Faculty Senate, 3 April 2023

Portland State
U N I V E R S I T Y

In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate can consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with the agenda. Full curricular proposals are available through the Online Curriculum Management System:
pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/ Curriculum-Dashboard

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 Senate business.

Items on the *Consent Agenda* are **approved** (proposals or motions) or **received** (reports) without further discussion, unless a senator gives notice to the Secretary in writing prior to the meeting, or from the floor prior to the end of **roll call**. Any senator may pull any item from the *Consent Agenda* for separate consideration, provided timely notice is given.

Senators are reminded that the Constitution specifies that the Secretary be provided with the name of any **alternate**. An alternate is a faculty member from the same Senate division as the faculty senator who is empowered to act on the senator's behalf in discussions and votes. An alternate may represent only one senator at any given meeting. A senator who misses more than three meetings consecutively will be dropped from the Senate roster.

The meeting includes vote on a proposed
amendment to the Faculty Constitution

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<p align="center">PORTLAND STATE
UNIVERSITY
FACULTY SENATE</p>

To: Faculty Senators and Ex-Officio Members of Faculty Senate
From: Richard Beyler, Secretary to the Faculty

Faculty Senate will convene on **Monday, 3 April 2023** at **3:00 p.m.** in **Cramer Hall 53**.

*Senators represented by **Alternates** must notify the Secretary by **noon** on **Mon., Apr. 3rd**. Others who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon** on **Mon., Apr. 3rd**. Items on the* Consent Agenda *are automatically **approved** or **received** unless any Senator notifies the Presiding Officer and Secretary, no later than the end of Roll Call, of a request for separate consideration.*

<p align="center">**AGENDA**</p>

A. Roll Call and *Consent Agenda (see also E.1)*
*   1. Roll Call
*   2. Minutes of March 6th meeting – *Consent Agenda*
*   3. OAA Response to Senate actions of March 6th – *Consent Agenda*
     4. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*

*   Announcements
     1. Announcements from Presiding Officer
     2. Announcements from Secretary
     3. Introduction: Brandon Truett, Jordan Schnitzer Museum of Art
     4. Announcements from General Student Affairs Committee:
        SHAC, Presidential Service Awards
     5. Transfer Council

*   Discussion – *none*

*   Unfinished Business
*   1. Amendment to Faculty Constitution: Institutional Assessment Council

E. New Business
*   1. Curricular proposals: graduate (GC), undergraduate (UCC) – *Consent Agenda*
*   2. Establish professional doctoral degree requirements (GC)
*   3. Eliminate validation process for expired graduate coursework (GC)

F. Question Period

G. Reports from Officers of the Administration and from Committees
     1. President's report
     2. Provost's report on PRRP
     3. Monthly report of Ad-Hoc Committee on Academic Program Review and
        Curricular Adjustment
     4. Report from Interinstitutional Faculty Senate

H. Adjournment

*See the following attachments
A.1. Roster
A.2. Minutes for 3/6 – *Consent Agenda*
A.3. Summary of 3/6 Senate Actions & OAA Response – *Consent Agenda*
D.1. Constitutional amendment: IAC
E.1.a-b. Curricular proposals: graduate (GC), undergraduate (UCC)
E.2. Professional doctoral degree requirements (GC)
E.3. Elimination of validation process for expired graduate coursework (GC)

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2022-23

Steering Committee

Rowanna Carpenter, Presiding Officer
Vicki Reitenauer, Past Presiding Officer • Lindsey Wilkinson, Presiding Officer Elect
Matt Chorpenning (2022-24) • Sybil Kelley (2022-24) • Bishupal Limbu (2021-23) • Becky Sanchez (2021-23)
Ex-officio: Richard Beyler, Fac. Sec. • Yves Labissiere, Fac. BoT • Alex Sager, Sr. IFS • Sonja Taylor, Chair, CoC

College of the Arts (COTA) [4]

Colligan, George	MUS	2023 *
Heilmair, Barbara	MUS	2023 +
Heryer, Alison	A+D	2024
Ruth, Jennifer	FILM	2025

The School of Business (SB) [4]

Dimond, Michael	SB	2025
Finn, Timothy	SB	2024 +
Garrod, Nathanial	SB	2025
Raffo, David	SB	2023

College of Education (COE) [4]

De La Vega, Esperanza	C&I	2024 +
Kelley, Sybil	ELP	2023
Thieman, Gayle	C&I	2024
vacant		2025

Maseeh College of Engineering & Computer Science (MCECS) [5]

Anderson, Tim	ETM	2025
Dusicka, Peter	CEE	2023
Greenwood, Garrison	ECE	2025
Tretheway, Derek	MME	2024
Wern, Chien	MME	2024 +

College of Liberal Arts & Sciences–Arts & Letters (CLAS-AL) [6]

Clark, Michael	ENG	2023
Cortez, Enrique	WLL	2023 +
Jaén Portillo, Isabel	WLL	2024 +
Knight, Bill	ENG	2025
Perlmutter, Jennifer	WLL	2025
Watanabe, Suwako	WLL	2024

College of Liberal Arts & Sciences–Sciences (CLAS-Sci) [7]

Cruzan, Mitch	BIO	2023
Daescu, Dacian	MTH	2025
Goforth, Andrea	CHE	2023
La Rosa, Andres	PHY	2024 *
Sterling, Nadine	BIO	2025 +
Tuor, Leah	BIO	2025
Webb, Rachel	MTH	2024 +

College of Liberal Arts & Sciences–Social Sciences (CLAS-SS) [6]

Ajibade, Jola	GGR	2023
Craven, Sri	WGSS	2025
Ferbel-Azcarate, Pedro	BST	2024
Lafrenz, Martin	GGR	2025
Newsom, Jason	PSY	2023 *+
Wilkinson, Lindsey	SOC	2024 +

Library (LIB} [1]

Emery, Jill	LIB	2025 +

School of Public Health (SPH) [1]

Izumi, Betty	CH	2024 +

School of Social Work (SSW) [4]

Chorpenning, Matt	SSW	2023 +
Donlan, Ted	SSW	2024
Hunte, Roberta	SSW	2023 *
Martin, Staci	SSW	2025

College of Urban and Public Affairs (CUPA) [5]

Clucas, Richard	PS	2023
Davidova, Evguenia	IGS	2025
Eastin, Joshua	PS	2024
Endicott-Popovsky, Barbara	HCP	2023 *
Rai, Pronoy	IGS	2024 +

Other Instructional Faculty (OI) [3]

Carpenter, Rowanna	UNST	2023
Lindsay, Susan	CIEL	2024
Taylor, Sonja	UNST	2025 +

All Other Faculty (AO) [9]

Baccar, Cindy	REG	2025
Constable, Kate	ACS	2025
Hanson, Courtney	GS	2023 *
Hunt, Marcy	SHAC	2023
Ingersoll, Becki	ACS	2025
Matlick, Nick	REG	2025
Mudiamu, Sally	OGEI	2024
Romaniuk, Tanya	ACS	2024
Zeisman-Pereyo, Shohana	TLC	2023 *+

Notes:

* Interim appointment
+ Committee on Committees
Total positions: 59 • Status: 1 April 2023

EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2022-23

Administrators

Allen, Clifford	Dean, School of Business
Allen, Jennifer	Interim Dean, College of Urban and Public Affairs
Bowman, Michael	Acting Dean, Library
Bull, Joseph	Dean, Maseeh College of Engineering and Computer Science
Burke, Taylor	Dean of Student Life
Bynum Jr., Leroy	Dean, College of the Arts
Chabon, Shelly	Vice Provost for Academic Personnel and Leadership Development
Coll, Jose	Dean, School of Social Work; Interim Dean, College of Education
Jeffords, Susan	Provost & Vice President for Academic Affairs
Johnson, Rick	Interim Dean, OHSU-PSU Joint School of Public Health
Knepfle, Chuck	Vice President for Enrollment Management
Lambert, Ame	Vice President for Global Diversity and Inclusion
Mulkerin, Amy	Vice Provost for Academic Budget and Planning
Neely, Kevin	Vice President for University Relations
Percy, Stephen	President
Podrabsky, Jason	Interim Vice President for Research and Graduate Studies
Reynolds, Kevin	Vice President for Finance and Administration
Rosenstiel, Todd	Dean, College of Liberal Arts and Sciences
Toppe, Michele	Vice Provost for Student Affairs
Wooster, Rossitza	Dean, Graduate School

Senate Officers and Other Faculty Officers

Baccar, Cindy +	Advisory Council (2022-24)
Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Presiding Officer
Chivers, Sarah	Adjunct faculty representative
Chorpenning, Matt +	Steering Commitee (2022-24)
Ford, Emily	Advisory Council (2021-23)
Harris, Randi	Advisory Council (2022-24)
Holt, Jon	IFS (Sep. 2021-Dec. 2024)
Jaén Portillo, Isabel +	Advisory Council (2021-23)
Kelley, Sybil +	Steering Committee (2022-24)
Labissiere, Yves	IFS (Jan. 2020-Dec. 2022); BoT
Limbu, Bishupal	Steering Committee (2021-23)
Reitenauer, Vicki	Past Presiding Officer
Ruth, Jennifer +	Advisory Council (2022-24)
Sager, Alexander	Advisory Council (2021-23), IFS (Jan. 2021-Dec. 2023)
Wilkinson, Lindsey +	Presiding Officer Elect
Wing, Kierra	President, ASPSU

Faculty Committee Chairs

Anderson, Tim +	Educational Policy Committee (co-chair)
Burgess, David	Intercollegiate Athletics Board
Cellarius, Karen	University Research Committee
Chaillé, Peter	Undergraduate Curriculum Committee
Collenberg-Gonzalez, Carrie	Library Committee
Colligan, George +	General Student Affairs Committee
Comer, Kate	University Writing Council
Emery, Jill +	Budget Committee
Estes, Jones	Academic Quality Committee
Harrison, Paloma	Scholastic Standards Committee
Herrera, Cristina	Race and Ethnic Studies Requirement Committee
Janssen, Mollie	Educational Policy Committee (co-chair)
Lubitow, Amy	Graduate Council
Oschwald, Mary	Faculty Development Committee (co-chair)
Robison, Scott	Academic Computing Infrastructure Committee (co-chair)
Taylor Rodriguez, Daniel	Faculty Development Committee (co-chair)
Thorne, Steven	Academic Computing Infrastructure Committee (co-chair)
Trimble, Anmarie	Academic Appeals Board
Watanabe, Suwako +	Academic Requirements Committee
Willson, Kimberly	University Studies Council
York, Harry	Honors Council

Notes

+ Also an elected senator
Status: 1 April 2023

DRAFT • Minutes of the Portland State University Faculty Senate, 6 March 2023 • DRAFT

Presiding Officer: Rowanna Carpenter

Secretary: Richard Beyler

Senators present: Ajibade, Anderson, Baccar, Carpenter, Chorpenning, Clark, Clucas, Colligan, Constable, Cortez, Craven, Cruzan, Daescu, Davidova, Dimond, Donlan, Dusicka, Eastin, Emery, Endicott-Popovsky, Ferbel-Azcarate, Finn, Garrod, Goforth, Hanson, Heilmair, Heryer, Hunt, Ingersoll, Izumi, Jaén Portillo, Kelley, Knight, La Rosa, Lafrenz, Lindsay, Matlick, Mudiamu, Newsom, Perlmutter, Raffo, Rai, Romaniuk, Ruth, Sterling, Taylor, Thieman, Tretheway, Watanabe, Webb, Wern, Wilkinson, Zeisman-Pereyo.

Senators absent: De La Vega, Greenwood, Hunte, Tuor.

Ex-officio members present: Beyler, Bowman, Bull, Bynum, Chabon, Chaillé, Chivers, Collenberg-Gonzales, Comer, Farahmandpur, Ford, Harris, Herrera, Jeffords, Knepfle, Labissiere, Lubitow, Mulkerin, Podrabsky, Reitenauer, Sager, Sanchez, Wagner, Wooster.

The meeting was **called to order** at 3:03 p.m.

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call**.

2. **Minutes of 6 February meeting** were **approved** as part of the *Consent Agenda*.

3. **OAA response to February Senate actions** was **received** as part of the *Consent Agenda.*

4. **Procedural: Presiding Officer may move any item** – *Consent Agenda*

   The Provost's regular monthly report (item G.2) and PRRP report (item G.3) and were moved to follow Announcements in that order (after item B.3).

B. ANNOUNCEMENTS

1. **Announcements from Presiding Officer**

   CARPENTER reviewed the procedures concerning the announcement of a program moratorium and the elimination of a program on moratorium appearing on the agenda [items G.5 and E.4]. She announced the presentation changes for the reports from the Provost and President [items G.1-3].

2. **Announcements from Secretary** - *none*

   BEYLER called to attention the upcoming opt-in for candidacy in Senate elections, as well as the Faculty Committee Preference Survey, and asked senators to urge their colleagues to participate.

3. **Presidential search update**

   Benjamin BERRY, Vice-Chair of the Board of Trustees and Chair of the Presidential Search Advisory Committee, indicated that the committee had received roughly 250 individual comments and several collective memos in response to the finalists' campus visits in mid-February. He expressed appreciation for all this feedback. He believed the committee would soon be able to announce next steps.

Change to agenda order: items G.2-3 moved here.

G.2.   Provost's monthly report

JEFFORDS announced we had received the final confirmation letter from the Northwest Commission on Colleges and Universities [NWCCU], our regional accrediting body, that our accreditation has been confirmed for the next seven years. NWCCU made suggestions for continuing improvement. They praised many strengths of the university, including our commitment to racial equity and justice. JEFFORDS expressed gratitude to Brian SANDLIN (OAA), who is responsible for relations with NWCCU, and Jeffrey ROBINSON (COM), who served as a Provost's Fellow working on faculty representation during the process. She thanked both of them for their extraordinary work.

JEFFORDS also responded to some questions she'd received about how they are moving forward with the support services review (Huron Report). OAA will be working on federated service centers over the next year. They will shortly be announcing the design process phase, and are looking forward to opportunities for input from stakeholders.

G.3.   Provost's report on Program Review/Reduction Process

JEFFORDS announced that she would tomorrow be sharing a letter with campus summarizing the results of the Program Review/Reduction Process [PRRP], the import of which she also wanted to share with Senate. Of the five units in Phase III, four had received their final response letters. In one unit some questions were raised at the closing meeting, and OAA wanted to respond to those questions before issuing the final letter. She did not have any predetermined outcomes for units, and was guided by the work of faculty, staff, and deans before making any decisions. That meant that the results for the Phase III units were not uniform, nor should they be. The outcomes reflected units' cultures, histories, and priorities.

There were, however, some consistent activities across the Phase II and III units, JEFFORDS said. These included streamlining curriculum to improve students' progress towards completion, increasing flexibility of course offerings by modality or time, decreasing degree complexities, reducing overall administrative expenses, and increasing acceptance towards degree requirements of courses from other units. Several units had already seen increases in student credit hours as a result of these actions. JEFFORDS gave credit to the units for the speed of their deliberations.

There had also been reductions in expenditures, JEFFORDS said. While that was never the sole purpose of the process, it was an important component of our Closing the Gap framework. Savings across all units participating in PRRP totaled just over $2.2 million to date, and additional savings will be realized in the next fiscal year.

JEFFORDS said that a formal report would be forthcoming in spring term, to ensure that the thoughtful, deliberative, student-facing work of the faculty and staff in all the units in Phases II and III is recognized. [This work] and the actions taken created models for the institution. She was committed to creating opportunities to make sure that this good work is shared so it can be taken up by colleagues across the institution.

JEFFORDS was grateful to APRCA [Ad-Hoc Committee on Academic Program Review and Curricular Adjustment] as a definitive thought leader in the process, as well as Steering Committee and Budget Committee as exceptional partners. She knew the

process had been stressful; it had created additional work that was not necessarily at the top of everyone's list of things they wanted to do this year. She was therefore grateful for everyone who participated. She had heard very clearly that the process was stressful and not something people would look forward to repeating. She had, however, also heard positive comments, especially in the closing meetings with Phase III units: it was an opportunity to do valuable strategic work, and as painful as it was, put them in a better place. She acknowledged the difficulties, but believed the outcomes were of great value to the units. She wanted to reflect on what we could learn from it moving forward.

KELLEY: There were some positive outcomes, but we can get to those without the painful process in front of them. She had not seen the letter [to her unit]–it went to the department chair? JEFFORDS noted that KELLEY had shared that thought before, and given her [JEFFORDS] a great deal to reflect on. She would welcome a chance to talk about how to achieve these outcomes without replicating stress in the process.

ROMANIUK asked for specifics of how the $2.2 million in savings came about, perhaps with some examples. JEFFORDS: The majority of the funds came from retirements or elimination of vacant positions. There were some savings in operational dollars. ROMANIUK asked if one of the five [Phase III] units is being eliminated wholesale. JEFFORDS said that is not the conversation now. In one of the units there were some suggestions about reorganization, and that is what they are discussing.

Return to regular agenda order.

C. **DISCUSSION** – *none*

D. **UNFINISHED BUSINESS** – *none*

E. **NEW BUSINESS**

1. **Curricular proposals** (GC, UCC) – *Consent Agenda*

   The changes to programs, new courses, changes to courses, and dropped courses listed in **March Agenda Attachment E.1** were **approved** as part of the *Consent Agenda*, there having been no objection before the end of roll call.

2. **New program: BA/BS in Business Economics** (CUPA via UCC)

   CHAILLÉ introduced the proposal for a new BA/BS in Business Economics, which had been unanimously approved by Undergraduate Curriculum Committee.

   EMERY/RAI **moved** approval of the BA/BS in Business Economics, a new interdisciplinary program housed in CUPA, as summarized in **March Agenda Attachment E.2** and proposed in full in the Online Curriculum Management System [OCMS].

   CHAILLÉ called on Hiro ITO (Chair, ECN) and Sarah TINKLER (ECN) to describe the proposal. ITO said Economics faculty were excited about this new program. TINKLER said the genesis was about eight or ten years ago, when they noticed that many universities have business economics. They thought it might be appropriate for our student population–practical students, interested in getting out into the world. They made a marketing report. The pandemic slowed things down, but now they are excited to move the proposal forward again. They consulted extensively with the School of Business and

the Mathematics and Statistics Department. It is a fairly quantitative, technical program, more so than the standard economics major, with an emphasis on data analytics. The program is also very attractive to international students, TINKLER said. They have been active in signing agreements with schools abroad. Anh LY (ECN) said that they have been talking with universities in Vietnam, South Korea, and Japan. TINKLER indicated they are confident they can offer the program without additional resources; there is spare room in their classes. They see it as an attractive pathway for first generation college students. It combines economics, accountancy, and statistics. Another piece is that the program enables students to go into various master's programs in business, where they are looking for people with technical skills and also a good business background.

RAFFO asked about the interface with Business and Mathematics. What classes would be shared with or taught by those departments? Where would business analytics training come from? TINLKER: Business components included Introduction to Business and World Affairs, Fundamentals of Financial Accounting, Decision Making with Accounting Information. Economics components were Principles of Micro/Macro and Intermediate Micro/Macro. From Math there would be Calculus and Stats. There would then be Econometrics; Money, Banking, and Private and Public Investment Analysis; or Engineering Economics. Students will take electives in Business and Economics.

The BA/BS in Business Economics as proposed in **March Agenda Attachment E.2** was **approved** (41 yes, 4 no, 4 abstain, vote recorded by online survey).

3. **New program: BA/BS in Chicano/Latino Studies** (CLAS via UCC)

CHAILLÉ stated that UCC had unanimously approved the proposal for this new major, after careful review and consultation.

KELLEY/CHORPENNING **moved** approval of the BA/BS in Chicano/Latino Studies, a new program in CLAS, as summarized in **March Agenda Attachment E.3** and proposed in full in the OCMS.

Cristina HERRERA (CLS Chair), along with Melissa PATIÑO VEGA (CLS Curriculum Chair), thanked Dean Todd ROSENSTIEL, Associate Dean Matt CARLSON, and Assistant Dean Diane XIONG for their help with the proposal; Martín Alberto GONZALEZ, who was instrumental in drafting the proposal; and colleagues in the School of Gender Race and Nations for their support.

HERRERA noted that PSU will soon be a Federally designated Hispanic-serving institution. This will allow the University to be eligible for millions of Federal grant dollars. Chicano/Latino Studies has been a popular minor and certificate, but CLS is the only department in SGRN not to offer a major. She arrived in 2021, and there is a relatively new group of faculty. Courses routinely fill up, but this element has been missing. As PSU becomes an HSI, HERRERA said, it's imperative to intentionally serve our Latinx students. The major is one of many ways to do that. We would be the first university to offer this as a bachelor's program–on a par with Black Studies, the oldest such program in Oregon, and Indigenous Nations Studies, also the first of its kind. This makes us stand out.

KELLEY said that Steering Committee had talked about the proposal making reference to building up faculty to support the program over time. It was important that once the program was established, it be supported so that faculty are not overburdened.

CONSTABLE was delighted to see the proposal coming forward.

FERBEL-AZCARATE wished to remember the work of Roberto DE ANDA (previous chair of CLS) and other faculty who contributed to creating this initiative.

DONLAN noted that SSW had hired Jessica RAMIREZ as a joint appointment with CLS; she would soon be giving a colloquium.

The BA/BS in Chicano/Latino Studies, as proposed in **March Agenda Attachment E.3**, was **approved** (43 yes, 4 no, 0 abstain, vote recorded by online survey).

4. **Program elimination: Undergraduate Certificate in Contemporary Turkish Studies** (UCC) – *Consent Agenda*

   Elimination of the Undergraduate Certificate in Contemporary Turkish Studies (currently on program moratorium), as stated in **March Agenda Attachment E.4**, was **approved** under the *Consent Agenda*, there having been no objection before the end of roll call.

5. **Allowing use of "extra" courses in interdisciplinary majors for UNST upper-division clusters** (ARC)

   WATANABE (ARC Chair) said the proposal is to allow students in certain interdisciplinary majors to use courses within the major towards University Studies cluster requirements. There have been quite a few petitions of this kind, usually close to graduation, and ARC has usually approved them.

   RAI/EMERY **moved** approval of the policy change to allow students in the interdisciplinary majors Arts & Letters, Social Science, Science, and Urban & Public Affairs to apply courses from those majors towards University Studies Upper-Division Cluster requirements, as specified in **March Agenda Attachment E.5**.

   WATANABE said that students in these interdisciplinary majors often have switched from a single[-field] major. By definition they've taken courses in multiple departments, and in this way met the spirit of the junior cluster. The change would help these students instead of putting up a barrier.

   INGERSOLL clarified that while there are various interdisciplinary majors, these four are distinctive in that they are housed at the college level, rather than in a department. There is no one path that all students in the major are taking. The wide disciplinary scope of these majors can make it difficult in some clusters to find courses that fall outside.

   RAI called attention to the two letters of support from Budget Committee and University Studies Council [USC]. Students in these interdisciplinary majors can't count courses from multiple departments towards the cluster, which makes it quite rigid. He saw this as an important intervention for student success.

   TRETHEWAY commented, not so much about this specific proposal but more generally, that we were again making exceptions or changes because of the difficulties associated with UNST clusters. This had happened several times in the last few years. Perhaps it was time to have an open discussion about really changing UNST. He frequently advised

students who have difficulties understanding or navigating the upper-division cluster; many sent in petitions as they approached graduation. Some went to community colleges to avoid UNST. ARC has probably seen thousands of petitions regarding UNST. Maybe we should have a bigger discussion about revamping or reorganizing it, so it's not such an impediment to our students.

SAGER said that UNST Council was currently discussing the cluster structure. They have taken such comments to heart. He hoped that in spring term there would be opportunity for vigorous conversations about how we deliver general education.

TAYLOR: There has been deep diving going on particularly regarding the middle of the [UNST] program, issues that we've been trying to work through in various ways. But in regard to a blanket statement about University Studies, she wished to point out that there has been a lot of recognition for Freshman Inquiry and the Capstones. She asked to keep in mind that it is a multi-level program with many aspects that are central to our University and that bring [a sense of] belonging for our students. She was open to conversation about how to make the program better, and encouraged people who are skeptical to be part of the conversation in a productive way.

CRUZAN voiced agreement with TRETHEWAY.

The policy change to allow students in certain interdisciplinary majors to use courses from the departments of the major towards University Studies Upper-Division Cluster requirements, as specified in **March Agenda Attachment E.5**, was **approved** (35 yes, 8 no, 6 abstain, vote recorded by online survey).

6. **English language pathway for Portland Institute Nanjing** (ARC)

WATANABE introduced the propsal as being about the Portland Institute Nanjing [PIN] program through MCECS. There will be a cohort of students from China transferring to PSU. Because they are international students they have to meet English proficiency requirements. The proposal modifies this requirement [for these students]. Currently there are three options for international transfer students generally: standardized tests, an associate degree, or completion of the IELP Pathway. The proposed modification [for PIN students] would make the requirement either standardized assessment or completion of a program similar to the IELP Pathway, but developed specifically to meet the needs of the students in that institute.

INGERSOLL / KELLEY **moved** approval of the PIN English language pathway as specified in **March Agenda Attachment E.6**.

Jim HOOK (Associate Dean, MCECS) gave an overview of the pathway proposal [for presentation slides, see **March Minutes Appendix E.6**]. Degrees are awarded in the normal way in this joint program. Students take courses in China, then apply for admission to PSU. Their coursework is transferred through the normal articulation process. The students then complete their degree at PSU. At issue is criteria for the transfer application. PSU participates in teaching the courses in China, and we have designed the language pathway. The sequence begins with public speaking, then goes through Composition I and II. In addition, students take a philosophy course on critical thinking, and three content courses taught in English. We would require is a grade of 70 or above in this sequence, the equivalent of a C-. The point is to demonstrate that students

are ready to take content courses at Portland State. HOOK said that the pathway was originally proposed byJulie HAUN (Director of IELP) after a joint visit to Nanjing, and it has the support of colleagues in IELP and former members of IELP who are now [part of] this program.

LINDSAY affirmed that faculty in the IELP pathway program had worked with colleagues in ECE to develop this program proposal. She believed this would facilitate student transfers to the University.

The proposed English language pathway for international transfer students in the Portland Institute Nanjing, as specified in **March Agenda Attachment E.6**, was **approved** (45 yes, 1 no, 2 abstain, vote recorded by online survey).

7. **Proposed amendment to Faculty Constitution (first reading): Institutional Assessment Council**

CLARK / KELLEY **moved** the **amendment to the Constitution of the Portland State University** to constitute the Institutional Assessment Council as a constitutional committee, with charge as specified in **March Agenda Attachment E.7**.

CARPENTER reviewed the procedure: the proposed constitutional amendment would be introduced and discussed today, and would be subject to potential modification (amendments to the amendment). It would then be voted on at the next meeting . A two-thirds majority would be required for approval.

Janelle VOEGELE (OAI) gave an overview [for presentation slides see **March Minutes Appendix E.7**]. The Institutional Assessment Council [IAC] of which she is Chair, was formed as an administrative committee in 2008. It has worked to promote greater understanding of program and institutional assessment, to advocate for various assessment initiatives, and to establish institutional structures and resources that support effective, sustainable program, level assessment practices. NWCCU [in a previous report] said that PSU had made some progress, but inconsistent progress, on assessment, and determined that program-level assessment work must be accelerated. PSU was at that time found to be out of compliance in the area of program-level assessment of student learning outcomes. This was discussed in Senate. Several senators raised concerns about the need for greater involvement of the Senate in assessment oversight.

The good news, VOEGELE continued, is that PSU has made excellent progress in addressing the concerns of NWCCU, as the Provost said earlier. One commendation in their recent letter was, indeed, in program assessment. VOEGELE gave great credit to the work that programs and departments had done to accelerate program assessment. IAC members put resources and structures in place to help that work. However, VOEGELE said, more work needs to be done. Our accreditors will continue to encourage and challenge us in this area. The proposed constitutional amendment, VOEGELE said, connects to our values for student success, as well as continuing expectations from NWCCU. Faculty determination over assessment initiatives and the development of policy proposals is evidence of activity to assess learning.

WATANABE asked if online learning is part of the proposal. VOEGELE: certainly, what a particular program decides to assess could include online learning; they could [also] decide to look specifically at online courses.

F. QUESTION PERIOD

1. Response to Question for Provost from February Meeting – *Consent Agenda*

*The Provost and the Vice President for Global Diversity and Inclusion responded to a Question to Administrators at the February meeting [see **February Minutes,** pp.43-45]. After the meeting, the Provost also submitted a written response [**March Agenda Attachment F.1],** which was **received** as part of the* Consent Agenda.

G. REPORTS

1. President's report

As PERCY was out of town at a conference, the President's report was delivered by Kevin NEELY, Vice President for University Relations.

NEELY reported that the President's Office was working with Budget Committee to schedule the Spring Symposium on the budget. They have landed on a date of April 27th.

The President had asked NEELY to give an update on various legislative matters. The [state] legislature is in the heart of their session. The Governor's recommended budget came out about three weeks ago. As is often the case, it was not particularly favorable for public universities. Briefly reviewing the process, NEELY said that the public university support fund, all the institutional money, is in one pot. In 2021-23 it was about $900 million for the biennium. That money is then apportioned by the Higher Education Coordinating Commission among the individual universities. The Governor recommended increasing the allocation to $933.5 million. That's not a lot of money, NEELY said, considering the pressures that all of the institutions have faced. They asked for an increase of $150 million to $1.05 billion.

That is the first step, NEELY continued. After the Governor's proposed budget came out, there was some good news: the state revenue forecast was up around $700 million. They are hoping to make important headway in gaining ground from the Governor's recommendation, moving closer to the $1.05 billion they were looking for.

Another big piece of the budget, NEELY continued, relates to capital projects. For the first time in many sessions, PSU didn't have a new building proposal. Because construction costs have escalated so quickly, they instead asked for additional funding for the Vernier Science Building, already under construction, and for the Art & Design Building, approved in the 2021 session. Unfortunately, again, in the Governor's recommendations there was no investment for any buildings across any of the campuses. They will have their work cut out to try to secure the funding to complete those buildings.

It was a tough budget, NEELY reiterated, but another piece of good news was a continuing $40 million investment in tribal scholarships, and an additional $100 million the need-based Oregon Opportunity Grant–about a 50% increase.

NEELY noted that March 8th is PSU Lobby Day–a chance to interact with key legislators about our institutional priorities. WEBB asked about specific times. NEELY said that this information would go out in packets to those who had signed up.

CRUZAN: Much of our budget has to do with how HECC divides up the funding. Have we made progress getting recognition for PSU's mission differentiation? NEELY: They

have done much work on that front, and have made progress. The funding that comes to PSU [in the HECC formula] has increased by about $2 million, and that has been essential. A downside is that the formula emphasizes and rewards increased graduation rates, and much of that has shifted back to the flagship institutions.

KELLEY said that she had seen the one-page [summaries] for the state legislature about the institutions' mission, graduation and budget numbers, etc. She felt that those numbers [for PSU] reflected a much rosier and more positive picture than what Senate has heard routinely. She was curious about this discrepancy. NEELY was not sure what documents KELLEY was describing. In seeking funds from the legislature, they work closely with the budget offices across all of the institutions and HECC to identify a number that will meet not just our current service level, but will give us as little bit of additional resources. They level they asked for this time was $150 million [increase]. Depending on the specifics of the [HECC] formula, PSU typically gets between 22% and 24% of that. They always go into the lobbying effort with a high level of confidence, and they try to tell the legislature about the great programs we will be able to sustain if the funds come through.

Change to agenda order: the Provost's special and regular report (items G.2 and G.3) were moved to follow Announcements (item B.3).

2. **Provost's regular monthly report** – *moved above*
3. **Provost's report on PRRP** – *moved above*

Return to agenda order.

4. **Monthly report from AHC-APRCA**

   REITENAUER reported that the Provost visited AHC-APRCA at their only meeting since the last Senate meeting, and effectively delivered the report she gave earlier. The work of the committee seems to be coming to an end. They anticipate bringing a final report in May. The Provost stated that she is interested in focusing on what we've learned. As KELLEY mentioned much has been learned, especially by units in Phases II and III. We know that we will continue to face challenges. She and co-chair ESTES plan to survey past and present members of the committee on what we have learned, what we should take forward with us, and issue recommendations about any future processes that may or may not look like this one.

   LA ROSA asked what will be the committee's role as PRRP is coming to a close, and how to follow up on the consequences of the measures taken in Phase II. For example, in a letter in September the Provost stated that they were ending the practice of eliminating vacant positions as a way to balance budgets. But today the Provost said that one of the effects [of PRRP] was saving $2.2 million [in this way]. He was happy that the five units survive, but it seemed that closing open positions was the main reason. He therefore wondered if the whole process was trying to fix something using the same means [as before]. For example, Physics already has four vacant positions. They were in Phase II; there are some issues to be dealt with. Is that the solution to be implemented? But his question was a more general one: in the end, it seemed that the process was trying to fix problems using the same solutions.

   REITENAUER agreed that this is a major point of conversation for APRCA and for the institution as a whole. A very active question is what comes next. Is there some sort of

new committee? Or a change of charge to an [existing] committee that is engaged in these processes? She wished that shared governance was not just reactive to initiatives brought by administrators around budget reduction. There have been contradictions in how APRCA or PRRP were positioned. Is it a budgetary exercise, or about curriculum? She believed this contradiction in the public discourse would be addressed in the final report, and hoped that faculty as a whole would take up, going forward, how to address these challenges, such as positions that have not been filled. She hoped that we could cope with challenges in a way that is more collaborative, and less traumatizing, to use a word that many of the units have used. They might wonder what it was all for, even while they have created benefits for their units.

REITENAUER said that the Provost had talked about tracking savings beyond those from open positions, and that Vice Provost MULKERIN would be looking into this. But it is a bigger question for Senate, she believed, as the group that follows these questions from year to year. What are curricular opportunities alongside budgetary challenges?

EASTIN asked if we knew how many of retirements can be linked directly to PRRP? REITENAUER thought this was a good question, but did not know the answer. MULKERIN said that what was included in the Provost's report were retirements for the eighteen units in Phase II. Other retirements that happened weren't included in that figure. REITENAUER: Were those retirements taken strategically, as part of the units' response, or did they just happen to coincide with the fact that the units were going through Phase II [of PRRP] at the time? MULKERIN imagined it was a combination. There are multiple strategies in the Closing the Gap process; it's hard to say which way they belong.

CARPENTER observed that the question of how we engage in shared governance around budget has been raised by accreditors, and they have recommendations around more transparent and broader involvement in decision making on campus. APRCA is thinking about what this looks like moving forward; Budget Committee is having conversations as well. This is an opportunity for [Senate] t think about how we engage in institutional decision making.

5. **Notification of program moratorium: MPA-Health Administration** (EPC)

Notification of moratorium (suspension of admission) for the academic program in CUPA Master of Public Administration in Health Administration, submitted by the Educational Policy Committee after review by the Graduate Council [**March Agenda Attachment G.5**], was **received** as part of the *Consent Agenda*.

H. **ADJOURNMENT –** The meeting was **adjourned** at 5:02 p.m.

Institutional Assessment Council (IAC)

Proposed Amendment to the Faculty Constitution
Janelle D. Voegele, Chair, IAC

This proposed constitutional amendment would establish the Institutional Assessment Council as a Constitutional Committee as governed by the provisions of the Faculty Constitution.

Background

IAC formed as an Administrative Committee in 2008

- promote greater understanding of program and institutional assessment,
- advocate for assessment initiatives,
- establish institutional structures and resources that support effective, sustainable program-level assessment practices.

2018-2019: Northwest Commission on Colleges and Universities (NWCCU) reported Portland State to have made some, but inconsistent progress, and determined that program-level assessment work must be accelerated.

In the PSU Faculty Senate discussion of the NWCCU report, senators raised concerns about and need for greater involvement of the Senate in assessment oversight (4 February 2019, p. 51).

Rationale

Since 2018/19, PSU has made excellent progress in addressing NWCCU's concerns regarding program assessment.

However, more remains to be done.

In light of PSU values connected to student academic success, as well as continued expectations from NWCCU for evidence of activities to assess student learning, it is important for faculty to have determination over assessment initiatives and the development of assessment policy proposals.

Discussion

Institutional Assessment Council.

This council shall consist of: three faculty members from the College of Liberal Arts and Sciences (one from each of its divisions), one from each of the other divisions, one graduate student and one undergraduate student. The Committee on Committees shall endeavor to appoint faculty members who have some experience with undergraduate and graduate level assessment or curriculum development in their programs. Additionally, voting ex-officio members shall include, but not limited to: Director of Assessment and Research (UNST), Accreditation and Compliance Coordinator (OAA), Director and Associate Director of Teaching, Learning and Assessment (OAI), Director of Assessment and Evaluation (OHSU/PSU SPH), Director of Assessment and Accreditation (COE), and faculty with formal assessment roles at the college or division level. The IAC Chairperson(s) shall update the list of voting ex-officio members annually, and provide the Committee on Committees an updated IAC membership roster by June 1 of each year. Consultants shall include the following or their representatives: Student Activities and Leadership Programs, Graduate School, Undergraduate Curriculum Committee, Office of Institutional Research and Planning. The Chairperson(s) shall be chosen from Council membership.

The committee shall:

1. Create principles and recommendations for assessment planning that are sustainable and learning-focused, and reflect our DEI values and priorities.
2. Provide support aimed at enhancing the quality of student learning through assessment activities.
3. Design frameworks for promoting and supporting assessment long term, both at program and institutional levels, including interdisciplinary programs.
4. Serve as the primary advisory mechanism for institutional assessment planning.
5. Coordinate with OAA and the Assistant and Associate Deans group the implementation of Annual Assessment Updates.
6. Make recommendations on the policies guiding assessment initiatives and choices guiding institutional assessment.
7. Act in liaison with appropriate committees.
8. Report to the Faculty Senate at least once a year.

Portland Institute Nanjing
English Language Pathway Proposal

Overview

1. Dual Degree Program Structure for Nanjing University of Posts and Telecommunications (NJUPT) / Portland Institute Nanjing (PIN)

2. English Language Pathway Proposal

3. Q&A

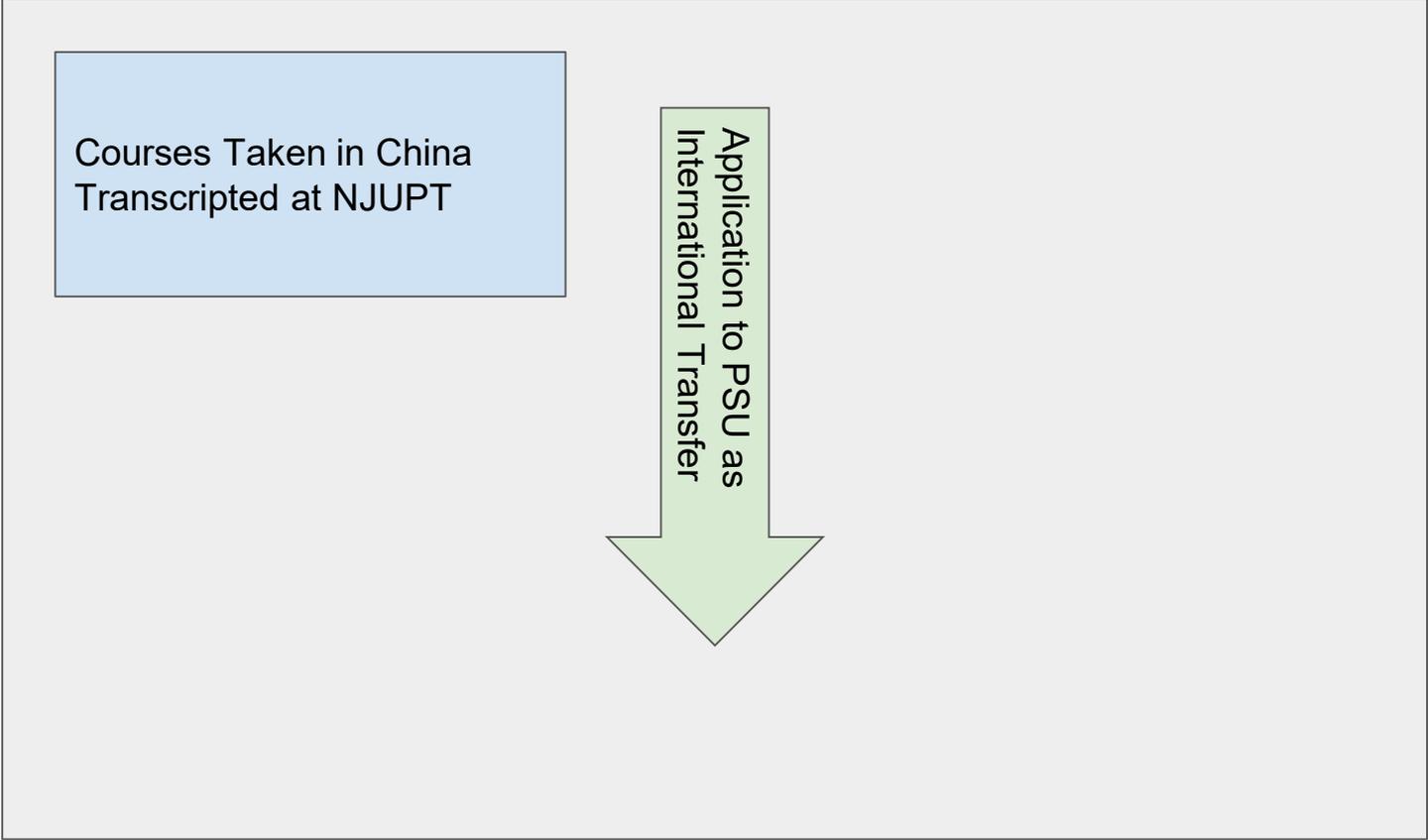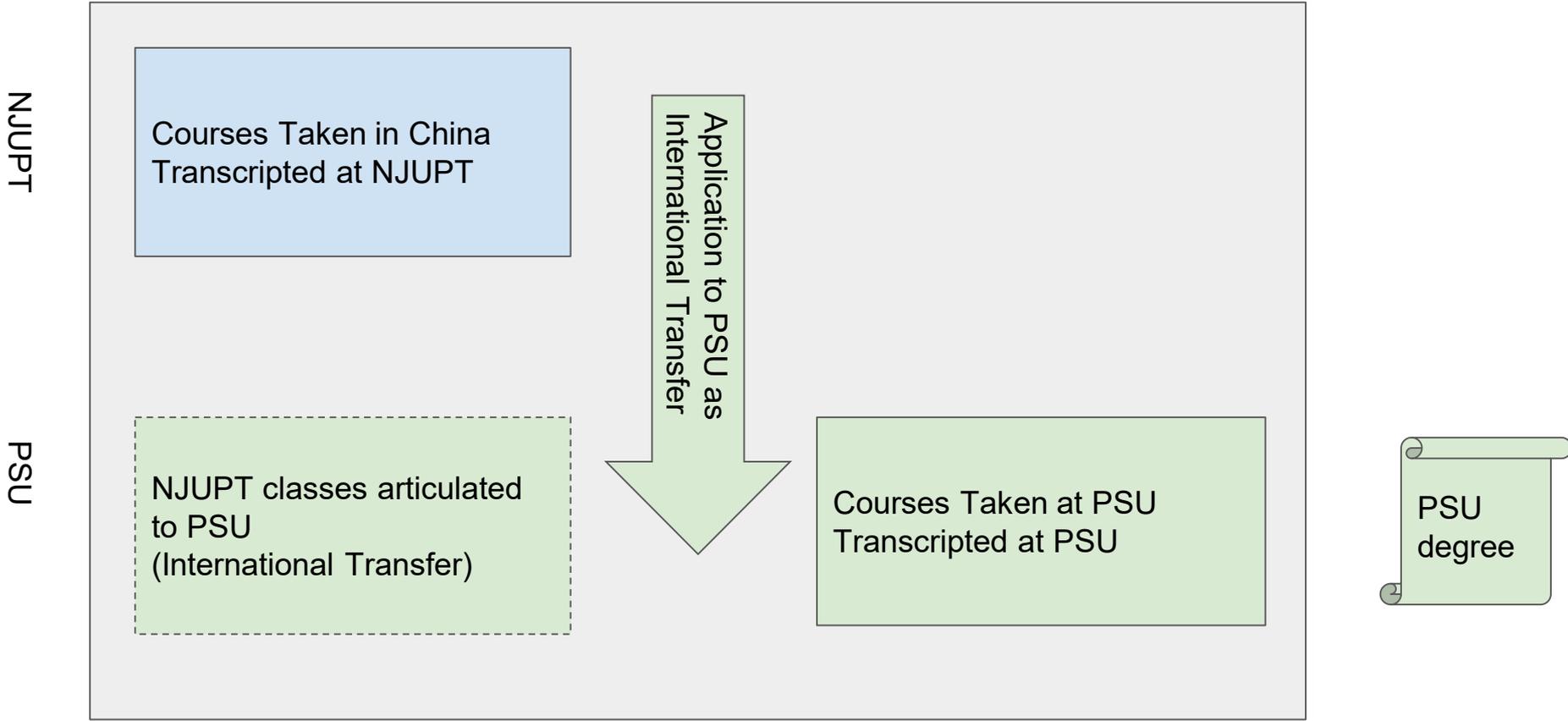NJUPT

PSU

Courses Taken in China
Transcripted at NJUPT

NJUPT

Courses Taken in China Transcripted at NJUPT

PSU classes articulated to NJUPT
(Reverse Transfer)

NJUPT degree

Application to PSU as International Transfer

PSU

NJUPT classes articulated to PSU
(International Transfer)
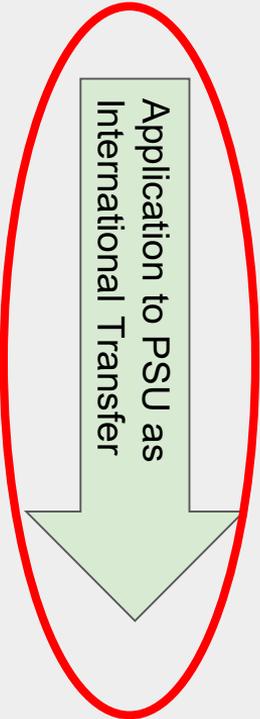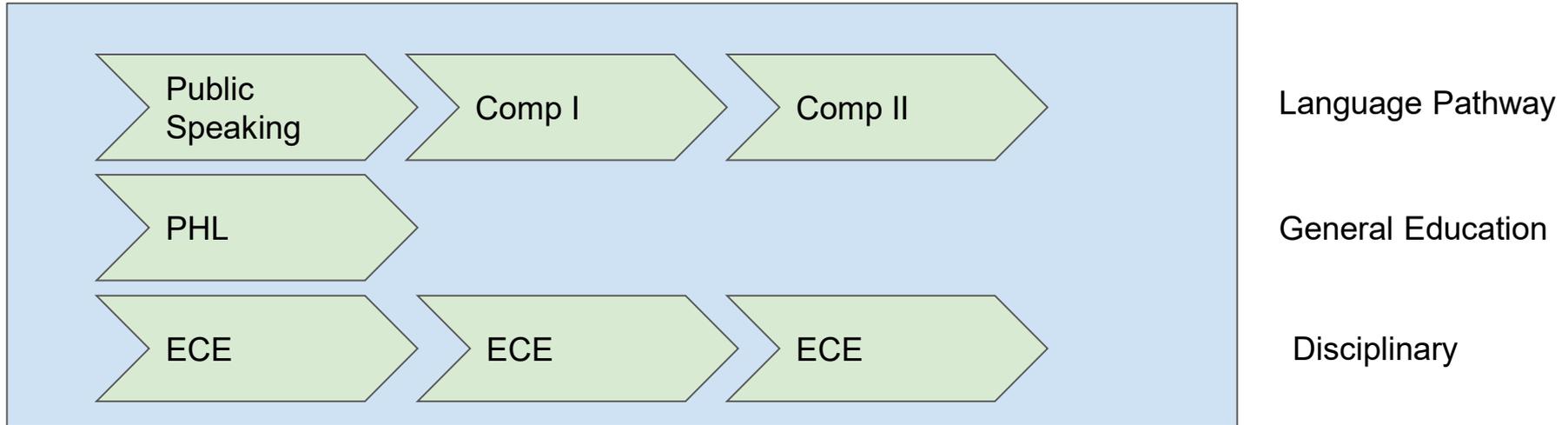
Courses Taken at PSU Transcripted at PSU

PSU degree

Why?

PSU Faculty and Staff Design and Teach part of the NJUPT curriculum in English

English Language Pathway Proposal

We would like PSU to recognize successful completion of the undergraduate PIN curriculum prior to transferring to Portland State as a **demonstration of academic English proficiency equivalent to the IELP Pathway Program**.

The proposed English language requirements for PIN transfer students meet or exceed the current standards for PSU transfer students. Students will be required to meet one of the following requirements in order to demonstrate English language proficiency:

1. minimum test scores from exam such as TOEFL or DET;
   OR
1. All of the following criteria:
   a. Completion of all 3 courses of the PINE sequence (Composition 1 and 2, Public Speaking) with GPA of 75 / C or better;
   b. Completion of at least 3 PSU-taught **Disciplinary** (ECE classes taught by PSU Professors) and 1 PSU-taught **General Education (**Philosophy course taught by PSU professors) course with GPA of 70 / C- or better.

Any additional questions?

![Portland State University logo]

To: Susan Jeffords, Provost

From: Portland State University Faculty Senate
       (Rowanna Carpenter, Presiding Officer; Richard Beyler, Secretary)

Date: 7 March 2023

Re: Summary of Faculty Senate Actions

At the regular meeting on 6 March 2023, Faculty Senate **approved** under the **Consent Agenda**:

• the curricular proposals for new courses, changed courses, dropped courses, and changes to programs listed in March Agenda Attachment E.1.

> **03-14-2023—OAA concurs with the curricular proposals for new courses, changed courses, dropped courses, and changes to programs.**

• elimination of the Undergraduate Certificate in Contemporary Turkish Studies (heretofore under program moratorium), as stated in March Agenda Attachment E.4.

> **03-14-2023—OAA concurs with the elimination of the undergraduate certificate.**

Senate also **voted to approve:**

• the BA/BS in Business Economics, a new interdisciplinary academic program housed in the College of Urban and Public Affairs, as proposed in March Agenda Attachment E.2.

> **03-14-2023—OAA concurs with the approval of the BA/BS in Business Economics.**

• the BA/BS in Chicano/Latino Studies, a new academic program in the College of Liberal Arts and Sciences, as proposed in March Agenda Attachment E.3.

> **03-14-2023— OAA concurs with the approval of the BA/BS in Chicano/Latino Studies.**

• changing the University Studies upper-division cluster requirements to allow students in the interdisciplinary Arts & Letters, Social Science, Science, and Urban & Public Affairs majors to use "extra" courses from the major towards the cluster requirement, in the manner specified in March Agenda Attachment E.5.

> **03-14-2023—OAA concurs with changing the University Studies upper-division cluster requirements.**

• a pathway within the curriculum of the Portland Institute Nanjing for fulfilling the English language requirement for admission to Portland State University, as specified in March Agenda Attachment E.6.

> **03-14-2023—OAA concurs with a pathway within the curriculum of the Portland Institute Nanjing.**

Additionally, Senate **received** notification from Educational Policy Committee and Graduate Council, in March Agenda Attachment G.5, of the program moratorium of the MPA in Health Administration.

> **03-14-2023—OAA concurs with the program moratorium of the MPA in Health Administration.**

Best regards,

Rowanna Carpenter
Presiding Officer

Richard H. Beyler
Secretary to the Faculty

Susan Jeffords, Ph.D.
Provost and Vice President for Academic Affairs

Amendment to the Constitution of the Portland State University Faculty
3 April 2023 (Introduced 6 March 2023)

Institutional Assessment Council (IAC)

Procedural note from Secretary:

Pursuant to Article VIII of the Faculty Constitution, this proposed constitutional amendment was introduced at the March meeting and then reviewed by the Advisory Council for "proper form and numbering." It now appears before Senate for a vote. If any modifications (amendments to the amendment) are approved, the vote on the modified text would take place at the next meeting. A two-thirds majority is required for approval of the final text.

Proposed Amendment to the Faculty Constitution

The Constitution of the Portland State University Faculty is hereby amended to create the Institutional Assessment Council (IAC), to be constituted beginning Fall 2023, by inserting the following text into Article IV, section 4(4) in the appropriate alphabetical order, and renumbering other committee listings accordingly:

Institutional Assessment Council. This council shall consist of: three faculty members from the College of Liberal Arts and Sciences (one from each of its divisions), one from each of the other divisions, one graduate student and one undergraduate student. The Committee on Committees shall endeavor to appoint faculty members who have some experience with undergraduate and graduate level assessment or curriculum development in their programs. Additionally, voting ex-officio members shall include, but not limited to: Director of Assessment and Research (UNST), Accreditation and Compliance Coordinator (OAA), Director and Associate Director of Teaching, Learning and Assessment (OAI), Director of Assessment and Evaluation (OHSU/PSU SPH), Director of Assessment and Accreditation (COE), and faculty with formal assessment roles at the college or division level. The IAC Chairperson(s) shall update the list of voting ex-officio members annually, and provide the Committee on Committees an updated IAC membership roster by June 1 of each year. Consultants shall include the following or their representatives: Student Activities and Leadership Programs, Graduate School, Undergraduate Curriculum Committee, Office of Institutional Research and Planning. The Chairperson(s) shall be chosen from Council membership.

The committee shall:

1. Create principles and recommendations for assessment planning that are sustainable and learning-focused, and reflect our DEI values and priorities.
2. Provide support aimed at enhancing the quality of student learning through assessment activities.
3. Design frameworks for promoting and supporting assessment long term, both at program and institutional levels, including interdisciplinary programs.
4. Serve as the primary advisory mechanism for institutional assessment planning.
5. Coordinate with OAA and the Assistant and Associate Deans group the implementation of Annual Assessment Updates.

6. Make recommendations on the policies guiding assessment initiatives and choices guiding institutional assessment.
7. Act in liaison with appropriate committees.
8. Report to the Faculty Senate at least once a year.

Background and rationale

Background: The Institutional Assessment Council was formed as an Administrative Committee in 2008, in response to the need for leadership and expertise in institutional assessment. The Council has worked to promote greater understanding of program and institutional assessment, advocated for assessment initiatives, and established institutional structures that support effective, sustainable assessment practices. This proposed constitutional amendment would establish the Institutional Assessment Council as a Constitutional Committee as governed by the provisions of the Faculty Constitution.

Rationale: In March 2019, a report from the Northwest Commission on Colleges and Universities (NWCCU) assessed Portland State to be not in compliance with program assessment of student learning. In the Faculty Senate discussion of this report, concerns were expressed about the need for greater involvement of the Senate in assessment (Minutes of the PSU Faculty Senate, 4 February 2019, p. 51). Since that time, the University has made progress in addressing NWCCU's concerns; however, questions remain about faculty oversight and constitutional involvement in assessment. In light of increasing expectations from NWCCU for evidence of activities to assess student learning, it is important that faculty have determination over initiatives connected to institutional assessment, as well as the development of institutional policy connected to assessment.

The following faculty senators endorse the amendment:

1. Matt Chorpenning
2. Enrique Cortez
3. Jill Emery
4. Tim Finn
5. Isabel Jáen Portillo
6. Sybil Kelley
7. Nadine Sterling
8. Sonja Taylor
9. Chien Wern
10. Lindsay Wilkinson

9 March 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: April 2023 Consent Agenda

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, as well as Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System (OCMS) Curriculum Dashboard](#).

College of the Arts

New Course

E.1.a.1
- *Mus 582 Topics in Music of the African Diaspora, 2 credits
Examines a selected theme in African diasporic music to be drawn from specific composers, performers, genres, styles, works, geographical locations, or time periods. Topics will be contextualized to address broader issues of race, ethnicity, gender, cultural significance, ownership, transmission, technology, and globalization. Specific topics vary by term. Course may be taken one additional time with permission of instructor.

School of Business

Drop Existing Courses

E.1.a.2
- *Actg 522 Advanced Taxation, 4 credits

E.1.a.3
- *Actg 522S Advanced Taxation, 4 credits

College of Education

Changes to Existing Course

E.1.a.4
- *ECED 572 Language and Literacy in Early Childhood Education, 3 credits— change description

College of Liberal Arts and Sciences

Changes to Existing Courses

E.1.a.5
- *ESM 535 Natural Resource Policy and Management, 4 credits – change prerequisite

E.1.a.6
- *Soc 519 Sociology of Mental Illness, 4 credits – change prerequisite

E.1.a.7
- *Soc 530 Hate Crimes, 4 credits – change prerequisite

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* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

E.1.a.8
- *Soc 552 Education and Equality: Comparing the US, Asia, Europe, 4 credits – change prerequisite

E.1.a.9
- *Soc 561 Sociology of the Family, 4 credits – change description

E.1.a.10
- *Soc 569 Sociology of Aging, 4 credits – change description

E.1.a.11
- *Soc 580 Sociology of Religion, 4 credits – change description

E.1.a.12
- Soc 585 Medical Sociology, 4 credits – change description

E.1.a.13
- Soc 586 Topics in Health and Inequality, 4 credits – change description

E.1.a.14
- Soc 590 Social Research Strategies, 4 credits – change description

E.1.a.15
- Soc 591 Theoretical Perspectives in Sociology, 4 credits – change description

E.1.a.16
- Soc 685 Medical Sociology, 4 credits – change description

E.1.a.17
- Soc 686 Topics in Health and Inequality, 4 credits – change description

E.1.a.18
- *Wr 574 Publishing Studio, 4 credits – change prerequisite

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

9 March 2023

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: April 2023 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, as well as Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System (OCMS) Curriculum Dashboard](#).

College of the Arts

New Course

E.1.b.1
- *Mus 482 Topics in Music of the African Diaspora, 2 credits
  Examines a selected theme in African diasporic music to be drawn from specific composers, performers, genres, styles, works, geographical locations, or time periods. Topics will be contextualized to address broader issues of race, ethnicity, gender, cultural significance, ownership, transmission, technology, and globalization. Specific topics vary by term. Course may be taken more than once with different topic. Prerequisite: Mus 306

School of Business

New Course

E.1.b.2
- Actg 416 IT, Cybersecurity and Compliance, 4 credits
  Covers information technology and business controls related to information systems, cybersecurity, and information technology governance. Topics include information technology and data governance, design and testing of IT controls, cybersecurity, network security, application security, access, and endpoint security. Students will also be introduced to IT audit reports, Service Organization Controls (SOC) reports, and other tools for IT compliance. Topics will be integrated with advanced data analytics cases and relevant to the CPA and CISA exams, among other IT-specific certifications. Prerequisite: Actg 335 or BTA 415.

Changes to Existing Courses

E.1.b.3
- *Actg 422 Advanced Taxation, 4 credits – change description and remove from dual-level cross-listing with Actg 522

E.1.b.4
- Actg 490 Advanced Financial Accounting, 2 credits –change description, change credit hours from 2 credits to 4 credits, and change prerequisite

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

College of Education

Changes to Existing Course

E.1.b.5
- *ECED 472 Language and Literacy in Early Childhood Education, 3 credits – change description

Maseeh College of Engineering and Computer Science

Changes to Existing Courses

E.1.b.6
- CS 201 Computer Systems Programming, 4 credits – change course number to CS 205, change title to System Programming and Architecture, and change description

E.1.b.7
- CS 250 Discrete Structures I, 4 credits – change prerequisite

E.1.b.8
- CS 302 Programming Methodologies and Software Implementation, 4 credits – change prerequisite

E.1.b.9
- CS 311 Computational Structures, 4 credits – change prerequisite

E.1.b.10
- CS 314 Elements of Software Engineering, 4 credits – change prerequisite

E.1.b.11
- CS 333 Introduction to Operating Systems, 4 credits – change prerequisite

E.1.b.12
- CS 350 Algorithms and Complexity, 4 credits – change prerequisite

College of Liberal Arts and Sciences

Change to Existing Program

E.1.b.13
- B.A./B.S. in Environmental Studies – add required course and increase minimum credits from 60 credits to 61 credits

New Courses

E.1.b.14
- Geog 325U Contemporary India, 4 credits
Focusing on 21st and 20th century India, the course introduces the country's development story and ongoing social and cultural transformations in a highly diverse society. The course will examine existing and emergent political and environmental challenges in one of the world's oldest and largest countries.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.b.15
- Geog 370U Global Migration, 4 credits
  Exploration of the relationship between globalization and labor migration, with an emphasis on understanding migration patterns at local and global scales, location of the migrant within the global political economy, and the differential experiences of migrants around the world.

E.1.b.16
- Hst 367 The Haitian Revolution, 1790-1804, 4 credits
  The Haitian Revolution, which founded the independent Caribbean nation of Haiti, was the largest and most successful slave revolt in human history, with profound consequences for geopolitics and the international abolitionist movement. Beginning with the development of slavery and plantation society in French colonial Saint-Domingue, we will study the complex event history of the Revolution, culminating in the Haitian War of Independence in 1802–1803.

E.1.b.17
- Wr 314 Intermediate Nonfiction Writing, 4 credits
  Continues the study of creative nonfiction introduced in Wr 214; may also be used to build upon skills introduced in Wr 228. Includes additional instruction in research, narrative forms, and revision. Emphasizes discussion of student work. Prerequisite: B or higher in Wr 214 or Wr 228, or consent of instructor based on a writing sample. May be repeated once for a total of 8 credits. Prerequisite: B or higher in Wr 214 or in Wr 228, or consent of instructor based on a writing sample.

E.1.b.18
- WS 371U Queerness and Difference in European History, 4 credits
  Examines the history of same-sex desire and the identities of gender-nonconforming people in Europe through the lens of religious, ethnic, national, and racial difference. Explores how queer identities intersected with other categories of belonging from the Middle Ages to the 20th century. Topics include queerness and medieval religious difference, perceptions of queerness in the disabled body and the Jewish body, and fascism's merging of social groups perceived as subhuman or degenerate, including Jews, Roma, disabled people, and queers.

Changes to Existing Courses

E.1.b.19
- Ch 221 General Chemistry I, 4 credits – change prerequisite

E.1.b.20
- Ch 223 General Chemistry III, 4 credits – change prerequisite

E.1.b.21
- Comm 316 Communication, Individuals, and Discourse, 4 credits – change title to Theory: Communication & Social Science and change description

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.b.22
- Comm 326 Communication, Society, and Culture, 4 credits – change title to Theory: Communication, Society & Culture

E.1.b.23
- ESM 333 Methods of Data Collection, Analysis, Representation, and Modeling for Environmental Managers, 4 credits – change prerequisite

E.1.b.24
- Hst 371U Queerness and Difference in European History, 4 credits – adding cross-listing with WS 371U

E.1.b.25
- Intl 325U Contemporary India, 4 credits – adding cross-listing with Geog 325U

E.1.b.26
- Intl 375U Global Migration, 4 credits – change course number to Intl 370U and add cross-listing with Geog 370U

E.1.b.27
- Soc 200 Introduction to Sociology, 4 credits – change description

E.1.b.28
- Soc 301 Classical Sociological Theory, 4 credits – change description

E.1.b.29
- Soc 302 Contemporary Sociological Theory, 4 credits – change description

E.1.b.30
- Soc 310 U.S. Society, 4 credits – change description

E.1.b.31
- Soc 320U Globalization, 4 credits – change description

E.1.b.32
- Soc 336U Social Movements, 4 credits – change description

E.1.b.33
- Soc 370 Sociology of Deviancy, 4 credits – change description

E.1.b.34
- Soc 376 Social Change, 4 credits – change description

E.1.b.35
- Soc 417 Law & Society: The Sociology of Law, 4 credits – change prerequisite

E.1.b.36
- *Soc 419 Sociology of Mental Illness, 4 credits – change prerequisite

E.1.b.37
- *Soc 430 Hate Crimes, 4 credits – change prerequisite

E.1.b.38
- Soc 446 Immigrants in America, 4 credits – change prerequisite

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.b.39
- *Soc 452 Education and Equality: Comparing the US, Asia, Europe, 4 credits – change prerequisite

E.1.b.40
- Soc 459 Sociology of Health and Medicine, 4 credits – change description and prerequisite

E.1.b.41
- *Soc 461 Sociology of the Family, 4 credits – change description and prerequisite

E.1.b.42
- Soc 465 Environmental Sociology, 4 credits – change description and prerequisite

E.1.b.43
- *Soc 469 Sociology of Aging, 4 credits – change description and prerequisite

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.b.44
- *Soc 480 Sociology of Religion, 4 credits – change description and prerequisite

E.1.b.45
- *Wr 474 Publishing Studio, 4 credits – change prerequisite

School of Public Health

New Course

E.1.b.46
- PHE 225 Finding Your Path Within Public Health, 1 credit

This course will help you understand the many career options in Public Health so that you can plan your academic journey to support your career goals. Learn important skills to enhance your marketability such as diversity training, writing resumes, cover letters and utilizing social media.

Changes to Existing Course

E.1.b.47
- PHE 328U Health and Housing Across the Life Course, 4 credits – change title to Housing is Health

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

9 March 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: Proposal to Establish Professional Doctoral Degree Requirements

The degree requirements for doctoral degrees at Portland State University are based around the PhD. All but one of the doctoral degrees currently offered by Portland State is a PhD and these guidelines work well for those degrees.

It is generally accepted that to earn a PhD a student must make a significant contribution to new knowledge in their subject area. In other words, a PhD is specifically a research degree. But not all doctoral degrees are research degrees; many students, especially working professionals, may be seeking advanced knowledge that advances practice in their chosen discipline but is distinct from creating new knowledge. These students may wish to pursue what many institutions describe as a professional doctoral degree. Examples of these are: EdD, JD, DSW, DBA, DPT, DNP, AuD, OTD, DrPH.

Other institutions make the distinction between PhDs and professional doctorates. For example:

- Ohio State University

    Professional doctoral degrees prepare students for advanced professional knowledge with a practice perspective to the learning, and variable levels of scholarly work. Frequently, professional doctoral degrees will contain training and advanced knowledge that is required by a relevant licensing board and professional organization.

- Northeastern University

    A PhD, or doctoral degree, is an academic, research-based degree in which the main goal is to develop advanced research skills and create new knowledge to share with others. In contrast, a professional doctorate, or a professional degree, is focused on the advanced practice of knowledge and skills, making it a degree for those who are more professionally oriented.

- Walden University

    A professional doctorate is a doctoral-level degree for experienced professionals who want to translate their industry expertise into a higher position of credibility, leadership, and influence in their profession.

The intent of this proposal is to create a separate set of requirements for professional doctoral degrees. The EdD program is the only 'professional' doctoral program that currently exists at Portland State. Broadly, students in the EdD program must meet the requirements designed for the PhD degrees. But these requirements are not always appropriate to the EdD program leading to requests for exceptions.

For example, EdD students are required to complete just 18 credits of 603 Dissertation, compared to 27 for PhD students. But is a dissertation even the right format for the culminating activity on the EdD? A recent request to submit a

"portfolio" was denied because it would not meet the definition of a dissertation. However, the proposed portfolio may have been a better expression of the work conducting during the degree. An examination committee for a PhD student is rightly required to have four members all of whom are experienced in research and the development of new knowledge. But in a professional program these requirements may exclude practitioners who are well positioned to assess the student. In short, applying the PhD requirements to professional doctoral programs does not serve either the students or the program well. By introducing new requirements for professional doctoral programs, the Graduate School hopes to open up space for improvements in the curriculum and design of the EdD program as well as the development of new professional doctoral programs.

The table on the next page summarizes the proposed requirements for professional doctoral degrees and highlights how they differ from the current requirements for PhD programs. The main differences are that professional doctoral students will not complete a dissertation. A professional doctoral program will then be able to define the form of the culminating activity, which may be similar to a dissertation but may also be quite different. For this reason, 606 Project rather than 603 Dissertation credits will be required. In line with current practice in the EdD program, 18 credits of 606 will be required. Because there will be no dissertation, the requirement for a proposal defense and advancement to candidacy has been eliminated. The committee requirements have been changed to reduce the required number of members (from 4 to 3), to allow NTTFs to serve as chair, and to allow members without PhDs to serve on the committee. Committee membership will not require Graduate School approval for professional doctorates; membership will be managed by the program which will retain the ability to make more stringent requirements for committee membership. Finally, although the total number of required credits remains the same (at 81), the timeline for completion of a professional doctorate has been shortened. The rationale for this is that the proposal defense has been eliminated, removing one of the timed milestones of the PhD Additionally, protracted times to degree are not advantageous to students in a professional program whose best interests are served by applying their new learning in professional practice at the earliest opportunity.

Proposal for the Structure of Professional Doctoral Degrees

	PhD	Professional Doctorate
Total credits	81	81
Years full time	3 years	3 years
Maximum time	13 years	9 years
Comprehensive Exam	Yes	Yes
Monitored by GS	Yes	Yes
Time from admission to comps	5 years	4 years
Proposal Exam	Yes	No
Candidacy	Yes	No
Time from comps to proposal	3 years	N/A
Culminating activity	Dissertation	Project
Credit type	603	606
Minimum number of credits	27	18
Time from proposal to graduation	5 years	N/A
Time from comp to graduation	N/A	5 years
Committee approved by GS	Yes	No
Minimum # of committee members	4	3
Maximum # of committee members	6	5
Chair must be TTF	Yes	No, NTTF permitted
Members must hold doctoral degree	Yes	At least 2
Format review by GS	Yes	No

Current Bulletin Language

Professional Degrees

PSU offers a variety of degrees which are designed to prepare students for work in professional fields. The programs are designed to develop a mastery of the subject matter in a chosen discipline and to provide practical training and experience in the field. Many professional degrees require more than the minimum 45 credits required for all master's degrees at PSU.

Doctor of Education (Ed.D.)

The Doctor of Education degree is granted in recognition of mastery of theory, practice, and research in education. The Ed.D. in educational leadership program prepares highly qualified professional educators for positions in teaching, supervision, and administration in elementary and secondary education, in community and four-year colleges and universities, and in other educational institutions, both public and private.

Proposed Bulletin Language

Professional Master's Degrees

PSU offers a variety of degrees which are designed to prepare students for work in professional fields. The programs are designed to develop a mastery of the subject matter in a chosen discipline and to provide practical training and experience in the field. Many professional master's degrees require more than the minimum 45 credits required for all master's degrees at PSU.

Doctor of Education (Ed.D.)

The Doctor of Education degree is granted in recognition of mastery of theory, practice, and research in education. The Ed.D. in educational leadership program prepares highly qualified professional educators for positions in teaching, supervision, and administration in elementary and secondary education, in community and four-year colleges and universities, and in other educational institutions, both public and private.

Professional Doctoral Degrees

A Professional Doctoral degree is awarded for advanced knowledge and skills designed to address real-world problems. Students demonstrate readiness for completing a culminating project by passing comprehensive examinations. Students then address a problem of practice by completing a culminating project supervised by a combination of faculty and industry leaders.

Current Bulletin Language

Doctoral degrees

Preliminary examination

Early in the doctoral program the student may be required to take preliminary examinations. The scope and content of the examination, and the standard of performance, is determined by the doctoral program.

Advisory committee

When a student enters the doctoral program, a faculty adviser will be designated by the program to advise the student and to meet in regular consultation concerning the program of study and research. It is recommended that students also have an advisory committee appointed that should consist of at least three faculty members representative of the student's field of study. The members of the advisory committee should be appointed after successful completion of 9 credits and not later than six months prior to the completion of the comprehensive examinations.

Language requirement

For the Ph.D. degree, the student may be required to demonstrate competency in at least one second language. Any second language requirement must be completed before the comprehensive examinations.

Residency requirement

Residency for a doctoral degree program can be satisfied in one of the following ways:

- Three terms of full-time enrollment (minimum 9 graduate credits applicable to the degree program each term) during the first two years after admission to the program. This may include one or more summer terms.

- Six terms of part-time enrollment (minimum 1 graduate credit applicable to the degree program each term) during the first two years after admission to the program. This may include one or more summer terms.

- A doctoral student who was enrolled in the same major at PSU, and whose matriculation to the doctoral program immediately follows (within one calendar year) the master's degree program, may fulfill the residency requirement during the period in which the student was enrolled in the master's program.

Coursework and doctoral program of study

The doctoral program of study includes coursework, research, internships, and/or seminar credits according to the requirements of the individual doctoral program. A minimum 27 credits of 603 Dissertation is required for all Ph.D. students; a minimum of 18 credits of 603 Dissertation is required for all Ed.D. students. A minimum of three academic years of graduate study beyond the bachelor's degree (equivalent to 81 quarter credits minimum) is required for all doctoral degrees.

All doctoral degrees are approved with a minimum number of required credits. These minimum credit totals cannot be waived even if the approved program of study exceeds the University minimum of 81 credits for a doctoral degree.

For doctoral degrees, pre-admission and transfer limits are at the discretion of the individual doctoral programs; however, 603 Dissertation credits, or their equivalent, cannot be transferred from another university. Transfer credits are approved via a GO-21D form submitted to the Graduate School. See Pre-admission and transfer credit for detailed information. While potentially all coursework for the degree can be transferred from another institution, the following items must be completed at

PSU: comprehensive exams, residency, proposal, advancement to candidacy, and dissertation research.

A student must have a minimum 3.00 GPA on the courses applied to the program of study, as well as a minimum 3.00 GPA in all graduate-level courses taken at PSU, in order to graduate. Doctoral programs may establish a more rigorous standard. Although grades of C+, C, and C- are below the graduate standard, they may be counted as credit toward a doctoral degree with the specific written approval of the doctoral program. Grades of D or F indicate clearly unacceptable work and cannot be applied to graduate degree requirements. Audited courses cannot be used to meet any requirement for doctoral degrees.

A grade of IP (In Progress) may be used for 601 Research and for 606 Project when a student is progressing in an acceptable manner toward completion of the work; final grades for 601 and 606 credits are assigned by the instructor via an online grade change. An IP grade must be used for 603 Dissertation when a student is progressing in an acceptable manner; final grades for 603 Dissertation credits are assigned by the instructor on the Recommendation for the Degree form (GO-17D) and posted to the student's transcript after approval of the dissertation and certification for graduation by the Graduate School.

All coursework on the program of study, with the possible exception of seminar and internships, must be completed before a student can be advanced to doctoral candidacy. All coursework on the program of study must be satisfactorily completed before graduation.

For students entering a doctoral program with a master's degree, a maximum of five years will be allowed from admission to completion of all required comprehensive examinations. For students entering with a bachelor's degree, a maximum of two additional years will be added to this limit, for a maximum of seven years from admission to completion of all comprehensive examinations. Failure to meet this time limit will result in cancellation of admission to the doctoral program.

Comprehensive examination

Before advancement to candidacy and not less than one academic year before all requirements for the doctoral degree are expected to be completed, the student must pass a series of comprehensive examinations in the field of specialization. The examinations may be written, oral, or both. The comprehensive examinations may not be taken until the language requirement, if any, and substantially all the coursework for the degree have been completed. Students must be registered for a minimum of 1 graduate credit during the term comprehensive exams are taken. Comprehensive exams are scheduled and administered in accordance with the established rules of the program, which must be made publicly available to students via the program's website or doctoral student handbook. Comprehensive exams can only be offered during regular academic terms, i.e., not between terms. The doctoral program must notify the Graduate School the student has passed comprehensive exams by submitting the GO-22 form.

If the student fails the entire comprehensive exam or any section thereof, the doctoral program may dismiss the student from the degree program or permit the

student to repeat the entire examination, or the section that was failed, after a minimum of three months. The results of the second examination are final.

A maximum of three years will be allowed from the completion of comprehensive examinations to advancement to candidacy. Failure to meet this time limit will result in cancellation of admission to the doctoral program.

Dissertation proposal

After passing the comprehensive examination and identifying a dissertation topic, a dissertation committee is appointed and the student must pass a proposal defense. The dissertation committee will take the place of the advisory committee and the faculty adviser is superseded by the dissertation adviser. The dissertation committee must be approved by the Graduate School using the Appointment of Doctoral Dissertation Committee form (GO-16D).

The dissertation committee must consist of four to six PSU faculty members: the dissertation adviser and a minimum of three and a maximum of five regular members. The chair of the dissertation committee must be regular, full-time PSU instructional faculty, tenured or tenure track, assistant professor or higher in rank; the other three to five committee members may include non-tenure track or adjunct faculty and/or members of the OHSU faculty. If it is necessary to go off-campus for one committee member with specific expertise not available among PSU faculty, a curriculum vitae (CV) for that proposed member must be presented with the GO-16D form. This off-campus member may substitute for one of the three to five regular committee members. All committee members must have doctoral degrees. At the discretion of the program, the designation of co-chair can be requested on the GO-16D form for one regular member of the committee. The designation of co-chair recognizes the significant academic advising role of the committee member, but oversight of the process and procedures and all administrative responsibilities remains with the chair.

No proposal defense shall be valid without a dissertation committee approved by the Graduate School. The GO-16D form should be submitted to the Graduate School a minimum of six weeks in advance of the estimated date of the dissertation proposal meeting. The student must deliver a draft of the dissertation proposal to all members of the approved committee no fewer than 14 days before the proposal defense.

A dissertation proposal must take place in a meeting with the student and the entire, appointed committee. While it is expected that all members should be physically present, remote participation is permitted under specific conditions. The student will make an oral presentation of the written proposal for discussion, evaluation, and suggested modification. The final proposal submitted to the committee for approval should be sufficiently detailed and clear to provide a blueprint for the study to follow. The proposal is expected to include the following:

1. General nature and present status of knowledge of the problem.

2. The theoretical and empirical framework within which the proposed problem exists.

3. The significance of the proposed research and its likely contributions.

4. The research methodology to be used.

The doctoral program recommends the student for advancement to candidacy once the dissertation proposal has been approved.

Human Research Protection Program

All research involving human subjects conducted by faculty, staff or students in any program at PSU must have Human Research Protection Program (HRPP) approval. This policy applies to all research under the auspices of the University, including surveys and questionnaires, whether supported by grant, contract, gift, University, or personal funds. After proposal approval, the student must submit a HRPP application to the Office of Research Integrity if human subjects are involved in the research in any way. A student cannot be advanced to candidacy until HRPP approval is granted. The student should allow a minimum of six weeks for the approval process.

Advancement to Candidacy

A student is advanced to candidacy after successful defense of the dissertation proposal and with the recommendation of the doctoral program, after verification of the student's program of study, and after HRPP approval has been granted (if applicable). The doctoral program must request advancement to candidacy by submitting the GO-23 form to the Graduate School. The Dean of the Graduate School retains final approval authority for advancement to candidacy.

A doctoral candidate has a minimum of four months and a maximum of five years from the effective date of advancement to candidacy to complete all requirements for graduation, including defense of the dissertation and its final approval by the Graduate School (doctoral programs may have stricter requirements). Candidates must be continuously enrolled during that period. Failure to meet this time limit will result in cancellation of admission to the doctoral program.

Dissertation preparation

With guidance of the dissertation committee, the candidate presents a dissertation setting forth the results of original and independent investigation. The dissertation must constitute a contribution to knowledge, significantly enlarging, modifying, or reinterpreting what was previously known. Until the degree is granted, the student enrolls for the number of graduate credits appropriate to the amount of University services utilized, as determined by the dissertation adviser, with a minimum of 1 graduate credit each term. Ph.D. students must register for a minimum of 27 credits of 603 Dissertation before graduation; Ed.D. students must register for a minimum of 18 credits of 603 Dissertation before graduation. Continuous enrollment of a minimum 1 graduate credit is required through the term a student graduates, even if this results in more than 27 (18) credits of 603 Dissertation at the time of graduation. Ph.D. and Ed.D. students should only register for 603 Dissertation credits after advancement to candidacy.

Degree application

Students must apply for graduation by the first Friday of the anticipated term of graduation; see the Graduate Candidate Deadlines for specific due dates. There is a required $30 fee per application as well as a $2 service charge.

As a one-time courtesy, students who do not complete degree requirements can have their application for graduation carried forward to a future term (typically the next term, but it could be at maximum up to one year in advance). To request that an application for graduation be carried, students must contact the Graduate School in writing and provide an explanation for the graduation delay. If students do not graduate a second time, the application for graduation will be dropped; they will then need to reapply for graduation by the appropriate deadline (and will be assessed a new fee).

Dissertation defense

After preparation of the written dissertation, the candidate's dissertation committee will conduct a dissertation defense. A dissertation defense may be scheduled only during the regular academic terms, no later than five weeks prior to the close of the term of application for graduation in which the degree will be granted (i.e., must be completed four weeks before the beginning of finals week). For summer term graduation, deadlines apply to the regular eight-week summer session dates. Later completion will result in graduation in a subsequent term. The student must deliver a final draft of the dissertation to all members of the approved committee no fewer than 14 days before the dissertation defense.

The dissertation defense, which is open to the public, is the culminating experience in the doctoral studies. The candidate is expected to prepare an oral presentation on the research methodology and results. The oral presentation should not exceed 60 minutes. Following the oral presentation, the candidate must defend the dissertation as a worthy contribution to knowledge in its field and must demonstrate a mastery of the field of specialization as it is related to the dissertation. The questioning and discussion are for the purpose of: (1) further enlightenment of the candidate and the committee of the significance and limitations of the research, and (2) demonstration that the candidate has met the high expectations of the University for the awarding of the doctoral degree.

A dissertation defense must take place in a meeting with the student and the entire, appointed committee. While it is expected that all members should be physically present, remote participation is permitted under specific conditions. For dissertation approval, there may be no more than one dissenting vote on the dissertation defense. If the student fails the dissertation defense, the doctoral program may dismiss the student from the program or permit the student to hold a second defense after a minimum of three months. The results of the second defense are final.

After passing the dissertation defense, the student will be required to make any necessary edits and revisions. The final, post-defense version of the dissertation must be approved by committee members by signing the Dissertation Signature Page. For final approval, there may be no more than one committee member who does not approve the final, post-defense version of the dissertation by not signing the Dissertation Signature Page.

The final dissertation must be submitted to the Graduate School not later than three weeks prior to the close of the term of application for graduation. See the [Graduate Candidate Deadlines](#) for specific dates. For details about thesis formatting and submission, see the [Thesis and Dissertation Information](#) available from the Graduate School.

Time limitations

For students entering a doctoral program with a master's degree, a maximum of five years will be allowed from admission to completion of all required comprehensive examinations. For students entering with a bachelor's degree, a maximum of two additional years will be added to this limit, for a maximum of seven years from admission to completion of all comprehensive examinations. Doctoral programs may have stricter requirements. Failure to meet this time limit will result in cancellation of admission to the doctoral program.

A maximum of three years will be allowed from the completion of comprehensive examinations to advancement to candidacy. Doctoral programs may have stricter requirements. Failure to meet this time limit will result in cancellation of admission to the doctoral program.

A doctoral candidate has a minimum of four months and a maximum of five years from the effective date of advancement to candidacy to complete all requirements for graduation, including defense of the dissertation and its final approval by the Graduate School. Doctoral programs may have stricter requirements. Candidates must be continuously enrolled during that period. Failure to meet this time limit will result in cancellation of admission to the doctoral program.

Proposed Bulletin Language

Preliminary examination

Early in the doctoral program the student may be required to take preliminary examinations. The scope and content of the examination, and the standard of performance, is determined by the doctoral program.

Advisory committee

When a student enters the doctoral program, a faculty adviser will be designated by the program to advise the student and to meet in regular consultation concerning the program of study and research. It is recommended that students also have an advisory committee appointed that should consist of at least three faculty members representative of the student's field of study. The members of the advisory committee should be appointed after successful completion of 9 credits and not later than six months prior to the completion of the comprehensive examinations.

Language requirement

For the Ph.D. degree, the student may be required to demonstrate competency in at least one second language. Any second language requirement must be completed before the comprehensive examinations. <u>Professional doctoral programs do not have a second language requirement.</u>

Residency requirement

Residency for a doctoral degree program can be satisfied in one of the following ways:

- Three terms of full-time enrollment (minimum 9 graduate credits applicable to the degree program each term) during the first two years after admission to the program. This may include one or more summer terms.

- Six terms of part-time enrollment (minimum 1 graduate credit applicable to the degree program each term) during the first two years after admission to the program. This may include one or more summer terms.

- A doctoral student who was enrolled in the same major at PSU, and whose matriculation to the doctoral program immediately follows (within one calendar year) the master's degree program, may fulfill the residency requirement during the period in which the student was enrolled in the master's program.

Coursework and doctoral program of study

The doctoral program of study includes coursework, research, internships, and/or seminar credits according to the requirements of the individual doctoral program. A minimum of three academic years of graduate study beyond the bachelor's degree (equivalent to 81 quarter credits minimum) is required for all doctoral degrees. A minimum 27 credits of 603 Dissertation is required for all Ph.D. students; a minimum of 18 credits of ~~603 Dissertation~~ 606 Project is required for all ~~Ed.D.~~ professional doctoral students.

All doctoral degrees are approved with a minimum number of required credits. These minimum credit totals cannot be waived even if the approved program of study exceeds the University minimum of 81 credits for a doctoral degree.

For doctoral degrees, pre-admission and transfer limits are at the discretion of the individual doctoral programs; however, 603 Dissertation/606 Project credits, or their equivalent, cannot be transferred from another university. Transfer credits are approved via a GO-21D form submitted to the Graduate School. See Pre-admission and transfer credit for detailed information. While potentially all coursework for the degree can be transferred from another institution, the following items must be completed at PSU: comprehensive exams, residency, proposal, advancement to candidacy, and dissertation/project research.

A student must have a minimum 3.00 GPA on the courses applied to the program of study, as well as a minimum 3.00 GPA in all graduate-level courses taken at PSU, in order to graduate. Doctoral programs may establish a more rigorous standard. Although grades of C+, C, and C- are below the graduate standard, they may be counted as credit toward a doctoral degree with the specific written approval of the doctoral program. Grades of D or F indicate clearly unacceptable work and cannot be applied to graduate degree requirements. Audited courses cannot be used to meet any requirement for doctoral degrees.

A grade of IP (In Progress) may be used for 601 Research and for 606 Project when a student is progressing in an acceptable manner toward completion of the work;

final grades for 601 and 606 credits are assigned by the instructor via an online grade change. An IP grade must be used for 603 Dissertation when a student is progressing in an acceptable manner; final grades for 603 Dissertation credits are assigned by the instructor on the Recommendation for the Degree form (GO-17D) and posted to the student's transcript after approval of the dissertation and certification for graduation by the Graduate School.

All coursework on the program of study, with the possible exception of seminar and internships, must be completed before a Ph.D. student can be advanced to doctoral candidacy. All coursework on the program of study must be satisfactorily completed before graduation.

For students entering a Ph.D. doctoral program with a master's degree, a maximum of five years will be allowed from admission to completion of all required comprehensive examinations. For students entering with a bachelor's degree, a maximum of two additional years will be added to this limit, for a maximum of seven years from admission to completion of all comprehensive examinations. For students entering a professional doctoral program, a maximum of four years will be allowed from admission to completion of all required comprehensive examinations. Failure to meet this these time limits will result in cancellation of admission to the doctoral program.

Comprehensive examination

Before advancement to candidacy and not less than one academic year before all requirements for the doctoral degree are expected to be completed, the student must pass a series of comprehensive examinations in the field of specialization. The examinations may be written, oral, or both. The comprehensive examinations may not be taken until the language requirement, if any, and substantially all the coursework for the degree have been completed. Students must be registered for a minimum of 1 graduate credit during the term comprehensive exams are taken. Comprehensive exams are scheduled and administered in accordance with the established rules of the program, which must be made publicly available to students via the program's website or doctoral student handbook. Comprehensive exams can only be offered during regular academic terms, i.e., not between terms. The doctoral program must notify the Graduate School the student has passed comprehensive exams by submitting the GO-22 form.

If the student fails the entire comprehensive exam or any section thereof, the doctoral program may dismiss the student from the degree program or permit the student to repeat the entire examination, or the section that was failed, after a minimum of three months. The results of the second examination are final.

For Ph.D. students, a maximum of three years will be allowed from the completion of comprehensive examinations to advancement to candidacy. For professional doctoral students, a maximum of five years will be allowed from the completion of comprehensive examinations to graduation. Failure to meet this these time limits will result in cancellation of admission to the doctoral program.

Culminating project

Professional doctoral students will complete a culminating project in partial fulfillment of degree requirements.

After passing the comprehensive examination and identifying a culminating project topic, a project committee is appointed. The project committee will take the place of the advisory committee and the faculty adviser is superseded by the project adviser.

The culminating project committee must consist of three to five members. The chair must be a PSU tenure track or non-tenure track faculty member. Potentially all of the regular committee members can be off-campus members. At least two committee members (the chair and a regular member) must have doctoral degrees. At the discretion of the program, the designation of co-chair can be used for one regular member of the committee. The designation of co-chair recognizes the significant academic advising role of the committee member, but oversight of the process and procedures and all administrative responsibilities remains with the chair.

A proposal is not required for a culminating project, but some programs may develop their own internal proposal process. Professional doctoral students are not advanced to candidacy, but they are required to obtain Human Research Protection Program (HRPP) approval if appropriate (see below).

With guidance from the culminating project committee, the student prepares a project designed to address a problem of practice. Until the degree is granted, the student enrolls for the number of graduate credits appropriate to the amount of University services utilized, as determined by the project chair, with a minimum of 1 graduate credit each term. Professional doctoral students must register for 18 credits of 606 Project before graduation.

For professional doctoral students, a maximum of five years will be allowed from the completion of comprehensive examinations to graduation. Individual programs may have stricter limits. Failure to meet this time limit will result in cancellation of admission to the doctoral program.

Dissertation proposal

Ph.D. students will complete a dissertation in partial fulfillment of degree requirements.

After passing the comprehensive examination and identifying a dissertation topic, a dissertation committee is appointed and the student must pass a proposal defense. The dissertation committee will take the place of the advisory committee and the faculty adviser is superseded by the dissertation adviser. The dissertation committee must be approved by the Graduate School using the [Appointment of Doctoral Dissertation Committee form (GO-16D)](#).

The dissertation committee must consist of four to six PSU faculty members: the dissertation adviser and a minimum of three and a maximum of five regular members. The chair of the dissertation committee must be regular, full-time PSU instructional faculty, tenured or tenure track, assistant professor or higher in rank;

the other three to five committee members may include non-tenure track or adjunct faculty and/or members of the OHSU faculty. If it is necessary to go off-campus for one committee member with specific expertise not available among PSU faculty, a curriculum vitae (CV) for that proposed member must be presented with the GO-16D form. This off-campus member may substitute for one of the three to five regular committee members. All committee members must have doctoral degrees. At the discretion of the program, the designation of co-chair can be requested on the GO-16D form for one regular member of the committee. The designation of co-chair recognizes the significant academic advising role of the committee member, but oversight of the process and procedures and all administrative responsibilities remains with the chair.

No proposal defense shall be valid without a dissertation committee approved by the Graduate School. The GO-16D form should be submitted to the Graduate School a minimum of six weeks in advance of the estimated date of the dissertation proposal meeting. The student must deliver a draft of the dissertation proposal to all members of the approved committee no fewer than 14 days before the proposal defense.

A dissertation proposal must take place in a meeting with the student and the entire, appointed committee. While it is expected that all members should be physically present, remote participation is permitted under specific conditions. The student will make an oral presentation of the written proposal for discussion, evaluation, and suggested modification. The final proposal submitted to the committee for approval should be sufficiently detailed and clear to provide a blueprint for the study to follow. The proposal is expected to include the following:

1. General nature and present status of knowledge of the problem.
2. The theoretical and empirical framework within which the proposed problem exists.
3. The significance of the proposed research and its likely contributions.
4. The research methodology to be used.

The Ph.D. ~~doctoral~~ program recommends the student for advancement to candidacy once the dissertation proposal has been approved.

Human Research Protection Program

All research involving human subjects conducted by faculty, staff or students in any program at PSU must have Human Research Protection Program (HRPP) approval. This policy applies to all research under the auspices of the University, including surveys and questionnaires, whether supported by grant, contract, gift, University, or personal funds. After proposal approval, the student must submit a HRPP application to the Office of Research Integrity if human subjects are involved in the research in any way. A student cannot be advanced to candidacy until HRPP approval is granted. The student should allow a minimum of six weeks for the approval process.

Advancement to Candidacy

A student is advanced to candidacy after successful defense of the dissertation proposal and with the recommendation of the Ph.D. ~~doctoral~~ program, after verification of the student's program of study, and after HRPP approval has been granted (if applicable). The Ph.D. ~~doctoral~~ program must request advancement to candidacy by submitting the GO-23 form to the Graduate School. The Dean of the Graduate School retains final approval authority for advancement to candidacy.

A doctoral candidate has a minimum of four months and a maximum of five years from the effective date of advancement to candidacy to complete all requirements for graduation, including defense of the dissertation and its final approval by the Graduate School (doctoral programs may have stricter requirements). Candidates must be continuously enrolled during that period. Failure to meet this time limit will result in cancellation of admission to the doctoral program.

Dissertation preparation

With guidance of the dissertation committee, the candidate presents a dissertation setting forth the results of original and independent investigation. The dissertation must constitute a contribution to knowledge, significantly enlarging, modifying, or reinterpreting what was previously known. Until the degree is granted, the student enrolls for the number of graduate credits appropriate to the amount of University services utilized, as determined by the dissertation adviser, with a minimum of 1 graduate credit each term. Ph.D. students must register for a minimum of 27 credits of 603 Dissertation before graduation~~; Ed.D. students must register for a minimum of 18 credits of 603 Dissertation before graduation~~. Continuous enrollment of a minimum 1 graduate credit is required through the term a student graduates, even if this results in more than 27 ~~(18)~~ credits of 603 Dissertation at the time of graduation. Ph.D. ~~and Ed.D.~~ students should only register for 603 Dissertation credits after advancement to candidacy.

Degree application

Students must apply for graduation by the first Friday of the anticipated term of graduation; see the Graduate Candidate Deadlines for specific due dates. There is a required $30 fee per application as well as a $2 service charge.

As a one-time courtesy, students who do not complete degree requirements can have their application for graduation carried forward to a future term (typically the next term, but it could be at maximum up to one year in advance). To request that an application for graduation be carried, students must contact the Graduate School in writing and provide an explanation for the graduation delay. If students do not graduate a second time, the application for graduation will be dropped; they will then need to reapply for graduation by the appropriate deadline (and will be assessed a new fee).

Dissertation defense

After preparation of the written dissertation, the candidate's dissertation committee will conduct a dissertation defense. A dissertation defense may be scheduled only during the regular academic terms, no later than five weeks prior to the close of the term of application for graduation in which the degree will be granted (i.e., must be

completed four weeks before the beginning of finals week). For summer term graduation, deadlines apply to the regular eight-week summer session dates. Later completion will result in graduation in a subsequent term. The student must deliver a final draft of the dissertation to all members of the approved committee no fewer than 14 days before the dissertation defense.

The dissertation defense, which is open to the public, is the culminating experience in ~~the~~ Ph.D. ~~doctoral~~ studies. The candidate is expected to prepare an oral presentation on the research methodology and results. The oral presentation should not exceed 60 minutes. Following the oral presentation, the candidate must defend the dissertation as a worthy contribution to knowledge in its field and must demonstrate a mastery of the field of specialization as it is related to the dissertation. The questioning and discussion are for the purpose of: (1) further enlightenment of the candidate and the committee of the significance and limitations of the research, and (2) demonstration that the candidate has met the high expectations of the University for the awarding of the doctoral degree.

A dissertation defense must take place in a meeting with the student and the entire, appointed committee. While it is expected that all members should be physically present, remote participation is permitted under specific conditions. For dissertation approval, there may be no more than one dissenting vote on the dissertation defense. If the student fails the dissertation defense, the doctoral program may dismiss the student from the program or permit the student to hold a second defense after a minimum of three months. The results of the second defense are final.

After passing the dissertation defense, the student will be required to make any necessary edits and revisions. The final, post-defense version of the dissertation must be approved by committee members by signing the Dissertation Signature Page. For final approval, there may be no more than one committee member who does not approve the final, post-defense version of the dissertation by not signing the Dissertation Signature Page.

The final dissertation must be submitted to the Graduate School not later than three weeks prior to the close of the term of application for graduation. See the Graduate Candidate Deadlines for specific dates. For details about thesis formatting and submission, see the Thesis and Dissertation Information available from the Graduate School.

Time limitations for Ph.D. students

For students entering a Ph.D. ~~doctoral~~ program with a master's degree, a maximum of five years will be allowed from admission to completion of all required comprehensive examinations. For students entering with a bachelor's degree, a maximum of two additional years will be added to this limit, for a maximum of seven years from admission to completion of all comprehensive examinations. Ph.D. ~~doctoral~~ programs may have stricter requirements. Failure to meet this time limit will result in cancellation of admission to the ~~doctoral~~ program.

A maximum of three years will be allowed from the completion of comprehensive examinations to advancement to candidacy. Ph.D. ~~doctoral~~ programs may have

stricter requirements. Failure to meet this time limit will result in cancellation of admission to the ~~doctoral~~ program.

A Ph.D. candidate has a minimum of four months and a maximum of five years from the effective date of advancement to candidacy to complete all requirements for graduation, including defense of the dissertation and its final approval by the Graduate School. <u>Ph.D.</u> ~~doctoral~~ programs may have stricter requirements. Candidates must be continuously enrolled during that period. Failure to meet this time limit will result in cancellation of admission to the ~~doctoral~~ program.

<u>**Time limitations for professional doctoral students**</u>

<u>For professional doctoral students, a maximum of four years will be allowed from admission to completion of all required comprehensive examinations. Individual programs may have stricter limits. Failure to meet this time limit will result in cancellation of admission to the doctoral program.</u>

<u>For professional doctoral students, a maximum of five years will be allowed from the completion of comprehensive examination to graduation. Individual programs may have stricter limits. Failure to meet this time limit will result in cancellation of admission to the doctoral program.</u>

9 March 2023

TO: Faculty Senate

FROM: Amy Lubitow, Chair, Graduate Council

RE: Proposal to Eliminate the Validation Process for Expired Graduate Coursework

Current Bulletin Language:

Validation of out-of-date graduate credit

A PSU course more than seven years old at the time of graduation, but no more than ten years old at the time of graduation, may be used toward master's degree requirements after a successful validation exam (for example, a course taken in fall 2012 may be validated for a graduation term no later than fall 2022). A separate validation examination must be given for each course, in accordance with the full requirements listed on the GO-15 form. Departments are expected to limit validation examinations to those courses that are current and relevant in the discipline and meet the current requirements of the master's degree program. Validated courses are limited to one third of the program requirements (e.g., 15 credits total in a 45-credit program). Each examination attempted, regardless of result, has a fee of $50.00, which will be credited to the department giving the exam. Payment must be arranged in advance of the exam through the Graduate School and Cashiers.

In very unusual cases, with the specific agreement of both the student's department and the department most equivalent to the original course department, a student may validate a graduate course from another regionally accredited institution, in accordance with the full requirements listed on the GO-15 form.

Proposed Bulletin Language:

~~Validation of out-of-date graduate credit~~

~~A PSU course more than seven years old at the time of graduation, but no more than ten years old at the time of graduation, may be used toward master's degree requirements after a successful validation exam (for example, a course taken in fall 2012 may be validated for a graduation term no later than fall 2022). A separate validation examination must be given for each course, in accordance with the full requirements listed on the GO-15 form. Departments are expected to limit validation examinations to those courses that are current and relevant in the discipline and meet the current requirements of the master's degree program. Validated courses are limited to one third of the program requirements (e.g., 15 credits total in a 45-credit program). Each examination attempted, regardless of result, has a fee of $50.00, which will be credited to the department giving the exam. Payment must be arranged in advance of the exam through the Graduate School and Cashiers.~~

~~In very unusual cases, with the specific agreement of both the student's department and the department most equivalent to the original course department, a student may validate a graduate course from another regionally accredited institution, in accordance with the full requirements listed on the GO-15 form.~~

Rationale:

Coursework applied to a master's degree can be no more than seven years old at the point of graduation. **Validation** is the established process for courses that have passed this mark and are expired. Students take an examination (typically a take-home paper) to demonstrate they still have mastery of the course material; if they pass, the course is **validated** and can be used for another three years, i.e., can be up to ten years old at the point of graduation. This proposal seeks to eliminate the validation process altogether; students would instead use the graduate petition process to request use of expired coursework. The impetus to eliminate the validation policy is due to recent comments from Graduate Council members expressing doubts about the value of the validation process.

- In the Graduate School, we were already aware that validation is an unusual policy and that most universities deal with expired coursework via a petition process. In a recent review of twelve comparator institutions, we found only two with a validation process similar to ours; the other ten allow requests for use of expired courses only via a petition process.

- Despite validation being the process specifically established for use of expired courses, students and graduate programs routinely circumvent validation and submit graduate petitions requesting to use expired courses without validating them. A review of expired courses approved for use in master's degrees at PSU over the last five years shows 77% were approved via a graduate petition while only 23% were approved using the established validation process.

- There are inequity concerns with two different mechanisms being used to address the same issue. A few departments use the established validation process by default, but most departments circumvent the validation process and use the graduate petition process by default. This practice is unfair to the students forced to validate while most others are allowed to simply petition. Additionally, there is a $50 fee for each validation examination attempted which is inequitable for students who are forced to use the validation process versus those who are allowed to petition at no cost.

If approved, the change would be effective immediately; however, students who have already made plans to validate expired courses for winter, spring, and summer 2023 graduation would be allowed to do so if they choose. Beginning fall 2023, a graduate petition will be the only mechanism available to request use of expired coursework.