10-3-1977

Faculty Senate Monthly Packet October 1977

Portland State University Faculty Senate

Let us know how access to this document benefits you.
Follow this and additional works at: http://pdxscholar.library.pdx.edu/senateminutes

Recommended Citation
Portland State University Faculty Senate, "Faculty Senate Monthly Packet October 1977" (1977). Faculty Senate Monthly Packets. Paper 255.
http://pdxscholar.library.pdx.edu/senateminutes/255

This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. For more information, please contact pdxscholar@pdx.edu.
MEMORANDUM

September 22, 1977

Earl Rees, Secretary to the Faculty

The Senate will hold its first regular meeting of the 1977-78 academic year at 3:00 p.m. on October 3, 1977, in 150 Cramer Hall.

A. Roll

B. Approval of Minutes of the June 6, 1977 meeting

C. Announcements and Communications from the Floor

D. Question Period
   1. Questions for Administrators (none submitted prior to mailing)
   2. Questions from the Floor for the Chair

E. Report from Officers of Administration and Committees
   1. Report of the President: Enrollment, etc.

F. Unfinished Business: Second Reading Constitutional Amendments

G. New Business
   1. Draft Policies Statement on Rights, Freedoms, and Responsibilities of Students (Revision of first six pages of the existing document "PSU Statement on Student Rights and Freedoms.")
   2. Request for a Senate Policy on add, drop and grade option change petitions after deadlines

H. Adjournment

*The following documents are included with this mailing

Regarding Agenda Items:

B - Minutes of the June 6, 1977 meeting
F - Second Reading Constitutional Amendments**
G1 - Draft Policies Statement on Rights, Freedoms, and Responsibilities of Students**
G2 - Copy of add, drop and grade option change from catalogue**

**Included for Senators and Ex-officio members only

Please fill out the form below with the name of your alternate and leave with the secretary after the meeting or mail it to Faculty Secretary, 341 CH, P.O. across-the-bay. Cost-of-living increase...

the recent recommendation by the State Board's Finance Committee of 7.3 percent was not binding on the legislature, which has not finalized the budget for higher education. There were no questions or comments.
2. Committee on Committees--Annual Report; Eileen Rose, chairperson referred Senators to the recommendations contained in the report regarding the re-election of some members of this year’s committee to insure that next year’s committee will include some experienced members. In response to a question from Toulan about the absence of any mention of the School of Urban Affairs in the report, Rose replied that it was an oversight and that Urban Affairs should elect a representative to the Committee on Committees. The Presiding Officer noted that a suggested Constitutional amendment regarding the election of members of the Committee on Committees was included in the Committee’s report. He urged Senators to examine the proposal and send any suggestions regarding the amendment to the Committee. The formal proposal to amend the Constitution in this regard will be submitted next fall.

3. Educational Policies Committee--Annual Report; George Guy, chairperson. There were no questions or comments.

4. Elections Committee--Annual Report; Mary Constans, chairperson, reported that John Hammond had won the run-off election for the remaining Senate seat in Arts and Letters. There were no questions or comments.

5. Research and Publications Committee--Annual Report; Pavel Smejtek, chairperson noted that since the preparation of the written report contained in the Senate mailing, the Committee had learned that it would have a budget of $33,000 for 1977-78. This figure is $20,000 larger than this year, a considerable improvement. There were no questions or comments.

UNFINISHED BUSINESS: None

NEW BUSINESS:

The Presiding Officer reminded the Senate that only those Senators who will be in the Senate next year, including newly elected Senators, should vote in the elections for 1977-78 Senate Officers.

1. Election of Presiding Officer of the Senate for 1977-78

Nominated: Grover Rodich and Frederick Chino

ELECTED: Rodich

2. Election of Presiding Officer: Pro Tem of the Senate for 1977-78

Nominated: Elaine Limbaugh, Jim Kimball, Frederick Chino

Run-off Election: Limbaugh and Chino

ELECTED: Limbaugh

3. Election of four members of the Senate Steering Committee for 1977-78

Nominated: Roger Moseley, Donald Moor, Claudine Fisher, Ann Weikel, and Gary Gard

ELECTED: Moseley, Moor, Fisher, and Weikel
4. Election of Members of the Committee on Committees for 1977-78

Library - Dan Newberry
Business Administration - Roger Moseley
Arts and Letters - Robert Crowley
Administration - Eileen Rose
Education - Ulrich Hardt
Social Work - Rosemary Ryan
Health and Physical Education - Charles Becker
Science - Gary Gard
Social Science - election to be held at later date
Urban Studies - Charles Tracy

5. Proposed New Student Conduct Code--Gavin Bjork, chairperson, GSAC.

Motion: Bjork moved (seconded) approval of the proposed Student Conduct Code as included in the Senate mailing with the following changes:

Paragraph III Procedures

Subparagraph B (1) should read:

If the Dean of Students finds probable cause to believe that the allegation is well-founded, but the circumstances of the case and the nature of the conduct alleged indicate that formal proceedings are not warranted, the Dean of Students shall further investigate the allegation. If she/he finds by clear and convincing evidence (amounting to more than probable cause) that the allegation is well-founded, she/he may take such action as may be indicated which may result in counseling, guidance, written or oral reprimand, or a recommendation to the President that the student be placed on disciplinary probation.

Subparagraph E should read:

Pending resolution of the charges against her/him, a student shall be entitled to all the rights and privileges of a student in good standing; provided, that the President of the University may, after finding that a student's presence at the University constitutes a threat to the health or safety of the University community, suspend a student from the University for a period not to exceed ten days. In any case involving such a temporary suspension, the student shall have the right to a hearing of the charges against her/him, as provided in this code, during or after the period of suspension.

Bjork noted that the proposed new code had been prepared by the GSAC in cooperation with the Dean of Students Office and Jim Westwood, the University's legal counsel. Public hearings on the document, which are required by law, were held last week. The Student Senate will consider the proposed code next fall.

Discussion Highlights: "Students" are defined at the bottom of page 1 of the written proposal; no disciplinary sanctions are recorded on a student's academic transcript, although such transactions do become part of the files of Dean of Students; under existing law, it is not possible to include a record of disciplinary
sanctions in a student's academic transcript; there is nothing in the proposed code to prohibit instructors from failing a student who cheats; the grade given to a student is the perogative of the instructor, although a recent Attorney-General's ruling specifies that an instructor may not change the grade of a student without good reason; although the code does not address specifically the case of a student submitting work that is not his/hers, the GSAC considers this to be a type of plagiarism, which is covered by the code; it is possible that faculty members serving on the Faculty Hearing Panel might be called upon to serve on more than one disciplinary case during an academic year. Williams, Associate Dean of Students, provided the following examples of the various disciplinary sanctions and reasons for which they might be applied: a reprimand might be given in the case of one student striking another in the classroom when the victim wished to take no legal action; a disciplinary probation might be given in the case of a student guilty of plagiarism; suspension of a student might occur in the case of an organized attempt by a student to submit a dozen supplemental grade reports to raise his/her grades.

Chino moved the question (seconded) and the motion carried by voice vote.

Action: The main motion to approve the Student Conduct Code as modified was approved by voice vote.

Blumel observed that in view of the Senate action he planned to adopt the document as a temporary code pending action by the Student Senate next fall. If the Student Senate recommends changes, the document may be brought to the Faculty Senate again for approval.


The Presiding Officer ruled that since all three amendments were intended solely to clarify which committee should handle which student petitions, the three amendments should be debated together.

Motion: Swanson moved (seconded) adoption of the amendments as included in the Senate mailing.

Halley, Graduate Council chairperson, explained that the Council wished to modify the wording of Item No. 1 of the amendment to the Graduate Council charge. A brief discussion followed as to the exact wording.

Motion to Amend: Swanson moved (seconded) that the following wording be substituted for the wording of Item No. 1 in the Graduate Council's written proposal: "To develop and recommend University policies and establish procedures and regulations for graduate studies, and adjudicate petitions regarding graduate regulations."

Action on the Motion to Amend: Passed by voice vote.
Motion to Amend: Mandaville moved (seconded) to substitute the following wording for the wording of Item No. 1 in the written proposal of the Scholastic Standards Committee: "Develop and recommend academic standards with a view to maintaining the reputation of the undergraduate program of the University." Purpose of the amendment is to clarify the wording of the written proposal.

Action on the Motion to Amend: Passed by voice vote.

Discussion regarding the Main Motion: Moor asked what an affirmative vote on the main motion would mean. The Presiding Officer explained that although the Constitution was vague about this, his ruling was that an affirmative vote was necessary to send the proposed amendments on to the Advisory Council for review for form and numbering. Moor argued that this ruling was a mistake and that it was unfair to the makers of any proposed Constitutional amendment, since a negative vote could kill it on the 1st reading. Moor challenged the ruling of the chair.

Action on the Challenge of the Ruling of the Chair: Defeated by voice vote.

Action on the Main Motion as Amended: Passed by voice vote, thus referring the proposed amendments to the Advisory Council for final form and numbering. They will return to the Senate for the 2nd Reading and final vote in the fall.

7. Proposal regarding Incompletes for 501 and 503 courses--Graduate Council; Richard Halley, chairperson.

Motion: Dash moved (seconded) approval of the proposal included in the Senate mailing.

Discussion Highlights: Halley explained that the proposal would allow an instructor to give a grade IP (in progress) to students in courses where there are several quarters of research (for courses that go on more than one quarter); the grade will satisfy Veterans Administration requirements; if approved the IP grade would go into effect in the fall; such a grade might be useful for 401's, but a proposal for its use for undergraduate courses should come from the Academic Requirements Committee, not the Graduate Council.

Action: The motion passed by voice vote.

8. Proposal regarding Ph.D. language requirements--Graduate Council; Richard Halley, chairperson.

Motion: Dash moved (seconded) approval of the proposal included in the Senate mailing, which would allow individual schools or departments to require other specialized disciplines, such as computer science or statistics, instead of a foreign language as part of their doctoral program.

Motion to Table: Mandaville moved (seconded) to table the motion.

Action on the Motion to Table: Defeated by voice vote.
Discussion Highlights: Opponents argued that the proposal would change the meaning of the Ph.D. as a research degree and that the study of foreign languages—even to a relatively limited extent—is useful. Supporters of the proposal stressed that it would allow individual academic units to require foreign languages if they chose to do so; that the Graduate Council worries about the lack of rigor in the language requirement; that doctoral students in some fields may benefit more from a knowledge of computer science, etc. than from knowledge of a foreign language; and that at PSU only one language is offered in a specific course for Ph.D. students. Rauch, Graduate Dean, emphasized that many first-rate graduate schools continue to require languages but that others do not; there is no set pattern. He added that Ph.D.'s at PSU are awarded in very specialized fields, rather than in the more traditional Ph.D. areas.

Pierson moved the question (seconded) and the motion passed by hand vote.

Action on the Main Motion: Defeated by hand vote.

9. Proposal regarding Audits--Scholastic Standards Committee; Mike Carl, chairperson.

Carl moved (seconded) approval of the motion regarding audits included in the Senate mailing. A brief, but inconclusive, discussion followed.

Motion: Diman moved (seconded) to table the motion.

Action on the Motion to Table: Passed by voice vote.

10. Proposed Resolution regarding Semester System--Dan Scheans and Mike Reardon.

Motion: Scheans moved (seconded) that the Senate approve the resolution included in the Senate mailing which declares Senate support for the concept of a change to a semester calendar for the state system and asks for a study of the implementation of such a change.

Blumel noted that the faculty at the University of Oregon have approved a resolution favoring a shift to the semester system, but that the University of Oregon has taken no formal action in this regard.

Motion: Enneking moved (seconded) to table the motion.

Action on the Motion to Table: Passed by voice vote.

The Presiding Officer expressed his gratitude to the Senate for its assistance and cooperation during the past year.

The Presiding Officer adjourned the meeting at 4:55 p.m.
The Academic Requirements Committee and the Scholastic Standards Committee recommend adoption of the following amendments:

Article IV, 4, 4), b) is amended to read:

**Academic Requirements Committee.** This committee shall:

1) Develop and recommend policies regarding the admission of entering freshmen.
2) Develop and recommend policies regarding transfer credit and requirements for baccalaureate degrees.
3) Adjudicate student petitions regarding such academic regulations as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs. Adjudicate student petitions regarding initial undergraduate admissions.
4) Report to the Senate at least once each year.
5) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards Committee and the Curriculum Committee, and with the chairperson of the Graduate Council.

Article IV, 4, 4), c) is amended to read:

**Scholastic Standards Committee.** This committee shall:

1) Develop and recommend academic standards with a view to maintaining the reputation of the undergraduate program of the University.
2) Assist undergraduate students in difficulty with scholastic regulations.
3) Adjudicate undergraduate student petitions which request the waiving of regulations on suspensions.
4) Advise the Registrar, on matters concerning transfer students or students who are seeking undergraduate re-admission after having had scholastic deficiencies.
5) Report to the Senate at least once per year.
6) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Academic Requirements and Curriculum Committees, and with the chairperson of the Graduate Council.
Graduate Council proposal to the Senate covering revised duties of the Graduate Council:

Article IV, 4, 4), k) is amended to read:

Graduate Council. The council shall consist of one member from each of the colleges and schools, and the Library; and one member representing those programs reporting directly to the Dean of Graduate Studies and Research. It is desirable that all appointees to the council be selected from faculty members who are active and interested in graduate programs. The Dean of Graduate Studies and Research and the Registrar shall be permanent consultants; additional consultants may be appointed by the chairperson. The council shall:

1) Develop and recommend University policies and establish procedures and regulations for graduate studies, and adjudicate petitions regarding graduate regulations.

2) Recommend to the Faculty Senate or to its appropriate committees and to the Dean of Graduate Studies and Research suitable policies and standards for graduate courses and programs.

3) Coordinate all graduate activities of instructional units and programs with regard to requests for changes in courses, requests for new courses and programs, and changes in existing graduate courses and for new graduate courses and programs; and submit recommendations to the Senate.

4) At its own initiative or at the request of appropriate individuals or faculty committees, review existing programs and courses with regard to quality and emphasis; consider the need for graduate course modifications and deletions; and review the credit value of graduate courses. Reports of such reviews and recommendations deriving therefrom shall be submitted to the Dean of Graduate Studies and Research, the Faculty Senate and appropriate faculty committees.

5) Act in liaison with appropriate committees.

6) Submit to the Senate an annual report at the December Senate meeting.
MEMORANDUM

TO: Faculty Senate and ASPSU Senate

FROM: General Student Affairs Committee

DATE: September 20, 1977

This memorandum accompanies a revision of the University's policy on student rights and freedoms which is contained in the first six pages of the booklet entitled Portland State University Statement on Student Rights and Freedom, published in the fall of 1969. This revision has been prepared by the General Student Affairs Committee in consultation with the Dean of Students Office and James Westwood.

The principal changes in the new statement are the following:

1. The general tone of the statement has been changed to emphasize the concept of the University as a community.

2. Since the Committee believes that rights and freedoms carry with them corollary responsibilities, the word responsibilities has been included in the title; and each section of the statement contains a description of students' rights, freedoms and responsibilities related to the subject of the sections.

3. Section II has been modified to define students' rights, freedoms and responsibilities in their relationships between and among faculty and staff.


The Committee is asking that both the Faculty Senate and the ASPSU Senate review this revised statement and recommend to the President that it be adopted as official University policy.

WDW/jn
POLICY STATEMENT ON RIGHTS, FREEDOMS AND RESPONSIBILITIES OF STUDENTS

PORTLAND STATE UNIVERSITY

PREAMBLE

Portland State University is a community that exists for the generation, acquisition, diffusion, and preservation of knowledge; the growth of all its members; and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. All members of the university community are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth in an atmosphere of academic freedom.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom as well as elsewhere on campus.

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the university community. The university has developed policies and procedures which provide and safeguard this freedom, within the framework of general standards, and with the broadest possible participation of the members of the university community. This document is based on the fact that Portland State University supports equal educational opportunity for all regardless of sex, race, national origin, age, marital status, handicap or religion; and outlines the rights, freedoms, and responsibilities of students which provide for their academic freedom in this university community.
Section I - Access to Portland State University

A. Admission, Retention, and Graduation

All students who meet the admissions standards established for the University by the Oregon State Board of Higher Education have the right and the freedom to be admitted to the university. To be eligible for continued enrollment in the university and for graduation from the university, students are responsible for meeting the university's requirements for retention and graduation which are described in the university's Bulletin.

B. University Facilities and Services

All regular students have the right and freedom to full use of the facilities and services of the university; there are, however, some limitations on the availability and use of university resources for part-time students. Definitions of regular and part-time students and a list of resources not available to part-time students appear in the university's Bulletin. Students are expected to use university facilities and services responsibly and with consideration for other members of the university community. Offices responsible for providing facilities and services will be glad to furnish guidelines for their use.
Section II -- Student, Faculty, Staff Relationship

The relationship between students and faculty/staff is one which is based upon mutual respect. Students see faculty and staff in a variety of roles: teachers, counselors, librarians, administrators, advisors, supervisors, colleagues.

A. In the Classroom.

1. Student Rights

   A student who enrolls in a course has the following rights:
   a. to know from the instructor the goals and content of the course.
   b. to know from the beginning the instructor's expectations and grading methods
   c. to be evaluated on the materials of the course and not on extraneous matters.
   d. to consult with the instructor outside the classroom on matters related to the course.

2. Student Responsibilities

   A student who enrolls in a course has responsibility to observe the standards of academic performance defined by the instructor and the standards of conduct established by the instructor so as to assure the freedom of the instructor to teach and the freedom of the other students to learn.

B. Outside the Classroom.

   Students have a right to the services provided by both teaching and non-teaching faculty, as well as by classified staff, including such services as academic advising, counseling over a broad range of problem areas, dissemination of information, clarification of University policies and procedures, including those involving grievances. Because of the size and complexity of the University, students have
the primary responsibility for initiating requests for such services, although faculty and staff are expected to be sensitive to students' needs and to offer assistance if students appear to need it.

C. Protection against Improper Disclosure.

Students have a right to expect that information about themselves of a private, personal or confidential nature which they share with faculty and staff will not be disclosed improperly. Faculty and staff may provide judgments of students' ability and character to others in appropriate circumstances, normally with the knowledge and consent of the students and in accordance with the University's policy on student records.

Section III - Student Records

A. Student Records Rules - The University has adopted rules which govern the form and variety of student records collected and maintained by the University; the nature of the information collected; and the way in which student information is recorded, maintained and eventually disposed of, consistent with Chapter 34 of the Administrative Rules of the Oregon State Board of Higher Education, Section 351.065 of Oregon Revised Statutes and 20 United States Code 1232g and its implementing regulations. Copies of the rules are available in the Offices of the Dean of Students and the Registrar.

B. Students' Rights - The rules on student records also define the following rights of students with respect to their records and the procedures to be followed to guarantee those rights:

1. the right to inspect and review information contained in their education records

2. the right to challenge the contents of their education records

3. the right to a hearing if the outcome of the challenge is unsatisfactory
4. the right to submit an explanatory statement for inclusion in the education record if the outcome of the hearing is unsatisfactory
5. the right to prevent disclosure, with certain exceptions, of personally identifiable information
6. the right to secure a copy of the University rules, which includes the location of all education records
7. the right to file complaints with the Department of Health, Education and Welfare, concerning alleged failures by the University to comply with applicable laws, rules and their implementing regulations.

C. Students' Responsibilities - Students are responsible for furnishing, completely and accurately, all information required by the University so that it may perform its proper function as an educational institution. If students' circumstances change, e.g., name, address, financial situation, etc., they are responsible for seeing that proper University officials are informed of such changed circumstances.

Section IV - Student Affairs

Student affairs encompasses a broad area including the freedoms to form associations, to inquire and express opinions, to participate in institutional government, and to produce student publications.

A. Association

Students have the right and freedom to form organizations and to join associations to promote their common interests. In doing so, they have the responsibility to follow University policies and procedures, copies of which are available in the office of the Dean of Students.

B. Inquiry and Expression

Students and student organizations have the right and the freedom to examine and discuss all questions of interest to them, to express opinions publicly and privately, to support causes and to invite and hear any person of their own choosing. Such activities shall not disrupt the
regular and essential operation of the University. Students and
student organizations are responsible for following the policies and
procedures related to these activities, copies of which are available
in the Educational Activities Office and the Scheduling Office.

C. Student Participation in Institutional Government

Students have the right and the freedom to express their views on issues
of institutional policy and on matters of general interest to the student
body and to participate in the formulation and application of institutional
policy affecting academic and student affairs. Student government, the
Associated Students of Portland State University, is the primary vehicle
for student participation in institutional government, and its role is
explicitly stated in its constitution and by-laws, copies of which are
available in the student government office. Other opportunities for involve­
ment in academic and student affairs areas may be found in the various
departmental or administrative offices. Having become involved in insti­
tutional governance, students are responsible for fulfilling the obliga­
tions they have undertaken.

D. Student Publications

Students have the right and the freedom to organize for the production
of student publications as vehicles for free inquiry and free expression
in the University Community. They are responsible for producing publica­
tions which conform to the canons of responsible journalism, the laws
respecting publications (libel, advertising, etc.), and policies and
procedures for the establishment and maintenance of student publications
as described in the Publication Board Charter and operational guidelines,
copies of which are available in the office of the Executive Secretary
of the Publications Board.
Section V - Student Conduct

Students are members of both the university community and the larger community outside the University. As members of the university community, students are guaranteed those rights and freedoms described in this document. As members of the larger community, students are afforded those rights and freedoms guaranteed by the state and federal constitutions, the authority of which extends across both communities.

At the same time, both communities have established standards of conduct designed to protect their essential purposes. The University Community has defined in its student conduct code that conduct in which its members may not engage without penalty. The larger community has defined such behavior in its laws.

Outlined below are the standards in disciplinary proceedings established by the University respecting student conduct which violates the norms of either the University or the larger community.

A. The University Community

The student conduct code enumerates proscribed behavior and describes procedures followed in cases where students are alleged to have engaged in such conduct. These procedures guarantee procedural due process to the accused students, and are fully described in the student conduct code, copies of which are available in the Dean of Students office.

B. The Larger Community

In cases where students are charged with violations of the law of the larger community, the University's disciplinary procedures may also be utilized where the University's interests as an academic community are clearly involved.
Request for Expression of Senate Policy Regarding Petitions to Add or Drop Courses or to Change Grade Options After the Published Deadlines

The Deadline Appeals Committee needs advice and guidance from the Senate about certain types of petitions which are becoming extremely numerous:

(1) Petitions to add a course, especially "by arrangement courses," which are being received long after the deadline (end of 4th week).

(2) Petitions to drop a course after the deadline (end of 6th week).

(3) Petitions to change grade option in a course after the deadline (end of 6th week).

Does the Faculty Senate want the Deadline Appeals Committee to approve routinely all such petitions received with the instructor's signature? Or does the Senate want the DAC to hold rigidly to the deadlines except in very unusual circumstances?
The Senate will hold its regular meeting of the Faculty Senate on November 7, 1977, 3:00 p.m. in 150 Cramer Hall.

A. Roll
B. Approval of Minutes of October 3, 1977 meeting
C. Announcements and Communications from the Floor
D. Question Period
   1. Questions for Administrators (none submitted)
   2. Questions from the Floor for the Chair
E. Report from Officers of Administration and Committees
   1. Information on Project Advance – Dean Heath and Dr. Pierson
   2. Report on the Seminar on Guided Design
F. Unfinished Business
   1. Draft Policies Statement on Rights, Freedoms and Responsibilities of Students (Revision of the first six pages of the existing document "PSU Statement on Student Rights and Freedoms")
G. New Business
   1. Senate Recommendation to College Graduate Committees Concerning Formation of a Graduate Faculty
   2. Curriculum Committee Program Proposals
   3. Graduate Council Program Proposals
H. Adjournment

*The following documents are included with this mailing
Regarding Agenda Items:  B - Minutes of the October 3, 1977 meeting
                        F1 - Report on Project Advance
                        F1 - Draft Policies Statement on Rights, Freedoms, and Responsibilities of Students
                        G1 - College Graduate Committees' Statement Concerning Formation of a Graduate Faculty
                        G2 - Curriculum Committee Program Proposals
                        G3 - Graduate Council Program Proposals

**Included for Senators and Ex-officio Members only
PORTLAND STATE UNIVERSITY

Minutes: October 3, 1977
Presiding Officer: Grover W. Rodich
Secretary: Earl L. Rees


Alternates Present: Pedstein for Tracy

Ex-Officio Members: Anderson, Blumel, Dittmer, Forbes, Heath, Hoffmann, Howard, Halverson for Parker, Rees, Richelle, Rodgers, Toulan, Trudeau, Westwood

APPROVAL OF MINUTES:

The minutes of the June 6, 1977 Senate Meeting were approved as read. Nohad Toulan subsequently pointed out that on page 3, part 4 of the minutes "Urban Studies" should read "Urban Affairs."

ANNOUNCEMENTS AND COMMUNICATIONS:

Presiding Officer:

1. Senators should keep the second Monday of each month open in the event the Senate is unable to complete its business during the regularly scheduled meeting on the first Monday of each month.

2. Frank Roberts was welcomed as parliamentarian.

3. The Koinonia House is again inviting faculty to meet for sherry at the end of the Senate meetings.

Newhall announced that the very important matter of collective bargaining could be a part of the agenda at departmental meetings. Resource people are available and the AAUP could supply national statistics.

QUESTION PERIOD:

1. Questions for Administrators - None submitted
2. Questions from the Floor for the Chair - None

REPORTS FROM OFFICERS OF ADMINISTRATION AND COMMITTEES:

1. President Blumel reported that as of Friday, September 31, fees paid were down 3 percent over last year. Fee payments by mail are ahead of last year. Enrollment in most of the other state institutions is also down. Kenneth Harris, Budget Director, noted that the PSU budget for the three-term FTE is down from 9,481 to 9,285, a 1.6 percent decrease. Therefore, there could be a 1.6 percent decrease in enrollment without budgetary consequences.

UNFINISHED BUSINESS:

1. Second Reading of Constitutional Amendments to Article IV, 4, 4), b, Academic Requirements Committee, Article IV, 4, 4), c, Scholastic Standards Committee, and Article IV, 4, 4), k, Graduate Council. A procedural objection was made to voting for all three amendments at the same time. Vice President Richelle said that the amendments were grouped because they were related. The objection was withdrawn.

Action: Approved by voice vote.

NEW BUSINESS:

1. Wolk moved that the Student Conduct Code document, as included in the Senate mailing, be accepted. (Seconded) A lengthy discussion followed focusing on the wording and specificity of Section I, A, B and Section V, B.

Pertinent information presented during the discussion included: Blork noted that the General Student Affairs Committee was asked to revise the first six pages of the booklet entitled "PSU Statement on Student Rights and Freedoms," published in 1969. The principle changes are noted in the memorandum to the Faculty Senate and ASPSU Senate dated September 20, 1977 and included in the mailing to Senators for the October Faculty Senate meeting. This, and the revision, constitute a statement of policy. Implementation of this policy is contained in a variety of existing documents or documents now being written. Seiser asked for a clarification of Section V, B. Orclina Forbes said that, in certain cases, such as a theft in the gym, the University is concerned with an internal conflict but the city could also be involved. Newberry said that specification of the Student Conduct Code should be made in Section V, B. Brown asked how the version amended by the Faculty Senate will be reconciled with the version that is going to be amended by the Student Senate. Blumel stated that if major changes are made by the Student Senate, these changes will be brought before the Faculty Senate to see if it wants to concur. If not, the original action stands.

Motion to Amend Main Motion: Chino moved to amend the main motion, Section V, B, as included in the Senate mailing, to read: "In cases where students are charged with violations of the law of the larger community but which also violate
the University's Student Conduct Code, the University does not waive its right to impose sanctions on the violators."

### Highlights of Discussion of Chino Amendment:
Specific mention of the Student Conduct Code should be made in Section V, B. Chino said that the University should restrict actions to only those violations explicitly contained in the Student Conduct Code. Crowley asked about the possibility of double jeopardy. James Westwood, Assistant to the President for Legal Affairs, said that a criminal procedure coupled with an administrative decision does not constitute double jeopardy.

**Action on Chino Motion to Amend:** Approved by hand vote.

### Additional Discussion on Main Motion as Amended:
Highlights of the discussion included: Bates pointed out that Section I, A, should be clarified. If "admission" means admission to a specific program, problems could arise. Richelle said this is a legitimate concern because admission is related to available resources. Gerard Jeub, Registrar, said that a student is admitted to the University if requirements are met. Blumel noted that the University of Oregon, because of an enrollment ceiling, has at times stopped admitting students. This possibility exists at PSU. Also of concern is how the Student Conduct Code applies to the large numbers of graduate and non-admitted students.

**Motion to Postpone Action:** Cease moved (seconded) to refer the draft Policies Statement on Rights, Freedoms and Responsibilities of Students as amended by Chino back to the GSAC for revision and to consider the revised document at the next Senate meeting. Senators were asked to send their written suggestions regarding the document to the GSAC.

**Action on the Motion to Postpone:** Passed by voice vote.

2. Request for a Senate Policy on add, drop and grade option change from catalog.

### Highlights of discussion:
Heath said that the Deadline Appeals Board has been inundated with petitions. The question is: Is a deadline a deadline or an invitation to file a petition? The faculty at PSU have been signing petitions in large numbers and sending them on. The Deadline Appeals Board wants guidance from the Senate. Blumel said that there will not be as much freedom in the future. The student information system, which is for all practical purposes the registration system, has a reporting function to outside agencies such as the State Board of Higher Education. A strong criticism of the system is that there is too much freedom and too long a deadline for adding courses. Since budget depends on accurately reported enrollment, there must be more restrictions and deadline appeals should be limited to unusual cases. There should also be a shorter period for adding courses. Heath again emphasized that the Deadline Appeals Board wants a consensus as to whether to be strict about deadlines or honor the desire of faculty who sign petitions by students after the deadlines.

Moor moved to express a preference for firm adherence to the regulations except for considerable leeway on changing from pass/no pass to grade option. (Seconded)
Motion to Amend Moor's Motion: N. Rose moved to strike everything from the word "except" (seconded), thus making the wording "firm adherence to regulations."

Action on Amendment to Motion: Passed by voice vote.

Action on Original Motion as Amended: Passed by voice vote.

Adjournment: The Presiding Officer adjourned the meeting at 4:50.
TO: Faculty Senate
FROM: Jim Heath and Roy Pierson
SUBJECT: Progress Report on PROJECT ADVANCE

October 11, 1977

At the November 1976 meeting, the Faculty Senate endorsed an experimental project by which PSU would collaborate with the North Clackamas School District #12 to allow selected seniors to earn PSU credit for university equivalent courses given at their high school while they were completing high school graduation requirements. At that time, the President of the Senate asked the Educational Policies Committee to monitor the project and report to the Senate later in the year.

The Office of Academic Affairs presented a progress report regarding Project Advance to the Senate at the May 1977 meeting. The report stressed that the project operated under the following restraints: (1) all courses and instructors to be approved by the PSU departments involved; (2) enrollment to be limited to approximately 100 students per high school in participating districts; (3) instructional costs to be borne by the high schools; and (4) total enrollment in the program not to exceed 800 students. In response to the report, the Senate voted that "Project Advance should be continued for a second year with the North Clackamas School District and that other school districts which wish to participate be allowed to do so if they meet the standards established for the program."

In the Annual Report to the Senate at the June 1977 Senate meeting, the Educational Policies Committee added its endorsement of the project and recommended its continuation on an experimental basis—subject to close monitoring by the Office of Academic Affairs—for a total of 3 but not more than 5 years. The EPC suggested that a final evaluation of Project Advance regarding the termination or extension be made at the end of the experimental period.

This fall, the following courses are being offered under Project Advance:

<table>
<thead>
<tr>
<th>High School</th>
<th>Courses</th>
<th>Credits</th>
<th>Enrollment</th>
<th>PSU Faculty Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clackamas</td>
<td>Econ 201</td>
<td>3</td>
<td>20</td>
<td>Lyons</td>
</tr>
<tr>
<td></td>
<td>Math 201</td>
<td>4</td>
<td>12</td>
<td>Bjork</td>
</tr>
<tr>
<td></td>
<td>SSc 199 (Arts &amp; Ideas)</td>
<td>5</td>
<td>52</td>
<td>Reardon</td>
</tr>
<tr>
<td>Milwaukie</td>
<td>Eng 101</td>
<td>3</td>
<td>101*</td>
<td>Lill</td>
</tr>
<tr>
<td></td>
<td>*(3 sections)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Putnam</td>
<td>Wr 121</td>
<td>3</td>
<td>13</td>
<td>Limbaugh</td>
</tr>
<tr>
<td></td>
<td>Math 101</td>
<td>4</td>
<td>11</td>
<td>M. Enneking</td>
</tr>
<tr>
<td></td>
<td>Math 200</td>
<td></td>
<td>4</td>
<td>M. Enneking</td>
</tr>
<tr>
<td>Tigard</td>
<td>SSc 199 (American Cultural Backgrounds)</td>
<td>3</td>
<td>17</td>
<td>230</td>
</tr>
</tbody>
</table>

All of the schools participating in Project Advance except Tigard are in the North Clackamas School District. However, other districts have expressed interest in participating in the project, and it is possible that the program may be expanded further in accord with the Senate vote of last May.
MEMORANDUM

TO: Faculty Senate and ASPSU Senate     DATE: October 19, 1977

FROM: General Student Affairs Committee

This memorandum accompanies a second revision of the University's "Policy Statement on Rights, Freedoms and Responsibilities of Students" which originally occupied the first six pages of the booklet entitled Portland State University Statement on Student Rights and Freedoms, published in the fall of 1969. This revision has been prepared by the General Student Affairs Committee in consultation with the Dean of Students Office and James Westwood.

The principal changes in the revised statement are the following:

1. The general tone of the statement has been changed to emphasize the concept of the University as a community. The substance of the document has been changed, as well, to be more generally informational for students and to accommodate legislative action subsequent to the earlier document. This statement is also intended to serve as an introduction and guide to other, more specific documents which will be included in a student handbook to be assembled by the Dean of Students Office. Among these documents are the "Student Conduct Code," the PSU "Rules Regarding Student Records," the "Rules Related to Student Employment," the student affirmative action policy statement, etc.

2. As noted in the memo introducing our first revised version of the statement, since the Committee believes that rights and freedoms carry with them corollary responsibilities, the word responsibilities has been included in the title and each section of the statement contains a description of students' rights and responsibilities with respect to the subject of that section. Section II, for example, has been modified to define students' rights and responsibilities in their relationships with faculty and staff.

4. Since the last Senate meeting, the document has been substantively revised as follows:

   a. The third paragraph of the "Preamble" has been revised to clarify the relationship of the statement to other related documents and the equal opportunity language has been moved from the "Preamble" to section I. A. of the body of the statement.

   b. Section I. A., which is concerned with "Access to Portland State University," has been rewritten to more accurately reflect current admissions policies to the University and to its various programs. The additional caveat, that "admission to the University does not automatically admit students to certain professional, graduate, and undergraduate programs," has been included as has the caution that admission to certain programs may be restricted "on the basis of available resources."

   c. The final sentence of section I. B. has been revised to require offices responsible for providing facilities and services to students to, "upon request, furnish guidelines for their use."

   d. The second sentence of section II. C. on "Protection Against Improper Disclosure" has been rewritten and makes reference to the more detailed University "Rules Regarding Student Records."

   e. Throughout the statement, we have eliminated the words "and freedom" from the phrase "students have the right and freedom to..." where it was felt that the word "freedom" was redundant, inaccurate or inappropriate.

   f. On page 8, section V. B. was extensively revised in accordance with the concerns expressed by Professor Chino and others during the last Senate meeting. The new language attempts to make it clear that the University retains the right to initiate proceedings under the provisions of the "Student Conduct Code" when a student stands accused of having violated both the law of the larger community and the proscriptions of the University's "Student Conduct Code."

The Committee requests that the Faculty Senate review this second revised statement and recommend to the President that it be adopted as official University policy.

RCW/mg
POLICY STATEMENT ON RIGHTS, FREEDOMS AND RESPONSIBILITIES OF STUDENTS

PORTLAND STATE UNIVERSITY

PREAMBLE

Portland State University is a community that exists for the generation, acquisition, diffusion, and preservation of knowledge, the growth of all its members, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. All members of the University community are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth in an atmosphere of academic freedom.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom as well as elsewhere on campus.

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the University community. The University has developed policies and procedures which provide and safeguard this freedom, within the framework of general standards, and with the broadest possible participation of the members of the University community. This document articulates the general policies that provide for the academic freedom of students in this University community and forms the basis on which more specific policies such as the "Student Conduct Code," rules on student records, etc., have been formulated and adopted.
Section I Access to Portland State University

A. Admission, Retention and Graduation

Portland State University supports equal educational opportunity for all regardless of sex, race, national origin, age, marital status, handicap or religion. Any person may, without being admitted to the University, enroll as a part-time, non-admitted student for a limited number of credits each term. Persons seeking admission to the University have the right to be admitted if they meet the admission standards established for the University by the Oregon State Board of Higher Education. However, regular or part-time enrollment in the University may be subject to limitations imposed by State Board directive. In addition, admission to the University does not automatically admit students to certain professional, graduate, and undergraduate programs which have special standards for admission and for evaluation of transfer credits, and which may restrict admissions on the basis of available resources. To be eligible for continued enrollment in the University and for graduation from the University, students are responsible for meeting the University's published requirements for retention and graduation.

B. University Facilities and Services

All regular students have the right to make full use of the facilities and services of the University; there are, however, some limitations on the availability and use of University resources for part-time students. Definitions of regular and part-time students and a list of resources not available to part-time students appear in the University's "Bulletin." Students are expected to use University facilities and
services responsibly and with consideration for other members of the University community. Offices responsible for providing facilities and services will, upon request, furnish guidelines for their use.

Section II - Student, Faculty, Staff Relationship

The relationship between students and faculty/staff is one which is based upon mutual respect. Students see faculty and staff in a variety of roles: teachers, counselors, librarians, administrators, advisors, supervisors, colleagues.

A. In the Classroom.

1. Student Rights

A student who enrolls in a course has the following rights:

a. to know from the instructor the goals and content of the course

b. to know from the beginning the instructor's expectations and grading methods

c. to be evaluated on the materials of the course and not on extraneous matters

d. to consult with the instructor outside the classroom on matters related to the course

2. Student Responsibilities

A student who enrolls in a course has responsibility to observe the standards of academic performance defined by the instructor and the standards of conduct established by the instructor so as to assure the freedom of the instructor to teach and the freedom of the other students to learn.
B. Outside the Classroom

Students have a right to the services provided by both teaching and non-teaching faculty, as well as by classified staff, including such services as academic advising, counseling over a broad range of problem areas, dissemination of information, clarification of University policies and procedures, including those involving grievances. Because of the size and complexity of the University, students have the primary responsibility for initiating requests for such services, although faculty and staff are expected to be sensitive to students' needs and to offer assistance if students appear to need it.

C. Protection Against Improper Disclosure

Students have a right to expect that information about themselves of a private, personal or confidential nature which they share with faculty and staff will not be disclosed improperly. Faculty and staff may provide judgments of a student's ability and character to others in appropriate circumstances, normally with the knowledge and consent of the student concerned, and in accordance with the University's policy on student records.

Section III - Student Records

A. Student Records Rules

The University has adopted rules which govern the form and variety of student records collected and maintained by the University, the nature of information collected, and the way in which student information is recorded, maintained and eventually disposed of, consistent with Chapter 34 of the Administrative Rules of the

B. Students' Rights

The rules on student records also define the following rights of students with respect to their records and the procedures to be followed to guarantee those rights:

1. the right to inspect and review information contained in their education records
2. the right to challenge the contents of their education records
3. the right to a hearing if the outcome of the challenge is unsatisfactory
4. the right to submit an explanatory statement for inclusion in the education record if the outcome of the hearing is unsatisfactory
5. the right to prevent disclosure, with certain exceptions, of personally identifiable information
6. the right to secure a copy of the University rules, which includes the location of all education records
7. the right to file complaints with the Department of Health, Education and Welfare, concerning alleged failures by the University to comply with applicable laws, rules and their implementing regulations.

C. Students' Responsibilities

Students are responsible for furnishing, completely and accurately,
all information required by the University so that it may perform its proper function as an educational institution. If students' circumstances change, e.g., name, address, financial situation, etc., they are responsible for seeing that proper University officials are informed of such changed circumstances.

Section IV - Student Affairs

Student affairs encompasses a broad area including the freedoms to form associations, to inquire and express opinions, to participate in institutional government, and to produce student publications.

A. Association

Students have the right to form organizations and to join associations to promote their common interests. In doing so, they have the responsibility to follow University policies and procedures, copies of which are available in the office of the Dean of Students.

B. Inquiry and Expression

Students and student organizations have the right to examine and discuss all questions of interest to them, to express opinions publicly and privately, to support causes and to invite and hear any person of their own choosing. Such activities shall not disrupt the regular and essential operation of the University. Students and student organizations are responsible for following the policies and procedures related to these activities, copies of which are available in the Educational Activities Office and the Scheduling Office.

C. Student Participation in Institutional Government

Students have the right to express their views on issues of institutional policy and on matters of general interest to the
student body and to participate in the formulation and application of institutional policy affecting academic and student affairs. Student government, the Associated Students of Portland State University (ASPSU), is the primary vehicle for student participation in institutional government, and its role is explicitly stated in its constitution and by-laws, copies of which are available in the student government office. Other opportunities for involvement in academic and student affairs areas may be found in the various departmental or administrative offices. Having become involved in institutional governance, students are responsible for fulfilling the obligations they have undertaken.

D. Student Publications

Students have the right to organize for the production of student publications as vehicles for free inquiry and free expression in the University community. They are responsible for producing publications which conform to the canons of responsible journalism, the laws respecting publications (libel, advertising, etc.), and policies and procedures for the establishment and maintenance of student publications as described in the Publication Board Charter and operational guidelines, copies of which are available in the office of the Executive Secretary of the Publications Board.

Section V - Student Conduct

Students are members of both the University community and the larger community outside the University. As members of the University community, students are guaranteed those rights described in this document.
As members of the larger community, students are afforded those rights guaranteed by the state and federal constitutions, the authority of which extends across both communities.

At the same time, both communities have established standards of conduct designed to protect their essential purposes. The University community has defined in its "Student Conduct Code" that conduct in which its members may not engage without penalty. The larger community has defined such behavior in its laws.

Outlined below are the standards in disciplinary proceedings established by the University respecting student conduct which violates the norms of either the University or the larger community.

A. The University Community

The "Student Conduct Code" enumerates proscribed behavior and describes procedures followed in cases where students are alleged to have engaged in such conduct. These procedures guarantee procedural due process to the accused students and are fully described in the "Student Conduct Code," copies of which are available in the office of the Dean of Students.

B. The Larger Community

If a student's behavior results in charges that both the law of the larger community and the proscriptions of the University's "Student Conduct Code" have been violated, the University does not waive the right to initiate proceedings in accordance with provisions of the "Student Conduct Code."
The Graduate Council has recently requested action from the graduate committees of the various colleges that would, in effect, form a graduate faculty. Before acting on this request, the Arts & Letters Graduate Committee would like the Senate to ask for a recommendation from the Graduate Council concerning the formation of a separate graduate faculty, and for the Senate to act on that recommendation, so that our Committee (and other college graduate committees) can act with the guidance of the Senate.

cc: Arts & Letters Graduate Committee
    Stanley Rauch, Dean of Graduate Studies
    S. John Trudeau, Dean of Arts & Letters
REPORT
October 7, 1977

To: The Faculty Senate
From: The University Curriculum Committee
Subject: Curriculum Proposals: new programs and changes in existing programs

The Curriculum Committee has considered two proposals for new programs and eight proposed changes in existing programs. The materials are attached to this report.

Requests for new programs are as follows:

1. Basic Driver Education Certificate Program submitted by the School of Health and Physical Education.

2. Reading Endorsement Program (Basic and Standard Credentials) submitted by the School of Education.

Requests for changes in existing programs are submitted by the following departments, programs, and schools: Theater Arts, Biology, Economics, Political Science, Central European Undergraduate Certificate, Administration of Justice Undergraduate Major Program, Urban Studies Undergraduate Certificate Program and School of Health and Physical Education.

The proposals which are attached have all been approved by this Committee as they are presented here, and the University Curriculum Committee recommends approval by the Faculty Senate.

Next month the Committee will present its annual report and its recommendations regarding new courses and course changes to the Senate.

Respectfully submitted

Phyllis Hochstettler, Chairperson

Enclosures

Committee: Georgia R. Crampton, Marc Feldesman, Paul Hammond, Margaret Heyden, Melbourne Henry, Phyllis Hochstettler, Frank Kuo, Joan Linton, Carl Pollock

Consultants: James Heath, Mary Kinnick, Nancy Stuart
PORTLAND STATE UNIVERSITY
PROPOSAL FOR NEW PROGRAM

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO BASIC DRIVER EDUCATION CERTIFICATION (combined endorsement).

Description of Proposed Program

1. Definition of Academic Area
   a. Define or describe the academic area of field of specialization with which the proposed program would be concerned.

   The program would be in the area of health and safety education

   b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?

   There are no subspecialties in the program.

   c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?

   None

   d. Are there subspecialties that you intend to avoid, in developing the program?

   There are no subspecialties to be avoided.

   e. When will the program be operational if approved?

   Immediately.

2. Department, College, or School Responsible

   a. What department, College, or School would offer the proposed program?

      The School of Health and Physical Education would offer the proposed program.

   b. Will the program involve a new or reorganized administrative unit within the institution?

      The program would not involve a new or reorganized administrative unit within the institution.
3. **Objectives of the Program**

   a. What are the objectives of the program?

   The objectives of the program are to provide students and teachers in the metropolitan area opportunities to become certified in Driver Education.

   b. How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.

   Through course evaluations by students and a survey to determine the number of students who obtain the combined endorsement.

   c. How is the proposed program related to the mission and academic plan of the institution?

   The proposed program is a part of the teacher education mission of the University.

   d. If it seems pertinent to the subject area in question, what are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

   Most of the students would already be employed. Undergraduates with teaching norms in any field would have their employment prospects enhanced by having the additional norm in Driver Education.

4. **Relationship of Proposed Program to other Programs in the Institution**

   List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

   There is not close relationship to any other program in the University other than safety education.

5. **Course of Study**

   a. Describe the proposed course of study.

   The proposed course of study includes the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 252</td>
<td>First Aid</td>
<td>4</td>
</tr>
<tr>
<td>HE 359</td>
<td>Safety Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 4</td>
<td>Basic Driver Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 4</td>
<td>Advanced Driver Education</td>
<td>3</td>
</tr>
</tbody>
</table>

   b. What elements of this course of study are presently in operation in the institution?

   HE 252 First Aid and HE 359 Safety Education