Faculty Senate Monthly Packet November 1997

Portland State University Faculty Senate

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The Faculty Senate will hold its regular meeting on November 3, 1997, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll
B. Approval of the Minutes of the October 6, 1997, Meeting
   - President's Report
   - Provost's Report
C. Announcements and Communications from the Floor
D. Question Period
   1. Questions for Provost Reardon from the Steering Committee
   - We have heard that there is talk again about conversion to semesters. What information do you have? How much lead time would such a conversion give departments for their work? Would the entire OSSHE and community college system change?
   2. Questions from the Floor to the Chair
E. Reports from Officers of the Administration and Committees
F. Unfinished Business
G. New Business
   - *1. Amendment to the Constitution, Article IV, Section 4, 4) Academic Requirements Committee - Rosengrant
   - *2. Graduate Council Annual Course and Program Proposal: M.A./M.S. in Conflict Resolution - Terdal

*The following documents are included with this mailing:
B. Minutes of the October 6, 1997, Senate Meeting
G1 Amendment to the Constitution, IV, 4, 4), b) Academic Requirements Committee
G2 Graduate Council Annual Course and Program Proposal

SENATORS ARE REMINDED TO FORWARD THE NAME OF HIS/HER ALTERNATE TO THE SECRETARY OF THE FACULTY AS SPECIFIED IN THE CONSTITUTION

Secretary to the Faculty
5-4416/T: AX5-4499 • 341 CH • andrews@po.pdx.edu
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, October 6, 1997
Presiding Officer: Ulrich H. Hardt
Secretary: Sarah E. Andrews-Collier


Members Absent: Corcoran, Goldberg, Johnson, Manning, Martin, Mercer, Reece, Steinberger, Westbrook.

Ex-officio Members Present: Allen, Andrews-Collier, Davidson, Diman, Dryden, Farr, Feyerheim, Alberty for Penk, Reardon, Reynolds, Toulan.

A. ROLL CALL

B. APPROVAL OF THE MINUTES

The meeting was called to order at 3:09 p.m. by Ulrich Hardt. The Minutes of the June 2, 1997, Meeting of the Faculty Senate were approved, with the following corrections:

- CEASE was in attendance at the June 1997 meeting.

- MOOR requested the deletion of Page 3, final two lines, which do not reflect his comments.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

In accordance with normal governance procedures, President Ramaley approved the proposal for the BA/BS in Women’s Studies passed by the June Faculty Senate.
Changes in Senate and Committee appointments:

- Lois Becker (sabbatical) has been replaced in the Senate by Jon Mandaville (to 1999).
- Tom Graham has been appointed to fill the vacant SSW position on the Budget Committee.
- Richard Forbes, BIO (Jan. 1998 - 2000), and Tom Biolsi, ANTH (1997 - 2000), have been appointed to fill vacant positions on the University Studies Committee.

Added to today’s Senate Agenda:

- G.1. UPC recommendation to change the name of the Department of Electrical Engineering to Department of Electrical and Computer Engineering

HARDT welcomed new Senators and reviewed Senate procedures. Voting members are requested to take seats below the transverse aisle to insure their comments will be picked up by the recording equipment. When recognized, Senators are requested to state name and Department, for the record.

The Steering Committee determines the Agenda for the coming month at their meeting the Monday following Senate. Dates and venues for Senate and Steering meetings are listed on pages 13-14 of the 1997-98 Faculty Governance Guide. The Agenda format and guidelines for the Question Period is also specified in the Guide, on page 12. The Guide also describes the functions of the twelve Constitutional Committees and memberships of all-university standing committees.

Senators are requested to forward the name of his/her Alternate to the Secretary, as specified by the Constitution.

Provost’s Report

REARDON reviewed Fall 1997 enrollment. As of today, we are slightly up, a fraction of a percent, over last year’s enrollment at this time. It is desirable to have a 1% increase over last year, to allow for attrition and still keep us in the enrollment corridor.

REARDON discussed the draft report of the second of the Governor’s task forces studying higher education. Hearings held last week indicate it proposes some very radical changes in budgeting, system governance and higher education/K-12 articulation. The final
report is scheduled to be delivered soon and a conference call of system Presidents has been scheduled for late October to commence discussions of changes in funding models.

REARDON noted that the Ph.D. in Math Education was approved at the recent Board meeting.

D. QUESTION PERIOD

1. Question to Provost Reardon regarding funding and Fall 1997 enrollment

REARDON responded to "D1" at the conclusion of the Provost’s Report. Without the 15% increase, it would not be possible to add additional sections in high demand areas. With the 15% increase, it would depend on several factors. The 15% increase represents all new additional revenues, not just instructional funds. The Board only approved the budget in September, so we were working on enrollment projections for Fall quarter. The Dept. of Admin. Services freed up Library Acquisitions from the 2% limitation placed upon inflationary adjustments, so that went up around 10%. Some of the funding was automatic inflationary adjustment for salaries such as graduate assistantships. We are probably utilizing what was identified as available access funding to the fullest, even though the demand may be there. Regarding the question 'Why isn’t there more money?' be reminded that PSU never really took the budget reduction of five years ago. We are still adjusting the base spending in order to avoid it. In the last biennium, we were operating beyond the existing budget by carrying forward significant savings each year to fill in the gaps, and over time we are gradually covering them permanently. The $10. million difference this year in our base budget has been allocated as follows: $4.83 million went to instructional programs; $1.1 million went to salary increases awarded in the last biennium which the State did not pick up. $600,000 was added to our debt service funding, which reflects the next round of technology projects which we recently have undertaken; $350,000 went for projected retirement incentive costs which have been centralized this year; $500,000 has been added to the operating reserve, for a new total of $800,000; and a majority of the carry forward balances were restored to units that had carry forward money, totaling approximately $320,000. There were other various bits and pieces.

HARDT asked the Provost to address the issue of attaining the enrollment corridor. REARDON stated, if necessary, some self-support enrollments will be moved to regular status to get the count needed. KOSOKOFF asked about the projection of lost SCH for Winter and Spring 1998 in CLAS. REARDON stated that the 4th week of Fall quarter is the benchmark for the calculation of whether we are in the corridor.
CEASE asked if the study group on higher education is unanimous in proposing the dissolution of a single board. REARDON stated if there is consensus, it is not unanimous. Individual boards could lead to greater efficiency and more flexibility of response. However, the removal of central authority is not necessarily desirable for PSU. The last issue of The Chronicle contains an editorial entitled "Are higher education cartels obsolete?" On a national level, the centralized state system structure is being questioned. The task force report reflects the underlying argument of this editorial, that higher ed needs to think more of the market and competitive possibilities. An example of this is that Stanford is moving into the Seattle area. Copies of the report are available from Deans and OAA.

WAMSER asked if the $500,000 operating reserves are available as an investment in attaining the corridor. REARDON stated yes, but as it is very late to add new sections, we would shift self-support enrollments in Extended Studies to the base budget. In the interim, it is important to complete processing of By Arrangement courses and Audits.

E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. October Meeting of the Interinstitutional Faculty Senate - M. Enneking

ENNEKING reported on the IFS meeting held October 3 - 4 at EOU. Two legislators were present, Bob Jenson and David Nelson. Grattan Kerans reported on this past Legislature, giving it approximately a "B+." There is also a report called the "OSSHE 1997 Report," prepared by the government relations office, which indicates, bill by bill, the impact on the System. The four overarching goals of the Board are: quality, access, cost effectiveness and employability of graduates. Kerans also recommended that the Board’s pending review of the BAS model be kept to "in-house" discussion. At the Business Meeting the main issues were salary improvements and legislative strategies. We need more information regarding the process by which Board budgeting is done. Last year IFS met with other groups in higher education such as AAUP, OSA, etc. and plans are underway to repeat this meeting. Discussion groups are being formed on campuses to address a memorandum distributed by the new Benefits board and campuses were urged to insure faculty representation on those groups. Post tenure review was discussed. The Academic Council of the System is studying it, and IFS is working with academic officers on this. There was a Resolution passed at the June meeting of IFS to support benefits to domestic partners. In July the meeting focused on fiscal issues, including faculty salaries, increasing expectations made upon the institutions, and escalating tuition. At the September meeting a list roles and responsibilities of faculty was presented in response to lists recently developed by the Board for the Board, the System and the Presidents. Out of this effort came
a strong feeling that it is very difficult for faculty to discuss salary issues and we must get the Board and their Government Relations office to do that.

CEASE stated that, based upon his participation in AOF, he agreed that Board and Chancellor's Office is not aggressive enough regarding salary issues. A bill was passed which removed the provision from the statute that faculty may not be appointed to the Board. The Governor has pledged appointment of a faculty member when a vacancy occurs. Meanwhile campuses need to prepare a slate of candidates for that position. ENNEKING agreed, saying even David Nelson mentioned in his address that the pressure for funding higher education let up at end, when it was needed.

2. University Studies Program Preliminary Report - C. White

WHITE reviewed the data in "E2" and added several remarks. Sixty-three (63) faculty have taught in Freshman Inquiry as of the fourth year, six (6) of which are teaching fellows, and eleven (11) of which are fixed term, therefore 32% of the faculty from the four years of Freshman Inquiry have been fixed term. Fifty-three (53) faculty have taught Sophomore Inquiry, but there isn't data available on tenure lines. The University Studies Committee is listed in the Governance Guide. Under that is the FRINQ Faculty Council chaired by Judy Patton, the Cluster faculty chaired by Michael Flower, and the Capstone faculty chaired by Susan Agre-Kippenhan. If there are questions the Senate wants to be included in final report, they are needed before the end of the month.

DAASCH asked for statistics on Peer Mentors. WHITE stated there were twenty-four (24) the first year (24 sections). There are seventy-three (73) Undergraduate Mentors and Graduate Assistants this year (30 sections). There were two (2) sections of Transfer Transition the first year, and there are six (6) sections this fall. The pressure point this fall is at the Sophomore Inquiry level. The FTE for Graduate Assistants is .3, and the Undergraduate Mentors receive a monthly stipend and tuition scholarship. REARDON added that this year's enrollment indicates a significant increase in first time Freshmen and graduate students. Enrollment is down in Post Bac and non-admitted/part-time students. This data mirrors the national trend.

F. UNFINISHED BUSINESS

1. Amendment to the Constitution, Art. V. Sec. 4, 4, d (Curriculum Committee)
2. Amendment to the Constitution, Art. V. Sec. 4, 4, j (Graduate Council)

WAMSER stated that aside from the comma for the intended period in "F1", at the end of sentence 5), the Advisory Council verified the texts of the amendments.

KOSOKOFF/DAASCH MOVED the Senate approve the two amendments to the Constitution.

THE MOTION PASSED by unanimous voice vote.

HARDT recognized Robert Liebman, Ad Hoc Committee for Curricular Change Chair, who request it be entered into the record that no change is intended in the responsibility of ARC by these amendments. ARC will be forwarding a proposal for an amendment to clarify their charge.

G. NEW BUSINESS

1. Proposal to Rename the Department of Electrical Engineering the Department of Electrical and Computer Engineering

BODEGOM introduced the proposal, reviewing the endorsement of University Planning Council, as well as the EAS advisory council and the Computer Science department.

CABELLY/RABIEGA MOVED the Senate approved the name change of Department of Electrical Engineering to Department of Electrical and Computer Engineering.

DAASCH noted there are also presently Ph.D. programs in Electrical Engineering and Computer Engineering is one of the strongest emerging areas in this degree program. Position selves.

THE MOTION PASSED by unanimous voice vote.

H. ADJOURNMENT

The meeting was adjourned at 4:22 p.m.
University Planning Council

Recommendation regarding the proposed renaming of the Department of Electrical Engineering to the Department of Electrical and Computer Engineering

The University Planning Council discussed, by e-mail and by phone the request from Rolf Schaumann, Chair of the Department of Electrical Engineering for the renaming of the Department of Electrical Engineering to the Department of Electrical and Computer Engineering.

The UPC endorses this request.

As the EE has offered a degree program in Computer Engineering for quite some time, it seems logical to have this fact reflected in the name of the Department.

Since this is a no-cost proposal that represents more accurately the programs of the University to the public and since department faculty and local industry are in unanimous support of the name change, we see this change as a very positive one.

Submitted by: Erik Bodegom, UPC Chair, 9/24/97
To: Michael F. Reardon, Provost

From: Robert D. Dryden, SEAS Dean

Date: July 15, 1997

Subject: Name Change: Department of Electrical Engineering to Department of Electrical and Computer Engineering

Enclosed is a request from Electrical Engineering to change the name of the department from Electrical Engineering to Electrical and Computer Engineering. This proposal has the unanimous support of the department faculty and has my unqualified endorsement. As we move forward to more closely align our academic programs with the needs of industry, the public sector, students and others, such a change can be symbolically very important.

We appreciate your consideration and endorsement of this request. I and the department are prepared to assist you in the approval process.

Enc.

cc: Linda Devereaux
    Rolf Schaumann
    Doug Hall
    Eric Bodegom
    Ron Geason
    Donna Koch
    Margaret Marshall
    Margaret Hernandez
MEMORANDUM

TO: Dean R. D. Dryden
FROM: Rolf Schaumann
RE: Change the name of the Department of Electrical Engineering to Department of Electrical and Computer Engineering

Your support is sought concerning the referenced issue.

I believe this name change at this time is appropriate and timely to advertise the fact that the Department has both an Electrical Engineering and a Computer Engineering program. Surprising as it may sound, there are a number of interested students in Oregon's high schools, as well as engineers or managers in industry who profess not to know that the EE Department deals with education in computers. Often prospective students attempt to satisfy their interest in computers by contemplating a degree in computer science, when they really seek education and training in computer engineering. The fact that the EE Department offers a degree in computer engineering appears not generally known.

Several factors persuade me to make the move to a name change to

Department of Electrical and Computer Engineering

1. Making the name inclusive accurately represents the programs of the department to the public.
2. Computer engineering is the fastest growing specialty within the field of electrical engineering. There is huge demand for computer engineers in the industry nationwide and, consequently, interest in obtaining training in computer engineering. The name change will direct people to our program.
3. Oregon's industry needs computer engineers. I believe we will get large and solid local industrial support for the name change. Indeed, a poll of the EE Department's Industrial Advisory Council resulted in unanimous support for the proposal.
4. I would hope that OSSHE as well as PSU's central administration would support the name change because, among others:
   • industry wants it - it will help attract more students into the program and generate more "output" of trained engineering graduates
   • the EE Department lets the public know what its programs are
   • it costs no additional funds
it is not a new program - only a change of name to represent both programs:

In addition to the BSEE, the EE Department already offers the
* BS degree in Computer Engineering
* MS and Ph.D. degrees are granted in Electrical and Computer Engineering
* it generates no duplication or conflicts with other departments or programs - it just gives the department the proper label
* it may help the hiring of urgently needed computer engineering faculty and thereby the ABET accreditation of the computer engineering program

The EE faculty is supportive of a name change: a faculty vote on the recent retreat (June 6, 1997) was unanimous in its support of the name change.

As I prepare to guide this proposal through the University Planning Council (UPC), the PSU Senate, the Provost's Office, and finally though the Chancellor's Office and State Board, I hope I can count on your support and guidance. I would be pleased to have a supporting statement from you which I can append to my materials as they are routed past the various committees. Alternatively, if in your judgment we might have a better chance for getting the name change approved if the request originated in your office, please so advise. I am willing to collaborate in any process that minimizes work and frustration and maximizes the likelihood of success.

Thank you for your attention and support.
ARTICLE IV. ORGANIZATION OF THE FACULTY.

Section 4. Faculty Committees.

4) Standing Committees and Their Functions.

b) Academic Requirements Committee. This committee shall consist of seven faculty members, selected at large, and two students. Consultants shall consist of representatives from Office of Academic Affairs, Degree Requirements, and Information & Academic Support Center.

The 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) Be charged with making recommendations and proposing changes in academic requirements to the Faculty Senate.
5) Report to the Senate at least once each year.
6) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council.
Memorandum

October 13, 1997

To: Rick Hardt, Presiding Officer
   PSU Faculty Senate

From: Marge Terdal, Chair
       PSU Graduate Council

Re: Proposed MA/MS Degree in Conflict Resolution

The proposal for a new MA/MS degree program in Conflict Resolution within the College of Liberal Arts and Sciences was approved by the Graduate Council, after thorough discussion, at its May 28, 1997 meeting. The proposal is being forwarded by the Office of Academic Affairs, along with supporting documentation, for consideration by the Faculty Senate. We would like to have this proposal placed before the Faculty Senate at its November meeting.
October 12, 1997

TO: Members of the Faculty Senate
FROM: Department of Philosophy
RE: Proposal for the initiation of a
Master of Arts/Sciences Degree Program in Conflict Resolution (MCR)

Objective

The proposed program will provide students an opportunity to gain mastery over principles, insights and techniques for resolving conflict through research, case studies and practicum experiences. The individually designed sequence of courses and experiences grounds students in a general understanding of the connections between various kinds of conflict (psychological, interpersonal, social and global), as well as developing a specific specialization for resolving conflict (family, organization, environment, human services/education, intercultural/international).

Graduates of this program will meet the current need for conflict resolution in virtually every natural, rural and urban setting--virtually every culture, workplace, neighborhood, and home. Professional careers are emerging in a wide variety of settings that include combinations of the following:

- domestic mediation
- workplace mediation
- neighborhood mediation
- criminal mediation
- labor negotiation
- multi-party negotiation
- public policy negotiation
- large group facilitation
- consensus facilitation
- violence prevention
- restorative justice
- nonviolent strategies and tactics

A broadly interdisciplinary program, embracing the entire PSU campus, will support the required wide variety of skills and academic understanding.

National Need

Three years ago there were only two significant M.A. programs in conflict resolution, while today the number has already swelled to nearly twenty. (It is interesting to note that when Antioch University launched its program, the largest number of enrollees in the first national cohort, after residents of Ohio, were Oregonians.)

In recognition of this rapidly growing new discipline in conflict resolution, the National Institute for Dispute Resolution has established a "Conflict Resolution Institute for College Educators" to provide faculty with curricular materials and teaching methods.

Oregon students who are interested in international careers in diplomacy, business, country development, democratization, human rights or environmental protection need conflict resolution as well as intercultural communication skills to deal with the complex and often violent world that has emerged since the end of the Cold War.

Popular studies on personal relationships consistently reveal that the "number one" social issue in this country is the growing conflict and violence between friends
and co-workers. Young people, as well as old, rank "violence" as their top social concern.

Conflict resolution education will be most effective and long-lasting when it is pervasive and encouraged for everyone—parents, children, teachers, administrators, and people of all professions and workplaces. Universities must join in the effort and collaborate with community organizations and private groups already offering trainings.

**Uniqueness of Proposed Program**

This program is unique in several ways. Where other graduate and undergraduate programs in conflict resolution are dominated by the social sciences, this program seeks a balance between the humanities and the social sciences. The valuable contributions that the social sciences offer this program area are enhanced by the humanities which offer the historical, literary, dramatic and philosophical insights necessary to complete the full picture of conflict resolution.

From the beginning, this program has been developed through a partnership of academic, campus, and community interests. This complex partnership is built into the program design and provides a uniquely strong foundation for future work. Its structure embodies a fundamental principle in conflict resolution: respect for differences as a means of working through all conflicts. Finally, this program is committed to a strong community among students and participating faculty.

**Potential Students**

Given the strong interest expressed by potential students, a special arrangement was made with OSSHE so that students could be admitted for graduate study in conflict resolution under the auspices of the Master's Degree Program in Speech Communication. Upon approval, the program will be affiliated with the Philosophy Department. Last year, 15 students were admitted. This fall, we expect to reach the 25 student cap for the program recommended by the Graduate Council. Admission has been competitive and the average age of the cohort is about 40 years old. The age of students indicates the need for this program for mid-career professionals who wish to expand their skills and academic preparedness.

**Course of Study**

Students develop a general background in conflict resolution and focus on one of five specializations: family, organizations, international/intercultural, environmental, and human services/education. The 55 credit requirement breaks down as follows:

- **Required core courses**
  - 20 credits (5x4 credits)
- **Specialization courses**
  - 16 credits (4x4 credits)
- **Practicum/Internship (first academic year)**
  - 9 credits (3x3 or by arrangement)
- **Thesis Preparation Seminar**
  - 1 credit
- **Thesis Project (second academic year)**
  - 9 credits (by arrangement)
- **Student and thesis committee will determine appropriate methodology course(s), if needed.**
- **Foreign Language Test for MA**
REQUIRED COURSES:
CR 512  Perspectives on Conflict Resolution
CR 513  Philosophy of Conflict Resolution
CR 514  Conflict Resolution in Divergent Settings
CR 515  Negotiation and Mediation
PA 535  Administrative Law and Regulation
CR 521  Practicum
CR 522  Thesis Preparation Seminar
CR 503  Thesis

OPTIONAL CORE COURSES:
SOC 576  Theories of Social Conflict
SP 515  Intercultural Communication
CR 517  Nonviolence
CR 518  Psychology of Conflict Resolution
SP 517  Communication and Conflict
USP 510  Negotiation in the Public Sector
CR 519  Consensus in Small Processes
CR 520  Facilitation of Large Processes
CR 523  Legalities and Professional Ethics in Dispute Resolution
AJ 510  Restorative Justice

OPTIONAL SPECIALIZATION COURSES:

Family
SOC 510  Sociology of Youth Culture
SOC 520  Urbanization and Community
SOC 525  Sociology of Women
SOC 544  Race, Ethnicity & Nationality
SOC 563  Correctional and Therapeutic Communities
PHE 643  Drug and Alcohol Education
COUN 506  Anger Management
COUN 541  Introduction to Counseling
COUN 590  Multicultural Perspectives in Counseling
COUN 510  Peer Mediation
COUNS 551  Theories and Interventions
BST 514  Racism
BST 513  Slavery
BST 517  The Afro-American Family
AJ 515  Theories of Crime and Justice
PSY 567  Work & Family

Human Services/Education
SOC 510  Sociology of Youth Culture
SOC 520  Urbanization and Community
SOC 525  Sociology of Women
SOC 536  Social Movements
SOC 544  Race, Ethnicity & Nationality
SOC 563  Correctional and Therapeutic Communities
PHE 643  Drug and Alcohol Education
COUN 506  Anger Management
COUN 510  Peer Mediation
COUN 541  Introduction to Counseling
COUN 551  Theories and Interventions
COUN 590  Multicultural Perspectives in Counseling
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<td>SOC 525</td>
<td>Sociology of Women</td>
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<td>SOC 536</td>
<td>Social Movements</td>
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Implications for Funding

The proposed program will be funded with a combination of state funds and external resources. The Program Director/Assistant Professor position will be funded through access funds within the College of Liberal Arts and Sciences. Other budget needs, including adjunct fees, graduate assistantships, supplies and services, will be raised through private grants and donations.

Conflict Resolution Education at PSU and the Portland Metropolitan Area

Portland State University’s urban commitment encourages partnerships with the community in a wide number of academic areas. The program in conflict resolution arises out of a strong community partnership with a wide variety of organizations and agencies. Examples include:

- Multnomah County Health Department Violence Prevention Program
- Janus Youth Services Programs
- Emanual Hospital Emergency Department
- Multnomah County’s Save Our Youth Project
- Urban League of Portland’s Street Academy
- Clackamas County Dispute Resolution Center
- Multnomah County’s Developmentally Disadvantaged Program
- Northwest Regional Educational Laboratory
- Small Claims Court - Multnomah County
- S.A.F.E. Program; Multnomah County Mental Health Department
- Portland Public Schools
- City of Portland Ombudsman
- OMSF Educational Staff
- Campfire Boys and Girls
- Oregon Peace Institute
- Better Business Bureau
- Southeast Portland Impact
- Tri-County Youth Consortium
- V.O.R.P. - Multnomah County
- East Metro Mediation
PORTLAND STATE UNIVERSITY
New Courses and Course Changes
Effective Fall 1998

COLLEGE OF LIBERAL ARTS AND SCIENCES
Philosophy
Conflict Resolution

CR 512 PERSPECTIVES IN CONFLICT RESOLUTION (4)--Introduction to full scope of the master's degree program. Since the program is intended to embrace both humanities and social science orientations, students need to become acquainted with the methods and terms of criticism arising from these sometimes divergent disciplines. Prerequisite: three credits English literature and three credits psychology or sociology. [NEW]

CR 513 PHILOSOPHY OF CONFLICT RESOLUTION (4)--Introduction to the insights that philosophy offers to the field of conflict resolution. The course will also explore the impact that conflict resolution practice may have on philosophical theory. Additionally, ethical issues that arise during conflict resolution work will be carefully considered. Prerequisite: three credits philosophy. [NEW]

CR 514 CONFLICT RESOLUTION IN DIVERGENT SETTINGS (4)--Examination of the variety of settings where conflict resolution takes place. Guest speakers share their experience and theoretical insights. Prerequisites: CR 512, 513. [NEW]

CR 515 NEGOTIATION AND MEDIATION (4)--Introduction to collaborative approaches to responding to conflict. A theoretical framework will be established for using negotiation and mediation in a variety of settings. Students will learn how to function as a neutral third party focusing on: conflict analysis, communication skills, maintaining a neutral role, creating a safe environment, and ensuring procedural, substantive and psychological satisfaction. Ethical issues and concerns in the field of mediation will be presented. Prerequisite: three credits psychology or sociology. [NEW]

CR 517 NONVIOLENCE (4)--Designed to acquaint students with the theories and history of nonviolence from ancient times to the present, with some speculation as to future use. Prerequisite: three credits of philosophy. [NEW]

CR 518 PSYCHOLOGY OF CONFLICT RESOLUTION (4)--Introduction to the psychological research and insights that illuminate conflict resolution theory and practice. A dual focus on both methods and research will be maintained throughout the curriculum. Prerequisite: three credits psychology. [NEW]

CR 522 THESIS PREPARATION SEMINAR (1)--Introduction to a variety of approaches to thesis writing and research. Students examine completed master's degree theses in conflict resolution. Prerequisite: one year completed in the master's degree program. [NEW]