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### Faculty Senate Monthly Packet January 2013

Portland State University Faculty Senate

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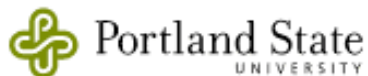
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In accordance with the Constitution of the PSU Faculty, Senate Agendas are calendared for delivery ten working days before Senate meetings, so that all faculty will have public notice of curricular proposals, and adequate time to review and research all action items. In the case of lengthy documents, only a summary will be included with the agenda. Full proposals area available at the PSU Curricular Tracking System: <http://psucurriculumtracker.pbworks.com>. If there are questions or concerns about Agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay the business of the PSU Faculty Senate.

Senators are reminded that the Constitution specifies that the Secretary be provided with the name of his/her Senate Alternate. An Alternate is another faculty member from the same Senate division as the faculty senator. A faculty member may serve as Alternate for more than one senator, but an alternate may represent only one Senator at any given meeting.

[www.pdx.edu/faculty-senate](http://www.pdx.edu/faculty-senate)

PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



**TO:** Senators and Ex-officio Members to the Senate  
**FR:** Martha W. Hickey, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **January 7, 2012**, at 3:00 p.m. in room **53 CH**.

**AGENDA**

- A. Roll
- B. \*Approval of the Minutes of the December 3, 2012 Meeting
- C. Announcements and Communications from the Floor  
“University Advancement: Contributing to Long-Term Financial Stability at Portland State”  
– Amanda Jarman  
Discussion Item -
- D. Unfinished Business  
None
- E. New Business
  - \*1. Curricular Proposals Consent Agenda
  - \*2. Proposal to allow Bachelors + Masters Degree Programs
  - \*3. Proposal to revise the description of the University Writing Requirement
- F. Question Period
  - \*1. Questions for Administrators
  - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
  - President’s Report (16:00)
  - Provost’s Report
  - Report of Vice-President of Research and Strategic Partnerships
- H. Adjournment

**\*The following documents are included in this mailing:**

- B Minutes of the Faculty Senate Meeting of December 3, 2012 and attachments
- E-1.a-c Curricular Consent Agenda
- E-2 Proposal to allow Bachelors + Masters
- E-3 Proposal to revise description of University Writing Requirement
- F-1 Question for Administrators

## 2012-13 FACULTY SENATE ROSTER

### 2012-13 OFFICERS AND SENATE STEERING COMMITTEE

Presiding Officer... Rob Daasch

Presiding Officer Pro tem/Elect... Leslie McBride

Secretary:....Martha Hickey

Committee Members: Gerardo Lafferriere and Lisa Weasel (2013)

Amy Greenstadt and Robert Liebman (2014)

Michael Flower, *ex officio*, Chair, Committee on Committees; Maude Hines, *ex officio*, IFS

#### \*\*\*\*2012-13 FACULTY SENATE (62)\*\*\*\*

##### All Others (9)

*Flores, Greg (Ostlund)	CARC	2013
Harmon, Steven	OAA	2013
†Jagodnik, Joan	ARR	2013
Ryder, Bill	ADM	2013
<i>O'Banion, Liane</i>	<i>EEP</i>	<i>2014</i>
<i>Hart, Christopher</i>	<i>ADM</i>	<i>2014</i>
<i>Kennedy, Karen</i>	<i>UASC</i>	<i>2014</i>
<i>Hunt-Morse, Marcy</i>	<i>SHAC</i>	<i>2015</i>
<i>Luther, Christina</i>	<i>INT</i>	<i>2015</i>

##### Business Administration (4)

Brown, Darrell	SBA	2013
*Sanchez, Rebecca (Johnson)	SBA	2013
Pullman, Madeleine	SBA	2014
†Hansen, David	SBA	2015

##### Education (4)

Burk, Pat	ED	2013
Rigelman, Nicole	ED	2014
<i>Stevens, Dannelle</i>	<i>ED-CI</i>	<i>2014</i>
†Smith, Michael	<i>EDPOL</i>	<i>2015</i>

##### Eng. & Comp. Science (6)

Jones, Mark	CMPS	2013
<i>Meekisho, Lemmy (Maier)</i>	<i>CMPS</i>	<i>2013</i>
Tretheway, Derek	ME	2014
†Recktenwald, Gerry	<i>ME</i>	<i>2014</i>
<i>Zurk, Lisa</i>	<i>ECE</i>	<i>2015</i>
<i>Chrzanowska-Jeske, Malgorzata</i>	<i>ECE/S</i>	<i>2015</i>

##### Fine and Performing Arts (4)

Berrettini, Mark	TA	2013
Magaldi, Karin	TA	2014
<i>Wendl, Nora</i>	<i>ARCH</i>	<i>2014</i>
†Boas, Pat	ART	2015

##### Library (1)

†Beasley, Sarah	LIB	2015
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##### Other Instructional (2)

†Flower, Michael	HON	2013
*Carpenter, Rowanna (Jhaj)	UNST	2015

##### CLAS – Arts and Letters (10)

*Pease, Jonathan (Kominz)	WLL	2013
Medovoi, Leerom	ENG	2013
<i>Hanoosh, Yasmeeen</i>	<i>WLL</i>	<i>2013</i>
<i>Friedberg, Nila</i>	<i>WLL</i>	<i>2014</i>
Jaen-Portillo, Isabel	WLL	2014
Greenstadt, Amy	ENG	2014
<i>Dolidon, Annabelle</i>	<i>WLL</i>	<i>2015</i>
<i>Mercer, Robert</i>	<i>LAS</i>	<i>2015</i>
<i>Reese, Susan</i>	<i>ENG</i>	<i>2015</i>
†Santelmann, Lynn	LING	2015

##### CLAS – Sciences (7)

Elzanowski, Marek	MTH	2013
†Palmiter, Jeanette	MTH	2013
Weasel, Lisa	BIO	2013
Lafferriere, Gerardo	MTH	2014
<i>Works, Martha</i>	<i>GEOG</i>	<i>2014</i>
<i>Burns, Scott</i>	<i>GEOL</i>	<i>2015</i>
<i>Eppley, Sarah</i>	<i>BIO</i>	<i>2015</i>

##### CLAS – Social Sciences (6)

†Agorsah, Kofi	BST	2013
†Beyler, Richard	HST	2013
*Lubitow, Amy (Farr)	SOC	2013
*Luekett, Tom (Lang)	HST	2013
Ott, John	HST	2013
Liebman, Robert	SOC	2014

##### Social Work (4)

Jivanjee, Pauline	SSW	2013
*Taylor, Michael (Perewardy)	SSW	2014
Talbott, Maria	SSW	2014
<i>Holliday, Mindy</i>	<i>SSW</i>	<i>2015</i>

##### Urban and Public Affairs (4)

†*Miller, Randy (Dill)	USP	2013
Newsom, Jason	OIA	2014
<i>Gelmon, Sherril</i>	<i>PA</i>	<i>2014</i>
<i>Clucas, Richard</i>	<i>PS</i>	<i>2015</i>

##### \*Interim appointments

##### †Member of Committee on Committees

Date January 7, 2013

*New Senators in 2012-13 in Italics*

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, December 3, 2012

**Presiding Officer:** Rob Daasch

**Secretary:** Martha W. Hickey

**Members Present:** Beasley, Berrettini, Beyler, Boas, Burk, Carpenter, Chrzanowska-Jeske, Clucas, Daasch, Dolidon, Elzanowski, Flower, Gelmon, Greenstadt, Hanoosh, Hansen, Harmon, Hart, Holliday, Jaen-Portillo, Jagodnik, Jivanjee, Jones, Lafferriere, Liebman, Lubitow, Luckett, Luther, Magaldi, McBride, Meekisho Mercer, Miller, Newsom, O'Banion, Ott, Palmiter, Pullman, Recktenwald, Reese, Rigelman, Ryder, Santelmann, Smith, Stevens, Tretheway, Weasel, Wendl, Works, Zurk

**Alternates Present:** Johnson for Agorsah, Ellis for Flores

**Members Absent:** Brown, Eppley, Friedberg, Hunt-Morse, Kennedy, Medovoi, Pease, Sanchez, Talbot, Taylor

### **Ex-officio Members**

**Present:** Andrews, Cunliffe, Everett, Faaleava, Sytsma for Fink, Flower, Gould, Hickey, Hines, MacCormack, Mack, O'Banion, Reynolds, Sestak, Su, Wiewel.

### **A. ROLL**

### **B. APPROVAL OF THE MINUTES OF THE NOVEMBER 5, 2012, MEETING**

The meeting was called to order at 3:06 p.m. The minutes were approved as published.

### **C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR**

DAASCH invited continued comment regarding the use of the new Senate districts or list serves, recommended a December 3 broadcast of OPB's Think Out Loud featuring PSU Capstone students reporting on a plan to reduce student debt: <http://www.opb.org/thinkoutloud/shows/paying-college-without-going-debt/> and requested further input from Senate committee chairs on student participation. He also thanked Michael Bowman and Patricia Schechter for leading off discussion of the new OAR faculty ranks at the November Senate meeting and noted the need for a decision regarding new hires and further consideration of the implications for P & T practices. DAASCH announced the December 4 special meeting of the OUS Governance and Policy Committee to consider P-20 integration ([http://www.ous.edu/state\\_board/meeting/notices](http://www.ous.edu/state_board/meeting/notices)).

### **Discussion item: The Provost's Challenge**

DAASCH introduced the two presenters invited to provide background information for the open discussion: Karla Fant (Computer Science) and Rachel Cunliffe (Conflict Resolution), both with many years experience teaching with technology and on line courses at PSU.

FANT described some of the risks, solutions, and opportunities with online instruction for creating classrooms that engage students and minimize instructor overhead. She noted that not every web-based tool is right and considered student readiness and how to communicate clearly, assess student productivity and manage student correspondence (see attachment, slides 2-4). She noted that synchronous online tools can now give remote students the opportunity to interact together, and faculty can observe student learning "live." But, FANT queried, should individual faculty members have to figure out what tools to use, as seems to be the case now? What other technology is out there that will promote effective communication? Can we learn from Facebook? Could instructors have some say in the timing of the updates of current web tools or get feedback from a knowledgeable group on the navigability of their online designs?

CUNLIFFE discussed her own course management strategies that aim for simplicity and a consistent routine. She prefers to put her time in participating in discussion rather than complicated course building, and limits time-consuming email correspondence by making students take responsibility for answering each other's questions about posted course information. Having discovered the limitations of online learning by taking an online course herself, she strives to cultivate a supportive relationship with her online students. Sharing students' comments, CUNLIFFE highlighted the fact that because more members of the class must participate, students actually get the opportunity to see the full diversity of the group of people in the learning community and it stretches them (see attachment, slide 5). Students' written responses also give the instructor a very interesting opportunity to support their playing with concepts in a way that differs from their talking about them, or writing for an essay. Past discussions can be reexamined, which facilitates integrating knowledge. CUNLIFFE advocated for the distribution of the online learning fee across all students since all students benefit from the infrastructure that is built as a result of having good online learning options and service. She concluded by noting a number of institutional obstacles to effective on line practice (slides 6-7).

BURNS/BEASLEY moved the meeting to a Committee of the Whole.

FLOWER/\_\_\_\_\_ moved to resume regular session.

## **E. NEW BUSINESS**

### **1. Curricular Consent Agenda**

LUCKETT/REESE MOVED THE SENATE APPROVE the curricular proposals as listed in “E-1.” The Motion passed by unanimous voice vote.

#### **F. QUESTION PERIOD.**

None.

#### **G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES.**

##### **President’s Report**

WIEWEL recommended the Provost’s Challenge RFP as an opportunity to implement or experiment with the ideas phrased as questions or comments during the Committee of the Whole discussion—to find out if students really do have resistance to technology, or embrace it through their life styles.

WIEWEL applauded the additional \$50,000 grant from the PGE Foundation in support of a power engineering teaching laboratory and a one million dollar grant to support the Leite-Palleroni portable, smart classroom recently on display at the Greenbuild Conference in San Francisco, an example of the public interest design focus in the School of Architecture:

<http://www.rethink.pdx.edu/?q=news/pge-foundation-awards-50k-grant-psu-power-engineering-teaching-lab> ; <http://www.pdx.edu/ces/news/psu-professors-unveil-new-affordable-green-portable-classroom-greenbuild-2012> . He noted that PSU has signed a reverse transfer agreement with Portland Community College (PCC) that would allow credits accumulated at PSU to apply retroactively towards an Associates Degree at PCC for students who earned credit there before coming to PSU. This may incentivize students to come to PSU earlier. WIEWEL also announced that Tom Brokaw would be keynote speaker for the 2013 Simon Benson Awards and the beginning of long-range planning for University Place.

In WIEWEL’s estimation, the Governor’s budget signals a comprehensive restructuring and integration of all Oregon education. The Oregon Education Investment Board (OEIB) is given a significant amount of coordinating power over early learning through college; achievement compacts are its key mechanism of authority. The Governor’s proposal gives PSU the choice of an independent governing board, but implies that separation of governance and service functions now shared might be voluntary. PSU will be competing in an even more clear way for funding with early learning, K-12 and community colleges. For the first time in his five years, the budget proposes an increase in Higher Ed funding, although the increase applies only to the 1/6 of the cost of general education funded by the state and depends on implementing PERS, health care, and prison reforms. Other proposals could increase support for students, teacher training, IT, STEM education, and capitol construction, possibly underwriting the Viking Pavilion and School of Business project.

STEVENS asked whether there have ever been thoughts of having a program in hotel management? WIEWEL responded that it is an idea that should be explored: Although the purchase of the University Place hotel was purely “land-banking,” if PSU does wind up with a permanent conference center (his personal hope), then there are things that could be done in conjunction with it.

WIEWEL closed with the hopeful prognosis for a modest tuition increase next year and wishes for a happy holiday season.

### **Provost’s Report**

ANDREWS provided updates on the Year-3 Accreditation Site Visit, the move of the Centers for On Line Learning and Academic Excellence (COL/CAE), and the Provost’s Challenge. The final accreditation evaluation report that will go to the NWCCU Commission for review by February 2013 is posted at <http://www.pdx.edu/oaacc/accreditation-documents>. She explained that work will be needed to refine qualitative metrics for mission fulfillment and strengthen policies and practices regarding required post-tenure review and systematic program review. As faculty issues they will require a joint effort.

DAASCH inquired what sort of a time line is being contemplated? ANDREWS observed that in one sense we have four years, the date of NWCCU’s next review; but PSU has to be able to demonstrate not just that we have a plan but processes in place that we are implementing, so we have something to show for it.

ANDREWS announced a reversal of the decision to remodel space in the Library to house COL/CAE. This was done to allow time to figure out what this new unit will do in terms of serving faculty and allow for response to ideas that might come from the Provost’s Challenge. For now, students will be able to use the space cleared in the library for needed work and study space. The Library will submit a formal request to the Space Committee for the long term use of that space and the University will find a temporary location for COL/CAE, once their current lease expires.

STEVENS expressed gratitude for the Administration’s willingness to reassess decisions and be flexible. ANDREWS replied that it was input from faculty that led to questioning whether the move was best for students and faculty.

Thanking the Senate for its discussion of the topic, ANDREWS concluded with the announcement that the Provost’s Challenge website is live: <http://rethink.pdx.edu/>. It has the RFP, FAQs, a link to library resources and the concept submission form. She reminded the audience that the Challenge is not just about on line courses, but about re-thinking the curriculum and using technology to enable our work. The Challenge grants are open to graduate and undergraduate programs. She met with the Senate Educational Policy Committee to discuss ways that we, collectively and in the spirit of shared governance, can fast track items and streamline processes to help departments get something done.



GREENSTADT said that she was curious about the issue of credit for prior learning that is mentioned in the Challenge. The issue doesn't seem to have anything to do with on line instruction or technology, but does seem to be coming out of online learning with institutions deciding to award credit for things like MOOCs (massive open online courses). ANDREWS replied that a number of components of a Challenge proposal might not use technology directly. She gave the example of a Geography department deciding to use technology to deliver its introductory Physical Geography class in such a way that freed up a faculty member's time; i.e. there would be a downstream effect on something (faculty time) that didn't use technology.

McBRIDE commented that reading the recommended article by George Mehaffey posted on the Library reTHINK resource site (<http://guides.library.pdx.edu/rethinkpsu>) about reframing higher education helped her think more broadly about the Provost's Challenge—beyond the on line. ANDREWS noted that Mehaffey will be the keynote speaker at the January OAA Symposium (RSVP required to attend).

GELMON observed that the Challenge is exciting, but expressed a common concern about timing, with the web site going live during exam period and the comment period overlapping University closure, limiting the possibility for feedback. ANDREWS apologized for the short time frame, citing the difficulties of fitting initiatives into the academic calendar. She noted that the concept statement required (due 12/16) is very brief and vowed to very flexible in working with faculty over the next couple of months on proposals.

#### **VP for Research and Strategic Partnerships – Mark Sytsma for Jonathan Fink**

SYTSMA offered updates on three items: the calendar for implementing a new electronic research administration system (eRA) that is an open source system called Kualu Coeus, the formation of a new Student Research Advisory Committee (RAC), and a student research conference planned for May to promote greater recognition for PSU's research efforts.

SYTSMA announced that phasing in the eRA will require a major commitment of personnel and resources, taking about 18 months for each stage: first getting relevant databases and personnel set up to talk to each other (to start late spring 2013); second, building the proposal development module that PIs can use to develop and track proposals; and third, adding the IRB and other compliance modules. In the end PSU will have a much clearer, easier, paperless system.

SYTSMA explained that RSP and the Graduate Dean had solicited nominations from chairs for a joint undergrad-grad student RAC to get their feedback on how research is happening at PSU. Two issues emerged from the first meeting related to the terms of GTA appointments. One, related to student food insecurity and rooted in the requirement for a 20 hour work-week to qualify for food stamps, led to a quick and positive outcome—confirmation from Dean Everett that if appointment

letters for GTAs say that 0.49 FTE is equivalent to 17-20 hours/wk this will be sufficient for students to access federal food assistance. A second concern arose because appointment letters written by some departments have prohibited grad students from taking on other positions. Within the university, a student appointed at .49 cannot take another position that would put the student over 0.5 FTE. RSP suspects that restrictions cannot be put on student activities outside of PSU and has asked the General Counsel's Office to investigate the question. SYSTMA concluded that in the future the Student RAC will discuss ways PSU can foster a research culture among students, look into differences in what is required of teaching assistants, and future employment and entrepreneurial opportunities for students wanting to start their own business.

### **Quarterly Report from EPC (Attachment G-1)**

GOULD summarized the work of the EPC and the Ad Hoc Committee on the use of the miscellaneous IST prefix. He offered a memo from EPC to clarify policies for ensuring faculty oversight of courses using the IST prefix (see attachments to the minutes).

O'BANION asked if those in Student Affairs who have regularly taught under the IST prefix in the past will now have to find a home for courses that they teach? GOULD answered yes, and that this will likely happen as a result of negotiations in progress between Student Affairs and Public Administration. On behalf of faculty who regularly work with Chiron Studies, WENDL asked if the EPC was recommending that Chiron Studies continue offering classes for credit; and if so, was it with the understanding that each class must have a faculty adviser who is willing to take that class to their home department and see it through the outlined process? GOULD answered that EPC is giving Chiron Studies this opportunity to come under faculty governance and departmental curricular review, if it does continue. WENDL then asked whether it would be the home academic unit's responsibility to fund the proposed Chiron class? GOULD said the EPC took no position on this, but that at present it is not the responsibility of the faculty adviser's department to support the class financially. He acknowledged that current Chiron funding is scheduled to end in December, but thought that there were some negotiations underway. WENDL said that at Chiron Studies meetings she had attended it had been suggested that an expression of support from Faculty Senate for continuing to offer Chiron Courses for credit was needed. GOULD replied that moving that question had not been a mandate of the IST review. WENDL suggested that Rozzell Medina, Coordinator of Chiron Studies be consulted. DAASCH recommended reviewing the spring Ad Hoc Interdisciplinary Studies Review Committee Report (disseminated with the October 2012 Senate Agenda, item D-1). GOULD added that there was general support for Chiron Studies among IST Committee participants and EPC.

## Report from IFS

HINES introduced herself as the IFS representative to the Senate Steering Committee. She explain her participation as an IFS effort to become a more representational and effective body, and to improve communication between IFS and local University Senates. As a result, she was able to bring the topic of implementing the new OAR faculty ranks to the November IFS meeting and IFS has formed a sub-committee to look at the issue. It is clear that the effects of the OARs differ vastly on each campus.

HINES reported that IFS is seeking a voice at OEIB (Oregon Education Investment Board) meetings, and considering how to mobilize campuses around the issue of the Achievement Compact's concentration on output metrics and less on quality assessment. Vice-Chancellor Melody Rose reported that the relationship between the OEIB, the OUS Board, and the HECC (Higher Education Coordinating Commission) is still in flux, but HECC will be looking at three issues: 1) textbook affordability, 2) credit for prior learning, and 3) the Western Governor's University.

LIEBMAN asked if there has been talk of how IFS might be involved in OEIB. HINES answered that the Governor has not yet allowed for any IFS representation; IFS is arguing that it is a body that represents all the universities in the OUS System. (See <http://www.oregon.gov/Gov/Pages/oeib/OregonEducationInvestmentBoard.aspx> )

The meeting was adjourned at 4:58 p.m.

# TECHNOLOGY FOR ONLINE AND HYBRID CLASSES

Karla Fant and Rachel Cunliffe

Faculty Senate Discussion Topic, December 3<sup>rd</sup> 2012

*Effective use of  
Technology*

*Engage Students*

*Minimize  
Faculty Overhead*

*Influence Student  
Productivity*

*Maximize  
Synchronous Events*

# Keys to Success – Risks & Solutions

## ⦿ Technological

- Information overload?
- Where to start?
  
- Which pathway to take?
- Too many tools, features, widgets?
- How to keep it all straight?

## Solutions...

- Efficiency Dissemination of Materials*
- Clear course content and expectations*
  
- Selectively use tools w/ conditional release*
- Not every tool is equal*

**Opportunity:** *Manage tools from one source*

## ⦿ Student Productivity

- Are students isolated and alone?
- Will procrastination set-in?
- Are expectations for participation clear?
- Are solutions shared?
- Are we learning or copying?

- Correspond frequently and Consistently*
- Provide pathways for students to get help*
- Send reminders...keep everyone informed!*

**Opportunity:** *Synchronous tools*

**Opportunity:** *Modified hybrid Solutions*

## ⦿ Communication

- How to ask questions? D2I? Email?
- Response time issues

- Shift from 1-on-1 to group correspondence*
- Effective use of Google groups*

**Opportunity:** *Support technology that promotes effective communication*

# Solutions...

## to Minimize Overhead

- Design course materials once
  - Share D2L shells between in-class and online sections
  - Design D2L shells to allow for re-use each term
    - *Avoiding tools and/or features that do not automatically copy*
- Use intelligent agents to automate
  - Release of materials
  - Messaging students
- Limit redundant materials
  - Select specific pathways
- Access to tools and support
  - Time with D2L shells
  - Visibility of technological updates

# Successful Online Learning...

## ⦿ Requires from us...

- Supportive Infrastructure
- Upfront Commitment to...
  - Design a consistent set of materials
  - Organize them in a clear manner
  - Support ADA requirements
- Ongoing Communication that is...
  - Clear and Consistent

## ⦿ Requires students to be...

- Self motivated      Self disciplined

# Rewards and Assets according to students

- Everyone talks!
- Opportunity to learn from peers
- Real sense of the difference of people and stretching of myself in getting used to them
- Opportunity to develop skills in civil disagreement
- Opportunity to practice putting my thoughts into words, and my words into writing
- Opportunity to organize my thoughts
- Opportunity to elaborate on my thoughts
- Gives me time to think about how to be constructive and to say what I really want to say
- Opportunity to re-read and reconsider points made by teachers or others
- I like to learn at my own pace
- Opportunity to continue conversations that are interesting over time
- Opportunity for enrichment beyond required materials
- Many ways to address confusions immediately by reading what others think, researching online, re-reading materials, looking at enrichment stuff
- Way to feel connected and not so isolated or intimidated when material is opaque or difficult



# Rewards and Assets to me as teacher

- Opportunity to stimulate integration of material
- Writing forces interaction with reading and reveals conclusions for comment
- Different genre of college writing “written talk not written writing” allows practice at a kind of communication where the business of writing is transparent and fluency and communicative competence is improved.
- Reflective opportunities make learning an object to be reflected on too
- Fact that earlier posting remains available allows students to assess their own learning and growth
- Opportunity to add a variety of enrichment and textured approaches to support learning including links to web-based and library materials, teacher-generated PowerPoints, essays, recorded lectures, synchronous webinars, emails, blogging, responses to postings, grades, notes, daily thought-provokers to attract people to the site, personal messages, teacher reflections on the learning, gradebook comments. Over repeated offerings of the class you can build very rich sites very easily adding new stuff to them each iteration

# Institutional Obstacles

- ⦿ Online fee
- ⦿ Outtages
- ⦿ Technical support
- ⦿ Paper trails
  - Waitlists
  - Drop adds
  - Special registrations
  - Petitions
- ⦿ Outdated policies
  - Defenses in person
  - signatures

## Pending Approval by EPC and the Ad Hoc Committee on the ISt Prefix

**Date:** November 20, 2012

**To:** Faculty Senate Steering Committee

**Fr:** Robert Gould, Chair, EPC and Ad Hoc Committee on the ISt Prefix (Interdisciplinary Studies)

**Re:** Policy Clarification on the ISt Prefix

The Educational Policy Committee and the Ad Hoc Committee on the ISt Prefix have been charged with reviewing the use of the ISt prefix. In concluding this review, a clarification seems to be needed regarding the faculty governance of this prefix. Therefore, we are suggesting the following clarification regarding the use of the ISt prefix.

- According to the 2012-2013 PSU Bulletin, there are no permanent numbered courses with the ISt prefix, therefore, under current conditions, the ISt prefix is restricted to omnibus numbered courses.
- Any ISt course, with an omnibus number that has been offered three times or more, should be required to find a permanent academic department home, and follow that department's curricular approval process.
- Any PSU department, program, or faculty member, wishing to use the ISt prefix to teach an experimental, interdisciplinary course with an omnibus number, must gain the approval of the academic department's curriculum committee that addresses a substantial amount of the content area of the proposed course.
- This academic department's curriculum committee's approval or disapproval will be based on:
  - the appropriate academic rigor of the course,
  - the absence of a significant overlap with another courses offered with PSU credit,
  - and appropriate faculty supervision.
- If such a course is approved, the ISt omnibus number can only be used three times before either termination or proposing the course with a permanent number. At such a time that a department or faculty member seeks a permanent number for a course offered with the ISt designation, an academic department must be found that is willing to use their prefix with a unique permanent number, and be reviewed by a departmental curriculum committee before submission to the appropriate college or school, and university faculty governance review committee, on its way to the Faculty Senate.
- If the Chiron Studies Program is able to secure funding, then this policy would allow them to use the ISt prefix for student taught, faculty supervised, experimental courses by having the supervising teacher follow the procedures listed above. Given the nature of Chiron Studies courses, the use of permanent course numbers is not an option

December 6, 2012

TO: Faculty Senate

FROM: Wayne Wakeland  
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2012-13 Comprehensive List of Proposals.**

## **School of Business Administration**

### **Change to Existing Programs**

#### E.1.a.1

- MBA in Business Administration – change to existing program: add program requirement

#### E.1.a.2

- MIM in International Management – change to existing program: change core requirement; eliminate one specialization area

#### E.1.a.3

- MS in Financial Analysis – change to existing program: change core requirements; add three specialization areas

### **New Courses**

#### E.1.a.4

- ACTG 565 Current Topics in Global Financial Accounting, 4 credits  
Covers current complex financial accounting issues faced by corporations operating within a global context. Because of today's rapidly changing financial accounting environment, this course will take an adaptable view of topics covered, monitoring recent regulatory issues to include timely complex issues that must be understood by today's financial accounting professional. Prerequisites: admission to the MSFA program.

#### E.1.a.5

- BA 526 MBA International Experience, 4 credits  
The MBA International Experience provides the opportunity for students to study international business and intercultural topics and gain hands-on experience in a different country or in the Portland Metro region. Locations and course topics are determined based on the strategic priorities of the MBA program. International Experiences conducted in different countries require approximately two weeks overseas. International Experience conducted in the Portland Metro region will be offered in four to eight week formats. Prerequisites: Students will need to have completed the first year of their MBA program in order to participate in the MBA International Experience.

#### E.1.a.6

- FIN 531 Financial Institutions, 2 credits

## E-1.a

Introduces the role financial institutions play in financial markets, the structure of institutions and how they facilitate economic growth through the transfer of capital. The course then analyzes how institutions measure and manage the unique risks that they are exposed to through their ordinary operations. Prerequisites: Fin 511.

### E.1.a.7

- FIN 554 Alternative Investments, 2 credits  
Introduction of alternatives investments to traditional equity and fixed income securities. Students will learn about common types of alternative investments, valuation methods, unique risks and relation to traditional investments. Types of assets covered may include: real estate, private equity, venture capital, hedge funds, distressed securities and commodities. Prerequisites: Fin 552.

### E.1.a.8

- MIM 522 Global Communications, 2 credits  
Focus on a crucial global business leadership skill: the ability to inform and persuade across cultures through speaking, writing, and listening. Topics include reading, internalizing fundamental concepts, discussing communication challenges, and practicing communication skills. The course will use a workshop format focused on experiential and collaborative learning.

### **Change to Existing Courses**

#### E.1.a.9

- ACTG 525 Tax Research Methods, 3 credits – change title to Professional Accounting Research; change course description; change prerequisites; change to 4 credit hours

#### E.1.a.10

- ACTG 527 Corporate Formation and Nonliquidating Distribution (Corporate Taxation I), 3 credits – change title to Advanced Tax Topics; change course description; change prerequisites; change to 4 credit hours

#### E.1.a.11

- ISQA 512 Information Systems and Technology in Organizations, 4 credits – change course prefix and number to MGMT 515

#### E.1.a.12

- MIM 511 Global Business, Society and Ecology, 4 credits – drop course

#### E.1.a.13

- MIM 512 Global Leadership and Ethics, 2 credits – change course description

#### E.1.a.14

- MIM 513 Pacific Rim Economics, Trade, and Financial Markets, 3 credits – change course description

#### E.1.a.15

- MIM 516 Contemporary Pacific Rim and World Affairs, 4 credits – change course description

#### E.1.a.16

- MIM 524 Global Sourcing and Supply, 4 credits – change course description

#### E.1.a.17

- MIM 535 Global Marketing Research and Innovation, 3 credits – change course description

#### E.1.a.18

- MIM 558 Comparative Operations Management, 4 credits – change title to Global Comparative Operations Management; change course description

## E-1.a

E.1.a.19

- MIM 577 International Business Negotiations, 3 credits – change course description

E.1.a.20

- MIM 579 Asia Field Study, 1 credit – change credit hours to 3

E.1.a.21

- MIM 588, 589 Global Business Strategy I & II, 2 credits each – change course description

### **Graduate School of Education**

#### **New Courses**

E.1.a.22

- READ 518 Language and Literacy Development, K-8, 3 credits  
Examine the connection between early childhood oral language acquisition and the development of reading and writing skills, Discuss relevant language and literacy research, differences in language and literacy development, foundations of language development in the brain and its implication as regards phonological skills, grammatical knowledge, vocabulary, comprehension, and writing.

E.1.a.23

- READ 533 Boy Readers/Boy Writers, 3 credits  
Critically analyze and implement research-based practices in reading and writing as they relate to boys' learning style. Demonstrate appropriate professional knowledge, skills and dispositions through reading critical theory in instructional strategies that benefit boy's needs. Use evidence to solve problems of practice and make educational decisions.

E.1.a.24

- READ 534 Classroom Reading and Writing Assessment, K-8, 3 credits  
Examine a variety of literacy assessment vehicles and how they can be used to develop effective instruction. Discuss relevant literacy assessment research and its implications in the classroom. Explore word knowledge, reading fluency, comprehension and composition, Discuss administering and interpreting assessments and their broader uses for increasing student learning.

#### **Change to Existing Courses**

E.1.a.25

- LIB 536 Design and Production of Instructional Media, 3 credits – change course description

E.1.a.26

- LIB 587 Video Production, 3 credits – change course description

E.1.a.27

- LIB 588 21st Century Technologies for Education, 3 credits – change course description

### **Maseeh College of Engineering and Computer Science**

#### **New Courses**

E.1.a.28

- ECE 524/624 Advanced Embedded *In Silico* and *In Materio* Computing, 4 credits  
Introduces and develops the advanced hardware and software concepts, design methodologies, and programming paradigms of emerging embedded in silico and in materio computing systems. Topics covered: physics of computation, spatial computing paradigms,

## E-1.a

self-assembly and self-organization, morphogenetic systems, molecular and nano-scale computing, non-classical computing and non-classical programming paradigms, amorphous computing. Prerequisites: ECE 371 or permission of the instructor.

### E.1.a.29

- ECE 537 Special Tops in Power Systems, 4 credits  
In-depth exploration of a challenging contemporary topic within power systems. Each offering of this course focuses on a specific topic; this is not a survey course. Prerequisites: ECE 420/520 or instructor permission.

### E.1.a.30

- ECE 580 Advanced Power Systems Protection, 4 credits  
The second course protection for students who have taken a previous class or have substantial experience in protective relaying. Emphasis: analysis of principles and application of microprocessor-based relays (digital relays) to protection of high-voltage transmission lines, power transformers, power generators, high-voltage substation equipment; wide-area approach to power systems protection. Prerequisites: ECE 448/548, or instructor approval.

### **Change to Existing Courses**

#### E.1.a.31

- ECE 543/643 Electric Energy Systems Control, 4 credits – drop 600-level section; change title to Power Systems Control; change prerequisites

#### E.1.a.32

- ECE 547 Energy Economic Systems, 4 credits – change title to Energy Economics; change course description; change prerequisites

#### E.1.a.33

- ECE 548 Power System Protection, 4 credits – add 400-level section; change course description; change prerequisites; change lecture hours; change laboratory hours

### **College of the Arts**

#### **New Courses**

#### E.1.a.34

- ART 578 Studio Practice: Workshop, 2 credits  
This course is a co-requisite to Art 580 Studio Practice: Directed Studies. In this workshop the focus will be on group dialogue and peer critique of individual and collaborative work with an emphasis on the relationship between research, production and presentation. In addition to requiring that students experiment with new methods, materials and modes of research in regard to their studio work, ART 578 develops students' ability to assess the strength of developing work, enhances their ability to speak about their work and the work of their peers and gives them a wider view into issues and aspects of studio production. Includes reading assignments, student-led discussion, guest speakers and field trips. May be repeated for credit. Maximum credits 24. Required for MFA. Prerequisites: graduate standing.

### **Change to Existing Courses**

#### E.1.a.35

- ART 580 Studio Practice: Directed Studies, 4 credits – change credit hours to 2

### **College of Urban and Public Affairs**

**Change to Existing Courses**

E.1.a.36

- PA 595 Public Sector Collective Bargaining: The Legal Framework, 3 credits – change title to Public Sector Labor Relations; change course description



December 6, 2012

TO: Faculty Senate

FROM: Wayne Wakeland  
Chair, Graduate Council

Rachel Cunliffe  
Chair, Undergraduate Curriculum Committee

RE: Submission of Graduate Council and Undergraduate Curriculum Committee

The following proposals have been approved by the Graduate Council and the Undergraduate Curriculum Committee, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2012-13 Comprehensive List of Proposals**.

## **Maseeh College of Engineering and Computer Science**

### **New Courses**

#### E.1.b.1

- ECE 420/520 Analytical Methods for Power Systems, 4 credits  
Power systems modeling. Admittance matrixes. Load flow computational methods; Gauss-Seidel, Newton-Raphson, DC, fast-decoupled power flow. Sparsity techniques. Optimal power flow algorithms. Symmetrical components, sequence networks. Symmetric, unsymmetric faults. Space vector transformations. Transient operation of transmission lines. Voltage, frequency stability. State estimation. Transient stability. Power system analysis emphasizing non-dispatchable resources. Prerequisites: ECE 347, or instructor permission.

#### E.1.b.2

- ECE 449/549 Power Systems Design, 4 credits  
Design fundamentals as applied to power systems. Electrical design: electrical equipment, insulation, protection, grounding. Mechanical design: clearances, siting, support structures. Right-of-way. Asset management. Commissioning. Applicable codes and standards. Course topics will be taught by focusing on a particular subset of power systems such as transmission, distribution, substations or generation. Prerequisites: ECE 448, or instructor permission.

## **School of Fine and Performing Arts**

### **New Courses**

#### E.1.b.3

- ART 497/597 A History of Art and Social Practice, 4 credits  
A history of social practice in art. Investigate the current critiques, debates and issues surrounding its current state in relation to its historical context. The course will examine social practice from 1920 to present and touch on the key movements. Will place a strong emphasis on contemporary examples of social practice art through readings, assignments, and online participation. This course will give a historic and critical context for social art. Open to non-majors. Prerequisites: at least junior standing or graduate standing.

December 6, 2012

TO: Faculty Senate

FROM: Rachel Cunliffe  
Chair, Undergraduate Curriculum Committee

RE: Consent Agenda

The following proposals have been approved by the Undergraduate Curriculum Committee and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2012-13 Comprehensive List of Proposals**.

## **Graduate School of Education**

### **Change to Existing Courses**

#### E.1.c.1.

- ELP 448 Introduction to Global Political Ecology (4) – change course number to ELP 348.

## **Maseeh College of Engineering and Computer Science**

### **New Courses**

#### E.1.c.2.

- EAS 333 Problems, Solutions, and Systems Thinking (4)  
Provides the basis of systems thinking, foundational in addressing modern challenges. Develops skills, through diverse team and individual exploration in real-world applications, to assist in understanding vague problems, examine causes and solutions to complex scenarios. Gives an appreciation of systems thinking and the foundational philosophy of a modern learning organization.

#### E.1.c.3.

- ECE 347 Power Systems I (4)  
Fundamentals of electrical power systems, particularly non-rotating three-phase power systems. Phasor representation. Complex impedance. Real, reactive, apparent power. Power factor. Non-sinusoidal representation: power quality, THD. Power factor, resonance, PF correction. Power Transformers. ABCD representation of two-port transmission networks. Power systems representation: single-line diagrams, per-unit representation. Power flow analysis. Weekly Lab. Prerequisites: ECE 223 or instructor permission.

#### E.1.c.4.

- ECE 348 Power Systems II (4)  
Fundamentals of electrical power systems, particularly rotating three-phase machines. Electromechanical machine components: rotor, stator, poles. Rotating magnetic fields. Fundamental rotational mechanics. Three-phase (induction and synchronous) and split-phase AC motors and generators. DC machines: shunt, series, compound and brushless. Motor and generator controls. Weekly Lab. Prerequisites: ECE 347, or instructor permission.

## E-1.c

### E.1.c.5.

- ME 120 Introduction to Engineering (4)  
An introduction to the skills, modern tools, teamwork, design methodology and professional practices of mechanical engineers. Students learn to analyze, fabricate and troubleshoot electromechanical systems. Students are introduced to computer programming and solid modeling. Written and oral communication is required complete assignments and class projects. Co-requisite: Mth 111.

### E.1.c.6.

- ME 121 Introduction to Systems and Control (4)  
An introduction to sensors and control of electromechanical systems. Students assemble an electromechanical system and program a microcontroller to sense the system state and maintain system equilibrium. Students build on the skills developed in ME 120. Written and oral communication is required to complete assignments and class projects. Prerequisites: ME 120.

### E.1.c.7.

- ME 122 Introduction to Design (4)  
An introduction to statics, dynamics, mechanical systems and the design process. Students learn to incorporate economic, social and environmental factors in the design of mechanical devices. Written and oral communication is required to complete assignments and a major class project. Prerequisites: ME 121.

### **Change to Existing Courses**

#### E.1.c.8.

- CS 163 Data Structures (4) – change description and prerequisites.

#### E.1.c.9.

- CS 487, 488 Software Engineering Capstone (3, 3) – change course numbers.

#### E.1.c.10.

- ECE 325 Distribution and Sustainable Energy Systems (4) – drop.

### **College of Liberal Arts and Sciences**

### **Change to Existing Courses**

#### E.1.c.11.

- Anth 304 Social Theory – change description.

#### E.1.c.12.

- Anth 316 Traditional East Asia – drop course.

#### E.1.c.13.

- Bi 334 Molecular Biology – change prerequisites (from none to Bi 251 and CH 223).

#### E.1.c.14.

- Bi 336 Cell Biology – change prerequisites (from none to Bi 334).

#### E.1.c.15.

- Bi 358 Evolution – change prerequisites (from none to Bi 251, 252, 253).

#### E.1.c.16.

- Bi 416 Marine Mammals – change prerequisites (from none to Bi 387 or Bi 415).

#### E.1.c.17.

- Bi 421 Virology – change prerequisites (from none to Bi 334 and Bi 336).

## E-1.c

E.1.c.18.

- Bi 423 Microbial Ecology – change prerequisites (from none to Bi 480).

E.1.c.19.

- Bi 427 Evolutionary Genetics – change prerequisites (from none to Bi 341 and Bi 358).

E.1.c.20.

- Bi 428 Human Genetics – change prerequisites (from none to Bi 341).

E.1.c.21.

- Bi 430 Theory of Recombinant DNA – change prerequisites (from none to Bi 334).

E.1.c.22.

- Bi 431 Theory of Recombinant DAN Laboratory – change prerequisites (from none to Bi 235 or Bi 337).

E.1.c.23.

- Bi 432 Plant Diversity and Evolution – change prerequisites (from none to Bi 251, 252, 253).

E.1.c.24.

- Bi 456 Developmental Biology – change prerequisites (from none to Bi 336 and Bi 341).

E.1.c.25.

- Bi 471 Plant Ecology – change prerequisites (from none to Bi 357).

E.1.c.26.

- Bi 476 Population Biology – change prerequisites (from none to Bi 357).

E.1.c.27.

- Bi 480 Microbiology – change prerequisites (from none to Bi 334 and Bi 336).

E.1.c.28.

- Ch 221 General Chemistry – change prerequisites (from 2nd year high school algebra or Mth 111, or junior class standing to Math department-approved placement into Mth 112).

E.1.c.29.

- Comm 311 Research Methods in Communication – change prerequisites (from Wr 222 or 333 to Wr 222 or 333, and Comm 200).

E.1.c.30.

- Comm 316 Communication Individuals & Discourse – change prerequisites (from none to Comm 200).

E.1.c.31.

- Comm 317 Communicating About Violence (4) – change description.

E.1.c.32.

- Comm 326 Communication, Society and Culture – change prerequisites (from none to Comm 200).

E.1.c.33.

- Comm 457/557 The Language of Violence – drop.

E.1.c.34.

- Ling 115 Writing Workshop for Non-native Writers – change grading option (from P/NP to both P/NP and differentiated).

E.1.c.35.

- Ph 314 Experimental Physics – remove co-requisite of Ph 321 Current Electricity.

E.1.c.36.

- Psy 484/584 Principles of Behavior Modification – change prerequisites (from Stat 243 and 244; Psy 321, 340 or 346, 434 to Psy 340).

## E-1.c

E.1.c.37.

- Psy 485/585 Self Modification of Behavior – change prerequisites (from Psy 340 to Psy 484).

E.1.c.38.

- Stat 451/551 Applied Statistics for Engineers and Scientists – change prerequisites (from Mth 253 or Mth 254 to Mth 252).

E.1.c.39.

- Wr 214 Beginning Nonfiction Writing (4) – change title, description and prerequisites.

E.1.c.40.

- Wr 456/556 Forms of Nonfiction – change prerequisites (from none to Wr 214 or Wr 228); offer annually.

E.1.c.41.

- Wr 457/557 Personal Essay Writing – change prerequisites (from none to Wr 214 or or Wr 228); offer annually.

E.1.c.42.

- Wr 458/558 Magazine Writing – change prerequisite (from none to Wr 214 or Wr 228); offer annually.

E.1.c.43.

- WS 470/570 Asian American Women's Studies – delink 470 from 570 and drop 570 (approved by Grad Council).

### **School of Fine and Performing Arts**

#### **Changes to Existing Programs**

E.1.c.44.

- BA in Art: Art History (AHIS) – elimination.

E.1.c.45.

- BA in Art History (ARTH) – folds in the BA in Art: Art History (see eliminated BA above) into this degree as an option; implements new option in Graphic Design.

#### **New Courses**

E.1.c.46.

- Art 287 Introduction to Jewelry and Metalsmithing (4)  
A beginning level course in the exploration of materials and processes basic to jewelry and light-metal design and fabrication. This includes high temperature soldering, use of jewelers' saw, files, hammers, small casting, and stone setting. Emphasis on idea development and craftsmanship. This course is the foundation for continued work of increasing conceptual and technical complexity. Prerequisites: Art 117. Open to non-majors with consent of instructor.

E.1.c.47.

- TA 345 Topics in Acting (1-4)  
Intensive study of a particular subset of performance, for example, How 2 B Funny, Audition Techniques, Movement Performance or Stage Combat.

#### **Change to Existing Courses**

E.1.c.48.

- Mus 204 Body Mapping for Musicians (2) – change course description.

## **School of Social Work**

### **Change to Existing Courses**

E.1.c.49.

- CFS 482 Mental Disorders: Impact on Families (4) – change course number to CFS 382.

E.1.c.50.

- CFS 485/585 Working with Diverse Families (4) – change course number to CFS 385; drop CFS 585 (approved by Grad Council).

E.1.c.51.

- CFS 490 Sex and the Family (4) – change course number to CFS 390.

E.1.c.52.

- CFS 493 Community Resources and Family Support (4) – change course number to CFS 393.

E.1.c.53.

- CFS 497 Practicum I (5) – change grading method.

E.1.c.54.

- CFS 498 Practicum II (5) – change grading method.

## **Undergraduate Studies**

### **Change to Existing Cluster**

E.1.c.55.

- The “Family Studies” cluster – change title to the “Families and Society” cluster; change cluster theme description:  
While the original Family Studies Cluster focused on both intra-familial and inter-familial dimensions, we have increased our emphasis on families’ interactions with changing social structures, economics, and public policies to examine more fully the vast dimensions of the experience of families residing in the United States.

## **College of Urban and Public Affairs**

### **Changes to Existing Programs**

E.1.c.56.

- Minor in Civic Leadership – changes reflect the renaming and renumbering of required courses; addition of new approved elective courses; removal of previously approved electives; minor narrative changes.

### **Change to Existing Courses**

E.1.c.57.

- PS 343 Conflict and Cooperation in World Politics (4) – change title and description.

E.1.c.58.

- PS 381 Introduction to Theory – change course number and title to PS 208 Introduction to Political Theory.

E.1.c.59.

- USP 425 Community and the Built Environment (4) – change course number to USP 325; change description.

## **Proposal to Allow Bachelors+Masters Degree Programs**

Many universities have created bachelors+masters degree programs, such as '4 plus 1' programs, which allow high-achieving undergraduate students to complete a bachelors and masters degree at an accelerated pace. There are many benefits to such programs: they enable students whose career path requires a masters degree to complete their education in as few as 5 years; they attract high-achieving students into undergraduate programs; and they improve recruiting of undergraduate students into our own masters programs. The Office of Graduate Studies has a request from Electrical and Computer Engineering to create a '4 plus 1' degree option. We anticipate that other programs will make similar requests in the future.

In order to allow bachelors+masters programs, we will need to make a policy change involving shared coursework, and we will need a process for reviewing individual program proposals.

OGS has sought input from the following Faculty Senate committees: Academic Requirements Committee, Undergraduate Curriculum and the Graduate Council. We now ask for Faculty Senate approval of the following policy change and approval process.

### Current PSU Policy states:

"A graduate course that has been used to meet the requirements for a bachelor's degree or any undergraduate program cannot be applied to any graduate program (degree or certificate)." (p. 66 of Bulletin; also appears on OGS website)

### Proposed change to policy language:

"A graduate course that has been used to meet the requirements for a bachelor's degree or any undergraduate program cannot be applied to any graduate program (degree or certificate), *unless the courses are part of a bachelors+masters program approved by the University*, and the student has been admitted to that program."

### Proposed minimum requirements for all bachelors+masters degree programs:

- Students with upper division standing may apply to an approved bachelors+masters degree program. Individual programs will set their own admissions criteria, and programs can use additional or more stringent admissions requirements, provided that they meet the minimum requirements outlined here.
- The maximum number of shared credits between a bachelors and masters degree is 15 credit hours. These are graduate level credits that may be applied to both a bachelors and masters degree. Programs may choose fewer shared credits. Shared credits will be considered "pre-admission" credits when applied to the masters degree. The university policy that limits "pre-admission" credits to one-third of the total credits toward the degree remains unchanged.
- Typically, students apply to the bachelors+masters program in their junior year, but may apply later at the discretion of the program.

- The minimum cumulative undergraduate GPA for admission to a bachelors+masters program cannot be less than 3.3 (including transfer credits). Individual programs will set a minimum GPA for the major. Individual programs can set additional admissions criteria.
- After admission to a bachelors+masters degree program, students must maintain a cumulative undergraduate GPA of 3.3 and earn a B or higher in graduate courses taken for shared credit. Upon completion of the bachelors degree, students who meet those requirements will be guaranteed admission to the masters program with shared credits. Students who do not meet those requirements would need to apply for admission to the masters degree program without the benefits of bachelors+masters shared coursework.
- Transfer students may also apply to bachelors+masters degree programs. However, in order to be eligible for the bachelors+masters degree option, students must meet PSU Residence credit requirements (excluding credit by examination, earn 45 of their final 60 or 165 of their total credits toward the bachelors from PSU). Exceptions can be made when there is an articulation agreement between the PSU department offering the program and another institution.

Proposed process for approving new bachelors+masters degree programs:

If the above policy change is approved by Faculty Senate, OGS recommends the following process for reviewing and approving specific degree programs.

Proposals for new bachelors+masters programs should be submitted to the Office of Graduate Studies (OGS), with approval of the appropriate college or school dean. The Dean of Graduate Studies and the Director of Registration and Records will review proposals to ensure that it meets the minimum requirements and that appropriate admissions and monitoring processes are in place, and make a recommendation to the Provost for a final decision. If the proposed program meets the minimum requirements and there are no changes to the degree requirements for the BA/BS or MA/MS involved, then a review by OGS, ARR and OAA will be sufficient to approve the program. If the actual course/degree requirements are modified in any way, curricular changes would be reviewed through the Faculty Senate process as usual. The Office of Graduate Studies would provide an annual report to Faculty Senate on all new bachelors+masters program proposals and their approval status, and will notify the Undergraduate Curriculum Committee and Graduate Council of new programs as they are approved.



## Proposal to revise the description of the Writing Requirement **E-3**

Current language (from: <http://www.pdx.edu/advising/writing-requirement>)

Beginning Fall 2012, students must complete 8 credits of lower division writing for their baccalaureate degree requirements. This requirement may be satisfied in one of the following ways:

- Students admitted to PSU as freshmen (0-29 credits) meet the requirement by completing the first two years of University Studies or University Honors;
- Students admitted to PSU having earned 30-89 credits meet the requirement with WR 121 (required for transfer admission) and the requisite number of Sophomore Inquiry courses determined by [placement](#) into University Studies or University Honors;
- Students admitted having earned 90 or more credits meet the requirement with WR 121 plus an additional course from the following list: WR 211, 222, 227, WR 300, 323, 327, 333, 420 or a 4-credit [Writing Intensive Course \(WIC\)](#).  
Composition writing courses transferred into PSU may also be considered.

This requirement is in effect for the 2012-13 catalog. Students admitted prior to Fall 2012 may speak to an adviser about whether to use an [older catalog](#).

**Proposal Revision** (New language in bold and underlined):

Beginning Fall 2012, students must complete **2 college-level composition courses or their approved equivalents** for their baccalaureate degree requirements. **If a transferred writing course does not have a PSU equivalent that is approved for the compositional writing requirement, it will count as elective credit.**

This requirement may be satisfied in one of the following ways:

- \* Students admitted to PSU as freshmen (0-29 credits) meet the requirement by completing the first two years of University Studies or University Honors (**both approved equivalents of composition courses**);
- \* Students admitted to PSU having earned 30-89 credits meet the requirement with WR 121 (required for transfer admission) and the requisite number of Sophomore Inquiry courses determined by [placement](#) into University Studies or University Honors. (**The WR 121 requirement may also be satisfied by passing the WR 121 Challenge exam, which exempts students from the course**);
- \* Students admitted having earned 90 or more credits have **four options for meeting the requirement**:

**1) Transfer into PSU with an approved equivalent of WR 121 plus one approved composition course for which WR 121 (or its approved equivalent) is a pre-requisite;**

**2) Transfer into PSU with two approved composition courses for which WR 121 (or its approved equivalent) is a pre-requisite;**

**3) Complete WR 121 plus an additional course from the following PSU course list: WR 200, 211, 222, 227, WR 300, 323, 324, 327, 333, 394, WR 400, 420 or a 4-credit [Writing Intensive Course \(WIC\)](#).**

**4) Complete any two courses from the above PSU list. (The Challenge exams for WR 121 and WR 323 may also be used to satisfy the requirement.)**

This requirement is in effect for the 2012-13 catalog. Students admitted prior to Fall 2012 may speak to an adviser about whether to use an [older catalog](#).

PSU Faculty Senate

**Question for the Administration**

Thomas Lockett, senator

10 Dec. 2012

In winter 2012 OAA asked the divisions of the University to plan how they would cut their permanent funding in FY13 by as much as 4% if the necessity arose. Nevertheless in April (with the exception of the School of Extended Studies, where cuts were in fact much larger), the divisions were informed that the actual cut would be much lower: roughly 1% (with the precise percentage varying slightly from division to division). Finally, at the beginning of August 2012, OAA released divisional budgets for FY13 that effectively amounted to cuts to permanent funding in excess of 4%.

Now that the dust has settled on this year's budget, and we are beginning to plan next year's, I believe it would be a good time to reflect on these events, and on the lessons to be drawn for future budgeting.

**To: Monica Rimai, Vice President, Finance and Administration. Please explain:**

1. Why did such large budget cuts for FY13 prove to be necessary?
2. Why was the need for such large budget cuts not discovered until August, one month after the start of the fiscal year?
3. What changes are being made to the budgeting process in order to avoid another August surprise?