

4-4-2002

## Faculty Senate Monthly Packet April 2002

Portland State University Faculty Senate

**Let us know how access to this document benefits you.**

Follow this and additional works at: <http://pdxscholar.library.pdx.edu/senateminutes>

---

### Recommended Citation

Portland State University Faculty Senate, "Faculty Senate Monthly Packet April 2002" (2002). *Faculty Senate Monthly Packets*. Paper 93.

<http://pdxscholar.library.pdx.edu/senateminutes/93>

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

Terry Rohe, Asst. Dir.  
Library  
Lib-W 1

PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



**TO:** Senators and Ex-officio Members to the Senate  
**FR:** Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on April 1, 2002, at 3:00 p.m. in room **53 CH.**  
**\*\*\*\*\* Reception at Simon Benson House immediately following the meeting \*\*\*\*\***

**AGENDA**

- A. Roll
- \*B. Approval of the Minutes of the March 4, 2002, Meeting
- C. Announcements and Communications from the Floor  
President's Report  
2002 Faculty Elections
- D. Unfinished Business**
  - \*1. Proposal for Missed Class Policy - Jacob
  - \*2. ARC Recommendation on Upper Division UNST Cluster Requirements - Kern
  - \*3. UCC Recommendation for 400-level Course Prerequisites and Cluster Courses - Barham
- E. New Business
  - \*1. Graduate Council Course and Program Changes and Course Proposals – Koch
  - \*2. Curriculum Committee Course Proposals – UNST – Barham
- F. Question Period
  - 1. Questions for Administrators
  - 2. Questions from the Floor for the Chair
- G. Reports from the Officers of Administration and Committees  
Provost's Report
  - 1 Office of Student Affairs Report – Samuels
  - \*2. Academic Requirements Committee Annual Report – Kern
  - 3. ASPSU Report – Cunningham
  - 4. Advising Implementation Task Force Update – Lieberman & Rosengrant
- H. Adjournment

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

- B Minutes of the March 4, 2002, Senate Meeting
- D1 Recommendation for Missed Class Policy
- D2 ARC Recommendation on Upper Division UNST Cluster Requirements
- D3 UCC Recommendation for 400-level Course Prerequisites and 400-level Cluster Courses
- E1 Graduate Council Course and Program Proposals
- E2 Curriculum Committee Course Proposals
- G2 Academic Requirements Committee Annual Report

## *2002 Certified PSU Senate & Faculty Roster (2/28/02)*

<u>DIV</u>	<u>Fac '99</u>	<u>Sen '99</u>	<u>Fac '00</u>	<u>Sen '00</u>	<u>Fac '01</u>	<u>Sen '01</u>	<u>Fac'02</u>	<u>Sen'02</u>	<u>Elect</u>	<u>Three Yr</u>	<u>Two Yr</u>	<u>One Yr</u>	<u>Interims</u>
AO	109	11	102	11	89	9	96	10	5	4	1		
CLAS	306	31	319	32	302	30	322	32	11	10	1		
CUPA	68	7	67	7	74	7	74	7	3	3			
CECS	55	5	56	6	74	7	73	7	3	3			
SFPA	50	5	50	5	53	5	54	5	2	2			
GSE	52	5	66	7	63	6	71	7	3	3			
GSSW	54	5	56	6	63	6	64	6	2	2			
LIB	25	3	24	3	27	3	30	3	1	1			
SBA	68	7	68	6	64	6	67	7	3	3			
SES	36	4	26	3	28	3	32	3	1	1			
OI					33	3	36	4	2	2			
	823	83	834	86	870	85	919	91	36	34	2	0	0

**PORTLAND STATE UNIVERSITY FACULTY SENATE**

**Minutes:** Faculty Senate Meeting, **March 4, 2002**  
**Presiding Officer:** Scott Burns  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Agorsah, Ames, Anderson, Arante, Barton, Biolsi, Bleiler, Brennan, Brower, Burns, Cabelly, Carter, Casperson, Chapman, Chenoweth, Collie, Crawshaw, Cress, Cummings, Daasch, Enneking, Fischer, Flower, Fosque, Franz, Gelmon, Glanville, Haaken, Hagge, Hall, Harmon, Heying, Hillman, Hixson, Hoffman, Jacob, Kern, Ketcheson, Kristof, Labissière, Lehman, L. Mercer, O'Connor, Palmiter, Rectenwald, Robinson, Rueter, Sestak, Shinn, Shusterman, Sussman, Tableman, Talbott, Walsh, Wang, Wetzel, Wollner.

**Alternates Present:** Rad for Lall, E.Enneking for Bjork, J. Brenner for R. Mercer, Arriola for O'Grady, Childs for Reder, Paradis for Thompson.

**Members Absent:** Becker, Bizjak, Brodowicz, Chaille, Dieterich, Falco, Barham for Fortmiller, George, Hunter, Jolin, Kenny, Kiam, Knights, Nissen, Pfeiffer, Philbrick, Rhee, Rogers, Rosengrant, Weasel, Wosley-George.

**Ex-officio Members**

**Present:** Andrews-Collier, Barham, Bernstine, Cunningham, Diman, Driscoll, Feyerherm, Frank, Kaiser, Kenton, Koch, Lieberman, Livneh, Pernsteiner, Pratt, Rhodes, Tetreault, Ward, Withers.

**A. ROLL CALL**

**B. APPROVAL OF THE MINUTES**

The minutes of the February 4, 2002 meeting were approved with the following correction:

Harmon was present.

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

A reception will follow immediately after the April Faculty Senate meeting at the Simon Benson House.

BURNS noted that Faculty Senator Lois Becker will be leaving the university at the end of the month, and that she will be sorely missed.

BURNS conducted a brief informal survey of the Senate to solicit opinion regarding the conversion of the *PSU Currently* to on-line only format, at the request of the Advisory Council.

### **President's Report**

BERNSTINE reported after E.1. He reviewed the legislative budget process and where we are, to date. We are not sure what the final outcome will be, but we made a good comeback this week. The current gap in the state budget is about \$87 million, and for PSU, it is about \$1. Million. It is reduced because the current proposal added \$5. Million back to the "cells" and the universities didn't have to absorb salary increases. The governor will probably call another special session, to take place in June.

### **D. UNFINISHED BUSINESS**

#### **1. Proposal to Amend the Constitution: *Article IV., Section 3., 4) Order of Business***

The proposal, moved and seconded in February 2002, was returned from the Advisory Council, as prescribed in the PSU Faculty Constitution, Art. VIII., with approval.

THE MOTION PASSED by majority voice vote.

### **E. NEW BUSINESS**

#### **1. *Graduate Council Program Proposal for MA/MS in Interdisciplinary Studies and Program and Course Proposals for MS in Materials Science & Engineering***

KOCH presented the first proposal for the committee, noting the changes made to the MA/MS since the Senate returned it to Graduate Council, and noting that there are errors in the copy included in the mailing.

HILLMAN/CUMMINGS MOVED THE SENATE APPROVE the M.A./M.S. in Interdisciplinary Studies.

HILLMAN/CUMMINGS MOVED correction of E.1., Proposal Summary as follows:

Page 1, Para. 6, "Course of Study," first bullet, after "If two departments..." add "or programs" and, Page 1, Para. 6, "Course of Study," second bullet, after "If three departments..." add "or programs."

THE AMENDMENT PASSED by unanimous voice vote.

BRENNER asked for clarification of the definition of the term “participating graduate programs” listed in the first and second bulleted items, Page 1, Para. 6, “Course of Study.” KOCH stated that this is another error.

HILLMAN/M. ENNEKING MOVED correction of E.1. Proposal Summary as follows:

Page 1, Para. 6, “Course of Study,” first and second bulleted items, delete the word “graduate” from each.

RUETER spoke against the amendment. He noted that careful attention should be paid to insure that this proposal does not make undergraduate into graduate programs, or undergraduate faculty into graduate faculty. This is an important issue with respect to resources, as well as credentials.

BLEILER spoke for the amendment. He stated that this has to do with the notion of what the program is meant to be. We know that our students often don't fit well into traditional channels; therefore our programs tend to be learner driven rather than instructor driven. Our students come to us with what they want to do, and this is one of our strengths as well as a foundation of our reputation. We have not ossified our programs into particular paths, rather we offer our students a corridor of opportunity, and they can move throughout that corridor fairly freely. The notion behind this program is an excellent one. Of course, we want to have proper oversight and not necessarily say that anything goes all the time. The Graduate Council has done a good job of addressing those concerns in this new document. Allowing programs with faculty who are perfectly capable of teaching graduate courses but aren't because those courses aren't on the books, is perfectly logical. To allege that they are unqualified because they are not in a graduate program is not logical. This is not about graduate as opposed to undergraduate faculty; it is about students who don't fit into traditional channels.

FEYERHERM stated that Hillman's amendment, very thoughtfully, doesn't remove the word graduate from the section entitled “Course of Study,” first part, which states: *“The degree is intended to allow students, in collaboration with graduate advisers, to structure a coherent program from the approved graduate courses of at least two, and no more than three, separate academic disciplines.”*

ARANTE asked if fixed term faculty serve on graduate committees. KOCH stated, no. HILLMAN, in reference to the Materials Science proposal, asked if that is accurate information. KOCH requested Hillman's question be reserved for the discussion on that proposal.

RUETER asked to clarify what the Senate is voting on. It is his impression that a program is approved based on the list of courses in it, and the expertise of the faculty teaching them.

HEYING asked if a degree program undergoes a probationary or conditional period in the same way that a new course does. KOCH stated that one of the attractions of this program is its potential for helping to develop new degree programs from the ground up. If a number of students elected the same course of study over time, this could serve as an indicator of the need for a new degree program, as well as a way to test it. KOCH noted, in answer to Heying's question, new programs are revisited and reviewed by the Graduate Council after they have been in place several years.

THE QUESTION WAS CALLED.

THE MOTION TO APPROVE THE AMENDMENT PASSED by majority voice vote.

SHINN asked for a clarification with respect to the admissions step, and if too many students would make it unwieldy. KOCH stated that our expectation is that this will not be a large program, but we won't know until we try things out to see.

THE QUESTION WAS CALLED.

THE MOTION TO APPROVE THE PROPOSAL PASSED by majority voice vote.

KOCH presented the second proposal, noting that the M.S. in Material Science program is a transplant to the Department of Mechanical Engineering from Oregon Graduate Institute.

WETZEL/COLLIE MOVED THE SENATE APPROVE THE PROGRAM PROPOSAL for the M.S. in Materials Science.

CUMMINGS requested the discussion be returned to the issue of the role of fixed term faculty in a graduate program. KOCH yielded to Graig Spolek, Chair, ME, who indicated that the list of faculty in this degree proposal includes 4 tenure-related and 5 fixed-term faculty. RUETER asked if only the tenure-related faculty can serve as graduate advisors. KOCH stated that is correct. CUMMINGS noted that this raises the broader issue of whether students are being supervised by actual as opposed to titular graduate advisors. M.ENNEKING asked if there are ever exceptions to the rule of excluding fixed-term faculty. FEYERHERM stated that the difficulty with this program is that it is a special case because the OGI personnel structure was different, and those faculty have been engaged by PSU faculty using that structure. With respect to a process for exceptions, that is handled by petition to Graduate Council. KOCH stated in his experience, there have been no exceptions made.

TABLEMAN asked for a clarification of the rules, which govern approval of graduate committee memberships. FEYERHERM stated that the chairperson of a



graduate committee must be tenure-related faculty. KOCH stated the same rule applies to members, with some exceptions. FEYERHER noted that this includes emeriti.

RUETER stated that this proposal raises the same issues with respect to resources and each course should be discussed. BURNS yielded to SPOLEK, who stated that the program is not wedded to the individuals currently in the positions.

HEYING asked if all nine faculty in the program have Ph.D. degrees. \_\_\_\_\_ stated yes. RUETER asked if the four fixed-term faculty in the program teach core courses. \_\_\_\_\_ stated that some do. RUETER stated that this is a resource problem, as far as he is concerned. ENNEKING noted that the tenure line doesn't determine whether one is qualified to teach a course. BURNS yielded to SPOLEK to answer Rueter's question. SPOLEK noted that he expects the program to long outlast the individuals who currently teach in it.

THE QUESTION WAS CALLED.

THE MOTION TO APPROVE THE PROGRAM passed by majority voice vote.

KOCH introduced the three new courses in M.S. in Materials Sciences.

BLEILER/WOLLNER MOVED THE SENATE APPROVE COURSE PROPOSALS for three new courses in Material Sciences.

THE MOTION PASSED by majority voice vote.

## **F. QUESTION PERIOD**

### **1. Questions for Administrators**

None

### **2. Questions from the Floor for the Chair**

CUMMINGS called point of order, after the Provost's Report, as "F" had been skipped. He asked, "How much can a student's transcript be modified after the fact?" HOFFMAN noted there is an appeal procedure for student to drop a course. BARHAM noted that a course could be removed with appropriate approvals.

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

### **Provost's Report**

TETREAULT noted that she is deferring until April the remarks on enrollment management she didn't make last month, so that she can review the GPA issue in this meeting. The debate in Faculty Senate indicated that there was a lot to attend to with respect to the issue. The day after the Senate meeting, she put together a document with the assistance of Vice Provosts Samuels and Rhodes, and Dean Livneh (attached) entitled "SEEMT Proposal: Implementation for Excellence and Access." Additionally, she has had three meetings with student leaders, a discussion with the Council of Academic Deans, and a meeting with the Senior Executive Enrollment Management Team. The document indicated what we need to do and who will do it.

TETREALT reviewed the document, which indicates what we need to do and who will do it. She noted that we need to have discussions about who we want to be and whom we want to serve. We need to have dual goals of admitting well prepared students and students with potential from under-represented groups. This is not only about recruitment, but also about retention. We need to include more variables in our enrollment management discussions. We need to tie enrollment growth to student demand. We have decided to defer sending the GPA proposal to the Board until February 2003. There was an option to present it in April, but the President and the Provost have decided it was too soon. She yielded to OIRP Director, Kathi Ketcheson, to present some data on the proposal.

KETCHESON presented the analysis entitled, "Changing the High School GPA Requirement for First-time Freshmen at PSU" (attached).

HEYING asked what is Ketcheson's sense about the type of students, etc. and what is going on here with respect to graduation rate. KETCHESON stated our average rate for graduation is 5-6 years, even though "urbans" generally discuss a longer timeframe. Our graduation rates are low, but we don't have all the information on why. TETREAULT added that we need to know what is it we can control.

SUSSMAN asked if there are alternative measures to determine admissions besides the GPA and test scores, for example, life experience which is being used in the UC system. TETREALT stated it is important to remember that we will continue to have special admits. Another important component is the benchmarks of the President's Diversity initiatives.

M.ENNEKING stated the real issue is not what the GPA is, and whether or not we have a special admit category, but what it is we plan to do to support the students we admit.

SHINN asked what is the number of first generation college students in the student group on which the data was presented. KETCHESON stated that we

don't have that information. She continued, however, many of them go through the EOP Program and are successful.

**NOTE: THERE IS NO RECORDING OF THE PROCEEDINGS FROM THIS POINT**

SHINN stated that changing the life course of 80 individuals a year in an urban institution is a serious thing.

RUETER asked what is the status of the GPA change, what is the student input, and \_\_\_\_\_ student government. TETREUALT stated we are deferring forwarding the proposal to the Board for one year so that we can ensure student input procedures and \_\_\_\_\_

RUETER discussed student government, in particular the perception that it needs strengthening.

BRENNER asked, for clarification, with respect to the GPA issue, are we revisiting or are we reviewing the decision. BERNSTINE stated deferral has been selected to allow students to have the opportunity to review it, and so that we can respond to concerns raised in the Faculty Senate. We want the decision to be about substance and not process.

SHINN expressed the Senate's appreciation for having received the additional data this month, which was urgently needed last month. What is still yet to come is the discussion of resources necessary to support the decision.

HAAKEN \_\_\_\_\_

HEYING \_\_\_\_\_

The Provost's Report was concluded.

**1. Intercollegiate Athletic Board Interim Report**

FRANK gave a brief report. He noted that the NCAA Accreditation Report cited two areas of non-conformance, lack of an absentee policy and lack of gender equity. The Athletics budget for next year includes \$225,000. in reductions. BERNSTINE added that he just signed the memorandum to eliminate Golf.

**2. ASPSU Report**

CUNNINGHAM thanked the Faculty Senate for their open dialogue on the GPA issue. She noted she was unable to attend the February meeting of the

Faculty Senate because Senate conflicts with her Capstone class. She also noted that Rueter's comment are well taken.

CUNNINGHAM reviewed ASPSU activities in progress. They include campaigning for dental coverage for students, campaigning for the Oregon Opportunity Grant, lobbying by three students representative in Washington, DC to repeal the drug conviction clause that prevents convicted students from receiving financial aide (HR 786), campaigning for Voter Registration, conducting the recent GPA Student Forums, and executing the ASPUS Spring Elections.

WETZEL asked what has happened to the Diversity campaign that ASPSU was working on earlier in the term. CUNNINGHAM stated there was considerable opposition to the proposal for required classes, so they have altered their approach to a strategy of working with the University Studies Program to achieve their goals.

### **3. President's Diversity Initiative Interim Report**

LIEBERMAN discussed the draft proposal documents, which were distributed on the Faculty Senate e-mail list, noting that they are also available on the WWW and that hard copies are available at the doors. She stated that there would be sub-group focus groups over the forthcoming week, a campus-wide brown bag meeting on March 18, 2002, and community brown bag meetings to follow. The task force also intends to identify the campus leaders to move forward appropriate actions.

BIOLSI commended the task force for coming up with a model plan on behalf of the Senate. He noted that he would like the Initiative project to add the formal inclusion of academic programs, which already recognize diversity, including Women's Studies and Black Studies, and he urged that we include with them, the establishment of a formal program in Native American Studies.

M.ENNEKING asked with respect to resources needed to support this plan, is funding being developed.

LIEBERMAN noted they are address the issue of resources in three parts, activities that take no additional funding, funding that is now already in place for scholarships, CAE, etc., and recommendations that will be forwarded for future expenditures.

## **H. ADJOURNMENT**

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

# PORTLAND STATE UNIVERSITY

February 12, 2002

Memorandum

TO: Dan Bernstine, President's Office

FROM: Faculty Senate Steering Committee *Scott Burns*

At their February meeting, the Senate approved a resolution, proposed by the Academic Requirements Committee, to raise the high school GPA requirement for incoming freshman to a 3.0 beginning with the incoming class of Fall 2003. We understand that this policy change is not without controversy, and a full range of concerns were expressed at that meeting. Clearly people have strong feelings on both sides of this issue.

Two things in particular concern us here. The first is the process by which this change was approved. It is difficult to say whether the outcome would have been different had this process been more public and had there been more time for consideration. At the very least, it is regrettable that students did not more fully participate.

More important is the fact that the senate heard assurances by the administration that the institution is committed to an aggressive outreach plan to guarantee that this policy change does not adversely affect the diversity of our student population. These assurances played a critical role in the discussion and final approval of the resolution. The senate requests that the Administration present at the May senate meeting an overview of their outreach plan for increasing diversity Portland State University, especially for recruiting and retaining minority high school and community college students, and a timeline for implementation.

The Steering Committee is happy to assist in any capacity that will further our institutional mission.

Senior Executive Enrollment Management Team (SEEMT)  
 Proposal: Implementation for Excellence and Access  
 Re: GPA Requirements for Entering Freshmen

Issue	Decision/Assignment
1. Engage in campus discussions about whom we want our students to be and whom PSU is best suited to serve	SEEMT, Council of Deans, Enrollment Management Implementation Group (EMIG), Department Chairs, Faculty Senate
2. Set the goal of increasing academic standards and target students who are well prepared and show potential for success at the University	SEEMT accepts as goal and directs EMIG to develop a plan with quarterly benchmarks
3. Set the goal of increasing the number of historically under represented students; target students who show potential for success at the university	SEEMT accepts as goal and directs EMIG to develop a plan with quarterly benchmarks in conjunction with the PSU Diversity Action Council's benchmarks for increasing student diversity
4. Plan and implement appropriate forums to obtain student input and present faculty members' rationales for change in entering freshman GPA	Vice Provost for Student Affairs, President ASPSU, Chair Faculty Senate
5. Reconvene Enrollment Management Policy Oversight Committee (EMPOC) as EMIG and give them charge	Provost, Vice Provost for Student Affairs, SEEMT
6. Design a recruitment and media campaign to publicize how system works, explain waiver policy, and commitment to access to include meetings with school counselors, recruitment materials, faculty, Vanguard, press; clarify what data will be available publicly and how this data can be interpreted	Assign to EMIG, work with Jeanie-Marie Price, involve faculty, Vanguard, press
7. Review retention report from EMPOC to determine what we know and what we need to know about student success, support, and retention	SEEMT does, involves OIRP and EMIG
8. Develop statistical enrollment management models that include more variables and give us more refined data; gather 2-3 recent case studies on GPA increases at other universities	OIRP, EMIG

Last modified 3/4/02

<b>Issue</b>	<b>Decision/Assignment</b>
9. Consider putting Freshman Inquiry in schools that we target for recruitment	Rhodes and University Studies faculty
10. Tie proposed enrollment growth to program capacity and student demand	Council of Deans, SEEMT
11. Discuss political implications of implementing GPA for key constituencies such as Board, legislature, key university supporters, and various communities	EXCOM
12. Forward changes in GPA requirements to Board 2/03	Provost

## Changing the High School GPA Requirement for 1<sup>st</sup>-time Freshmen at PSU

Currently Portland State University requires 1<sup>st</sup>-time freshman applicants to meet one of three conditions to be admitted.

- 1) High school GPA of 2.50 or higher
- 2) Combined SAT score of 1,000 or higher
- 3) ACT score of 21 or higher

The PSU Faculty Senate voted in favor of changing the minimum high school GPA requirement to 3.00 and above. The President supports this decision. This change would affect the admission policy for 1<sup>st</sup>-time freshmen only; transfer students and international students would not be affected by the proposed change. In addition, Portland State is considering developing a high school GPA and test score grid for those students who do not meet one of the three conditions above. (U of O & OSU both use this type of grid.) This grid would use a potential student's GPA and test score together for granting admissions. Using the U of O grid, for example, a student with a high school GPA of 2.99 and a SAT composite score of at least 830 would be admitted. Note that potential students who do not qualify for admission using the grid could still qualify for special admissions, which is an open access policy; however, our data cannot assess whether students would apply to PSU for special admissions.

### Size of the Effect

If Portland State had used the higher GPA requirement and U of O's grid for the previous five years, 13.7%<sup>1</sup> of all 1<sup>st</sup>-time freshmen, on average, would not have been admitted each fall term. This is an average of 151 students each fall term.

The effect is somewhat more pronounced for minority students than it is for white/non-Hispanic students. On average, 19.1% of all minority 1<sup>st</sup>-time freshmen would not have been accepted each fall term compared to 12.5% of 1<sup>st</sup>-time white/non-Hispanic freshmen.

Men are affected slightly more than women are. On average, 14.3% of male 1<sup>st</sup>-time freshmen would not have been accepted each fall term, compared to 13.2% of female 1<sup>st</sup>-time freshmen.

Bear in mind that this analysis is limited because it can only tell us how our students would fare if they were applying for admissions at the University of Oregon. Portland State will need to develop an admission policy and grid that is based on the actual performance of our students and reflects our access mission.

---

<sup>1</sup> The percentage of students not accepted is overestimated because test data are unavailable for an average of 47 students each fall term.



## Retention and Academic Status

Other factors to consider are the retention and academic status of students who would not have been admitted under the new requirements. For Fall 2000, 182 1<sup>st</sup>-time freshmen were admitted and enrolled with a high school GPA between 2.50 and 2.99. These students were admitted on the basis of GPA alone; their test scores were below 1000 on the SAT composite and below 21 on the ACT. Of these 182 students, 54.9% were retained through Fall 2001; 45.1% were not retained. In comparison, the overall 1<sup>st</sup>-time full-time freshman retention rate for the same time period was 68.9%\*. Seventy-nine students—the majority (79.0%) of those retained--were in good academic standing. This is lower than for students admitted with a GPA of 3.0 or above (95.7%).

Compared to all first-time freshmen admitted with high school GPAs between 2.50 and 2.99, minority freshmen were more likely to be retained. From Fall 2000 to Fall 2001, 62.9% of minority freshmen were retained. Although this retention rate is higher than the overall rate for freshmen admitted with high school GPAs between 2.50 and 2.99 (i.e., 54.9%), it is lower than the overall first-time full-time freshman rate for minority students (77.3%). Of those retained, more minority freshmen (84.6%) were in good academic standing compared to all freshmen (79.0%).

Men and women admitted with high school GPAs between 2.50 and 2.99 differed in their academic performance. Women (59.6%) were more likely than men (50.5%) to be retained from Fall 2000 to Fall 2001. In addition, more women (83.0%) than men (74.5%) maintained good academic standing by the end of Fall 2001.

The analysis of retention and academic status show that freshmen admitted at PSU with high school GPAs between 2.50 and 2.99 are generally not retained as well as freshman with higher entering GPAs. Of those who are retained, minority freshman and women are more likely to maintain good academic standing, compared to the overall proportions. If PSU develops a policy that continues to grant these students admission to the University, then PSU will need to provide the requisite services to ensure their success.

\* Please note that the overall first-time full-time freshman retention rate is not strictly comparable to the retention rate for students based on admissions status.

## Proposal for Portland State University Missed Class Policy

### **Purpose**

This policy is to provide students who miss class or examinations opportunities to make up examinations or other graded in-class work, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor.

### **Rationale**

Portland State University recognizes that students carry many responsibilities with them into the classroom, which both enrich their educational experience and make it more challenging. These include university sanctioned activities in which the student serves as a representative to the university such as student congress, academic meetings, drama and athletics.

### **Applicability**

- Students involved in university sanctioned or other legitimate activities.
- Activity program directors.
- Instructors of students who participate in university-sanctioned activities, including faculty, academic professionals, administrative staff, and teaching assistants.

### **Policy**

- 1) It is the responsibility of each instructor to publish the class attendance policy in the course syllabus and distribute to the enrolled students at the beginning of the quarter.
- 2) It is the responsibility of the students to inform the instructor of absences due to university-sanctioned events or personal responsibilities in writing at the earliest possible opportunity.
- 3) If a student must miss class due to an unforeseen event, the student must inform the instructor of the reason for the absence. Absences not cleared with an instructor before a specific class event (exam, presentation, assignment due) may be supported by a document from the relevant authority (e.g., coach, employer). If the instructor decides that the absence is justifiable, then he/she should attempt to provide opportunities for equivalent work.
- 4) When absences are cleared beforehand by the student and instructor, the instructor will allow students to make-up missed work and/or give an option to attain attendance points.
- 5) When there is a dispute between students and instructors over the opportunity to make up work or attendances, the issue will be decided by the chairman of the department, and then (only if needed) the dean of that school or his/her designee.
- 6) The student may not place any undue burden on the instructor to provide opportunities to make up course work due to excused absences.
- 7) Incomplete grades (I) should not be used unless deemed necessary by respective instructors.

Drafted by General Student Affairs Committee  
Greg Jacob, Chairperson  
February 15, 2002

March 8, 2002

TO: Faculty Senate Steering Committee  
FROM: Kris Kern, Chair, Academic Requirements Committee  
RE: UCC Recommendation on UD Cluster Requirements

The Academic Requirements Committee (ARC), after review of the UCC recommendation on UD cluster requirements, recommends the following:

*That students cannot use courses, including cross-listed courses, from their major departments to satisfy upper division cluster requirements. (Effective fall, 2002)*

The recommendation is based on the following rationales:

- 1) General education as a philosophy is to broaden students' academic knowledge/exposure beyond the major.
- 2) Given the large number of transfer students who enter at the junior level, the upper division cluster may be the only opportunity to expose students to upper division coursework outside their major.
- 3) The recommendation makes a clear statement for advising purposes.

Academic Requirements Committee (ARC)  
Annual Report to the Faculty Senate  
2001/2002

March 11, 2002

The Academic Requirements 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. Make recommendations and propose 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 (Faculty Governance Guide 2001-2002)

**Committee Members:** Dan Fortmiller (IASC consultant), Angela Garbarino (Degree Requirements consultant), Carol Hasenberg, Kris Kern (chair), Yves Labissiere, Jennifer Loney, Kathleen Merrow, Judith Patton (UNST consultant), Terrel L. Rhodes (Curriculum and UG Studies consultant), Tyler Warne (student representative), Paulette Watanabe, Patricia Wetzel.

During the period 8/29/01 to 3/1/01, ARC processed 214 petitions. Of those, 175 were granted and 40 denied.

Actions of the Committee:

In October, the Committee was informed of the request for the OUS campuses to implement policies regarding credit for prior learning and a revision of the credit transfer limitation from 108 credits to 124 lower-division credits.

The Faculty Senate referred the issue of Markers for the Baccalaureate to the ARC at its December meeting. A working group led by ARC member Patricia Wetzel was formed beginning in December to start the campus dialogue on the Markers. The working group's report will be presented at the May Faculty Senate meeting.

At the request of the Provost, ARC reviewed the proposed change of the Grade Point Average requirement for first time freshmen from 2.5 to 3.0. The Committee recommended the change at the February Faculty Senate meeting where it was approved.

In February, the Faculty Senate referred an Undergraduate Curriculum Committee recommendation on upper division cluster requirements to ARC for discussion. ARC will bring a recommendation in April to the Faculty Senate that students cannot use courses, including those cross listed, from their major departments to satisfy upper division cluster requirements.

During the fall term, the Committee developed guidelines to accompany the ARC Student petitions for students to use in completing the petitions.

The Committee began the process of creating a decision-making guideline matrix in February. Committee member Carol Hasenberg developed a matrix based on past committee decisions for the ARC to review and refine. When the guidelines are finished, they will be shared with other university bodies, particularly those involved in student advising and University Studies.

March 14, 2002

## Memorandum

TO: Faculty Senate  
 FROM: Mary Ann Barham  
 Chair, University Curriculum Committee  
 RE: *Two motions re: prerequisites and upper division clusters*

The UCC would like to bring the following motions to the Faculty Senate

1. **All 400-level courses should have prerequisites, such as one or more of the following:**

**Specific course(s)**  
**Specific class standing or credit hours (e.g. junior, senior)**  
**Relevant experience/other**

*Rationale:* The UCC makes this recommendation in the interest of maintaining a high level of rigor in the University's curriculum. This is in keeping with the historical understanding that 400-level courses are taught at a level appropriate for upper-division majors or students with a high level of academic and/or intellectual achievement. Confusion seems to exist with regard to the use of prerequisites, partially due to the advent of the University Studies program and the upper division clusters. However, the UCC assumes that 400-level courses require and rightfully expect students to have prior coursework and/or relevant experience for successful completion of the course. Thus, it seems appropriate for the University to expect that students registering for these courses need a particular level of preparedness in order to be successful and that those expectations be stated explicitly in the course description to communicate them clearly and to allow students to make appropriate and informed choices. Note: Permission of instructor continues to be an option.

2. **Given that clusters were initially designed to include only courses without prerequisites (other than SING) and, that in reality many courses have them (although the prerequisite issue may not be so large a problem),**
  - a. **clusters should rely less on 400-level courses, such that no more than 50% of each cluster is at the 400-level; and**
  - b. **cluster courses with prerequisites should be flagged in the time schedule with a notation that refers to the catalog or department for prerequisite information.**

*Rationale:* The UCC makes this recommendation because again it believes that the University needs to be clear about the expectations it has for students taking cluster courses. Historically, it has been assumed that cluster courses would have no prerequisites. But, given the reality that courses in clusters are often serving multiple student audiences this is often not the case. The UCC understands that many faculty find it difficult to teach courses which may include both majors and students meeting a UNST requirement. Thus, it is essential that the expectations be clearly stated. The UCC believes that both students and faculty would be better served if the clusters included fewer courses at the 400-level. And, if any cluster courses have prerequisites, they are duly noted. Note: This motion was written in conjunction with the UNST cluster coordinator, Mark Trowbridge

March 11, 2002

## MEMORANDUM

To: Faculty Senate

From: Roy Koch, Chair, Graduate Council

Re Recommended for approval by the Faculty Senate:

The Graduate Council submits the following program changes, new courses and changes in existing courses for approval by the Faculty Senate. Descriptions of all new courses (indicated with \*) are on the attached listing.

### COLLEGE OF LIBERAL ARTS AND SCIENCES

#### Program Changes:

MA/MS Conflict Resolution - addition of a project option. The MA/MS in Conflict resolution was approved with a thesis option. Since the inception of the program, it has become apparent that many students would be better served by a practice-oriented final project that involves a community partner as part of the committee. The project requires a proposal, approved by the supervising committee, a final report and an oral presentation.

#### New Courses\* and changes to existing courses

##### **Applied Linguistics**

LING 480/580 Bilingualism, (4) \* new course

LING 482/582 Pidgins and Creoles, (4) \* new course

LING 560 Research Design for Applied Linguistics, (4) change name to Research Design: Methodology, change course description, change credit hours to 2, change prerequisites. Effectively breaks the previous LING 560 into two components.

LING 561 Research Design: Applications, (2) \* new course. Comprises the second half of what was formerly LING 560.

##### **Biology**

BI 414/514 Ornithology, (6) change course description, reduce laboratory hours from 4 to 3 and add a required paper completed outside the laboratory.

BI 598 Graduate Research Prospectus, (2) \* new course

BI 599 Graduate Grant Writing, (2) \* new course

Note: BI 598 and 599 were approved with the suggestion to the Biology Department that they be made a formal part of the program since that is how they are currently being used.

**Philosophy**

PHL 455/555 Health Care Ethics, (4) change course title to Morality and Health Care, change course description

PHL 481/581, 482/582, 483/583 Biomedical Ethics, (4) credits each \* new courses

**SCHOOL OF BUSINESS ADMINISTRATION**New Courses\* and changes to existing courses

FIN 457/557 Real Estate Finance and Investments, (5) - change description and prerequisites, change credit hours to 3, and cross list with USP 499/599

FIN 565 Cases in Corporate Financial Management, (4) -- change course description and prerequisites

ISQA 458/558 Purchasing and Logistics within the Food Industry, (4) \* - new course

MGMT 544 Technology Management, (3) -- change course description and change credit hours from 3 to 4

MKTG 435/535 Consumer package Goods Marketing, (4) \* - new course

MKTG 461/561 E-Marketing, (4) \* - new course

MKTG 436/536 Global Business Issues, (3) \* - new course

**COLLEGE OF ENGINEERING AND COMPUTER SCIENCE:**New Courses\* and changes to existing courses**Computer Science**

CS 442/542 Advanced Artificial Intelligence: Combinatorial Games, (4ug), (3grad) \* - new course

CS 443/543 Advanced Artificial Intelligence: Combinatorial Search, (4ug), (3grad) \* - new course

CS 452/552 Building Software Systems with Components, (4ug), (3grad) \* - new course

CS 458/558 Programming Languages, 4 cr ug, 3 cr grad -- change course levels and numbers to CS 558/658, 3 cr

CS 577/677 Compiler Construction, 3 cr -- change name to Modern Language processors; change course description

CS 491/591 Introduction to computer Security, (4ug), (3grad) \* - new course

**Civil Engineering**

CE 464/564 Hydrologic and Hydraulic Modeling, (4) - change in course description

**Electrical and Computer Engineering**

ECE 485/585 Microprocessor System Design, (4) - change course description

**Mechanical Engineering**

ME 449/549 Thermal Management Measurement, (4) \* - new course



## **SCHOOL OF FINE AND PERFORMING ARTS**

### New Courses\* and changes to existing courses

#### **Art**

ARH 437/537 Nature Into Art, (4) \* new course

ARH 449/549 Methods in Art History, (4) \* new course

## **COLLEGE OF URBAN AND PUBLIC AFFAIRS**

### Program Changes

Master of Urban and Regional Planning – change in program requirements. The Field Paper/Project, formerly required of all students, becomes an option to be completed under the Specializations and Qualifying Electives component of the program. The program maintains the Planning Workshop and Planning Practice workshop, which combine for 10 credits, as the culminating experience.

### New Courses\* and changes to existing courses

#### **School of Community Health**

PHE 451/551 Women and Holistic Health, (4) \* new course

PORTLAND STATE UNIVERSITY  
New Graduate Courses  
Effective Fall 2002

**COLLEGE OF LIBERAL ARTS AND SCIENCES**  
**Applied Linguistics**

LING 480/580

Bilingualism (4)

Survey of issues involved with bilingualism throughout the world. Explores the linguistic, sociolinguistic and psycholinguistic aspects of simultaneous and subsequent acquisition of one or more languages. Includes perspectives of individual and societal bilingualism, and examines issues involved with bilingual language use, language processing, education, language planning and language and identity. Prerequisite: Ling 390. [NEW]

LING 482/582

Pidgins and Creoles (4)

Introduces students to the language varieties arising in contact situations. Concentration on African and New World creoles (and African American Vernacular English). Considers the formation of pidgins and creoles in terms of both first and second language acquisition. Looks at the social factors involved in their creation. Prerequisite: Ling 390. [NEW]

**Biology**

BI 598

Graduate Research Prospectus (2)

Each student develops and presents a thesis prospectus. The prospectus is to include a review of the literature and a detailed statement of significance, specific aims, research design and methods. All entering biology graduate students (M.S.T., M.A./M.S. and Ph.D.) are required to take this course. [NEW]

BI 599

Graduate Grant Writing (2)

Each student is required to write a major grant proposal based on their research prospectus. All biology graduate students (M.S.T., M.A./M.S. and Ph.D.) are required to take this course. Prerequisite: Bi 598. [NEW]

**Philosophy**

PHL 481/581, 482/582, 483/583

Biomedical Ethics (4, 4, 4)

A three-term sequence that provides a practical bioethics education in clinical health care, biomedical and behavioral research, and public policy. Phl 481/581: introduction to the concepts, methods, and literature of health care and biomedical research ethics, designed

to familiarize participants with the basic definitions and arguments in the major topics of clinical and research ethics. Phl 482/582 and Phl 483/583: concepts and skills developed in 481/581 will be intensively examined; students take responsibility for several aspects of teaching. Courses must be taken in sequence. Prerequisite: Phl 481/581: an acquaintance with health care services is recommended. [NEW]

## **SCHOOL OF BUSINESS ADMINISTRATION**

### **ISQA 458/558**

#### **Purchasing and Logistics within the Food Industry (4)**

Explores the rapid transition of food industry operations through an in-depth look at food commodity production, processing, storage, and transportation; facility location and transportation network design; role of wholesalers and distributors in the food supply chain; food safety; food industry consolidation and globalization; supply chain compression; ECR and demand forecasting; and e-commerce and the food industry. Prerequisite: BA 339. [NEW]

### **MKTG 435/535**

#### **Consumer Package Goods Marketing (4)**

Examines marketing distribution systems used by food and consumer package goods (CPG) companies. Emphasis on describing CPG industry value chains and how business environmental factors impact the creation, delivery and capture of customer value by different industry participants. Examines the marketing relationships between manufacturers, wholesalers, brokers, retailers and consumers. Topics include ECR, category management, Efficient Replenishment, retail trends in buyer behavior, e-commerce, new product introductions, Efficient Promotion, trade relations, industry alliances, competitive trends, channel roles and conflicts, and globalization. Prerequisite: BA 311 or 339. [NEW]

### **MKTG 436/536**

#### **Global Business Issues (3)**

Globalization is having an increasing impact on the nature of competition. Managers need to better understand the impact of globalization on the firm and on what managerial skills are needed to be effective in an increasingly international environment. Class is designed to bring renowned business and government leaders into the classroom to discuss their experiences in international business. In each class students relate theory from course materials to the experiences of these leaders and discuss implications for practicing managers. [NEW]

### **MKTG 461/561**

#### **eMarketing (4)**

Examines important marketing issues in a business world that is being transformed by widespread adoption of the Internet and related technologies. Topics include customer relationship management, effects of Internet on product-related issues (such as branding and new product development), pricing, distribution, and promotion, security and privacy concerns. Prerequisite: BA 311. [NEW]

## **COLLEGE OF ENGINEERING AND COMPUTER SCIENCE**

### **Computer Science**

CS 442/542

Advanced Artificial Intelligence: Combinatorial Games (4/3)

Covers the theory and practice of finding optimal and satisfying solutions to one-player and two-player combinatorial games, including such popular games as Sokoban, Othello, checkers, chess, backgammon, bridge, and CCGs. Simple applications in decision theory and economics may also be discussed. Emphasis on implementation of state-of-the-art solution techniques. Prerequisite: CS 202 or experience with algorithms and data structures. [NEW]

CS 443/543

Advanced Artificial Intelligence: Combinatorial Search (4/3)

Explores methods for the solution of constraint satisfaction and related problems using search techniques, in the context of real-world problems such as resource-bounded scheduling, enterprise planning, classical planning, and one- and two-player games. Emphasis on coding projects, and on reading and reporting on selected literature. Prerequisite: CS 202 or experience with algorithms and data structures. [NEW]

CS 452/552

Building Software Systems with Components (4/3)

Designed to familiarize students with the concepts behind and opportunities afforded by modern component architectures, such as Microsoft COM, Java Beans and CORBA. Students are exposed to component development techniques and methods for developing complex software architectures using components. Students become familiar with component development, scripting and composing components, and the strengths and weaknesses of using components in designing large complex software systems. Prerequisites: CS 300, 333, 350; knowledge of C++ or Java programming. [NEW]

CS 491/591

Introduction to Computer Security (4/3)

Provides a broad overview of computer security. Provides a solid theoretical foundation, as well as real-world examples, for understanding computer security. Fundamental theoretical results, foundational models, and salient examples will be covered. Security in computer operating systems, networks, and data will be covered, with emphasis on operating system and program security. Prerequisites: CS 333, 350, C and Java programming. [NEW]

### **Mechanical Engineering**

ME 449/549

Thermal Management Measurement (4)

Provides a survey of laboratory-based techniques used to diagnose electronic cooling problems, and to obtain design data for developing thermal management solutions. Provides significant practical experience: students design and build their own experiments; they take and analyze their own data. Measurements are made with hand-held instruments, bench-top instruments, and with computer controlled data acquisition systems. Data reduction techniques involving centering (removal of bias error) and uncertainty analysis are used extensively. Lecture and laboratory. Prerequisites: ME 323, 411. [NEW]

## **SCHOOL OF FINE AND PERFORMING ARTS**

### **Art**

\*ArH 437/537

Nature Into Art (4)

Focuses on a specific theme concerning the relationship of the nature and the environment with the visual arts. Specific themes may include topics such as environmental art, landscape painting and/or photography, landscape architecture, cartography and art, and the representation of animals. Open to nonmajors. Prerequisites (for art and art history majors only): ArH 204, 205, 206. [NEW]

ArH 449/549

Methods in Art History (4)

Seminar for juniors and seniors; suggested for all art history majors. Explores major approaches to the study of art history through readings, discussion, and essays, Includes the development of art history as a field and common methodologies such as iconography, gender theory, social art history, and post-modernism and post-structuralism. Permission of the instructor required for non-majors. Prerequisites (for art and art history majors only): ArH 204, 205, 206. [NEW]

## **COLLEGE OF URBAN AND PUBLIC AFFAIRS**

### **Community Health**

PHE 451/551

Women and Holistic Health (4)

Exploring the intersection of three fields--allopathic medicine, women's health, and complementary therapies--the course examines the emerging field of integrative medicine, highlighting the contributions that women care givers and healers have made to its development. An overview of common women's health concerns provides the opportunity to compare and contrast essential elements of holistic treatment approaches with those of allopathic medicine. Prerequisite: PHE 295 or WS 101. [NEW]

March 14, 2002

## Memorandum

TO: Faculty Senate  
FROM: Mary Ann Barham  
Chair, University Curriculum Committee  
RE: Proposed Program and Course Changes

The UCC has reviewed the following proposals:

*College of Liberal Arts & Sciences*

- New minor in Arabic
- Course changes in Chicano/Latino Studies, Child & Family Studies, Economics, Environmental Studies, Foreign Languages, Geology, History, Intl. Studies, Physics, and Women's Studies

*Urban & Public Affairs*

- Changes in major & minor in Administration of Justice
- Courses changes in Administration of Justice

*University Studies Program*

- Additions & deletions to clusters; new cluster in Media Studies, new freshmen inquiry courses

The complete listing of proposals being recommended to the Faculty Senate for approval by the UCC is attached.

PORTLAND STATE UNIVERSITY  
New Courses and Course Changes  
Effective Fall 2002

COLLEGE OF LIBERAL ARTS AND SCIENCES  
Chicano/Latino Studies

ChLa 330

Chicano/Latino Folklore (4)

Introduction to Chicano/Latino folklore--including folk tales, legend, folk healing, proverbs, music, celebrations, dance, food, and its role in Chicano/Latino society. Explores how Chicano/Latino folklore can reveal social relations, conflict and resistance, social change and gender relations. [NEW]

Child and Family Studies

CFS 493

Interdisciplinary Perspectives on Children and Families (4) [CHANGE NUMBER FROM 497]

CFS 494

Professional Development in Child and Family Studies I (2)

Introduces students to interdisciplinary perspectives and the ways in which personal development, professional identity, and professional action contribute to one's professional development. Emphasis will be on reflection, personal ethics, self care, career options, and scholarly foundations. Prerequisite: admittance into child and family studies program. [NEW]

CFS 495

Professional Development in Child and Family Studies II (1)

Continued examination of interdisciplinary perspectives and the ways in which personal development, professional identity, and professional action contribute to professional development. Emphasis will be on reflective practice, professional ethics, professional boundaries, professionalization processes, legislation, and advocacy. Prerequisite: CFS 494. [NEW]

CFS 496

Professional Development in Child and Family Studies III (1)

Final examination of interdisciplinary perspectives and the ways in which personal development, professional identity, and professional action contribute to professional development. Emphasis will be on reflective practice for social justice, goal setting, self-directed learning, codes of ethics, and leadership. Prerequisite: CFS 495. [NEW]

CFS 498

Professional Development in Child and Family Studies (4) [DELETE COURSE]

Communication

Sp 419/519

Gossip and Shop Talk: Interpersonal Challenges in the Workplace (4)

Assessment of speaking and listening competencies in the work environment and investigation of *gossip* as communication phenomena with cultural, historical, ethical, judicial, organizational and political influences. Designed for students in professions where communication competencies are central to their positions, for those interested in developing as communication professionals or for those interested in learning about the seemingly intangible factors which contribute to the casually referred to "people problem" in the workplace. Assessment of positive and negative interpretations of gossip; techniques to improve communication climates. Recommended prerequisite: junior or senior level standing. [NEW]

## Economics

### Ec 101

#### Contemporary Economic Issues (4)

Introduction to economists' approaches to some of the most pressing, current political and economic issues. Topics will vary depending upon the instructor, but are likely to include the sources of economic development and growth, what constitutes a desirable standard of living and quality of life, analyses of poverty and inequality, economic pressures on the family, and strategies for environmental sustainability. [CHANGE TITLE, DESCRIPTION]

### Ec 314

#### Investment Analysis: Personal Applications (4)

Conflicting investment goals of high earnings, safety and liquidity will be carefully evaluated through examples of different types of investments. Analysis of investing in a college education is evaluated first since all students are currently making that investment. Students will analyze investments in real estate, stocks and bonds, retirement accounts, and equipment. Use of the Internet for investment analysis and adjustments for taxes, inflation and risk will be included in student projects. [CHANGE NUMBER FROM 414, TITLE, DESCRIPTION]

### Ec 317

#### Managerial Economics and Business Strategies (4)

Uses examples to examine potential contributions of economic concepts to managerial decision-making in the business and public sectors. Modeling applications will be retained primarily to demonstrate that they can concisely include essential information for management decisions, eliminate extraneous information, identify key relationships, and focus managers towards more informed decision-making. [CHANGE NUMBER FROM 416/516, TITLE, DESCRIPTION]

### Ec 318

#### Investment Analysis - Engineering and Business Applications (4)

Designed for the needs of students in engineering and other disciplines such as planning, accounting, finance and business administration. Provides a rigorous examination of the economic principles involved in project planning and similar management tasks. Develops the fundamental concept that projects must not only be technically sound, but also economically feasible. Emphasizes the information needs, the communication process, and the interdisciplinary interaction involved in project planning and managerial decision-making. [CHANGE NUMBER FROM 415, TITLE, DESCRIPTION]

### Ec 338

#### The Political Economy of Latin American Development (4)

Provides students an opportunity to analyze the political and economic complexities of development in Latin America. Studies the social, political and economic institutions that have shaped the development process in Latin America; reviews competing theoretical frameworks; and discusses current issues such as the foreign debt, privatization, trade liberalization and recurrent financial crises. [NEW]

### Ec 348

#### The Globalization Debate: Concept, History and Theory (4)

Works to clarify the meaning and conception of globalization. Analyzes its roots from a historical and evolutionary perspective dating from the nineteenth century, on to the present and future prospects. Applies an interdisciplinary methodology to present both the pros and cons of the globalization debate dealing with the World Trade Organization, environmental, third world development and labor concerns. Applies different economic theories to explain and analyze globalization in the context of the evolutionary dynamics of economic development. [NEW]



\*Ec 438/538

Public Policy and the Economics of Medical Care Delivery Systems (4)

Examines the different systems that have developed to finance and deliver medical care. Also examines the equity and efficiency implications of public health programs, licensing requirements for health care providers and programs such as Medicare and Medicaid. Focuses on the development of health care delivery systems in the United States, but provides an overview of systems that have been adopted by other countries.

Prerequisites: Ec 201 and 376. [NEW]

\*Ec 451/551

Small Businesses in Developing Areas (4) [CHANGE TITLE]

#### Environmental Sciences and Resources

ESR 427/527

Watershed Biogeochemistry (4)

Study of the chemistry of watershed-based ecosystems, emphasizing physical and biological processes. Mechanisms of atmospheric input; rock weathering and soil development; physical and biological controls on the storage and flux of minerals, carbon and nutrients in terrestrial ecosystems; and impacts of management on biogeochemical processes in watershed-based ecosystems. Prerequisites: Bi 253, Ch 223. Recommended: ESR 320, Mth 252. [CHANGE TITLE, DESCRIPTION, PREREQUISITES]

ESR 428/528

Urban Ecology (4)

Study of ecological processes in urban environments. Emphasis on responses of flora and fauna to changes in climate, hydrology, geomorphology, geochemistry, soils and available habitat in urban areas. Includes issues of species conservation, ecosystem management and sustainability in urban systems. Prerequisite: an undergraduate biology course or permission of instructor. [NEW]

ESR 445/545

Old-growth Forest Ecology (4)

Exploration of the ecological characteristics of west-side old-growth forests, including their outstanding biodiversity. Landscape level aspects of forest ecosystems, including the role of fire; plus the use of basic forestry measurements to contrast old-growth, second-growth, and plantation stands of trees. Emphasizing field study, this eight day course is based at an off-campus location for easy access to forest ecosystems. Field site costs in addition to tuition. Prerequisite: upper division or graduate standing required, an undergraduate sequence in biology is recommended. [NEW]

#### Foreign Languages and Literatures

FL 390

Languages of the World (4)

Overview of the world's languages and language families. Presentation of specific languages, basic phonemic and structural analyses to illustrate linguistic terms and concepts. [NEW]

Ar 303

Third Year Standard Arabic (4)

Reading of selections in intermediate literary Arabic prose by prominent Arab thinkers. Continued work on complex grammar and syntax, translation, and composition writing. Prerequisite: Ar 302. [NEW]

Ar 304, 305, 306

Common Spoken Arabic (2, 2, 2)

Prerequisite: Ar 201 or consent of instructor. [CHANGE NUMBER FROM 204, 205, 206, PREREQUISITE]

Ar 311

Business and Media Arabic (4)

Reading and translating newspaper materials and business-related texts; viewing of selected Arabic videos and TV programs; conducting conversations in Arabic dealing with issues presented in course materials, to enhance listening comprehension, writing, and speaking skills. Prerequisite: Ar 301 or consent of instructor. [NEW]

Ar 417

Folk Literature of the Arabs (4)

... in their socio-cultural context. Prerequisite: sophomore inquiry or 4 credits of upper-division literature. Conducted in English. [CHANGE PREREQUISITE, ADD CONDUCTED IN ENGLISH]

Ar 418

Folk Poetry of the Arabs (4)

... in their socio-cultural context. Prerequisite: sophomore inquiry or 4 credits of upper-division literature. Conducted in English. [CHANGE PREREQUISITE, ADD CONDUCTED IN ENGLISH]

Fr 105

French Film (1)

Initiation to French culture and listening skills through short lectures in English and feature-length film screenings in French (with English subtitles). Cannot be taken simultaneously with Fr 305. [NEW]

Fr 305

Topics in French Film (4)

Focus on conversation and writing skills through the viewing and discussion of films. Topics may include: the history of French cinema; the history of France through film. Prerequisite: Fr 203. Four hours of 300-level French strongly recommended. [NEW]

\*Fr 419/519

Medieval French Literature (4)

Selected works of Old French literature (reading in modern French translation). Prerequisites: at least 8 credits from Fr 341, 342, 343. [NEW]

\*Fr 420/520

Renaissance French Literature (4)

Selected works of literature representative of the French Renaissance. Prerequisites: at least 8 credits from Fr 341, 342, 343. [NEW]

Grk 101, 102, 103

First-year Ancient Greek (4, 4, 4)

An introduction to ancient Greek. The course will provide a survey of ancient Greek grammar and syntax, as well as vocabulary building and elementary readings. [NEW]

Grk 201, 202, 203

Second-year Ancient Greek (4, 4, 4)

Course provides a review of grammar in the context of selected readings from archaic and classical authors. [NEW]

Grk 330

Ancient Greek Literature in Translation (4)

Course provides a survey of ancient Greek literature from the eighth century B.C. through the classical period. the course will cover epic, historical, dramatic, and philosophical texts. [NEW]

Grk 331

Plato as Literature (4)

Course in translation provides an introduction to the dialogues of Plato in their cultural context. Special attention will be given to the significance of Plato's use of the dialogue form, the role of characters in the dialogue, and his ethical and political philosophy. [NEW]

Grk 332

Greek Religion (4)

Provides a survey of Greek religious beliefs, rituals, and practices in pre-Christian antiquity through a study of the literary, inscriptional, artistic, and archaeological evidence. The course will be conducted in English. [NEW]

## History

Hst 330

The American Revolution and Constitution, 1763-1789 (4) [DELETE COURSE]

Hst 331

The Early Republic, 1789-1815 (4) [DELETE COURSE]

Hst 332, 333

The United States in the 19th Century (4, 4) [DELETE COURSES]

Hst 334

Slavery, Civil War, and Reconstruction, 1850-1877 (4) [DELETE COURSE]

\*Hst 345

Colonial America, 1607-1756 (4)

Survey of British North America from the planting of the English colonies to the eve of the Seven Years War. Topics include relations between Europeans and Native Americans, women's status and roles, religious ferment, constitutional development, and the colonial economy. Recommended prerequisite: upper-division standing or permission of instructor. [NEW]

\*Hst 346

The American Revolution, 1756-1800 (4)

Survey of the American Revolution from its origins to the Early Republic. Topics include the pre-Revolutionary crises, the War of Independence, the Confederation, and the framing of the Constitution. Recommended prerequisite: upper-division standing or permission of instructor. [NEW]

\*Hst 347

Antebellum America, 1800-1850 (4)

Survey of the history of the United States from 1800 to 1850. Topics include the War of 1812, U.S. territorial expansion, Jacksonian democracy, Indian removal, reform movements, the transportation revolution, and the development of the market economy. Recommended prerequisite: upper-division standing or permission of instructor. [NEW]

\*Hst 348

Slavery, the American Civil War, and Reconstruction, 1850-1877 (4)

Survey of the history of slavery in the United States. Topics include the political, social, and economic circumstances that helped bring on the American Civil war, as well as the military history of the war, the consequences of the conflict, and the reconstruction of the Union. Recommended prerequisite: upper-division standing or permission of instructor. [NEW]

Hst 424/524

Topics in Chinese Thought and Religion (4)

Study of selected topics in intellectual and cultural history related to Confucianism, Buddhism, Daoism, and other philosophical and religious constructs. The subject matter will vary from term to term.

Prerequisite: Hst 320. [CHANGE DESCRIPTION]

Hst 425/525

Modern China (4)

History of China from decline of imperial system through century of revolution that culminated in founding of People's Republic of China in 1949. Post-1949 focus on critical periods and issues in state-society relations, economic and political reform, and cultural changes, including global posture and relations with the West. Prerequisite: Hst 320 or 321. [CHANGE TITLE, DESCRIPTION]

\*Hst 447/547, 448/548, 449/549

American Constitutional History I, II, III (4, 4, 4)

Hst 447/547: Examines the intellectual origins, creation, and ratification of the American Constitution and the early efforts of the U.S. Supreme Court to construe that document. Covers the period 1787-1860 and focuses primarily on the Marshall and Taney eras. Prerequisite: upper-division standing. Recommended prior coursework: Hst 201. Hst 448/548: Examines the U.S. Supreme Court's decisions in the period between 1860 and 1932. In particular, the Court's emasculation of the Reconstruction Amendments and its role in the development of modern American industrial capitalism. Prerequisite: upper-division standing. Recommended prior coursework: Hst 202. Hst 449/549: Examines the civil liberties and civil rights decisions of the U.S. Supreme Court in the twentieth century. Prerequisite: upper-division standing. Recommended prior coursework: Hst 202. [NEW]

\*Hst 453/553

The Medieval City: Communities of Conflict and Consensus (4)

Emphasizes the social and cultural history of the medieval city from ca. 300-1500. Proceeding chronologically and thematically, explores how contemporaries imagined cities and urban life; the formation of civic consciousness and identity in feudal Europe; the commercial revolution and its cultural consequences; family and domestic life; the experience of marginalized elements; the construction, regulation and function of urban space; and the role of spectacle, ceremony, and ritual, all as means to assess how the urban community mediated conflict and sought elusive consensus. Recommended: Hst 101, 354, or 355. [NEW]

Hst 462

Amazon Rain Forest (4)

Examines different ways in which the Amazon has been perceived through time. This course is the same as Intl 462; course may only be taken once for credit. [NEW]

Hst 463

Modern Brazil (4)

Examines such topics as slavery, abolition, messianism, banditry, the Amazon, race, military rule, and democratization in the making of modern Brazil. This course is the same as Intl 463; course may only be taken once for credit. [NEW]

#### International Studies

Intl 462

Amazon Rain Forest (4)

Examines different ways in which the Amazon has been perceived through time. This course is the same as Hst 462; course may only be taken once for credit. [NEW]

Intl 463

Modern Brazil (4)

Examines such topics as slavery, abolition, messianism, banditry, the Amazon, race, military rule, and democratization in the making of modern Brazil. This course is the same as Hst 463; course may only be taken once for credit. [NEW]

## Physics

†Ph 475/575

Stellar Astronomy Online for Educators (4)

Class will access online materials in stellar astronomy education to help current and prospective science teachers update their knowledge of recent developments in astronomy. Prerequisite: one year of general physics. (Not available for graduate credit for physics majors - footnote.) [NEW]

†Ph 476/576

Observational Astronomy (2)

Emphasis on hands-on activities and the observation of our own night sky. Observation of planets, Sun, Moon, globular clusters, galaxies, and black holes. Observational techniques including the use of telescopes, binoculars, and photography will be covered. Observational field trip to an observatory at a dark sky site. Prerequisite: one year of general physics. [NEW]

## Women's Studies

WS 360

Introduction to Queer Studies (4)

An interdisciplinary course that focuses on the lives of lesbian, gay, bisexual, and trans people in historical and social context. Looks at the historical roots and political uses of sexual norms and sexual identities and explores the complex interactions of race, class, gender, and desire. Finally, looks at some of the current political contests around sexuality. [NEW]

WS 370

History of Sexualities (4)

Looks at the various meanings given to sexual desires and practices throughout history. Explores sexuality as reproduction, perversion, pleasure, and as a site of both social/political regulation and subversive agency. Focuses on change over time in the North American context emphasizing the contests involving sexuality beginning with the period of European conquest and ending with looking at HIV/AIDS and transgender issues. [NEW]

WS 428

Lesbian History (4)

Surveys the history of lesbian existence in the U.S. Begins by asking what "lesbian" means, identifying the different historical markers of female same-sex desire. Using a rich variety of primary and secondary sources, we analyze historical attitudes about female same-sex desire, follow the emergence of lesbian subcultures and communities, examine the development of sexual identities during the twentieth century, and end by considering lesbian issues. [NEW]

WS 470/570

Asian American Women's Studies (4)

Interdisciplinary course focusing on the contemporary experiences of Asian American women, examining ways in which race, gender, class, sexuality, and national identity shape the experiences of Asian American women. Topics: histories of immigration and western colonization; family and community structures; representations and stereotypes in media and popular culture; sexuality and sexual identities; mixed-heritage and bicultural experiences; the politics of language; violence against Asian American women; labor force participation; relationship to feminism; and activism and resistance. [NEW]

COLLEGE OF URBAN AND PUBLIC AFFAIRS  
Administration of Justice

AJ 302

Police Dynamics (4) [CHANGE CREDIT HRS FROM 3 TO 4]

AJ 355

Perspectives in Terrorism (4 ) [CHANGE CREDIT HRS FROM 3 TO 4]

AJ 450/550

Comparative Perspective of Criminal Justice (4) [CHANGE CREDIT HRS FROM 3 TO 4]

\*AJ 470

Management of Justice Agencies (4) [CHANGE CREDIT HRS FROM 3 TO 4]

\*AJ 480/580

Community-based Treatment of Offenders (4) [CHANGE CREDIT HRS FROM 3 TO 4]

**University Studies Program Approvals - March 2002** (These requests have been reviewed by both the University Studies Committee and the University Curriculum Committee.)

**Courses new to UNST**

<b>Class</b>	<b>Cluster</b>
PHE 452U Gender, Race, Class and Health	Community Studies, HPHP, & Women's Studies
EAS 399U Problems, Solutions, and Systems Thinking	Culture of Prof., Environmental Sustainability, & Knowledge, Rationality, Understanding
G399U Earth and Life History of Costa Rica	Global Environmental Change & Latin American Studies
PHE 410U Global Health	Community Studies, HPHP, & Morality
ARH 436U Nature into Art	Environmental Sustainability
FL 399U Major Works in Danish Literature	European Studies
SP 399U Communicating about Violence and Children	Family Studies
USP 410U Live to be 100?!	HPHP
CHLA 410U Crossing and Contesting Borders: Writers...	Latin American Studies
EC 338U Political Economy of Latin American Develop.	Latin American Studies
CHLA 302U Chicano/Latino Literature	Latin American Studies
INTL 462U Amazon Rainforest	Latin American Studies
EC 399U Living Wage in Portland	Leadership for Change
INTL 410U Global Leaders and Change: Ghandi, Zapata	Leadership for Change
EPFA 410U Political Ecology	Leadership for Change
ANTH 330U Anthropology of Folklore	Popular Culture
HON 407U Fiction and Environmental Thought	Science and Humanities
WS 470U Asian American Women's Studies	Women's Studies
PSY/WS 479U Women and Organizational Development	Women's Studies
WS 399U Lesbian Space in the US	Women's Studies
G 430U Life of the Past	Global Environmental Change
FL 399U Christian and Islamic Culture in the Early ...	Medieval Studies
FL 399U Medieval Vernacular Literature	Medieval Studies
FL 399U Medieval Latin Literature in Translation	Medieval Studies
G 399U Life in the Universe	Global Environmental Change

**Courses previously approved by UNST; add to a new cluster**

<b>Class</b>	<b>Cluster</b>
EC 419U Economics of Race and Ethnicity	Community Studies
SP/WS 337U Communication and Gender	Family Studies
HST 339U Environment and History	Freedom, Privacy, Technology
WR 323U Writing and the 19th Century	Freedom, Privacy, Technology
HST 416U Pagans and Christians	Medieval Studies
PHE 410U Film and Health	Morality
CFS 410U Sex and the Family	Sexualities
WS 428U Lesbian History	Women's Studies
WS/PS 424U Women and the Law	Women's Studies
G 366U Historical Geography of North America	American Studies

**Courses removed from cluster**

<b>Class</b>	<b>Cluster</b>
*PHL 202U Elementary Ethics	Freedom, Privacy, Technology
HST 332U US in the 19th Century	Freedom, Privacy, Technology
ARH 472U Italian Renaissance Art 2	Medieval Studies
ARH 473U Italian Renaissance Art 3	Medieval Studies
HST 407U Seminar	Medieval Studies
*SP 218U Interpersonal Communication	Family Studies
G410U Environmental Writing	Global Environmental Change
G458U Astrobiology	Global Environmental Change

**Other changes**

(new cluster)	Media Studies
(new FRINQ; different model)	Power of Place
(new FRINQ)	Columbia River Basin
(new FRINQ)	Chaos and Community

\* These are the last 200-level courses to be removed from clusters (per Faculty Senate instructions).