faculty Senate Meeting, Shirley Clark raised these issues in relationship to outcomes of student learning, and wondered if we would be emphasizing these. REARDON agreed that the Chancellor has directed us towards emphasizing learning productivity or outcome productivity. Whether this is what the legislature also wants us to do is a question. However, there is agreement within the chancellor's office and the state institutions. DESROCHERS noted that the 2010 Committee, formed by the Board, met on October 2, and heard the Chancellor state that the definition of productivity should be viewed broadly. A number of legislators are on this committee, and seemed to agree with this statement.

3. KOSOKOFF, Chair of the Intercollegiate Athletics Board, introduced the new Portland State University coaches. Bernie Fagan, coach of the soccer team was not available. Tim Walsh is the new football coach, joining us from Sonoma State University. Cathy Nelson is the new volleyball coach, joining us from the University of Oregon. The coaches received a large round of applause.

Question Period

1. Questions for Administrators

BJORK asked for an enrollment report. TUFTS stated that as of October 4 (eight days into fall term), total headcount was down 3.3%, and total credit hours were down .8%, compared to last fall at this time. These are preliminary. There has been some change in the type of data, especially some of the self support courses through the School of Extended Studies.

BEESON asked about the remodeling of 53 CH, especially the poor quality of the overhead slides. DESROCHERS noted that an improvement in quality was desired, and that she would look into the situation. She had not been aware of the problem before this time, and will have the technicians see what adjustments could be made. BEESON also welcomed comments from other faculty using the room.

2. Questions from the Floor for the Chair

There were no questions.
Reports from the Officers of Administration and Committees

1. Semi-Annual Report, Faculty Development Committee—BLEILER presented the report, noting that the June 1993 issue of PSU Currently has the full list of funded proposals. Last year there were many excellent proposals, and not enough money. Most proposals were funded at significantly lower levels than desired. This year’s proposals will be administered the same way they were last year, but with earlier time lines. Proposals are now due on November 15, so the review process will be completed by the beginning of spring term. Then the committee will meet to determine a clear set of strategic goals for the next year. This year’s budget is $100,000, compared to last year’s $220,000. Last year’s budget had requests that were three times the amount that could be awarded. In response to OSHIKA’s question, BLEILER noted that there would not be another mailing, but that committee members are available for consultation and advice. OSHIKA than urged all Senators to remind their constituents of the program and the timing; she suggested that this is one of functions of senators.

2. General Education Working Group—OSHIKA began by thanking Pat Erdenberger, a graduate student for her enormous help in arranging student attendance at the September 17 symposium. More than 100 students attended. WHITE then gave the status report for the group, noting that the committee has met a few times since the symposium, has reviewed the written notes from the breakout sessions along with summaries from the committee members.

a. White will meet with the Steering Committee on October 11, preparing catalog copy and a proposal for the Senate for the November 1 meeting.

b. Lois Becker (History) and Eric Bodegum (Physics) have been added to the committee.

c. The proposal is simply a plan for moving forward. If it is adopted there would be an evolution over time.

d. The committee cannot respond to the issue of resources. Others must do this. Questions and consequences of student credit hours should be done by the departments; however, the program is designed to be supportive of the major.

e. Diversity was also a concern. 61% of institutions making changes similar to ours put diversity across the curriculum. The committee is recommending that faculty be developed in this area.

f. Student learning communities will put students of different backgrounds together. This is part of the overall learning goal, again focusing on diversity.

g. Peer mentors are essential to the program. Juan Mestas has introduced the committee to the Supplemental Instruction Program, housed in the University of Missouri-Kansas City, designed to assist students in these programs. At Cal State-Long Beach, the program has been found to raise student GPAs by one grade point, compared to students in the same classes without supplemental instruction. More detail on this will be reported.
h. There were questions about how this proposal would fit with primary/secondary education reforms in Oregon. The Director of Curriculum and Instruction for Portland Public Schools told the committee that our proposal would fit very well with what the state is doing. She also said that this proposal would put PSU in a leadership position.

i. Writing/communication is a major issue. The committee views writing instruction not simply as mechanics, but as a means of learning and of expression. Mathematics and visual arts are now viewed in the same way. The core of communication is writing, but visual, data, and graphics are means of expressing this. Heavy reliance is placed on faculty development for this. All faculty and student mentors in the program should receive training in communication across the curriculum, where the core is writing. Laboratory work should be seen as normal, and structured into the course curriculum.

j. At the sophomore level, the question of class size and number of sections rose. Looking at 50 students/class, the committee estimates that 30 classes/quarter will be needed. Student mentors will help here. At the junior and senior levels, 40 sections/quarter will be needed.

k. The program seems to fit the non-traditional student. All comments from these people support the proposal. There appears to be enough student choice.

l. The academic integrity of the curriculum is also important. Some wondered if there would simply be “talking heads” coming into the classroom for two weeks and then leaving. The reality is that all people within the teaching team will be committee to the process. All will participate fully in all courses. There cannot be a guarantee that all the courses will have high levels of rigor, but methods to improve that are built in.

JOLIN asked if someone is working on the resource question, and when Senators might receive this information. REARDON indicated that the Deans have been asked to prepare impact statements, and begin examining other resource questions. He also indicated that some of the money PSU has received this year has been earmarked for curricular reform.

OSHIKA then noted that Senators will receive the following before the November meeting: a revised report from the working group; proposed new language to fulfill the distribution requirement; an impact statement from OAA and the deans.

F. **UNFINISHED BUSINESS**
There was no unfinished business.

G. **NEW BUSINESS**
There is no new business.

H. **ADJOURNMENT**
OSHIKA adjourned the meeting at 3:58 PM
Courses approved to date by University Curriculum Committee and Graduate Council:

COLLEGE OF LIBERAL ARTS AND SCIENCES

Chemistry

Ch 331, 332 ELEMENTS OF ORGANIC CHEMISTRY I (4, 4)
Prerequisites for Ch 331: Ch 203, 223 or 226. Concurrent enrollment in Ch 337 is strongly recommended. Prerequisite for Ch 332: Ch 331. Concurrent enrollment is strongly recommended. [CHANGE PREREQUISITE]

Ch 337 ORGANIC CHEMISTRY LABORATORY I (1)
Concurrent enrollment in Ch 331 or Ch 335 is strongly recommended. [CHANGE COREQUISITE TO CONCURRENT ENROLLMENT STATEMENT]

Ch 338 ORGANIC CHEMISTRY LABORATORY II (1)
Concurrent enrollment in Ch 332 or Ch 336 is strongly recommended. Ch 337 is a prerequisite for Ch 338. [CHANGE COREQUISITE TO CONCURRENT ENROLLMENT STATEMENT]

Ch 339 ORGANIC CHEMISTRY LABORATORY II (chem majors) (1)
Concurrent enrollment in Ch 336 is strongly recommended. Ch 337 is a prerequisite for Ch 339. [CHANGE COREQUISITE TO CONCURRENT ENROLLMENT STATEMENT]

Ch 436/536 SPECTROMETRIC ANALYSIS (2)
[CHANGE LECTURE AND CREDIT HOURS FROM (1) TO (2)]

Economics

Ec 417/517 WOMEN IN THE ECONOMY (3)
Different economic theoretical perspectives are presented to account for women's particular economic roles currently and historically. Emphasis on women's responsibility for childrearing and housework; women's relatively low wages; occupational segregation by gender; economic differences among women due to ethnicity, generation and class; and policy issues with particular importance for women's economic situation. Prerequisites: Ec 201, 202, 203. [CHANGE DESCRIPTION]

Ec 465/565 ECONOMICS OF LABOR MARKETS (3)
Investigates major questions in labor economic theory from the perspectives of the major schools of economic thought. Issues emphasized: sources of unemployment, the way wages are determined, and the reasons demographic groups fare differently in the labor market. Prerequisites: Ec 201, 202, 203. [CHANGE DESCRIPTION]

Ec 466/566 LABOR INSTITUTIONS AND POLICY (3)
An overview of the history and contemporary organization of work and industrial relations in the United States. Paid and unpaid work, the development of trade unions and collective bargaining, and new directions in the organization of work and the labor market such as employee participation and automation. Prerequisites: Ec 201, 202, 203. [CHANGE DESCRIPTION]

Ec 544 SEMINAR IN INTERNATIONAL ECONOMICS (3) [CHANGE TITLE]
Ec 554 SEMINAR IN THIRD-WORLD ECONOMIC ISSUES (3) [CHANGE TITLE]
Ec 559 SEMINAR IN U. S. ECONOMIC HISTORY (3) [CHANGE TITLE]
G 448/548 CHEMICAL HYDROGEOLOGY (3)
The study of low temperature aqueous groundwater geochemistry with emphasis on factors which change chemical composition of groundwater and factors which influence the transport of both inorganic and organic contaminants. Topics will include geochemistry of equilibrium reactions, mineral solubility, complexing, oxidation-reduction reactions, surface reactions and vadose zone processes. Prerequisites: one year of chemistry, G 443/543. [NEW]

G 451/551 GEOLOGY OF THE PORTLAND AREA (2)
A survey of the geology of the Portland area through a combination of lectures and field trips. An intensive study of published and unpublished information on the geology of the greater Portland area including stratigraphy, structure, geomorphology, and historical geology. Primarily designed for geology majors, professional geologists/engineers, and geology teachers. A basic knowledge of general geology, equivalent to G 201, 202, 203 is assumed. [NEW]

G 475/575 INTRODUCTION TO SEISMOLOGY (3)
Earthquakes and exploration seismology, the origin and occurrence of earthquakes, nature and propagation of seismic waves in the earth, earthquakes as a hazard of life and property. Uses of reflection and refraction exploration seismology, borehole velocity measurements, seismic remote sensing and direct measurement techniques for earthquake hazard assessment and other science and engineering applications. Prerequisite: senior or graduate standing. [NEW]

G 476/576 SEISMIC EVALUATION (3)
The process of evaluating earthquake hazards in a region on specific location; methods of evaluating the seismic potential, and various hazards associated with seismic activity. Hazards include liquefaction, ground failure, and site amplification. Techniques for evaluating the susceptibility, potential, and severity of the hazards. Techniques of expressing and quantifying hazards for use by planners and designers. Prerequisite: G 475/575. [NEW]

G 207 BIBLIOGRAPHIC RESOURCES (1)
Geology majors only. A/F only. [ADD MAJORS ONLY AND LETTER GRADE ONLY]

G 392 STRATIGRAPHY (4)
Prerequisite: G 316. [CHANGE PREREQUISITE]

G 393 FIELD METHODS (4)
Prerequisites: G 391 and G 392. [CHANGE PREREQUISITES]

G 420/520 APPLIED GEOPHYSICS (4)
Principles of geophysical measurement and interpretation; seismology, gravimetry, isostasy, geomagnetism, terrestrial electricity. Includes a survey of geophysical exploration techniques. Three lectures, one two-hour lab. Prerequisites: one year of general physics, one year of calculus. [CHANGE DESCRIPTION, ADD LABORATORY AND CHANGE CREDITS HOURS FROM (3) TO (4)]

G 423/523 COMPUTER APPLICATION IN GEOLOGY (4)
Prerequisites: one year of calculus. [CHANGE PREREQUISITES]
G 437/537 ANALYTICAL METHODS (4)
Radiation Safety is acceptable as a corequisite. [ADD COREQUISITE STATEMENT]

G 447/547 SEDIMENTOLOGY (3)
Study of sediment transport, bedforms, and depositional environment, with focus on quantitative methods of predicting rates of sediment yield, transport, and deposition in terrestrial and marine environments. Prerequisite: G 316. [CHANGE DESCRIPTION]

G 452/552 GEOLOGY OF THE OREGON COUNTRY (3)
Prerequisites: upper division standing and one of the following: G 111, 202, 351, 430, 455. [CHANGE PREREQUISITES]

G 459/559 GEOLOGIC INTERPRETATION (3) [DROP]

G 541/641 GROUND WATER MODELING (3)
The study of ground water modeling using finite difference method. Prerequisites: G 443/543 and one year of calculus. [CHANGE DESCRIPTION AND PREREQUISITES]

G 593/693 VOLCANIC STRATIGRAPHY (3)
Prerequisites: G 442/542, 445/545. [CHANGE PREREQUISITES]

G 307 GEOLOGICAL REPORT WRITING (1) [DROP]

Mathematical Sciences

Mth 465/565, 466/566 EXPERIMENTAL DESIGN: THEORY AND METHODS (3, 3)
A theoretical and applied treatment of experimental design; analysis of variance, fixed effect models, random effects models, checking model adequacy; block designs, Latin squares, related designs; incomplete designs; factorial designs, confounding two-level designs, split-plot designs; fractional factorial designs; nested designs; relation to regression analysis; analysis of covariance. All sections will illustrate real world applications with computer usage. Prerequisite: Mth 464/564. [NEW]

Mth 621, 622, 623 ADVANCED DIFFERENTIAL EQUATIONS I, II, III (3, 3, 3)
Advanced theory of dynamical systems and partial differential equations including the basics of partial differential equations, boundary value problems for elliptic equations, the Cauchy problem, and parabolic equations. Topics selected from Hamiltonian systems, waves and shocks, variational methods, control theory. Prerequisite: Mth 423/523 or 472/572. [NEW]

Mth 624, 625, 626 ADVANCED DIFFERENTIAL GEOMETRY I, II, III (3, 3, 3)
Topics selected from differentiable manifolds, differential forms, DeRham cohomology, Lie groups, fibre bundles, the Riemannian metric, affine and Riemannian connections, parallel translations, holonomy, geodesics, curvature, isometric embeddings and hypersurfaces, the Second Fundamental Form, complete Riemannian manifolds and the Hopf-Rinow theorem, spaces of constant curvature, variations of arc length, and the Morse Index theorem. Prerequisite: Mth 425/525. [NEW]

Mth 661, 662, 663 ADVANCED MATHEMATICAL STATISTICS I, II, III (3, 3, 3)
Mth 424/524, 425/525 ELEMENTARY DIFFERENTIAL GEOMETRY AND TENSOR ANALYSIS I, II (3, 3)
Differential geometry of curves and surfaces; elementary Riemannian geometry; tensors and their algebra; elements of tensor analysis; applications from mechanics and field theory. Courses must be taken in sequence. Prerequisites: Mth 343 and either 256 or 421. [CHANGE NUMBER FROM 476/576, 477/577, TITLE AND DESCRIPTION]

Mth 460/560 APPLIED STATISTICS FOR ENGINEERS AND SCIENTISTS (3) [CHANGE NUMBER FROM 459/559]

Mth 464/564 APPLIED REGRESSION ANALYSIS (3) Prerequisites: Mth 343 and either 460/560 or 461/561. [CHANGE NUMBER FROM 460/560 AND PREREQUISITES]

Mth 467/567, 468/568 APPLIED PROBABILITY I, II (3, 3) [CHANGE NUMBER FROM 457/557, 458/558]

Mth 611, 612, 613 THEORY OF FUNCTIONS OF A REAL VARIABLE I, II, III (3, 3, 3) [CHANGE NUMBER FROM 514/614, 515/615, 516/616]

Mth 614, 615, 616 THEORY OF ANALYTIC FUNCTIONS I, II, III (3, 3, 3) [CHANGE NUMBER FROM 517/617, 518/618, 519/619]

Mth 617, 618, 619 FUNCTIONAL ANALYSIS I, II, III (3, 3, 3) [CHANGE NUMBER FROM 573/673, 574/674, 575/675]

Mth 631, 632, 633 TOPOLOGY I, II, III (3, 3, 3) [CHANGE NUMBER FROM 537/637, 538/638, 539/639]

Mth 641, 642, 643 MODERN ALGEBRA I, II, III (3, 3, 3) [CHANGE NUMBER FROM 546/646, 547/647, 548/648]

Mth 651, 652, 653 ADVANCED NUMERICAL ANALYSIS I, II, III (3, 3, 3) [CHANGE NUMBER FROM 554/654, 555/655, 556/656]

Mth 664, 665, 666 THEORY OF LINEAR MODELS I, II, III (3, 3, 3) [DELETE CORRESPONDING 564, 565, 566 AND CHANGE TITLE]

Mth 667, 668, 669 STOCHASTIC PROCESSES AND PROBABILITY THEORY I, II, III (3, 3, 3) Prerequisite: Mth 411 and 463. [DELETE CORRESPONDING 567, 568, 569 AND CHANGE PREREQUISITES]

Mth 524/624, 525/625, 526/626 ADVANCED ORDINARY DIFFERENTIAL EQUATIONS (3, 3, 3) [DROP]
Mth 527/627, 528/628, 529/629 PARTIAL DIFFERENTIAL EQUATIONS I, II, III (3, 3, 3) [DROP]
Mth 550/650 RECURSIVE FUNCTION THEORY (3) [DROP]
Mth 578/678, 579/679 AUTOMATA THEORY I, II (3, 3) [DROP]

Philosophy

Phil 312 FEMINIST PHILOSOPHY (3) Critically examines traditional schools of philosophical thinking from a feminist perspective. Prerequisite: one philosophy course other than Phil 203, 204, 205. [NEW]
Ph 455/555 HEALTH CARE ETHICS (3)
Examines ethical issues that arise in relation to health care policy, the practice of medicine, and the introduction of new biotechnologies. Topics covered in any given term might include (among other topics) the extent of our right to health care, the rationing of scarce medical technologies, the ethics of abortion and euthanasia, the extent of a patient's right to privacy, confidentiality, autonomy, the use of human beings as experimental subjects, and the ethics of genetic manipulation. Prerequisite: upper division standing or nine hours of philosophy. [NEW]

Political Science

PS 479/579 TRANSITIONS TO DEMOCRACY (3)
Comparative analysis of political systems which have experienced a transition from an authoritarian to a democratic regime. Attention is given to the conditions supportive of democratic transition and to the problems of maintaining democratic stability. Prerequisite: PS 204. [NEW]

PS 477/577 POLITICS OF DEVELOPMENT (3)
Prerequisite: PS 204. [ADD PREREQUISITE]

PS 395 INTRODUCTION TO POLITICAL ANALYSIS (3) [DROP]
PS 434/534 INTERGOVERNMENTAL RELATIONS (3) [DROP]
PS 443/543 COMPARATIVE FOREIGN POLICY (3) [DROP]
PS 496/596 SURVEY RESEARCH (3) [DROP]

Physics

Ph 104, 105 EXPERIMENTAL INVESTIGATIONS FOR NON-SCIENCE MAJORS (2, 2)
Discovery labs for essential laws of physics. Investigate gravity, force, acceleration, momentum, heat, work, energy, electricity, light, and radioactivity. Make simple electrical circuits and an electrical motor. Improve computer literacy by working with graphic models of radioactive decay. One two-hour discussion and laboratory period. Concurrent enrollment in Ph 101, 102 is encouraged. Prerequisite: high school algebra. [NEW]

Ph 101, 102 ESSENTIALS OF PHYSICS (3, 3)
An elementary introduction to the basic principles of physics, their interpretation and application. Designed to accommodate all liberal arts students. Three lectures; concurrent enrollment in Ph 104, 105 is encouraged. Prerequisite: high school algebra. [CHANGE DESCRIPTION, CREDIT HOURS FROM (4, 4) TO (3, 3) AND DROP LAB]

Ph 363 COLOR PHOTOGRAPHY (3)
Principles of color photography, including the physics of color and scientific explanations of the formation of color images on light-sensitive materials. Traces uses and the history of color photography. Prerequisite: one college-level science or photography course. [CHANGE DESCRIPTION, LECTURE HOURS FROM (2) TO (3) AND DROP LAB]

Ph 471/571 ATMOSPHERIC PHYSICS (3) [ADD 571]
Psychology

Psy 436/536 PERFORMANCE APPRAISAL AND FEEDBACK (3)
Applications of psychological concepts to the development of performance appraisal systems in organizations. Topics include job analysis, cognitive processes in performance appraisal, types of rating scales, rater training methods, technical aspects of developing a performance appraisal system, performance feedback, individuals' reactions to performance feedback factors related to the perceived accuracy of performance feedback. Prerequisites: Mth 243, Psy 321 and 360. [NEW]

Sociology

Soc 337 MINORITIES (3) [CHANGE TITLE]

Soc 444/544 RACE AND ETHNICITY IN THE MODERN WORLD (3)
Analysis of ethnic and racial issues in selected areas of the contemporary world. Attention given to the ways in which ethnic and racial status come to be defined in changing situations and to the consequences of these changing definitions for peoples, governments and world organizations. Prerequisites: Soc 204, 205. [CHANGE TITLE AND DESCRIPTION]

Soc 455/555 SOCIOLOGY OF WORK (3) [ADD 555]

Soc 591 QUALITATIVE METHODOLOGY (3)
Acquisition and analysis of qualitative data. Consideration given to various approaches such as ethnomethodology, content analysis and case studies. Attention to ethics in field research. Prerequisite: graduate status in sociology. [CHANGE DESCRIPTION]

Speech Communication

SpHr 409/509 PRACTICUM (Credit to be arranged.)
Students must show proof of professional liability insurance. [ADD INSURANCE STATEMENT]

SpHr 495L DIRECTED CLINICAL LAB (3)
Designed to acquaint preprofessional students with the direct management of speech, language, and hearing cases in cooperation with advanced clinicians and under the direction of a qualified clinical supervisor. Students enrolled in this course will participate in all phases of clinical operation, inclusive of: scheduling, diagnostic management, parent conferencing, report writing, material preparation, etc. Prerequisites: SpHr 370 and 494; may be taken in conjunction with SpHr 495 or 496. [NEW]

SpHr 581L STUTTERING LABORATORY (3)
Students participate in the evaluation and treatment of a fluency client after receiving clinical preparation in the area of stuttering management. Prerequisite or corequisite: SpHr 581. [NEW]

SpHr 582L VOICE DISORDERS LABORATORY (3)
Students participate in the evaluation and treatment of a voice client after receiving clinical training in the area of voice disorders. Prerequisite or corequisite: SpHr 582. [NEW]
SpHr 588L ADVANCED AUDIOLOGY LABORATORY (3)
Supervised clinical practicum in the PSU Speech and Hearing Clinic. Students provide assessment of hearing and hearing aid evaluation and fittings for children and adults. Prerequisites: SpHr 488/588, 578. [NEW]

SpHr 498/598 SPEECH-LANGUAGE PRACTICUM (4)
Prerequisites: SpHr 464/564 or 496/596 (with a grade of B- or better), 497/597. [CHANGE PREREQUISITES]

SCHOOL OF ENGINEERING AND APPLIED SCIENCE

EAS 216 INTRODUCTION TO STATICS AND DYNAMICS (4) [DROP]

Civil Engineering

CE 432/532 STRUCTURAL STEEL DESIGN - LRFD METHOD (3)
Design of components of steel structures based on load and resistance factor design method. Prerequisite: CE 333. [NEW]

CE 438/538 DESIGN OF COMPOSITE STRUCTURES (3)
Design of composite steel-concrete members based on allowable stress design and load and resistance factor design methods. Prerequisites: CE 333 and CE 434. [NEW]

CE 448/548 EARTHQUAKE ACCOMMODATION IN DESIGN (3)
Consideration of the effects of earthquake shaking and induced ground failure in the design of buildings, pipelines, bridges and dams. Incorporating the earthquake hazard assessment for a project in the design process. The goal of this course is to allow geologists, geotechnical engineers, structural engineers, and architects to see how their particular tasks are impacted by the earthquake effects. Types of analysis used to evaluate earthquake design requirements in several disciplines including geology, geotechnical engineering, structural engineering, and architecture. Prerequisite: CE 445/545. [NEW]

CE 570/670 NUMERICAL MODELING OF SUBSURFACE FLOW AND CONTAMINANT TRANSPORT (3)
Review of physical principles of flow and contaminant transport in porous media; finite difference and finite element methods for solving groundwater flow and contaminant transport equations; higher-order upwinding, methods of characteristics and other improved analytically-based numerical methods for solving advection-dominated transport problems; numerical modeling of flow and contaminant transport in saturated, unsaturated and multiple fluid porous systems; real-case study of groundwater flow and groundwater contamination at a field site. Prerequisite: CE 569. [NEW]

CE 571/671 ADVANCED TOPICS IN SUBSURFACE FLOW AND CONTAMINANT TRANSPORT (3)
A probabilistic approach to analyzing the effects of complex heterogeneity of subsurface environment on field-scale groundwater flow and contaminant transport. Classical transport processes; heterogeneity/uncertainty and probabilistic representations; temporally variable subsurface flow and lumped parameter water quality models; spatial variability in subsurface flow; contaminant transport processes in heterogeneous media; geostatistical methods, measurement conditioning and parameter estimation; field applications of stochastic methods. Emphasis is placed on analysis of field-scale heterogeneous groundwater systems. Prerequisite: CE 569. [NEW]
CE 494 CIVIL ENGINEERING DESIGN (3)
Synthesis of civil engineering specialties in a multi-disciplinary project. Teamwork approach in design of components and systems to meet stated objectives. Consideration of alternative solutions, methods, and products including constraints such as economic factors, safety, reliability, and ethics. Preparation of design documents including memo-randa, computations, drawings, cost estimates, specifications, bidding material; written and oral presentations. Two lectures, one 3-hour design project laboratory period. Prerequisite: senior standing in civil engineering. [CHANGE DESCRIPTION, LECTURE AND LAB HRS.]

CE 569/669 INTRODUCTION TO SUBSURFACE FLOW AND CONTAMINANT TRANSPORT (3)
Principles of flow and contaminant transport in porous media and application to problems of water supply and contaminant transport. Topics include: properties of porous media; Darcy's law and aquifer equations; solution for steady and unsteady flow problems; flow net analysis; regional vertical circulation; unsaturated flow; well dynamics and pump test analysis; surface-groundwater interactions; water quality and contaminant transport; transport models; transport in heterogeneous porous media and tracer test. [CHANGE TITLE, DESCRIPTION, AND CREDIT HOURS FROM (4) TO (3)]

Computer Science

CS 559 SOFTWARE MEASUREMENT AND MODELS (3)
Survey, evaluation and application of software measurement techniques and models. Particular emphasis on product metrics such as Software Science, Cyclomatic Complexity and Function Points. [NEW]

CS 250 DISCRETE STRUCTURES (4)

CS 252 COMPUTATIONAL STRUCTURES (4)

CS 300 ELEMENTS OF SOFTWARE ENGINEERING (4)
Practical techniques of program development for medium-scale software produced by individuals. Software development from problem specification through design, implementation, testing, and maintenance. The fundamental design techniques of step-wise refinement and data abstraction. A software project will be carried through the development cycle. Three lectures; one 3-hour laboratory. Prerequisite: CS 202. [CHANGE DESCRIPTION]

CS 481/581, 482/582 THEORY OF COMPUTATION (4/3, 4/3)
Computability theory. Study of models of computation (Turing, Church, Kleene), recursive function theory, properties of recursive and recursively innumerable sets. Three lecture hours; one 3-hour laboratory. Prerequisite: CS 252. [CHANGE DESCRIPTION]
CS 555 SOFTWARE SPECIFICATION AND VERIFICATION (3)
Theoretical and practical aspects of the software development process, or software lifecycle. Covers the first part of the cycle: formulating the external requirements, specifying what the software is to do, and the abstract design. Emphasis will be on the formal aspects of specification and verification. [CHANGE TITLE, DESCRIPTION, AND DIVISION OF SEQUENCE]

CS 556 SOFTWARE IMPLEMENTATION AND TESTING (3)
Theoretical and practical aspects of the software development process, or software lifecycle. Covers the second part of the cycle: detailed design, implementation in a programming language, testing, and maintenance. Emphasis will be on the technical aspects of software testing. [CHANGE TITLE, DESCRIPTION, AND DIVISION OF SEQUENCE]

Electrical Engineering

EE 415/515 FUNDAMENTALS OF SEMICONDUCTOR DEVICES (4)
Solid-state electronic devices; operation, fabrication and applications. Single crystal growth, p-n junction, diodes, bipolar junction transistors, MOS capacitor, FETs. It will provide students with a sound understanding of existing devices and give the necessary background to understand the problems and challenges of the micro-electronic manufacturing. Prerequisite: Ph 318, EE 323. [NEW]

EE 416/516 INTEGRATED CIRCUIT (IC) TECHNOLOGIES (4)
Microelectronic processing of solid-state devices and integrated circuits. A base for understanding more advanced processing and what can and cannot be achieved through IC fabrication. Oxidation, diffusion, and ion implantation will be discussed. Bipolar, CMOS and BiCMOS fabrication processes. DRAM technology. Defining system rules for IC layout. Packaging and yield. New technologies, such as Wafer-Scale Integration and Multi-Chip Modules will be discussed. Students will be introduced to the concept of designing for manufacturability. Prerequisite: EE 415/515. [NEW]

EE 418/518 LINEAR SYSTEM ANALYSIS I (4)
Advanced concepts of continuous-time signals, systems, and transforms. Signals: periodicity, orthogonality, basis functions; System: linearity, super-position, time-invariance, causality, stability, and convolution integral; Transforms: Fourier series and Fourier transform, Hilbert and Hartley transform, Laplace transform. Prerequisites: EE 222. [NEW]

EE 419/519 LINEAR SYSTEM ANALYSIS II (4)
Advanced concepts of discrete-time signals, systems, and transforms. Signals: periodicity, orthogonality, basis functions; System: linearity, super-position, time-invariance, causality, stability, and convolution sum; Transforms: Z Transform, discrete Fourier transform and Fast Fourier transform, discrete Hilbert and Hartley transform; State Space description of a system. Prerequisite: EE 418/518. [NEW]

EE 201, 202, 203 ELECTRICAL ENGINEERING LABORATORY I, II, III (1, 1, 1)
Prerequisites, or concurrent enrollment in: EE 221, 222, 223, 271. Pass/no pass only. [CHANGE PREREQUISITES]

EE 301, 302, 303 ELECTRICAL ENGINEERING LABORATORY IV, V, VI (1, 1, 1)
Prerequisites, or concurrent enrollment in: EE 321, 322, 323, 331, 332, 371. Pass/no pass only. [CHANGE PREREQUISITES]
Mus 360  THE GUITAR: ITS HISTORY AND MUSIC  (3)
This course is designed to explore the origins of the guitar by examining its history, repertoire and performers. The course will look at all aspects of the guitar's history from the related ancient Sumerian stringed instruments to the modern-day electric guitar. Prerequisite: Mus 110 or Mus 191. [NEW]

Mus 560  MUSIC HISTORY: THE MEDIEVAL PERIOD  (2)
Intensive, analytical study of the history of music of the Middle Ages and its relationship to contemporary historical events. Prerequisite: successful completion of the department's Graduate Entrance Examination. Normally limited to graduate music majors only. [NEW]

Mus 561  MUSIC HISTORY: THE RENAISSANCE PERIOD  (2)
Intensive, analytical study of the history of music from 1400-1600 and its relationship to contemporary historical events. Prerequisite: successful completion of the department's Graduate Entrance Examination. Normally limited to graduate music majors only. [NEW]

Mus 562  MUSIC HISTORY: THE BAROQUE PERIOD  (2)
Intensive, analytical study of the history of music from 1600-1750 and its relationship to contemporary historical events. Prerequisite: successful completion of the department's Graduate Entrance Examination. Normally limited to graduate music majors only. [CHANGE NUMBER FROM 537 AND DESCRIPTION]

Mus 563  MUSIC HISTORY: THE CLASSICAL PERIOD  (2)
Intensive, analytical study of the history of music from 1750-1825 and its relationship to contemporary historical events. Prerequisite: successful completion of the department's Graduate Entrance Examination. Normally limited to graduate music majors only. [CHANGE NUMBER FROM 538 AND DESCRIPTION]

Mus 564  MUSIC HISTORY: THE ROMANTIC PERIOD  (2)
Intensive, analytical study of the history of music from 1825-1900 and its relationship to contemporary historical events. Prerequisite: successful completion of the department's Graduate Entrance Examination. Normally limited to graduate music majors only. [CHANGE NUMBER FROM 539, TITLE AND DESCRIPTION]

Mus 565  MUSIC HISTORY: EARLY TWENTIETH CENTURY  (2)
Intensive, analytical study of the history of music from 1900-1950 and its relationship to contemporary historical events. Prerequisite: successful completion of the department's Graduate Entrance Examination. Normally limited to graduate music majors only. [NEW]

Mus 566  MUSIC HISTORY: MUSIC SINCE 1950  (2)
Intensive, analytical study of the history of music since 1950 and its relationship to contemporary historical events. Prerequisite: successful completion of the department's Graduate Entrance Examination. Normally limited to graduate music majors only. [NEW]

Theater Arts

TA 425/525, 426/526, 427/527  COSTUME HISTORY I, II, III  (3, 3, 3)
A historical survey of dress in Western civilization and selected world cultures, from ancient Egypt to the present, with emphasis on the social, political, and aesthetic expressions of clothing. Course may be taken out of sequence. Prerequisite: 9 credit hours of theater arts/art history/social science. [CHANGE DESCRIPTION AND PREREQUISITES]
GRADUATE SCHOOL OF SOCIAL WORK

SW 522, 523, 524/624 SOCIAL WELFARE RESEARCH I, II, III (3, 3, 3)
[ADD DOCTORAL CREDIT - 624]

SW 527/627 ADVANCED THEORIES OF HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (3)
[ADD DOCTORAL CREDIT - 627]

SW 578/678 SOCIAL WORK IN THE JUVENILE AND CRIMINAL JUSTICE SYSTEMS (3)
[ADD DOCTORAL CREDIT - 678]

SCHOOL OF URBAN AND PUBLIC AFFAIRS
Administration of Justice

AJ 355 PERSPECTIVES ON TERRORISM (3)
A survey of international and domestic terrorism, the organizations, philosophies, key
players, counterterror organizations and response. Investigation of the social,
psychological, cultural, historical, political, religious and economic dynamics of the
phenomena will provide preparation for discussion of possible approaches to control.
[NEW]

AJ 450/550 COMPARATIVE PERSPECTIVE OF CRIMINAL JUSTICE (3)
An exploration of international criminal justice systems which compares and contrasts the
general features and cultural foundations of criminal justice procedures and institutions in
different countries throughout the world. Prerequisites: AJ 100, 200, and 300. [NEW]

AJ 509 GRADUATE PRACTICUM (3)
A work-experience placement in a criminal justice agency with supervision and evaluation
of work performance by both agency and University supervisors. Consent of instructor
required. [NEW]

AJ 511 HISTORICAL PERSPECTIVE OF CRIMINAL JUSTICE (3)
A chronological survey of significant social events and trends in Western and Eastern
civilizations that have influenced crime and the development of law, the police, the courts
and corrections—and formed the interrelationships among these parts of the criminal
justice system. [NEW]

AJ 515 THEORIES OF CRIME AND JUSTICE (3)
A comprehensive survey of the major theories of criminal justice. The course will
overview theories from the biological, psychological, social learning, critical, labeling,
social-disorganization, conflict, and culture-conflict perspectives and the philosophical
discourses on justice of Hume, Mills, Kant, Rawls and others. [NEW]

AJ 520 LEGAL PERSPECTIVE OF CRIMINAL JUSTICE (3)
An advanced course that examines the legal environment within which the criminal and
quasi-criminal justice systems function, with particular emphasis on philosophical and
procedural issues related to deprivation of liberty decisions. [NEW]

AJ 530 ECONOMIC AND POLITICAL PERSPECTIVE OF CRIMINAL JUSTICE (3)
An advanced course which explores the political and economic influences on the formulation
and administration of public policies related to criminal justice system issues. [NEW]

AJ 100 INTRODUCTION TO ADMINISTRATION OF JUSTICE (1)
[CHANGE CREDIT HOURS FROM (3) TO (1)]
AJ 480/580 COMMUNITY-BASED TREATMENT OF OFFENDERS (3)
Prerequisites: AJ 480 senior status, completion of lower division major requirements and AJ 330 and 380. AJ 580 admission to graduate program in AJ. [ADD GRADUATE CREDIT - 580 AND CHANGE PREREQUISITES]

AJ 507E INTEGRATIVE SEMINAR (3) [DROP]
The General Education Working Group proposes the following changes in the current PSU Bulletin:

1. Replace current language on p. 24, section 3 with the following:

**GENERAL EDUCATION PROGRAM**

The purpose of the general education program at Portland State University is to facilitate the acquisition of the knowledge, abilities, and attitudes which will form a foundation for lifelong learning for students. This foundation includes the capacity and the propensity to engage in inquiry and critical thinking, to use various forms of communication for learning and expression, to gain an awareness of the broader human experience and its environment, and appreciate the responsibilities of persons to themselves, to each other, and to community.

To accomplish this purpose all entering freshmen are required to complete the following program:

1. **Freshman Year.**
   
   Three 5 credit core courses. 15 Credits

2. **Sophomore Year.**
   
   Three 4 credit courses. Each course must be selected from different interdisciplinary programs or general education clusters. 12 Credits

3. **Junior and Senior Years.**
   
   Complete one interdisciplinary program or general education cluster (four 3 credit courses). 12 Credits

4. **Senior Capstone Experience.*** 6 Credits
   
   45 Credits

**Transfer Students**

Students who transfer to Portland State University from other institutions will enter the General Education Program at the highest level they have completed as determined by the transfer evaluation. That is, students who enter Portland State University at the sophomore level (45 to 89 approved credits) will begin at the sophomore level of the program. They are not required to complete the freshman core courses. All students who
enter Portland State University with 90 or more approved credits will begin the program at the junior level. They need not complete the freshman or sophomore course requirements of the program.

*The six credit senior capstone requirement may be fulfilled by an approved capstone experience in the major.

2. On p. 17, fourth line from the bottom delete two sentences beginning with "WR 323" and ending with "requirements."

3. On p. 22, 12th line from the bottom delete language following (4) and (5), change (6) to (4). Delete following sentence beginning "Students majoring" and ending with "distribution areas."

4. On p. 23, 4th line from the top delete language following (4) and (5), change (6) to (4). Under section 1 delete from "Health and Physical Education" to end of section "will be waived."

5. On p. 24, delete all language in Section 4.

6. On p. 25, delete all language in Section 5. Change Section 6 to Section 4.

7. On p. 26, delete line 1 through line 4. Delete line 30 to line 34, beginning with "Health" and ending with "management."

8. On p. 27 under section 3 delete "PHE, writing (see below for exception)" and "upper-division in academic area, or diversity." On the same page 13th line from the bottom delete sentence beginning "Postbaccalaureate students" and ending "from PSU."

9. On p. 198 under requirements for Major in General Studies in Arts and Letters, first full sentence delete "in addition to the 18 credits in the major area needed for the general education requirements."

10. On p. 199 last full sentence delete "and the upper-division requirement in the academic distribution areas."
GENERAL STUDIES

491 A Neuherger Hall
725-3822

B.A., B.S.

Education Programs—Elementary, Integrated Science, and Social Studies
M.A.T., M.S.T. (General Studies: Arts and Letters, Science, Social Science)

Programs which are of an interdisciplinary nature and which do not conveniently fit within the normal department areas are listed under General Studies.

UNDERGRADUATE PROGRAM

GENERAL STUDIES (OPTION I) AND
GENERAL STUDIES (OPTION II) PROGRAMS

Adviser: N.C. Rose

Students majoring in general studies (Option I) take a concentration of courses in the arts and letters or science or social science academic area. There are no specific courses required for the major. To take full advantage of the opportunities afforded this major, students should plan a program which includes a coherent set of courses providing an in-depth study in the area of special interest as well as providing for enhancement of the student's problem-solving and communication skills.

The arts and letters academic distribution area consists of courses taken in applied linguistics, art, black studies (BST 221, 351, 352, 353, 421, 424 only), dance, English (except for WR 115, 120, 121, 222, 227, 323), foreign languages and literatures, music, philosophy, speech communication, and theater arts and courses having the AL, ASc, or Hum prefix.

The science academic distribution area consists of courses taken in biology, chemistry, computer science, geology, mathematical sciences (except Math 95, 100), physics, and public health studies and courses having the ASc or Sc prefix.

The social science academic distribution area consists of courses taken in administration of justice (AJ 220 and 330 only), anthropology, black studies (except BST 221, 351, 352, 353, 421, 424), economics, geography, history, international studies, political science, psychology, sociology, urban studies and planning, and women's studies and courses having the ASc or SSc prefix.

Requirements for Major in General Studies in Arts and Letters (Option I)/Requirements for Major in General Studies in Science

In addition to the nonmajor baccalaureate degree requirements, a major in General Studies (Option I) must complete 54 credits in one of three academic distribution areas (arts and letters or science or social science) in addition to the 18 credits in the major area needed for the general education requirement. A minimum of 30 of the 54 credits must be upper division with at least 9 upper-division credits in each of two departments.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division credits from one department in the major academic area</td>
</tr>
<tr>
<td>Upper-division credits from a second department in the major academic area</td>
</tr>
<tr>
<td>Additional upper-division credits from any department(s) in the major academic area</td>
</tr>
<tr>
<td>Additional credits in the major academic area</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Courses used to satisfy the major requirements, whether taken at PSU or elsewhere, must be graded C- or above. A maximum of 9 credits may be graded P.

For students completing two majors with one of the majors being General Studies (Option I) or earning a second baccalaureate degree with a General Studies (Option I) major, the major in General Studies (Option I) is 54 credits in one academic distribution area.

Requirements for Major in General Studies (Option II). A student majoring in General Studies (Option II) must complete (1) University requirements, (2) specific requirements for Bachelor of Arts or Bachelor of Science degree, and (3) the following requirements for the General Studies (Option II) major:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division credits from the arts and letters (except WR 323), science and/or social science academic distribution area(s)</td>
</tr>
</tbody>
</table>

Courses used to satisfy the major requirements, whether taken at PSU or elsewhere, must be graded C- or above. A maximum of 12 credits may be graded P.

Students majoring in General Studies (Option II) and also in a second major must meet the general education requirement and the upper-division requirement in the academic distribution areas for the second major.
Writing 121, 323 Requirement. A system of regular examinations allows students to demonstrate competence and may confer credit in Wr 121 or Wr 323. Failure to complete the examinations within the time specified may result in disqualification. (See page 180.)

Foreign Language Requirement for the B.A. Degree. The B.A. language requirement is not defined in credits, but in terms of competence: for graduation, a student must demonstrate competence equivalent to that normally attained after two years of college study. Students with no previous knowledge of a foreign language are advised to complete 24 credits (two years) in a language.

Students who already possess sufficient competence (or who wish to prepare themselves outside of formal classes) may meet the B.A. language requirement in any of the following ways: (1) Completion in any foreign language of 203 or its equivalent with a grade of C- or better; (2) completion in any foreign language of a course that has 203 or higher as a prerequisite; (3) Demonstration of proficiency in a foreign language equivalent to that attained after two years of college study. There are three ways to demonstrate proficiency: (a) in French, German, or Spanish, by passing the CLEP examination with a score high enough for second-year level credit (see page 33); (b) in other languages regularly taught by the Department of Foreign Languages and Literatures by passing a departmental examination with a score high enough for second-year level credit; (c) in any language for which the Department of Foreign Languages and Literatures has a qualified tester by passing a non-credit departmental examination. English satisfies the B.A. language requirement for students whose official transcripts demonstrate that their secondary education was completed in a foreign language. Such students may not enroll in first- or second-year courses in the language in which they received their secondary education. (See page 180.)

Health and Physical Education Requirement: PHE 295 Health and Fitness for Life (3 credits). Lectures covering the interrelation of health and fitness in the areas of cardiovascular disease risk factors, components of fitness, nutrition, and stress management.

DOUBLE MAJOR

Students with two or more departmental or school majors must satisfy the University distribution requirements for only one of the majors. The student must identify the departmental or school major for which the University requirements are to be satisfied. When a double major includes both a departmental and a general studies Option II major, the University distribution requirements are to be satisfied for the departmental major.

APPLICATION FOR A DEGREE (AND DEGREE AUDIT), 725-3438

An admitted student who intends to be graduated from Portland State University must file an application for a degree (undergraduate or graduate) with the Degree Requirements section of the Office of the Registrar. Commencement day is in June, a summer commencement is held in August, and degrees can be issued each term. Quarterly degree application deadlines are published in the Schedule of Classes. Applications received after a deadline are considered for the next available graduation date.

General University degree requirements are checked by the Registrar's Degree Requirements section. All special requirements for a degree in a major will be checked and approved by the department, college, or school offering the major program.

ALTERNATIVE MEANS OF MEETING SOME UNIVERSITY REQUIREMENTS

Students bear final responsibility for ensuring that the courses taken are applicable toward satisfying their degree requirements. They are also responsible for informing the degree requirements section of any change of address while a degree candidate.

Based on the application, baccalaureate candidates are mailed a complete Degree Audit before their last term. Part-time students may request a Degree Audit prior to application upon completion of 156 credits. (Advanced degree candidates should see their adviser concerning the required GO-series forms.)

All University academic requirements must be satisfied before any degree will be conferred and all financial obligations must be met before any diploma will be released.

POSTBACCALAUREATE STUDIES, 725-3438

Second Baccalaureate Degree. A candidate for a second baccalaureate degree must complete the following:

1. Residence credit after earning first degree: if the first degree was from Portland State University, 36 credits; if the first degree was from another college or university accredited by a recognized regional association, 45 credits. Restriction: At least 25 of the 45 credits must be for differentiated grades (A-F).
2. a. Bachelor of Arts degree: if the first degree was not a B.A., students must complete two years of college-level work in a foreign language or demonstrate equivalent proficiency.
   b. Bachelor of Music degree: if the first degree was not a B.M., students must complete program in music and applied music as prescribed by the Department of Music.
   c. Bachelor of Science degree: if the first degree was not a B.S., 36 credits from the science area or 36 credits from the social sciences.
3. Requirements for a major: Courses taken as a postbaccalaureate student or as part of the first degree program count toward the major. Students do not need to meet the general education [upper-division in academic areas, or diversification] requirement.

Admitted postbaccalaureate students must maintain a cumulative GPA of 2.00 on all work taken at PSU. Failure to do so will result in academic warning and disqualification.

Certificate Candidates Holding a Baccalaureate Degree. A candidate for a certificate holding a baccalaureate degree must complete the following:

If the first degree is from Portland State University, credits in residence needed to complete the certificate requirements.

If the first degree is from another accredited college or university, 30 credits in residence at Portland State University, including that work needed to complete the certificate requirements. Postbaccalaureate students who do not hold a degree from a university where the language of instruction is English must satisfy the Wr 323 requirements before completion of a certificate program.

Includes candidates for the athletic training program.
PART-TIME STUDENTS NONADMITTED STUDENTS, 725-3511

A student may take up to a maximum of 7 credits per term without applying for formal admission. However, a first-time registrant must complete and provide a Quick Entry Form to the Registration Office so a file can be created on the computer database. Credit work taken as a part-time student is acceptable in degree programs subject to University regulations. Students who plan to earn a degree at PSU should be admitted formally as soon as possible. Nonadmitted students are not eligible to receive financial aid. The number of non-admitted students allowed to register for any term in subject space availability. When space is limited, selection may be based on submission date of Quick Entry Form.

A full-time student is defined as an admitted student officially registered for at least 12 credits if an undergraduate or postbaccalaureate, and at least 9 credits if a graduate. Normally, the carrying load at the end of the fourth week is used. Audit credits are not counted.

A student may earn most University degrees as a part-time student. Some degrees may be earned by taking courses exclusively at night. A student who wishes to earn a degree will need to be admitted before getting too far into the program. Part-time students, especially, need to meet regularly with an advisor to keep up-to-date with changing degree requirements and University policies.

The Schedule of Classes, published each term, contains information needed to register as a part-time student. Part-time students may follow the same Advance Registration and touchtone telephone procedures as full-time students. Fee payment is required by published deadlines.

Students are responsible for checking that prerequisites have been met. Students should consult schools and departments regarding admission to upper-division courses. Prerequisites are listed in individual course descriptions in this catalog. If a student has not taken the necessary prerequisites but feels confident of performing the coursework, the student should check with the department. Often the department will waive the prerequisites for individuals with equivalent experience or learning in the field.

Evening classes on campus at Portland State University are a continuation of the regular daytime offerings. Credit courses have the same academic value whether taken by day or in the evening.

Senior citizens, persons 65 or older not enrolled as regular students, may take classes on a space-available basis at no charge other than for special materials, if any. The University does not maintain any records of senior citizen enrollments, but the registration receipt may be used to obtain a library card. Contact the Senior Adult Learning Center, 113A Urban and Public Affairs Building.

Library privileges are available to part-time students and they may use their fee receipt to obtain or revalidate a library card. This is done at the Circulation Desk in Millar Library. Part-time students are encouraged to obtain an ID card in the Neuberger Hall lobby.

RETENTION OF STUDENT DOCUMENTS

All documents submitted to Portland State University become the property of the University and may not be copied or returned to a student.

RELEASE OF STUDENT INFORMATION

Please note: The privacy laws do not permit the University to discuss a student's application with anyone other than the applicant. All inquiries must originate with the applicant.

STUDENT RECORDS

The University Student Records Policy, in accordance with the federal Family Educational Rights and Privacy Act of 1974 as Amended, governs the collection, use, and disclosure of student records with the goal of ensuring their privacy. Generally it provides the right to nonrelease of confidential information except as directed by the student in a transcript request, or as provided by law; the right to inspect educational records maintained by the University; and the right to correction of errors, and a hearing if necessary. Copies of the full Student Records Policy are available from the Office of the Dean of Students and the Office of the Registrar.

STUDENTS RETURNING TO PSU AFTER AN ABSENCE

Former Portland State University students wishing to enroll after an absence of one term (except summer) must submit a re-enrollment application form to the Office of Admissions. Official transcripts must be submitted from each institution attended since leaving PSU. The deadline for application is the same as for new students.

ADMISSION TO PROFESSIONAL PROGRAMS AND SCHOOLS

Admission to Portland State University does not automatically admit students to its professional programs and schools. Standards for admission and evaluation of transfer credits often exceed general University requirements. Students should check this catalog under the appropriate academic unit to determine if the unit has special admission requirements.

TRANSFER CREDITS

Accredited Colleges and Universities. The Office of Admissions evaluates credits transferred from accredited colleges and universities. Portland State University accepts college-level credits earned in academic degree programs at colleges and universities accredited by regional accrediting associations and as recommended in Transfer Credit Practices of Designated Educational Institutions.

Transfer students admitted to the University who plan to complete degree requirements at the University receive an evaluation of credits following their notice of admission.

Unaccredited and Foreign Institutions. Departmental representatives, working through the Office of Admissions, are authorized to evaluate credits transferred from unaccredited or foreign colleges and universities or International Baccalaureate (IB) Diplomas after a student has been admitted to PSU. International students requesting transfer of credit from foreign institutions must supply catalogs and/or documentation of course content from those institutions before consideration of transfer evaluation can be made. Work from unaccredited schools is evaluated in accordance with the institutions and policies listed in Transfer Credit Practices, published by the American Association of Collegiate Registrars and Admissions Officers. Credit given for a particular course will not exceed credit given for the equivalent or corresponding PSU course.

Associate Degree Transfers. Students who have completed an Associate of Arts- Oregon Transfer degree at an accredited Oregon community college or another PSU-approved associate degree, have met all lower-division general education and University requirements, and transferred A.A. may not satisfy all requirements for admission to professional schools. Please check with each school for specific admission requirements.
nursing, occupational therapy, optometry, osteopathy, pharmacy, physical therapy, physician assistant, podiatry, and veterinary medicine.

Highly motivated students may wish to complete an undergraduate degree program through the independent study and individualized learning of the University Honors Program, 1632 SW 12th Avenue. Interdisciplinary studies are available through science and humanities courses. For further information, contact the honors program.

For more information on any of these degrees or programs, see the individual curricula listings in this catalog.

REQUIREMENTS FOR BACHELOR'S DEGREE

See page 23. Students will be graduated according to the requirements of the PSU catalog in force when they enroll at PSU or any other accredited postsecondary institution, subject to the seven-year rule (see below). Once admitted and enrolled, students may graduate under the guidelines of any catalog issued after their first admission and enrollment, whether or not the student was enrolled during the year in which said catalog was in effect. This requirement applies to all PSU students regardless of whether or not they are transfer students.

Seven-Year Rule: No catalog is valid for longer than the summer term following the seventh academic year after issuance of the catalog. The 1993-94 catalog will expire at the end of summer term, 2000. A student must meet the requirements of a catalog for which the student is eligible and who entered and enrolled, students may graduate under the guidelines of any catalog issued after their first admission and enrollment, whether or not the student was enrolled during the year in which said catalog was in effect. This requirement applies to all PSU students regardless of whether or not they are transfer students.

Students working toward a bachelor's degree must complete the (1) University requirements, (2) Bachelor of Arts, Bachelor of Music, Bachelor of Science requirements, (3) general education requirement, (4) upper-division requirement in the academic distribution areas, (5) diversity requirement, and (6) requirements for a major.

Students majoring in General Studies Option II do not need to meet the general education requirement and upper-division requirement in the academic distribution areas. Specific requirements for a baccalaureate degree are detailed by the chart on page 23. Students pursuing supplementary programs must complete additional requirements as specified in the curricula of these programs.

Students should be aware, however, that requirements for licensure of teachers, specialists, and administrators may change, since such requirements are established by the Oregon Teacher Standards and Practices Commission.

GENERAL UNIVERSITY REQUIREMENTS FOR ALL BACCALAUREATE DEGREES

REQUIREMENTS FOR BACCALAUREATE DEGREES

To earn a baccalaureate degree a student must complete (1) University requirements, (2) specific requirements for Bachelor of Arts, Bachelor of Music, Bachelor of Science degree, (3) general education requirements, (4) upper-division requirement in the academic distribution areas, (5) diversity requirement, and (6) requirements for a major.

Students bear final responsibility for ensuring that the courses taken are applicable toward satisfying their degree requirements.

1. UNIVERSITY REQUIREMENTS

- Minimum number of credits (lower-division plus upper-division): 186 (186-205 in engineering).
- Minimum number of upper-division credits (300- and 400-level): 72.
- Health and Physical Education: PHE 295 Health and Fitness for Life.
- English Composition: WR 121 and WR 323 English Composition. WR 323 may not be taken until student is a junior and must be passed with a grade equivalent to C minus or better.

Note: WR 121 and WR 323 may be met by passing examinations with a grade equivalent to C minus or better. For students entering PSU with an Oregon Transfer Associate of Arts degree, WR 323 will be waived.

2. REQUIREMENTS FOR BACHELOR OF ARTS, BACHELOR OF MUSIC, BACHELOR OF SCIENCE DEGREES

(Students must choose one.)

- For the Bachelor of Arts Degree

Students must complete two years of college-level work in one foreign language or demonstrate equivalent proficiency. For students who have received their secondary education in another language, competence in English language satisfies the foreign language requirement. (See Alternative Means of Meeting Some University Requirements, page 26.)

- For the Bachelor of Music Degree

Students must complete the program in music and applied music as prescribed by the Department of Music.

- For the Bachelor of Science Degree

Students must complete a minimum of 36 credits from the science academic distribution area or a minimum of 36 credits from the social science academic distribution area.

ACADEMIC DISTRIBUTION AREAS

- The Arts and Letters Academic Distribution Area consists of courses from the following departments:
  - Applied Linguistics, Art, Black Studies (BSt 221, 351, 352, 353, 421, 424 only), Dance, English (except for WR 115, 120, 121, 222, 227, 323), Foreign Languages and Literatures, General Arts and Letters, Music, Philosophy, Speech Communication, Theater Arts.

- The Science Academic Distribution Area consists of courses from the following departments:
  - Biology, Chemistry, Computer Science, Geology, Mathematical Sciences (except Mth 95, 100), Physics, Public Health Studies, Psychology, Sociology.
The Social Science Academic Distribution Area consists of courses from the following departments:
- Administration of Justice (AJ 220 and 330 only)
- Anthropology
- Black Studies (except BST 221, 351, 352, 353, 421, 424)
- Economics
- General Social Science
- Geography, History
- International Studies
- Political Science
- Psychology
- Sociology
- Urban Studies and Planning
- Women's Studies.

3. **GENERAL EDUCATION REQUIREMENT**

   The general education requirement is the means by which the University seeks to develop a student's breadth of knowledge and appreciation for subjects different in content and method from the one in which the student majors.

   A student must earn 6 to 12 credits in each of only two departments in each of the three academic distribution areas (arts and letters, science, social science). In each of the three academic distribution areas the total credits earned in the two departments must be a minimum of 18 credits. The general education requirement must be met by courses which are outside the student's major department and which are not on the general education requirement exclusion list. A student majoring in a foreign language may use credits in a second language toward the arts and letters part of the general education requirement.

4. **THE UPPER-DIVISION REQUIREMENT IN THE ACADEMIC DISTRIBUTION AREAS**

   A total of 18 upper-division credits must be earned in the academic distribution areas with no more than 12 credits in one department. These 18 credits may all be in one, be split between two, or be split among all three academic distribution areas. These credits may also be counted toward the General Education Requirement. If not used toward the General Education Requirement, the upper-division credits may be elected from any of the upper-division courses (except WR 323) offered in the three academic distribution areas. For students majoring in a department, these 18 upper-division credits must be earned in courses outside the student's major department; for students majoring in General Studies Option I, these upper-division credits must be earned in courses outside the major academic distribution area.

   **GENERAL EDUCATION REQUIREMENT EXCLUSION LIST**

   The following courses are excluded from meeting the general education requirement:
   - All courses listed as 199, 299, 399, and 401-410, and all 500-level courses.
   - Note: Mathematics courses accepted in transfer as Mth 199 (waives Mth 243 or 244) and foreign language courses accepted in transfer as Hum 199 or FL 199 are exceptions and count toward the general education requirement.
   - Transfer courses with omnibus numbers
   - Anth 304, 305, 350
   - D 235, 255, 335, 435, 455
   - Ec 470, 471, 480, and 481
   - Eng 474
   - G 211, 300
   - Ling 110, 120
   - Mth 100, 190, 191, 192, 193
   - USP 420, 422, 423
   - WR 115, 120, 121, 211, 222, 227, 323, 327, 426, 427, 429, 472

   No one departmental course number may be taken for more than six credits to count for the general education requirement.

5. **DIVERSITY REQUIREMENT**

   All bachelor degree students are required to successfully complete two courses (six credits) of diversity coursework from the approved list. The two courses must be taken from two different departments. The list is available from the Degree Requirements window in the Neuberger Hall lobby, the quarterly schedule of classes, and from academic departments and advisers. Courses taken to satisfy the Diversity Requirement may also be used to meet any other requirement if they conform to the regular qualifications for those requirements.

6. **MAJOR REQUIREMENTS**

   Students majoring in a department: See department description in the Bulletin.
   - Students majoring in General Studies Option I: See General Studies section of the Bulletin.
   - Students majoring in General Studies Option II: See General Studies section of the Bulletin.

   **GENERAL LIMITATIONS**

   - Maximum number of credits transferred from regionally accredited two-year institutions: 108
   - Maximum number of correspondence credits (transferred from schools recognized as institutions of higher learning): 60
   - Maximum number of credits graded P (Pass) that may be counted for graduation: 45. Note restriction on P (Pass) grades used for residence requirements.
   - Maximum number of Cooperative Education credits that may be applied toward degree requirements: 12
   - Maximum cumulative grade point average: 2.00 on all residence work and 2.00 on all courses, no matter where taken, in major field (some departments require a GPA greater than 2.00 in the major).
   - Residence credit: 45 (excluding credit by examination) of the final 60 or 165 of the total credits presented. Restriction: At least 25 of the last 45 credits must be for differentiated grades. Credits earned by participation in the Oregon State Inter-institutional Program at the Malheur Field Station, some Oregon State System Programs of Study Abroad, and some National Student Exchange programs also count as residence credit.
The Interinstitutional Faculty Senate convened at Oregon State University at 1pm Friday, October 1, with Marjorie Burns of Portland State University presiding. The other PSU senators are Janice Jackson and I.

We were addressed by three guest speakers that afternoon. Tony Midson, Director of Media Resources for PSU Extended Studies, spoke to us for about an hour on current issues of distance learning. Midson argued that distance learning will be increasingly used for a number of reasons, specifically, the desire for equal access to learning among scattered populations, the changing make-up and changed motivation among students, with more older and working students, and the rapid development of new and cheaper technologies. Research indicates that distance learning can be as effective as face-to-face learning.

Shirley Clark, Vice Chancellor for Academic Affairs also discussed distance learning, and she mentioned the call for proposals sent to all campuses to support projects by faculty in the general area of productivity and educational reform. Educational reform and increased productivity will be principal concerns of the Chancellor's Office and the State Board in the next year.

Grattan Kerans, the newly appointed Director of Government Relations for OSSHE spoke about the history and the future of legislative support for higher education in Oregon. He said that there was a distinct improvement in the attitudes of many legislators in the course of the last session, and he credited the presentations to legislators by faculty, some of which were orchestrated by IFS. Despite that, there was a 25% decrease in the state contribution to higher education for the current biennium, which has partly been made up by higher tuition and by an allocation of lottery funds. There is some recognition even among Republican legislators that replacement revenues are needed.

John Byrne, President of Oregon State University also talked about the financial situation of higher education in Oregon. Passing of Measure 1, the proposed sales tax, would leave us where we are. If it does not pass, then Higher Education will lose about 17-20% of state support. With or without the sales tax, we will need a new dynamic for the funding of higher education. We may be in the middle of a paradigm shift concerning the nature of how higher education is to be delivered, with more measurement of outcomes and more cooperation among institutions.

During its own business meeting, on Friday and Saturday, IFS discussed a number of matters of concern to faculty including particularly the following. We intend to monitor, with the approval of the State Board, the funding of the Athletic debt. You may remember that IFS took the position that academic funds should not be diverted to funding athletics or athletic debts.
We were interested in the committee of Board members and citizens that the Board of Higher Education has established for long-range planning of higher education in Oregon. This committee is now called the Higher Education 2010 Advisory Panel. Of particular concern is the fact that there is no representative of any of the state system faculties among the twenty members of the Committee, even in an advisory or ex officio capacity. We are looking into ways of making our own contribution to the work of the committee.

The State Board of Higher Education has reorganized itself, under the direction of its Chair, Janice Wilson. There are no longer separate committees on Academics and on Administration and Finance. IFS has sent representatives to the meetings of those committees. Now that the Board has decided to meet as a committee of the whole, we will continue to send the same number of representatives to meetings of the Board.

We tabled, until the December meeting, a proposal submitted by a member of the faculty of one of the colleges, namely, that the representation of the colleges be the same as that of the universities, videlicet, three per institution instead of the current two. We invite the faculty to give me comments on that question.

We are also discussing the role of IFS in representing the faculty point of view. We have made progress, with representatives given places at Board meetings and with Vice-Chancellor Clark attending our meetings regularly, so that our relationship both with the Board and the Chancellor's office has improved. Nevertheless, we continue to see the need for a stronger representation of faculty opinion at the top of the system, not to be adversarial but to contribute the perspective of those who actually deliver the services. Again, the IFS representatives invite comments from faculty members.

Respectfully submitted,

John R. Cooper
IFS Representative