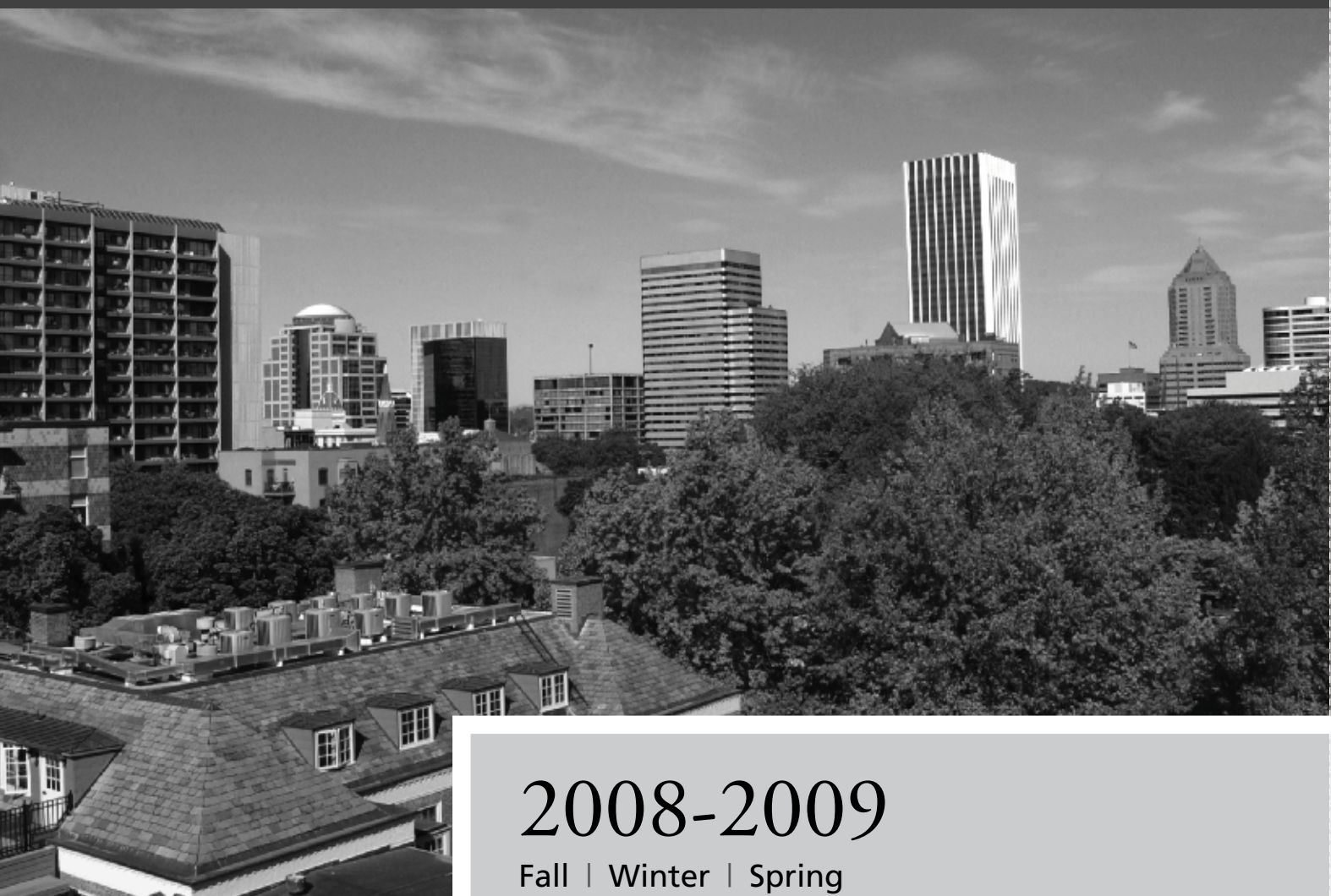


# Registration Guide



2008-2009

Fall | Winter | Spring

View course listings at [www.sa.pdx.edu/soc](http://www.sa.pdx.edu/soc)

Register at [www.pdx.edu/registration](http://www.pdx.edu/registration)

# academic calendar

## Fall 2008

### MAY

12 Pre-term registration begins

### SEPTEMBER

29 Classes begin

### OCTOBER

3 Last day to submit application for undergraduate degree or certificate for Winter graduation

5 Last day of 100% refund period

5 Last day to add classes or make section changes online without instructor approval

6-12 70% refund period

10 Last day to add classes (instructor approval required)

12 Last day to drop without course appearing on transcript

12 Last day to adjust enrollment for financial aid purposes

13-19 40% refund period

20-26 20% refund period

### NOVEMBER

10 Pre-term registration for Winter begins

11 Veterans Day Holiday - University closed

16 Last day to change grading option

16 Last day to withdraw (course recorded as W on transcript)

27-28 Thanksgiving Holiday - University closed. (Classes meet as scheduled on Wednesday evening and Saturday.)

### DECEMBER

7 Classes end

8-13 Final exams

12 Last day to clear outstanding balances to avoid \$100 Late Payment Fee

12 Last day to clear academic deficiencies for Fall graduation

17 Grades available online (revisions posted daily)

## Winter 2009

### NOVEMBER

10 Pre-term registration begins

### JANUARY

5 Classes begin

9 Last day to submit application for undergraduate degree or certificate for Spring graduation

11 Last day of 100% refund period

11 Last day to add classes or make section changes online without instructor approval

12-18 70% refund period

16 Last day to add classes (instructor approval required)

18 Last day to drop without course appearing on transcript

18 Last day to adjust enrollment for financial aid purposes

19 Martin Luther King, Jr. Holiday - University closed

19-25 40% refund period

### JAN.-FEB.

26-1 20% refund period

### FEBRUARY

16 Pre-term registration for Spring begins

22 Last day to change grading option

22 Last day to withdraw (course recorded as W on transcript)

### MARCH

15 Classes end

16-21 Final exams

20 Last day to clear outstanding balances to avoid \$100 Late Payment Fee

20 Last day to clear academic deficiencies for Winter graduation

25 Grades available online (revisions posted daily)

## Spring 2009

### FEBRUARY

16 Pre-term registration begins

### MARCH

30 Classes begin

### APRIL

3 Last day to submit application for undergraduate degree or certificate for Summer graduation

5 Last day of 100% refund period

5 Last day to add classes or make section changes online without instructor approval

6-12 70% refund period

10 Last day to add classes (instructor approval required)

12 Last day to drop without course appearing on transcript

12 Last day to adjust enrollment for financial aid purposes

13-19 40% refund period

20-26 20% refund period

### MAY

4 Pre-term registration for Summer begins

11 Pre-term registration for Fall begins

17 Last day to change grading option

17 Last day to withdraw (course recorded as W on transcript)

25 Memorial Day Holiday - University closed

### JUNE

7 Classes end

8-13 Final exams

12 Last day to clear outstanding balances to avoid \$100 Late Payment Fee

12 Last day to clear academic deficiencies for Spring graduation

13 Spring Commencement Ceremony

17 Grades available online (revisions posted daily)

## Key Dates for Future Terms

### SUMMER 2009

June 22

Classes begin

July 3

Independence Day Holiday - University closed

August 15

Summer Commencement Ceremony

### FALL 2009

September 28

Classes begin

November 11

Veterans Day Holiday

November 26-27

Thanksgiving Holiday

December 6

Classes end

December 7-12

Final Exams

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# announcements

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## New Registration Guide Replaces the Schedule of Classes Publication

To provide more accurate and up-to-date class schedule information and support the university's sustainability initiative, the course listings will no longer be published in print format beginning with the fall 2008 registration cycle. Beginning April 28, students can view the most up-to-date class offerings for fall using the online Class Schedule at [www.sa.pdx.edu/soc](http://www.sa.pdx.edu/soc). Included on that page is a link to a portable document format (pdf) version of the Class Schedule for students and staff who need to print certain sections of the course listings.

The printed schedule is replaced with this *Registration Guide*, a free, annual publication that provides information on registration policies, drop and add deadlines, final exam schedules, academic calendars, University Studies cluster and capstone listings and other related information for fall, winter and spring enrollment.

---

## Class Locations

Building and room locations for on-campus classes are published in the online Class Schedule ([www.sa.pdx.edu/soc](http://www.sa.pdx.edu/soc)) **two weeks** before the start of each term. This is to avoid the confusion of initial room assignments that are later adjusted due to enrollment changes, disability requests, and other factors. Students should confirm the locations of their courses in the online Class Schedule a few days before the term begins.

Locations for off-campus classes are included at the time the online schedule is first released each term.

Student with access requirements are encouraged to register with the Disability Resource Center (DRC) in 435 Smith Memorial Student Union. The DRC has a list of tentative room assignments available for planning and advising purposes. For more information about the DRC, see [www.pdx.edu/uasc/drc.html](http://www.pdx.edu/uasc/drc.html).

---

## Changes to Key Registration Deadlines

In an effort to provide consistency and clarity and to align more closely with other Oregon universities, the PSU Faculty Senate approved several changes to registration deadlines, effective fall 2008. Students should be aware of these changes as they make their academic plans and complete the enrollment process beginning fall term.

### **ADD COURSES WITH INSTRUCTOR APPROVAL**

Adding courses or changing sections during the second week of the term requires instructor approval. Students can add or change sections through Friday of the second week of the term by submitting registration forms to the Office of Admissions, Registration & Records. Students may not add or change sections after the second week. This add course deadline is aligned with the Financial Aid Census Date.

### **DROP COURSES**

Students may drop courses through the end of the second week of the term without the course appearing on transcripts. Withdrawing from a course after the second week of the term results in the course appearing on transcripts with a mark of "W."

### **WITHDRAW FROM A COURSE WITH A "W"**

Students may withdraw from a course with a mark of "W" through the end of the seventh week of a term. After the seventh week, students may not withdraw.

A complete listing of all registration deadlines can be found in the Academic Calendar for each term, published in this *Registration Guide* (see back cover) and online at [www.pdx.edu/registration/calendar.html](http://www.pdx.edu/registration/calendar.html).

---

## Financial Aid Census Date Policy

Effective fall 2008, the census date changes to the end of the second week for each term, including summer session. On the census date, enrollment is "locked" for financial aid purposes and financial aid awards are adjusted to reflect the student's registration status as of the census date. For more detailed information about the Census Date Policy and deadlines, visit [www.pdx.edu/finaid/disbursement.html](http://www.pdx.edu/finaid/disbursement.html).

---

## Changes to Fall 2008 Tuition Schedules

In response to a statewide student initiative to simplify and clarify student bills, PSU has initiated a tuition structure that has two new components:

- Resource fees, including technology and student service, are combined into one number for standard tuition to give students a clearer picture of the total cost of the course(s).
- Differential tuition may be established for specific programs that have higher costs. Separate fee tables will be published for MCECS, SBA, GSSW (Distance Ed) and graduate CLAS Speech and Hearing once the tuition and fees rates are approved by the Oregon State Board of Higher Education.

Rates for the 2008-09 academic year will be determined in summer 2008 and made available online at [www.pdx.edu/bao](http://www.pdx.edu/bao).

---

## New E-Check Online Payment Solution

To provide students with the highest level of electronic security (PCI Compliance) and increase payment options, a new online payment solution will be implemented fall term 2008. The new solution provides students with a no-cost e-check payment option that allows direct transfer from their checking or savings account. For an additional cost, this system also supports the use of credit cards.

The new system will allow students the option of giving a security PIN to parents and/or others, so they can view and pay the student's bill online.

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## Course Planning Guide Available Online

The Course Planning Guide (CPG) is now online at [www.pdx.edu/registration/cpg.html](http://www.pdx.edu/registration/cpg.html). The CPG is a projected list of courses to be offered during the academic year. Listings are subject to change throughout the year and students are encouraged to check back once in a while for the latest projections.

## REGISTRATION GUIDE

The Portland State University *Registration Guide* is an annual publication that provides information on registration policies, drop and add deadlines, final exam schedules, academic calendars, and other related information for fall, winter and spring terms.

## ONLINE CLASS SCHEDULE

The online Class Schedule ([www.sa.pdx.edu/soc](http://www.sa.pdx.edu/soc)) provides a searchable, detailed, up-to-date listing of courses being offered for a given term. The Class Schedule includes the course registration numbers (CRN) needed for registration, course titles, credit hours, meeting days and times, instructors and grading options.

## BULLETIN / CATALOG

The Portland State University *Bulletin* (a.k.a. the *General Catalog*) is an annual publication that details admission requirements, transfer credit rules, general academic policies and regulations, degree and program requirements, course descriptions, and general information about student services and tuition/fees for the academic year.

It is important that students consult the *Bulletin* for academic planning and decision-making, as the requirements outlined in the *Bulletin* will be used to determine degree, major, minor, and certificate completion.

## DISTRIBUTION

The *Bulletin* is available for purchase at the PSU Bookstore, 1715 SW 5th Ave., and at the University Market in the Smith Memorial Student Union. To order printed copies for delivery by mail, visit [www.portlandstatebookstore.com](http://www.portlandstatebookstore.com) or call 503.226.2631 (shipping charges apply).

The *Registration Guide* is available at the PSU Bookstore and in the University Market.

Newly-admitted undergraduate students receive complementary copies of the *Bulletin* and *Registration Guide* at Orientation. Electronic versions of both publications are available at [www.pdx.edu/registration/class\\_schedule.html](http://www.pdx.edu/registration/class_schedule.html)

## PORTLAND STATE UNIVERSITY REGISTRATION GUIDE

**VOL. 1, NO. 1, FALL WINTER SPRING  
2008-09**

Published yearly by Portland State University, PO Box 751, Portland, OR 97207. Printed on recycled paper, using soy-based inks.

## GRADUATION RATE

[www.oirp.pdx.edu/retention.html](http://www.oirp.pdx.edu/retention.html)

## Business Hours

### ONLINE REGISTRATION

Go to the PSU Information System, [banweb.pdx.edu](http://banweb.pdx.edu)

See the Priority Registration Schedule in the "Registration Basics" section for dates specific to your student level.

Regular hours: 24 hours a day, 7 days a week

Closed for brief maintenance periods on Sundays

### ADMISSIONS, REGISTRATION, AND RECORDS

#### ADMISSIONS COUNSELING

*Neuberger Hall 105*

Regular hours: 8am-5pm, Mon.-Fri.

#### DEGREE REQUIREMENTS

*Neuberger Hall 104*

Regular hours: 8am-5pm, Mon.-Fri.

#### TRANSCRIPT OFFICE:

*Neuberger Hall Lobby*

Regular hours: 9am-5pm, Mon.-Fri.

#### REGISTRATION WINDOWS

*Neuberger Hall Lobby*

Regular hours: 9am-5:30pm, Mon.-Thurs.  
9am-5pm, Fri.

First week of the term:

8am-6pm, Mon.-Thurs.  
8am-5pm, Fri.

For the hours between terms, please call 503.725.3511.

### FINANCIAL AID

*Neuberger Hall Lobby*

Regular hours: 9am-5:30pm, Mon.-Thurs.  
9am-5pm, Fri.

First week of the term:

8am-6pm, Mon.-Thurs.  
8am-5pm, Fri.

### CASHIERS' OFFICE

*Neuberger Hall Lobby*

Regular hours: 9am-5:30pm, Mon.-Thurs.  
9am-5pm, Fri.

First week of the term:

8am-6pm, Mon.-Thurs.  
8am-5pm, Fri.

### ID SERVICES

*Neuberger Hall Lobby*

Regular hours: 9am-5:30pm, Mon.-Thurs.  
9am-5pm, Fri.

### UNDERGRADUATE ADVISING AND SUPPORT CENTER (UASC)

*Smith Memorial Student Union 425*

Regular hours: 8am-5pm, Mon., Tues., Fri.  
8am-6pm, Weds., Thurs.

Drop-in Advising: Mon.-Fri.  
10am-3pm and

Advising is also available by appointment. For an appointment or to confirm drop-in hours please call 503.725.4005.

### CALL-IN SERVICES

**24 HOURS A DAY, 7 DAYS A WEEK**

Info about *Registration Guide* 503.725.3589  
How to order a transcript 503.725.3401

**UNIVERSITY OPERATOR  
503.725.3000**

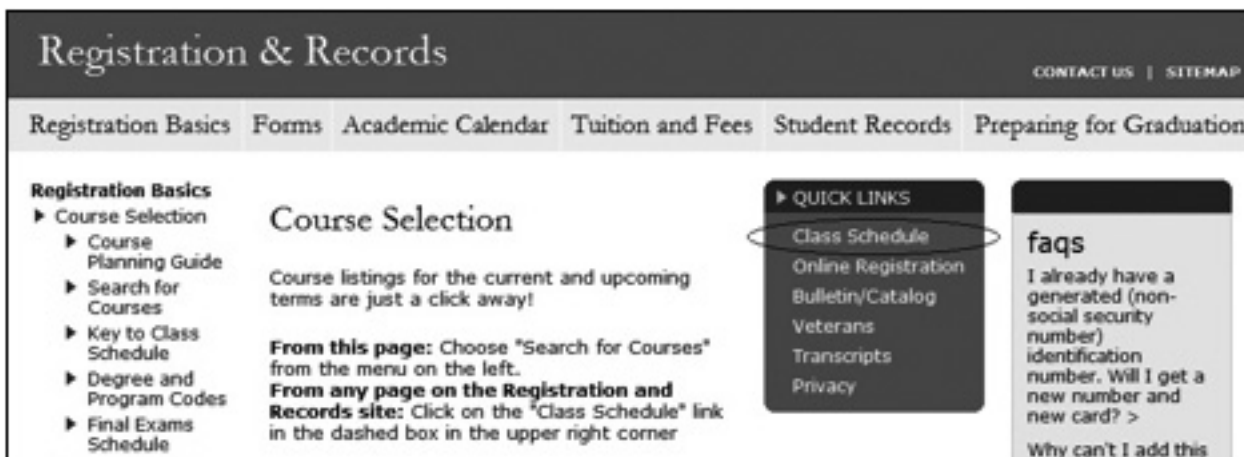
Portland State University supports equal opportunity in admissions, education, employment, and use of facilities by prohibiting discrimination in those areas based on age, color, disability, marital status, national origin, race, religion or creed, sex or gender, sexual orientation, or veteran status. This policy implements state and federal law (including Title IX); inquiries about it should be directed to the Affirmative Action Office, 122 Cramer Hall, 503-725-4417; TTY: 503-725-6503.

# online class schedule

Effective with the fall 2008 registration cycle, the course listings are no longer published in print format. Students can view the most up-to-date class offerings using the online Class Schedule at [www.sa.pdx.edu/soc](http://www.sa.pdx.edu/soc). Included on that page is a link to a portable document format (pdf) version of the Class Schedule for students and staff who need to print certain sections of the course listings.

## INSTRUCTIONS FOR ACCESSING THE ONLINE CLASS SCHEDULE

1. Go to [www.pdx.edu/registration/class\\_schedule](http://www.pdx.edu/registration/class_schedule). This is the Course Selection page of the Registration & Records web site.
2. Select **Class Schedule** from the Quick Links menu. You will be directed to the Class Schedule home page: [www.sa.pdx.edu/soc](http://www.sa.pdx.edu/soc).



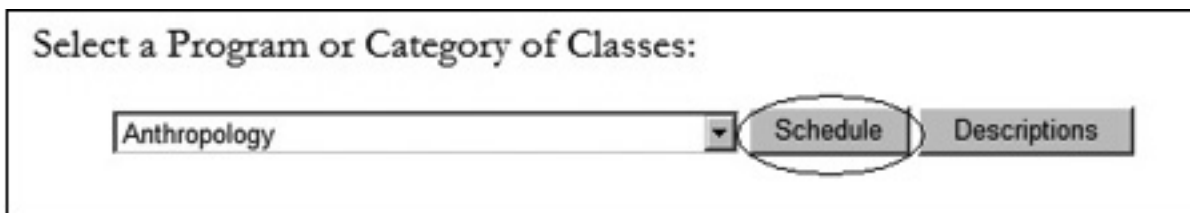
3. The **Selected Term** and **Schedule Data Last Updated** sections tell you what the default term is and the last day/time the Class Schedule was updated for that term.



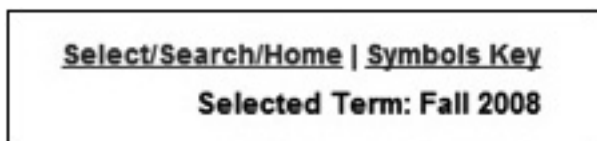
4. To look at a past term Class Schedule, select the past term in the drop down menu located on the top right of the home page. Click on the **Change Term** button to switch terms.



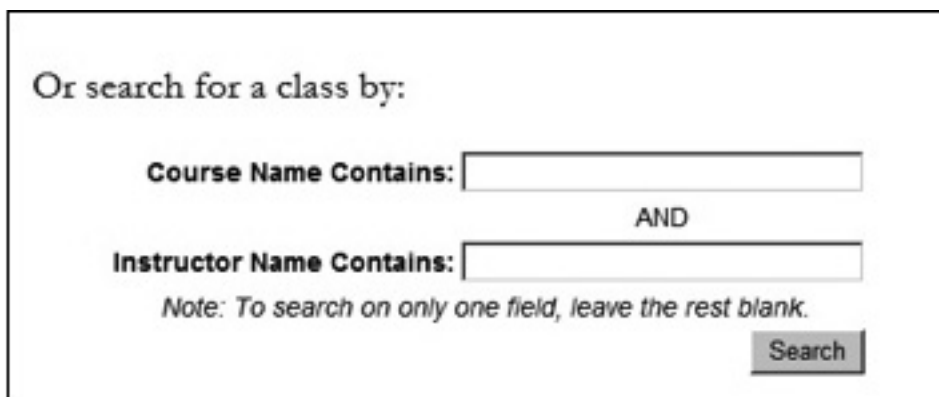
5. To select the Class Schedule for a specific program or department, scroll down to the **Select a Program or Category of Classes** section. Using the drop down menu in this section, click on the program or department you want to see. Click on the **Schedule** button. Refer to the key to the class schedule section on page XX of the *Registration Guide* for detailed information on how to read the Class Schedule.



6. Select the **Select/Search/Home** link to return to the Class Schedule home page, [www.sa.pdx.edu/soc](http://www.sa.pdx.edu/soc).



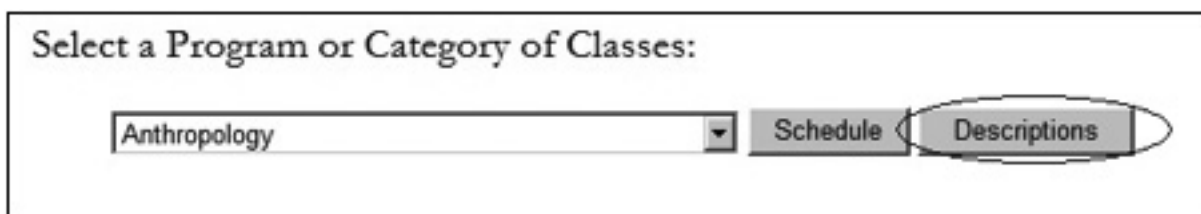
7. You also have the option to search for a class by course name and/or instructor in the **Or search for a class by** section. Enter your search criteria and select the **Search** button.



The image shows a search form with the heading "Or search for a class by:". Below the heading, there are two input fields. The first is labeled "Course Name Contains:" and the second is labeled "Instructor Name Contains:". Between the two fields is the word "AND". Below the input fields is a note: "Note: To search on only one field, leave the rest blank." At the bottom right of the form is a "Search" button.

#### COURSE DESCRIPTIONS

Course descriptions can be viewed on the online Class Schedule by selecting a specific program or department from the drop down menu under the **Select a Program or Category of Classes** section. Once you have selected the program or department, click on the **Descriptions** button. Course descriptions can also be accessed by clicking on the course title link for an individual CRN (Course Reference Number).



The image shows a dropdown menu with the heading "Select a Program or Category of Classes:". The dropdown menu is open, showing "Anthropology" as the selected option. To the right of the dropdown menu are two buttons: "Schedule" and "Descriptions". The "Descriptions" button is highlighted with a grey oval.

#### CLASS SCHEDULE UPDATES

The Class Schedule for a given term is updated daily, Monday through Friday. Students are encouraged to check the online Class Schedule, prior to the start of each term, for course changes and room locations.

# key to online class schedule

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	60728	COUN	407	001	14	SEM: ANGER MANAGEMENT		1	F	17:30-21:30	ED	414	Huffine C.	\$10.00	●
	64350	COUN	407	026	46,99	SEM: SUBSTANCE ABUSE		1	F	17:03-21:30	ED	408	Washam K.	\$179.75	●
✓	65429	COUN	410	392		TOP: MAKING CONNECTIONS		1			OFFCAM		Piatek T.	\$214.75	☞
	60729	COUN	441	001		INTRO TO COUNSELING		3	T	16:00-18:30	ED	414	Roy D.		●
✗	60730	COUN	504	001	2,4,10,11	INTERN: REHAB		2			TBA		Livneh H.	\$5.00	
						Major: Restricted To - COUN, EDCN									
✗	60731	COUN	504	002	2,4,10,11	INTERN: COMMUNITY		2			TBA		Miars R./Wosley-George E.	\$5.00	
						Major: Restricted To - COUN, EDCN									
✗	60732	COUN	504	003	2,4,5,10,11	INTERN: SCHOOL		2			TBA		Maron G.	\$5.00	
						Major: Restricted To - COUN, EDCN									
✗	60736	COUN	504	004	2,4,10,11	INTERN: CM & F		2			TBA		Halverson-Wesberg/Johnson P.	\$5.00	
						Major: Restricted To - COUN, EDCN									

**1 Grading option.** No symbol indicates A-F only; ✗ indicates P/NP only; ✓ indicates P/NP option.

**2 CRN (Course Reference Number).** A unique five-digit number by which courses are identified.

**3 Subject.** These letters indicate the department or academic unit offering the course.

**4 Course number.** Courses numbered 0-99 are not applicable toward degree requirements, 100-299 are lower-division, 300-499 are upper-division. Courses numbered 4xx/5xx are master's level graduate courses which are also offered for undergraduate credit, 5xx are graduate master's level courses. Courses numbered 5xx/6xx are graduate doctoral level courses which are also offered for graduate master's credit, 6xx are graduate doctoral level courses. Courses numbered 7xx are postbaccalaureate courses which may not be applied toward a degree, and 8xx are in-service courses with limited application toward advanced degrees and no application to undergraduate degrees.

**5 Section.** Section numbers distinguish multiple classes of the same course number.

**6 Footnote.** Footnote numbers indicate specific course information not included in the regular course listing. See the end of the subject listings for footnote definitions.

**7 Course title.** Course titles are listed as they appear on PSU transcripts. Common abbreviations are listed below.

**8 Restriction.** Class restrictions are indicated by NA (non-admit), FR (freshmen), SO (sophomore), JR (junior), SR (senior), PB (postbaccalaureate), GR (graduate). Major restrictions are indicated by subject designation. College restrictions are indicated by college designation.

**9 Credits.** The number indicates quarter credits. Courses offered for zero (0) credit may be laboratory, mentored sections, or similarly designated courses.

**10 Day.** M Monday, T Tuesday, W Wednesday, R Thursday, F Friday, S Saturday, U Sunday.

**11 Time.** Times are designated in the 24-hour clock: 0800 is 8:00 am, 1200 is noon, and 1830 is 6:30 pm. Hint: If the time is greater than 1200, subtract 1200 to get clock time. Evening courses begin on or after 1600 (4:00 pm).

**12 Building and Room.** Courses meeting on-campus have a CAMPUS designation until two weeks prior to the start of the term. Courses that are fully online have a WEB designation. Courses meeting off-campus are designated either by their location (CAP, METRO, MHCC, PCC-RC, PCC-CA, SALEM) or by OFFCAM. For off-campus addresses, maps, and URLs, see page 55.

**13 Instructor.** Instructors are listed by last name and first initial.

**14 Fees.** Fees listed are in addition to or instead of (in the case of self-support courses) regular tuition. For clarification, footnote 99 indicates a self-support course.

**15 Symbols.** Symbols indicate special course characteristics. A symbol key is located at the bottom of each page.

**16 Evening.** A moon symbol indicates that the course begins at 16:00 or later.

## COURSE TITLE ABBREVIATIONS

AI	Artificial Intelligence
ASM	Advanced Secondary Methods
CAP	Capstone Course
CH MUS	Chamber Music
COLL	Colloquium
COOP ED	Cooperative Education
ESL	English as a Second Language
INTRNSHP	Internship
INQ	Inquiry
IS	Independent Studies
ISS	Issues
PERSPECT	Perspective
PH ED	Physical Education

PRAC	Practicum
PROB	Problems
PROJ	Project
R&C	Reading & Conference
REC	Recitation
RES	Research
SEM	Seminar
SPST	Special Studies
TBA	To be Announced
TH	Theater History
TOP	Topics
WIC	Writing Intensive Course
WKSP	Workshop

## STUDENT LEVEL ABBREVIATIONS

NA	Non-Admitted
FR	Freshman
SO	Sophomore
JR	Junior
SR	Senior
PB	Postbaccalaureate
GR	Graduate

# registration basics

## Who May Register

In general, students who have been formally admitted or who have filed a Quick Entry form may register for courses. Some restrictions may apply.

### FORMALLY ADMITTED STUDENTS

An application for admission is required for students to enroll in nine or more credits (except during Summer), to apply for Financial Aid, or to complete a degree. Admission applications are available online at [www.pdx.edu/admissions](http://www.pdx.edu/admissions) and must be submitted prior to the beginning of the term. There is a \$50 nonrefundable application fee for both undergraduate and graduate students.

### Admission Application Priority Filing Dates

Undergraduate & Post-Baccalaureate

Fall 2008: June 1, 2008

Fall 2009: June 1, 2009

Undergraduate International

Fall 2008: March 1, 2008

Fall 2009: March 1, 2009

Graduate

Consult the academic department.

### Re-Enrolling After an Absence

Admitted **undergraduate** students who have not enrolled at PSU for at least one term, but have attended another institution since last attending PSU, must submit official transcripts from each institution they have attended since leaving PSU and submit an Admission Update Request form to the Office of Admissions, Registration & Records. Re-enrolling **graduate** students should consult the Office of Graduate Studies. Re-enrolling **international students** should consult the Office of International Student and Scholar Services.

### INTERNATIONAL STUDENTS

International students attending PSU on an F-1 or J-1 visa must report to the Office of International Student and Scholar Services (ISSS) upon arrival at the University. They are required to enroll in and complete a full-time course of study at PSU each term (except during a vacation term).

For any exceptions to the above requirement, students must receive approval from an ISS adviser before they register for classes. Approval is needed for 1) part-time enrollment; 2) enrollment in any PSU Extended Studies courses as part of full-time

enrollment; 3) enrollment at any other college or university while enrolled at PSU (concurrent enrollment).

Visit: 101 East Hall, 632 SW Hall St  
Call: 503.725.4094

### POSTBACCALAUREATE STUDENTS

A **postbaccalaureate undergraduate** has earned at least one baccalaureate degree and is admitted to PSU for the purpose of earning another baccalaureate degree or certificate. Students who have earned a baccalaureate degree from PSU must be admitted as a postbaccalaureate undergraduate to earn another baccalaureate degree or to enroll in 9 or more credits per quarter.

A **postbaccalaureate graduate** has earned at least one baccalaureate degree, is not admitted to an advanced degree program, but enrolls in graduate-level courses. Students admitted to standard teacher certification and other programs assessed graduate-level fees are classified as postbaccalaureate graduates.

Graduate students who wish to enroll as part-time students (1-8 credits) after degree completion or voluntary resignation from their admitted degree program must obtain the graduate dean's approval to convert to postbaccalaureate status.

Graduate students who are dropped from their program (admission canceled) are changed to non-admit status. They may continue enrolling for 8 or fewer credits of undergraduate coursework as non-admitted students, but must file an Application for Admission to Postbaccalaureate Study to enroll in more than 8 credits.

Postbaccalaureate students are subject to all academic policies including enrollment status definitions, overload approvals, and scholastic standards.

### QUICK ENTRY ENROLLMENT

Students may enroll for as many as 8 credits per term in Fall, Winter and Spring, and as many as 21 credits in Summer, without applying for formal admission.

Submit a simple, one-time Quick Entry form online by going to [www.pdx.edu/admissions/ugrad\\_qkentry.html](http://www.pdx.edu/admissions/ugrad_qkentry.html). The process takes only a few minutes, and generates a student record so you may register for courses as early as possible. A non-refundable \$10 processing fee applies, and is charged to your credit card as part of the form completion process.

Alternately, submit a paper Quick Entry form available at the back of this *Registration Guide*,

at [www.pdx.edu/admissions/ugrad\\_qkentry.html](http://www.pdx.edu/admissions/ugrad_qkentry.html), and also in the lobby of Neuberger Hall. Submit the form, along with the non-refundable \$10 processing fee, to the Office of Admissions, Registration, and Records. As soon as the form is processed we will send your course registration information by U.S. Mail or e-mail.

Non-admitted students are subject to the same rules as formally admitted students with regard to Academic Standards and registration deadlines (add, drop, tuition refunds, grade change option, etc.) Quick Entry students do not qualify for financial aid, and do not receive transfer evaluations.

### STUDENTS IN CO-ADMISSION PROGRAMS

Portland State University has established co-admission programs with Chemeketa, Clackamas, Clatsop, Mt. Hood, and Portland Community Colleges, as well as Clark College. Each co-admission program allows students to be simultaneously enrolled at both PSU and the community college campus. In addition, the program provides for PSU academic advising and, if qualified, financial aid for both PSU and the community college courses.

For complete information, applicants should contact:

**Chemeketa Community College**  
503.399.5120

**Clackamas Community College**  
503.657.6958, ext. 2770

**Clark College**  
360.992.2107

**Clatsop Community College**  
503.338.2411

**Mt. Hood Community College**  
503.491.7165

**Portland Community College**  
Sylvania Campus, 503.977.4519

**Portland State University**  
Office of Admissions, Registration, and Records, 503.725.3511  
Community College Relations,  
503.725.9546

### ACADEMICALLY DISMISSED STUDENTS

Students on Academic Dismissal may not register for any coursework. Petition forms for reinstatement by the Scholastic Standards Committee are available from the Admission, Registration and Records windows in the lobby of Neuberger Hall.

# registration basics

## When To Register

Students begin registering for classes during the pre-term registration period and may make changes to their registration until well after the term begins. Pre-term registration dates are prioritized according to student class standings, determined by the number of credits, earned as follows:

Standing	Credits Earned
Freshman	1-44
Sophomore	45-89
<i>(90+ credits = upper-division)</i>	
Junior	90-134
Senior	135+
Postbaccalaureate students hold a bachelor's degree from an accredited college or university.	

To increase the chances of securing a place in their preferred courses, students should register as soon as possible once their registration queue opens.

### ONLINE REGISTRATION HOURS

8am - midnight, Saturday - Thursday  
8am - 6pm, Friday

Online registration is not available on University Holidays.

### REGISTRATION DEADLINES

The Academic Calendar, located on the last page of the *Registration Guide*, lists deadlines related to adding and dropping classes, making grade changes, withdrawing from classes, and refund percentages. These dates are important as they determine the extent of financial obligations incurred by registration activity and they determine if and how a course registration will be recorded on a student's transcript.

Classes may be added online during the first week of the term. Students may add classes during the second week of the term with instructor permission. Classes may be dropped during the first two weeks of the term without being recorded on the PSU transcript. Withdrawing from a class during the third through seventh week of the term does not require instructor's permission, but will be recorded as a "W" on the PSU transcript. After the seventh week, students may not withdraw from a class without approval from the Deadline Appeals Committee. Students may make grading option changes during the first seven weeks of the term. See the Academic Calendar for specific dates.

## FALL 2008 PRIORITY REGISTRATION SCHEDULE

The online registration period runs from May 12 through October 5.

### CONTINUING STUDENTS

(enrolled Spring 2008 or earlier)

#### *Graduate & Postbac Graduates*

Monday, May 12

#### *Seniors*

Wednesday, May 14

#### *Postbac Undergraduates*

Monday, May 19

#### *Juniors*

Wednesday, May 21

#### *Sophomores*

Tuesday, May 27

#### *Freshmen*

Thursday, May 29

#### *Quick Entry Students*

Monday, August 18

### STUDENTS STARTING IN SUMMER 2008

#### *Newly Admitted Graduates & Postbac Graduates*

Friday, May 30

#### *Newly Admitted Transfer Students & Postbac Undergraduates*

Thursday, July 10

#### *Newly Admitted Freshmen*

Friday, July 11

#### *New Quick Entry Students*

Monday, August 18

### STUDENTS STARTING IN FALL 2008

Newly Admitted undergraduate students (freshmen and transfer) may register during their Orientation and Advising Day beginning in July. Detailed Orientation information is mailed to students beginning in mid-May. Students who fail to attend Orientation may not register for fall classes until August 18. Online registration and course adjustments are available after Orientation through October 5. For additional information regarding Orientation:

Web site: [www.pdx.edu/orientation](http://www.pdx.edu/orientation)

E-mail: [orientation@pdx.edu](mailto:orientation@pdx.edu)

Phone: 503.725.5555 or toll free

800.547.8887, ext. 5555

#### *Newly Admitted Graduates & Postbac Graduates*

Friday, May 30

#### *Newly Admitted Postbac Undergraduates*

Thursday, July 10

#### *School of Social Work Students (New and Continuing)*

Contact the School of Social Work for registration dates.

#### *New Quick Entry Students*

Monday, August 18

## WINTER 2009 PRIORITY REGISTRATION SCHEDULE

The online registration period runs from November 10 through January 11.

#### *Graduate & Postbac Graduates*

Monday, November 10

#### *Seniors*

Wednesday, November 12

#### *Postbac Undergraduates*

Monday, November 17

#### *Juniors*

Wednesday, November 19

#### *Sophomores*

Monday, November 24

#### *Freshmen*

Wednesday, November 26

#### *Quick Entry Students*

Monday, December 1

## SPRING 2009 PRIORITY REGISTRATION SCHEDULE

The online registration period runs from February 16 through April 5.

#### *Graduate & Postbac Graduates*

Monday, February 16

#### *Seniors*

Wednesday, February 18

#### *Postbac Undergraduates*

Monday, February 23

#### *Juniors*

Wednesday, February 25

#### *Sophomores*

Monday, March 2

#### *Freshmen*

Wednesday, March 4

#### *Quick Entry Students*

Monday, March 9

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## How to Register

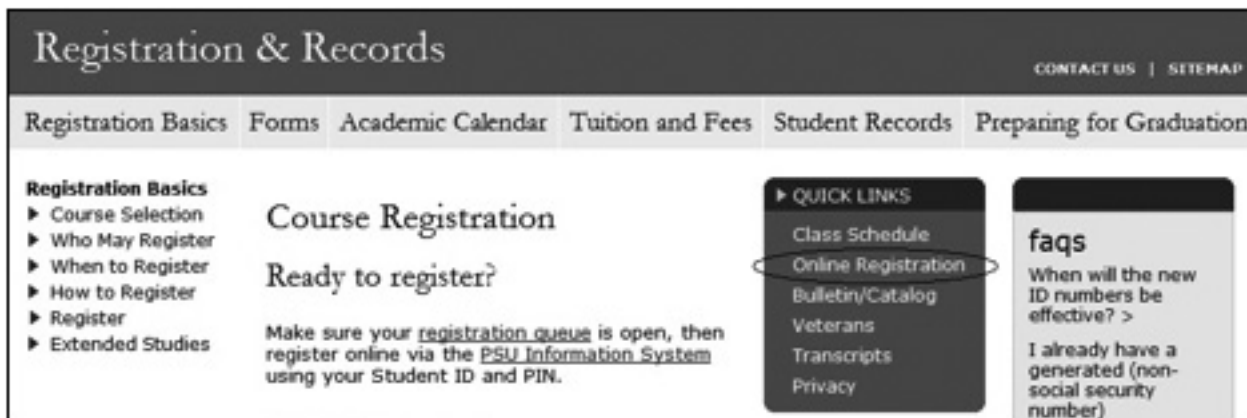
In most cases, students register online via the PSU Information System: [banweb.pdx.edu](http://banweb.pdx.edu). Special registration processes like by-arrangements or departmental approvals/restriction overrides are handled at the Admissions, Registration, and Records windows in the lobby of Neuberger Hall.

For online registration, any computer connected to the Internet will do. There are several technology labs and computer kiosks around campus that students may use. See a list of computer labs and kiosks on pages 31-32. Students must log on to lab machines and then log on to the PSU Information System to register for classes.

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### INSTRUCTIONS FOR ONLINE REGISTRATION

1. Go to [www.pdx.edu/registration/register](http://www.pdx.edu/registration/register). This is the Course Registration page of the Registration & Records web site.
2. Select **Online Registration** from the Quick Links menu.



### 3. Enter your PSU ID and PIN:

- PSU ID: the 9-digit ID number issued by the University upon admission.
- PIN: initially your 6-digit date of birth (in the format 'mmddy' excluding hyphens or slashes, for example: October 9, 1980 = 100980)

A login form with two input fields: 'PSU ID:' and 'PIN:'. Below the fields are two buttons: 'Login' and 'Forgot PIN?'.

*Note: Entering a PIN incorrectly five times in a single session will disable your account. Instructions for resolving this issue are included in the HELP link on the PSU Information System login page.*

### 4. Your PIN Has Expired

If it is your first time logging into the system, you will receive the notification that **Your PIN has expired**. Don't panic! This is supposed to happen the first time! Follow the instructions on-screen to renew your PIN. If your PIN is **disabled**, follow the on-screen directions to get it reset. You'll be asked to change your PIN occasionally to keep your personal information secure. You'll also be asked to create a security question and answer in the event that you forget your PIN.

A notification box with a 'STOP' icon and the text 'Your PIN has expired. Please change it now.' Below the notification are three input fields: 'Re-enter Current PIN:', 'New PIN:', and 'Re-enter new PIN:'.

5. Once logged in, select the **Student Services & Financial Aid** link. Options available on this next menu include class registration and access to your student records (including billing and academic history). To proceed to the registration window, select the **Registration** link.

# registration basics

- Update your student information if appropriate and then click on the **Continue to Registration Menu** link. Note: This step only occurs the first time you log into the PSU Information System each term.
- To search for classes, select the **Look-up Classes to Add** link. The search feature allows students to look for classes according to subject, course number, title, credit hours, instructor, attribute type, start and end times, and days of the week. After selecting the search term, choose one parameter or multiple parameters and click on the **Class Search** button.
- Select a class by checking the box to the left of the CRN (Course Reference Number) you wish to register for.

Sections Found																
Writing																
Select	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	Instructor	Date (MM/DD)	Location	Attribute
<input type="checkbox"/>	65257	WR	115	001	I	4.000	INTRO COLLEGE WRIT	MWF	14:00-15:05	20	17	3	Joshua L. Patrick (P)	03/31-06/14	S82	139D
<input type="checkbox"/>	65889	WR	115	002	I	4.000	INTRO COLLEGE WRIT	MWF	10:15-11:20	20	18	2	Lana L. Kirby (P)	03/31-06/14	OH 224	
<input type="checkbox"/>	64206	WR	115	003	I	4.000	INTRO COLLEGE WRIT	TR	16:40-18:30	20	19	1	Grier A. Phillips (P)	03/31-06/14	SEH 107	
<input type="checkbox"/>	64214	WR	121	001	I	4.000	COLLEGE WRITING	MWF	09:00-10:05	25	22	3	Matthew M. Gallaher (P)	03/31-06/14	NH 386	

- Select the **Register** button to add the class or the **Class Search** button to perform another class search.

Register
Add to WorkSheet
Class Search

---

- Another option, if you already know the CRN of the class you want to register for, is to select the **Add/Drop Classes** link directly from the Registration menu page. After selecting a term, enter the CRN for each class in the boxes provided in the **Add Classes Worksheet** section. Note: You do need to register for co-requisite classes at the same time (an example of this is a lecture class that requires an associated lab).

### Add Classes Worksheet

**CRNs**

Submit Changes
Class Search
Reset

- Select the **Submit Changes** button. If you have successfully registered for a class you will see the class listed under the **Current Schedule** section with a status of **\*\*Registered WEB\*\***. If you are unable to register for a class you will see your class listed under the **Registration Add Errors** section. To see a list of possible registration errors, click on the **HELP** menu link at the top of the page. If a waitlist option appears after submitting a class to add, select **Waitlist** from the drop down menu in the **Action** column and click on the **Submit Changes** button.
- After you have finished adding classes, select the **Please click here to complete your registration** link at the bottom of the page to complete your registration. Note: Students who fail to perform this crucial step are not registered.

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## Common Registration Processes

### **CLOSED & RESTRICTED CLASSES**

Students may register for closed and restricted classes with departmental approval. Contact the department for possible restriction overrides. In addition, a Special Registration Form, signed by the instructor or stamped by the department, may be required. Submit Special Registration Forms to the Office of Admissions, Registration and Records. Closed courses offered by the School of Business Administration require an instructor signature (departmental stamps are not available).

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### **CHANGING SECTIONS**

The registration system does not allow students to register for two sections of the same course at the same time, unless the course is repeatable for credit. Examples include PE 185 and special topics (numbered 410) courses. To change sections, students must drop the existing section and then add the alternative section. Before dropping a section, it's a good idea to verify that space is available in the alternative section.

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### **BY-ARRANGEMENT REQUESTS**

Students may make arrangements with PSU instructors to complete course work individually (instead of in a regular classroom setting). The resulting "by-arrangement" courses are omnibus-numbered (e.g., 401-409, 501-509, 601-609) and students register for them using a By-Arrangement Request form, available from the instructor's department. In most cases the By-Arrangement must be approved by the instructor and department chair. By-Arrangement courses in the College of Urban and Public Affairs and the Graduate School of Social Work must be approved by the Deans of those schools in addition to the regular approvals.

The Office of Admissions, Registration and Records processes completed forms, adding the course to the student's existing registration. Students can see their updated registration and account information via the online PSU Information System.

The last day to enroll in a by-arrangement course is the final day to add classes for the term.

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### **WAITLIST FEATURE**

Registration options may include a waitlist

if the feature is engaged by the department. This option permits a department to obtain a list of names, in chronological order, of those who wish to be considered for the next available seat. If the wait list itself is full, or the section has no waitlist, the section is closed.

When registering online, students can add themselves to a waitlist by choosing "Waitlist" from the "Action" pull-down menu.

If the course is closed and a waitlist is available, the Status box will indicate how many students are already waitlisted.

Select "Waitlist" to be added to the waitlist.

When the Status box indicates "Open," it means that one or more students have dropped the course and there is space for a student to be added from the waitlist.

Students on a waitlist will not be registered automatically as spaces open. It is the student's responsibility to obtain faculty or departmental approval on the Special Registration Form and to submit the form to the Office of Admissions, Registration and Records in the lobby of Neuberger Hall. Most departments expect waitlisted students to attend the first class meeting.

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### **REGISTRATION HOLDS**

Holds are placed on student records for past-due accounts, missing admissions data, or other reasons. Information about holds and how to clear them is available as part of the PSU Information System or by visiting the Office of Admissions, Registration and Records in the lobby of Neuberger Hall. Students also may call 503.725.3412 during business hours for assistance.

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### **CLASS TIME CONFLICTS**

The online registration system will not permit students to enroll in two courses that meet or overlap in published meeting times. To register for the second course, students must submit a Special Registration Form, with appropriate department/instructor approval, to the Admissions, Registration and Records windows in the lobby of Neuberger Hall.

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### **CO-REQUISITE COURSES**

Co-requisite courses are those which require concurrent registration. Examples include lecture sections that are linked to labs or recitation sections. The registration system will not validate registration for a course with a co-requisite unless the student registers for both sections at the same time. When adding

co-requisite courses to their registration, students must enter the CRN for both sections at the same time. When dropping co-requisite courses, students may drop one of the sections and the computer will automatically drop the co-requisite course.

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### **PREREQUISITES**

Prerequisites reflect the background necessary for successful completion of a course and may be expressed in terms of specific courses, credit levels, or more general experience, knowledge, or skills. Prerequisites expressed in terms of specific courses or credit levels will be enforced automatically by the registration system. Enrollment into courses with defined prerequisites will be blocked unless the student has met the prerequisite. A student who lacks the prerequisite but feels prepared for the course for other reasons may enroll with instructor permission using a Special Registration Form.

*Recommended Prerequisites* are recommendations only and are not enforced by the registration system. They are intended to ensure that students are prepared adequately for successful completion of a course. Students who have concerns about their readiness for a course should consult with the instructor before enrolling.

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### **GRADING OPTION CHANGES**

Students may change a course grading option, when the pass/no pass or A-F options exist, through the end of the seventh week of the term using the online registration system.

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### **AUDIT REGISTRATION**

Students may audit a course if they wish only to attend class without earning credit or receiving an evaluation of academic performance. Audited courses are recorded on the student's academic record with a mark of AU; however, a grade of X (meaning "no basis for grade") can be assigned for inadequate attendance since attendance is customary and expected. AU or X marks do not carry credit and are not included when calculating GPA.

Audit credits are assessed regular tuition and fees and are subject to the same refund rules as regular credit hours. Audit credits are not counted in determining a student's enrollment status for the purposes of enrollment verification or financial aid. In addition, audited courses do not satisfy degree requirements.

Audit registration is allowed on a space available basis and at the discretion of the

# registration basics

instructor. Students may use the audit registration option from the first day of the term through the end of the fifth week by submitting a Special Registration Form, approved by department stamp or instructor signature, to the Registration windows in the lobby of Neuberger Hall.

Senior citizens should consult the Institute on Aging website ([www.upa.pdx.edu/IOA](http://www.upa.pdx.edu/IOA)) or call 503.725.4739 for information on registering for audit credits.

Oregon University System staff wishing to sit-in on a class at no cost must register to audit the class using the Special Registration Form (obtain instructor signature on form and submit to the Registration windows in the lobby of Neuberger Hall). Audited courses will be recorded on the permanent academic record. Staff must notify the Office of Business Affairs to have fees removed from their account.

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## NON-CREDIT COURSES

Certain non-credit courses (numbered 099) are offered by and registered for through Extended Studies. Changing registration from non-credit to credit is not allowed. These types of non-credit courses complement regular courses and are listed permanently on the student's academic record as zero credit, grade mark of AU. They are not included when calculating GPA and do not apply to University degree requirements.

Extended Studies offers other types of non-credit courses that are not transcribed.

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## Non-attendance

Students are responsible for dropping courses they do not attend. Non-attendance does not cancel tuition charges, nor does it prevent the course and grade (probably an F, NP, X, or M) from appearing on the student's academic record.

Some departments have a policy of dropping students for non-attendance to accommodate other students trying to enroll. If this happens, the student 1) remains responsible for any tuition charges associated with the registration, and 2) the course may be recorded permanently on the academic record, depending on when the department processes the drop.

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## Undergraduate Missed Class Policy

It is the responsibility of each instructor to determine and publish the class attendance policy in the course syllabus distributed to enrolled students at the beginning of the quarter. The instructor's class attendance policy supercedes requests for approved absences.

Students are responsible for informing the instructor, in writing and at the earliest opportunity, of absences due to university-sanctioned events or personal responsibilities.

If a student must miss class due to an unforeseen event, the student must inform the instructor of the reason for the absence. Absences not cleared with the instructor before the specific class event (exam, presentation, assignment due) may require a document from the relevant authority (e.g., coach, employer). If the instructor decides that the absence is justifiable, then he or she should attempt to provide opportunities for equivalent work.

When absences are approved beforehand by the student and instructor, the instructor will allow students to make up missed work and/or give an option to attain attendance points. When there is a dispute between students and instructors over the opportunity to make up work or attendances, the issue will be adjudicated by the chair of the department and then (only if needed) the dean of that school or his/her designee.

The student may not place any undue burden on the instructor to provide opportunities to make up course work due to excused absences.

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## Religious Holy Days

Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence. Students should make arrangements with their instructors prior to the holy day.

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## Inclement Weather

Inclement weather conditions may require University closure, late opening, or curtailed operations. Portland's microclimate conditions and weather forecasts are monitored, and timely notice is attempted. Students should be alert to weather changes, and listen for announcements carried on the following radio and TV stations: AM - KOAC 550, KEWS 620, KXL 750, KPdq 800, KWBY 940 [Spanish], KOTK 1080, KEX 1190, KBPS 1450, and KFFX 1520; FM - KBPS 89.9, KOPB 91.5, KGON 92.3, KPdq 93.7, KNRK 94.7, KXL 95.5, KISN 97.1, KUPL 98.7, KWJJ 99.5, KKRZ 100.3, KINK 101.9, KKCW 103.3, and KKJZ 106.7; and TV - KATU 2, KOIN 6, KGW 8, KPtv 12, and KEI 56 [Spanish]. Notification to staff and faculty is generally by voicemail. Students and staff may call PSU Information at 503.725.3000. Any decision to close during the day will normally be made by 2:00 p.m. Classes are canceled when the University is closed; an instructor may arrange makeup classes. During Finals Week, exams are postponed.

# financial aid

## Census Date Disbursement Policy

NOTICE: Effective fall 2008 the Census Date is at the end of the second week of the term.

Aid disbursement begins 10 calendar days before the beginning of each term for students who are enrolled at least half-time and who have met all other aid eligibility requirements.

1. The Census Date is at the end of the second week of the term. This Census Date is used for all terms, including summer session.
2. Financial aid for the term will be adjusted to reflect the student's enrolled credits as of the Census Date. That is, if the student received aid at the beginning of the term that was calculated for full-time enrollment, or the student was enrolled full-time and then dropped credits, aid will be revised to match their eligibility based on the number of credits enrolled as of the Census Date.
3. When a reduction in aid is required due to a student's enrollment level on the Census Date, the reduction usually creates a balance due on the student's PSU account. If there is a tuition refund because of dropping credits, the tuition refund will be used to reduce the balance due on the student's account.
4. A student whose Census Date enrollment is less than half-time is not eligible for any federal student loans. In these cases, the entire loan amount for the term will be returned to the lender. The return of loan funds to the lender creates a bill on the student's PSU account, but also reduces the outstanding principal balance due on the student loan.
5. Any financial aid disbursed after the Census Date will be based on the student's enrollment on the Census Date or their actual number of credits enrolled at the time of disbursement, whichever is LESS. Credits added after the Census Date cannot be used to increase aid eligibility.

## DISBURSEMENT OF LOAN FUNDS AFTER A TERM ENDS

To receive loan funds after a term ends, the student must successfully complete a minimum of half-time credits for the previous term(s). If the loan period included both the prior term and the current term, the student also must be enrolled a minimum of half-time in the current term to be eligible for any loan disbursement.

If the student is receiving a loan for just one term (e.g., Fall Term only), the financial aid award must have been offered and accepted before the end of that term. Federal regulations mandate that a loan for a term that has already ended can be certified only if the student is currently enrolled at least half-time and there has been no gap in enrollment.

## MINIMUM ENROLLMENT REQUIREMENTS FOR DISBURSEMENT

Aid Types	UG	PB	GR
Federal Pell Grant*	1	n/a	n/a
Oregon Opportunity Grant	6	n/a	n/a
OUS Supplemental Tuition Grant	12	n/a	n/a
Academic Competitiveness Grant (ACG)	12	n/a	n/a
SMART Grant	12	n/a	n/a
Federal Supplemental Education Opportunity Grant (SEOG)	6	n/a	n/a
Federal Perkins Loan	6	n/a	5
Federal Stafford Loan (subsidized/unsubsidized)	6	6	5
Federal PLUS Loan	6	6	5
Scholarships	depends on scholarship		

\*The Federal Pell Grant must be prorated based on enrollment level. Full-time (12+ credits) receives 100%, 3/4-time (9-11 credits) receives 75%, 1/2-time (6-8 credits) receives 50% and less-than-1/2-time (1-5 credits) receives 25%. Enrollment at less than full-time may result in ineligibility for Pell Grant funds.

## CO-ADMITTED AND CO-ENROLLED STUDENTS

Students who are co-admitted to PSU and a community college may receive financial aid based on enrollment at both schools. To receive aid from PSU for a term of co-enrollment,

**the student is required to enroll in at least six credits at PSU.** Before each term, a Co-enrollment Form is posted to the student's Financial Aid "Outstanding Requirements" page on [banweb.pdx.edu](http://banweb.pdx.edu). For each term of co-enrollment, that term's form must be signed by an academic adviser at PSU and by the Financial Aid Office at the community college. **The completed form must be received by the PSU Office of Student Financial Aid by the deadline stated on the form** (usually the end of the second week of the term).

Co-enrolled students who receive aid and then reduce their PSU enrollment on or before the Census Date will have their aid revised to correspond to their reduced enrollment. If the student reduces enrollment to less than six PSU credits by the Census Date, the student's aid will be revised to less than half-time. Community college credits cannot be considered for aid eligibility if the student drops to less than six credits of PSU enrollment.

To apply for the co-admission program, contact the Office of Admissions, Registration and Records.

## Satisfactory Academic Progress Policy

NOTICE: The Satisfactory Progress Policy is updated effective fall 2008. The full policy is available online at [www.pdx.edu/finaid](http://www.pdx.edu/finaid) under Forms and Publications and printed copies can be found at the Office of Student Financial Aid in the lobby of Neuberger Hall.

All students who wish to receive federal student aid must make satisfactory progress toward completion of their program of study. PSU monitors the following for all aid applicants:

- Maximum time or credit limit for completion of degree or program of study *and*
- Grade point average for PSU courses, according to student level *and*
- Percentage of attempted PSU credits with passing grades (completion rate)

Students who do not meet all three components of the policy will have their eligibility for financial aid suspended. Students whose eligibility is suspended may submit a written appeal.

# enrollment status

IN GENERAL, full-time status is defined as enrollment in 12 or more credits for undergraduate students, and enrollment in 9 or more credits for graduate students. Part-time status is defined as less than full-time.

Part-time students may have limited access to University resources and should check with the office offering the service to determine their eligibility.

In addition to the general definitions, a variety of other terms are used to identify different levels of enrollment. Examples include: 3/4 time, half-time, less than half-time, students enrolling in 1-8 credits, students enrolling in 9 or more credits, and academic overload. At PSU, enrollment status terms and definitions apply to 1) tuition schedules, 2) academic overload approval requirements, 3) federal financial aid guidelines, and 4) enrollment verification/certification to outside parties.

## 1) ENROLLMENT STATUS FOR TUITION PURPOSES

Tuition charges are calculated according to a number of variables: student level (undergraduate or graduate), residency status, course level (undergraduate or graduate), admission status (i.e., admitted or non-admitted), and number of credits, including audit credits. Note: Self-support program courses are not included in determining enrollment status for tuition purposes since the costs are assessed separately from the charges associated with regular courses. (See the Tuition & Fees section for an explanation of self-support program courses.)

### ADMITTED STUDENTS

Admitted students pay tuition and fees based on the number of credits, their *student level* (undergraduate or graduate), and whether they are Oregon residents or nonresidents.

An exception: Admitted students who are eligible for the Washington Border Policy and who are enrolled in 1-8 credits are assessed resident tuition rates.

### NON-ADMITTED STUDENTS

Non-admitted students enrolled in **1-8 credits** pay tuition and fees based on the number of credits, and on the *level of the course(s)* (undergraduate or graduate) in which they enroll. Oregon resident tuition applies to students in this status regardless of the student's residency status.

Non-admitted students enrolled in **more than eight credits in summer term** pay tuition and fees based on the number of credits, and on the *level of the course(s)*

(undergraduate or graduate) in which they enroll. Students in this status are assessed tuition according to their residency status.

## 2) ENROLLMENT STATUS AND ACADEMIC OVERLOAD

Undergraduate students who enroll in more than 21 credits and graduate students who enroll in more than 16 credits per term are considered to be in academic overload. Extended Studies and self-support credits, audit credits, and those taken at other institutions while concurrently enrolled at PSU are counted in determining an overload status. Academic overload must be approved on a term-by-term basis as follows:

### UNDERGRADUATE

**22-25 credits:** Students must obtain approval from their academic program adviser using the Overload Approval Form, which is available from and may be returned to the Admissions, Registration and Records windows in the lobby of Neuberger Hall.

**26 or more credits:** Students must petition the Academic Requirements Committee. Forms are available at the Registration windows in the lobby of Neuberger Hall. Students must provide justification for the overload and obtain written support from their academic program adviser. Petitions must be submitted to 104 Neuberger Hall by the first day of the term.

### GRADUATE

**17-19 credits:** Students must obtain approval from the department head of their academic program using the Graduate Petition Form, available from the department or from the Office of Graduate Studies and Research, 600 Unitus Building.

**20 or more credits:** Students must obtain approval from the chair of the graduate committee of their academic program and the dean of graduate studies using the Graduate Petition Form.

## 3) ENROLLMENT STATUS FOR FEDERAL FINANCIAL AID PURPOSES

Student Level	Full-time	3/4-time	1/2-time	Less than 1/2-time
UG	12+	9-11	6-8	1-5 <sup>1</sup>
PB <sup>2</sup>	12+	9-11	6-8	NA
GR	9+	NA	5-8	NA

<sup>1</sup> Applies only to Pell Grant; no other federal aid is available to students enrolled in fewer than 6 credits.

<sup>2</sup> Applies to all postbaccalaureate students, whether enrolled in undergraduate or graduate level courses.

Audit credits, independent study/correspondence courses, non-credit courses, and credit-by-exam courses do not apply for financial aid purposes. Self-support courses (see the Tuition & Fees section) numbered 100-699, Math 70, and Math 95, do apply.

## 4) ENROLLMENT VERIFICATION/ CERTIFICATION

Outside parties such as lenders, employers, insurance companies, and veteran's benefit programs often require student enrollment verification.

Verification or certification of enrollment is determined according to student level and the number of credits for which the student is registered. Self-support courses (see the Tuition & Fees section for an explanation of self-support courses) are included in determining the number of credits; audit credits, independent study/correspondence credits, and credit-by-exam hours are not included. PSU definitions for certifying enrollment are listed in the following table:

Student Level	Full-time (FT)	Half-time (HT)	Less than Half-time (LHT)
UG/PB	12+	6-11	1-5
GR/PB	9+	5-8	1-4
NA	-	6-8	1-5

Full-time status definitions may vary by outside agency.

### NATIONAL STUDENT CLEARINGHOUSE

PSU has a contractual agreement with the National Student Clearinghouse (NSC), a not-for-profit holding company, to serve all verification needs between students, lenders or other parties. Students can print **official verifications** of enrollment via the "Enrollment Verification" link in the Student Service portion of the online PSU Information System. The link connects to the NSC Student Self-Service site, which is available 24 hours a day, seven days a week. The NSC begins certifying PSU enrollment for a given term on the Monday before the first day of that term. Other information available to students through the NSC:

- Loan deferment notifications the NSC has provided to loan holders;
- Enrollment certifications provided to health insurers and other providers of student services or products;
- Linked list of lending servicers who have reported to the NSC that they are holding an individual's student loans.

Questions should be directed to the NSC at 703.742.7791 or [service@studentclearinghouse.org](mailto:service@studentclearinghouse.org).

# academic advising

All new **undergraduates**, both freshmen and transfer students, are expected to attend a New Student Orientation to learn about the PSU curriculum and meet with academic advisers. During their first 24 credits at PSU, all students should see an adviser in the Undergraduate Advising and Support Center (UASC). UASC advisers can assist students in understanding the requirements necessary for graduation. Students also should request advising as soon as possible from the department in which they are majoring .

**Graduate** advising is by arrangement with the appropriate academic department.

## **UNDERGRADUATE ADVISING AND SUPPORT CENTER (UASC)**

[www.pdx.edu/uasc](http://www.pdx.edu/uasc)

425 Smith Memorial Student Union  
503.725.4005

UASC centralizes programs and services designed to help students achieve academic success. UASC specializes in advising new students and students who are exploring majors. Advising is available both by appointment and during drop-in hours, 10 am-3 pm, M-F.

UASC includes the Disability Resource Center, Veterans' Advising, Community College Relations, and the Academic Support Program (ASP). It also offers mandatory workshops for students on academic warning.

Students are encouraged to visit UASC to learn what resources are available:

## **COLLEGE OF LIBERAL ARTS AND SCIENCES (CLAS)**

[www.pdx.edu/clas](http://www.pdx.edu/clas)

Advising Center: 498 NH  
503.725.3822

General Studies majors, undergraduates pursuing pre-professional programs in education or allied health, and liberal arts and sciences majors with questions about transfer credits should call the CLAS Advising Center.

For schedules of advising sessions and appointments with advisers, students in CLAS should contact their major departments:

Anthropology, 141 CH  
503.725.3081

Applied Linguistics, 122 EH  
503.725.4088

Biology, 242 SB2  
503.725.3851

Black Studies, 308 NH  
503.725.3472

Chemistry, 258 SB2  
503.725.3811

Chicano/Latino Studies, 217 CH  
503.725.9025

Communication, 41 NH  
503.725.4194

Conflict Resolution, 239 NH  
503.725.9175

Economics, 241 CH  
503.725.3915

English, 405 NH  
503.725.3521

Environmental Sciences & Resources  
218 SB2  
503.725.4980

Foreign Languages & Literatures, 393 NH  
503.725.3522

General Studies, 498 NH  
503.725.3822

Geography, 424 CH  
503.725.3916

Geology, 17 CH  
503.725.3022

History, 441 CH  
503.725.3917

International Studies, 224 EH  
503.725.3455

Mathematical Sciences, 334 NH  
503.725.3621

Philosophy, 455 NH  
503.725.3524

Physics, 262 SB2  
503.725.3812

Psychology, 317 CH  
503.725.3923

Sociology, 217 CH  
503.725.3926

Speech & Hearing Sciences, 23C NH  
503.725.3533

University Honors, 103 UHP  
503.725.4928

Women's Studies, 469 NH  
503.725.3516

Not Declared:  
See the Undergraduate Advising & Support Center, above

## **SCHOOL OF BUSINESS ADMINISTRATION (SBA)**

[www.sba.pdx.edu](http://www.sba.pdx.edu)

Student Services Office, 240 SBA  
503.725.3712

## **GRADUATE SCHOOL OF EDUCATION (ED)**

[www.pdx.edu/education](http://www.pdx.edu/education)

Advising Center, 416 ED  
503.725.4619

## **MASEEH COLLEGE OF ENGINEERING & COMPUTER SCIENCE (MCECS)**

[www.pdx.edu/cecs](http://www.pdx.edu/cecs)

Student Services, 100 EB  
503.725.4631

## **SCHOOL OF FINE & PERFORMING ARTS (FPA)**

[www.pdx.edu/fpa](http://www.pdx.edu/fpa)

Architecture, 303 UTS  
503.725.8405

Art, 310 AB  
503.725.3515

Music, XSB  
503.725.3011

Theater Arts,  
503.725.4612

## **SCHOOL OF SOCIAL WORK (SSW)**

[www.ssw.pdx.edu](http://www.ssw.pdx.edu)

Child & Family Studies, 3rd floor HGCD  
503.725.8241

Social Work, 400 UCB  
503.725.4712

## **COLLEGE OF URBAN & PUBLIC AFFAIRS (CUPA)**

[www.upa.pdx.edu](http://www.upa.pdx.edu)

Office of the Dean, 750 URBN  
503.725.4043

School of Community Health, 450 URBN  
503.725.4401

School of Government:

Criminology & Criminal Justice,  
550 URBN ■ 503.725.4014

Political Science, 650 URBN  
503.725.3921

Public Administration, 650 URBN  
503.725.3920

School of Urban Studies & Planning,  
350 URBN ■ 503.725.4045

# tuition & fees

## Introduction

Tuition and fees are determined by the Oregon State Board of Higher Education and are subject to change. Rates for the 2008-09 academic year will be determined in Summer 2008 and made public online at [www.pdx.edu/bao](http://www.pdx.edu/bao).

An important change was made effective Fall 2007 for admitted students enrolled in *one to eight* credit hours.

- Admitted students will be charged based on *student level* – that is, whether they are admitted as an undergraduate or graduate student, regardless of the number of credits taken or the level of credits taken.

## Admitted Students

Students admitted to a degree or certificate program are assessed tuition and fees based on:

- Oregon resident/non-resident tuition rules,
- the number of credits taken, and
- student level (i.e., undergraduate or graduate).

### UNDERGRADUATE

Admitted undergraduates pay tuition and fees at the undergraduate rate whether courses are taken at the undergraduate (courses numbered 100-499) or graduate (courses numbered 500 or above) level.

### GRADUATE

Admitted graduates pay tuition and fees at the graduate rate whether courses are taken at the undergraduate (courses numbered 100-499) or graduate (courses numbered 500 or above) level.

## Non-Admitted Students

Students enrolling via Quick Entry—not admitted to a degree or certificate program—may take a maximum of eight credits during fall, winter, and spring terms, and are charged according to the course level (undergraduate vs. graduate). Non-admitted students enrolling in fall, winter, or spring term are assessed resident tuition, regardless of their true residency status.

### MORE INFORMATION

Call Student Accounts at 503-725-3440, visit [www.pdx.edu/bao](http://www.pdx.edu/bao) or a Student Accounts window in the Neuberger Hall lobby.

## Select Fees

<b>ADMISSION APPLICATION</b> Nonrefundable	<b>\$50</b>
<b>BILLING CHARGE</b> Charged on the next billing date if the total amount due has not been paid during the grace period	<b>\$6</b>
<b>BULLETIN/CATALOG</b> Postage and handling Free at <a href="http://www.pdx.edu/registration">www.pdx.edu/registration</a>	<b>\$6</b> <b>\$3</b>
<b>CREDIT-BY-EXAM</b> Exception: WR 323	<b>\$80</b> <b>\$60</b>
<b>DEGREE APPLICATION</b>	<b>\$20</b>
<b>HEALTH INSURANCE - EXTENDED COVERAGE</b> Visit <a href="http://www.somerton-ins.com">www.somerton-ins.com</a>	
<b>INTEREST ON ACCOUNTS RECEIVABLE</b>	<b>12%</b> (0.03288/day)
<b>ID CARD (NEW)</b> Replacement	<b>\$12</b> <b>\$20</b>
<b>LATE PAYMENT FEE</b> Incurred at the end of finals week on outstanding balances	<b>\$100</b>
<b>LOCKER ROOM SERVICES</b>	<b>\$5</b>
<b>MATRICULATION FEE</b> One-time fee assessed to all undergraduate students in their first term	<b>\$150</b>
<b>NSF/RETURNED CHECK CHARGE</b>	<b>\$25</b>
<b>PARKING PERMITS</b> Visit <a href="http://www.transportation.pdx.edu/">www.transportation.pdx.edu/</a>	
<b>QUICK ENTRY PROCESSING FEE</b> One-time, nonrefundable	<b>\$10</b>
<b>SHORT-TERM EMERGENCY LOAN FEE</b>	<b>\$5-\$20</b>
<b>TRANSCRIPTS (PER COPY)</b> Special Handling (rush service) Federal Express (includes rush fee)	<b>\$4</b> <b>\$10</b> <b>\$25</b>

## Tuition and Fee Payment

Choose one of these options:

**Online:** Pay by e-check or credit card using the PSU Information System ([banweb.pdx.edu](http://banweb.pdx.edu)). Students are transferred to a secured third party site to make payment. There is no charge for an e-check payment; however, credit card payments are assessed a merchant charge fee. Students may use the third-party site to issue a PIN for parents and others

making payment on their behalf. Parents and others use the issued PIN to log into a secured third-party site, create their own profile, view the student's balance and pay by e-check or credit card. Participation by parents or others is at the discretion of the student.

**U.S. Mail:** Pay by check or money order (include student name and ID) using the pre-addressed return envelope included with billing statements. Mail to:  
PSU Cashiers' Office  
PO Box 908  
Portland, OR 97207

**In person:** Pay by check or cash at the Cashiers' windows in the Neuberger Hall lobby.

## FINANCIAL OBLIGATION

All students who enroll incur a financial obligation. Oregon University System and Portland State University policies require payment of tuition, fees, and housing charges by the designated due date. Students who cannot meet fee payment deadlines may elect the Revolving Charge Account Plan (see page 15.)

Students are financially responsible for all courses for which they are registered on or after the first day of the quarter. **Students who discover that they cannot attend must drop their courses before the first day of the term to avoid financial obligation.**

## HOLD POLICY

A registration and transcript hold will be placed on an account if:

- a prior term past due balance is more than \$100, or
- a current term past due balance more than \$1,000 (resident), or more than \$2,500 (non-resident), or
- there is a written-off amount equal to or over \$50, or
- the account is currently at an outside collection agency.

## DROPPING ALL COURSES

Completely dropping all courses does not cancel a student's obligation to pay a student loan or the balance of a revolving charge account. Refund calculations are based on total tuition and fees. Students with outstanding accounts such as short-term loans, deferred tuition notes, and other financial obligations due the University will have any refund applied against the obligation.

Refund policy and calculation are matters separate from tuition payment arrangements.

Refunds for students on financial aid are credited back to the proper financial aid account. For more information, contact the Office of Financial Aid.

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## TUITION REFUND POLICY

Students receive a:

- 100% refund for courses dropped before the second week of a term;
- 70% refund for courses dropped in the second week of a term;
- 40% refund for courses dropped in the third week of a term;
- 20% refund for courses dropped in the fourth week of the term.

### REFUND SCHEDULE

Fall 2008 Dates	Refund Amount
On or before October 5	100%
October 6-12	70%
October 13-19	40%
October 20-26	20%

No refund after October 26, 2008

Winter 2009 Dates	Refund Amount
On or before January 11	100%
January 12-18	70%
January 19-25	40%
January 26-February 1	20%

No refund after February 1, 2009

Spring 2009 Dates	Refund Amount
On or before April 5	100%
April 6-12	70%
April 13-19	40%
April 20-26	20%

No refund after April 26, 2009

A course may be dropped during the fifth through seventh weeks of the term by using the Special Registration Form, but the course will be recorded on the transcript as Withdrawn ("W"), and full tuition will be charged.

Refund consideration is automatic; no special request is necessary. Action to process a refund cannot begin until after the end of the second week of the term. It may take as many as six additional weeks for the refund to reach the student.

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## OTHER REFUND POLICIES

### EXTENDED STUDIES

Courses offered through Extended Studies incur course fees in lieu of regular tuition; the refund schedule is the same.

### SPECIAL COURSE FEES

Academic departments that charge fees in addition to tuition maintain their own refund schedule for those fees. Students must contact the departments to get approval for refunds.

### HEALTH STUDIES

Any Health Studies special course fee refunds are automatic.

### BASIC HEALTH INSURANCE

Fees associated with the purchase of a student health insurance plan are not refundable. Basic insurance fees will be deducted before calculating refunds.

### OVERSEAS PROGRAMS

Regular tuition, fees, and surcharges paid by students in special overseas programs are normally nonrefundable.

### MILITARY SERVICE

The Oregon University System refund policy generally provides for full refund of dropped or withdrawn courses resulting from entering or being called to active duty in military service. No refund is available for course work in which a student has received academic credit, or from courses not dropped/withdrawn. For a full refund, the student must make a written request to the Office of Admissions, Registration, and Records within thirty days of withdrawal. Documentation of military orders is required.

A student voluntarily enlisting in military service must drop/withdraw according to existing academic policy, procedures, and deadlines, or by petition to the Deadline Appeals Committee.

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## Assessments

### NONRESIDENCY AND THE WASHINGTON BORDER POLICY

Nonresident students who are admitted to a baccalaureate or graduate degree or certificate program will be assessed nonresident instructional fees for all credits, whether enrolled on a part-time or full-time basis.

An exception is made for students who have residency in State of Washington counties adjacent to the State of Oregon. Under the Portland State "Washington Border Policy," residents in bordering counties who enroll in fewer than nine credit hours are assessed Oregon resident tuition rates. See [www.pdx.edu/registration/tuition.html](http://www.pdx.edu/registration/tuition.html) for a Washington Border Policy application. Admitted students who have questions about

their tuition assessment should contact Student Accounts at 503-725-3440, or visit a Cashiers' window in the Neuberger Hall lobby.

### GRADUATE ASSISTANTS

Fully admitted graduate students appointed to graduate assistantships are exempt from paying a portion of tuition each quarter (the employing department provides a tuition credit). Graduate assistants are responsible for paying the building, health and incidental fees.

Graduate assistants must register for at least 9 graduate credits. Hours in excess of 16 per quarter are subject to approval by the Department Head and the Dean of Graduate Studies.

### SELF-SUPPORT PROGRAM COURSES

Tuition and fees for self-support sections are assessed separately from charges associated with regular courses. The costs associated with self-support sections are listed in the fees column in the online Class Schedule. Self-support courses are further identified by footnote 99.

Credits associated with self-support courses do not count toward a student's enrollment status for tuition purposes. Thus, an undergraduate student enrolled in 8 credits of regular courses and a 4-credit self-support course is assessed regular tuition for 8 credits plus the additional fee for the self-support course.

The costs of self-support courses do not include Incidental or Health Services fees; therefore, students registering only for self-support courses are not eligible to use services supported by Incidental or Health Services fees, including insurance.

Students who drop a self-support course after the 100% refund period may owe at least partial fees for the course.

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## PSU OneCard

The PSU OneCard is the official ID card for the University. It is used for many university services, including the Peter Stott Center, the library and meal plans. In addition, student can initiate optional features like free checking or OneAccount. There is a \$12.00 charge for the initial card; lost and stolen card replacements are \$20.00. Visit ID Services in the Neuberger Hall lobby as soon as you register to have your photo applied to the card. Visit [www.pdx.edu/bao/onecard.html](http://www.pdx.edu/bao/onecard.html).

# tuition & fees

## Revolving Charge Account Plan

### TERMS AND CONDITIONS

per Oregon Administrative Rules  
Chapter 577, Division 72, Section 0015

(1) **Eligibility.** Any person, organization or agency that incurs charges, fines, or penalties at Portland State University is eligible to participate in the Revolving Charge Account Plan.

(2) **Required Payments.** Students must pay any **prior term charges** plus **current term tuition, fees, and housing charges** on or before the designated **due date** (as defined below) each term. The unpaid balance is subject to the terms and conditions of the Revolving Charge Account Plan. The option to pay the unpaid balance in full always exists. Portland State University may deny use of installment payment privileges to persons who do not have a good credit history with Portland State University or have been in default on student loans.

(3) **Late Payment Fees.** Current term tuition, fees, and housing charges must be paid in full by the end of finals week of the current term. A one hundred dollar (\$100) late fee will be assessed on accounts with any unpaid current term tuition, fees, and housing charges remaining at the end of the term (OAR 577-060-0020).

(4) **Interest Charges.** Portland State University charges interest on account balances not paid within the grace period.

- a. Interest will be charged at an annual interest rate of 12 percent (0.03288 daily rate).
- b. Portland State University computes the interest charge on an account by applying the daily rate, multiplied by the number of days since the previous billing date, to the “previous billed balance” remaining on the account on the billing date. Interest charges are calculated and applied monthly.

(5) **Billing Charge.** A billing charge will be assessed on the next billing date if the total amount due has not been paid during the grace period (OAR 577-606-0020).

(6) **Penalties.** Portland State University will impose penalties on delinquent accounts as follows:

- a. Registration will be denied.
- b. The extension of credit, provision of services, transcripts, and diplomas will be withheld.
- c. Telephone services will be disconnected or denied when past due accounts relate to telecommunication charges.
- d. Housing will be denied on past due accounts to which a hold has been applied.
- e. The status of the account may be reported to credit reporting bureaus.
- f. Accounts will be referred to the Oregon Department of Revenue and/or outside collection agencies, and/or the Oregon Department of Justice.
- g. Accounts may be referred to the Oregon Department of Revenue for state tax refund offset.

(7) **Collection Costs.** Accounts referred to collection will be assessed all costs and charges incurred in the collection of any amount unpaid when due, including, but not limited to, Oregon Department of Revenue charges, collection agency charges, reasonable attorney’s fees, including attorney fees on appeal, and court costs.

(8) **Address Updates.** Until all outstanding account balances are paid in full, the debtor is solely responsible for immediately notifying the Office of the Registrar of any change in address or name.

(9) **Repayment Through Financial Aid.** It is the policy of Portland State University to use any financial aid, including but not limited to, Stafford, SLS or Perkins Loan proceeds, to pay in full all accounts receivable debts and other current term charges before releasing any remaining financial aid to the recipient.

(10) **Billing Rights Summary.** In case of errors or questions, a debtor may challenge a charge within 60 days after the first billing statement on which the suspected error or problem appeared, by directing his/her inquiry to the office initiating the charge. If an error occurred, affected charges will be adjusted.

(11) **Notification of Changes.** Portland State University may amend these Terms and Conditions without securing a new agreement. Portland State University will notify student of any changes in interest, charges or fees in advance of the change. The option to pay in full always exists. If unpaid, student is bound by the changes.

### DEFINITIONS

**Student:** Any person who is currently or has in the past been enrolled at Portland State University.

**Due Date:** Date set by Portland State University for payment, as specified on the billing statement.

**Future Balance:** Amounts shown on the account which are due at a future date not in the current billing cycle.

**Grace Period:** The time period between posting charges to an account and the date on which interest accrual begins.

**Outstanding Balance:** Total amount of account balances at any given time.

**Past Due:** Amounts are considered “past due” when not paid by the due date, and are subject to interest and penalties.

**Previous Billed Balance:** The total of past due amounts, including fees, charges, prior interest and penalties, less payments and credits received to date. The “previous billed balance” does not include any new charges added to the account since the last billing or to charges assigned future due dates.

**Delinquent Account:** Any account on which the required payments have not been received.

### CONTACT

Student Accounts is located in Room 179 Neuberger Hall, phone 503-725-3440.

# student records

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## NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the Office of Admissions, Registration, and Records, and the dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official will advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. The student will receive additional information regarding procedures when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, student staff, or support staff position (including enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on a University governance board, or a student

servicing on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning the alleged failures by Portland State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave SW  
Washington, DC 20202-4605

FERPA authorizes the University to make public disclosure, upon request, of Student Directory Information. Student Directory Information includes the student's name, address, telephone number, e-mail address, dates of attendance, major/field of study, degrees and awards received, number of credits earned, and the fact of enrollment, including whether the student is enrolled full-time or part-time. Students may request nondisclosure of Student Directory Information by specifying nondisclosure, in writing, to the Office of Admissions, Registration, and Records, Portland State University, PO Box 751, Portland, Oregon 97207-0751.

(5) Students who request non-disclosure of Directory Information prevent the University from releasing any information about the student to anyone other than officials at school(s) in which the student intends to enroll. Such non-disclosure means the University will not release to outside parties (including prospective employers) such information as fact of attendance, degrees, or honors earned.

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## STUDENT ID NUMBER AND SOCIAL SECURITY NUMBER

Upon admission, students are assigned a unique and randomly-generated identification number. This primary identification number is permanently associated with students' academic records. It also is used by students to access their confidential enrollment and registration records included in the University's Student Information System.

Although Social Security Numbers (SSNs) are not used as primary student identifiers, the University collects this information for all students. It is important for the University to have knowledge of student SSNs to maintain security of records among students of the same name, to provide financial aid benefits, for federal tax reporting purposes, and to assist the Oregon University System (OUS) in its ongoing institutional research and assessments.

## SOCIAL SECURITY NUMBER DISCLOSURE AND CONSENT STATEMENT

Students are requested to provide voluntarily their Social Security Number (SSN) to assist Oregon University System (OUS) (and organizations conducting studies for or on behalf of OUS) in developing, validating, or administering predictive tests and assessments; administering student aid programs; improving instruction; internal identification of students; collection of student debts; or comparing student educational experiences with subsequent workforce experiences. When conducting studies, OUS will disclose a student's SSN only in a manner that does not permit personal identification of the student by individuals other than representatives of OUS (or the organization conducting the study for OUS) and only if the information is destroyed when no longer needed for the purposes for which the study was conducted. By providing their SSN, students are consenting to the uses identified above. This Request is made pursuant to ORS 351.070 and 351.085. Provision of a student's Social Security Number and consent to its use are not required and, if the student chooses not to do so, s/he will not be denied any right, benefit, or privilege provided by law. Students may revoke their consent for the use of their SSN at any time by writing to the Office of Admissions, Registration, and Records, Portland State University, PO Box 751, Portland, OR 97207-0751.

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## PSU TRANSCRIPT REQUESTS

Requests for official transcripts may be made online using the PSU Information System, [banweb.pdx.edu](http://banweb.pdx.edu). The cost is \$4 per copy. For more information, go to [www.pdx.edu/registration/transcripts.html](http://www.pdx.edu/registration/transcripts.html).

Paper requests should be made when the online option is not appropriate or available. The Transcript Request Form is available at [www.pdx.edu/registration/forms.html](http://www.pdx.edu/registration/forms.html). Print the form, fill it out completely, and remember to sign it – unsigned requests

# student records

cannot be processed. Submit the form in person at the Transcript window in the lobby of Neuberger Hall; by fax to 503.725.8180; or by mail to Transcript Requests, Portland State University, PO Box 1389, Portland, OR 97207-1389.

## TRANSCRIPT FEES

Transcript (per copy)	\$4
Special Handling Fee (for rush service)	\$10*
Federal Express (includes rush fee)	\$25*

\*Rates are subject to change.

Payment is accepted by credit card, money order, or check made out to PSU. Requests are processed within five working days after receipt. For instructions on ordering transcripts, call 503.725.8193.

## END OF TERM GRADE DISTRIBUTION

Grades are posted on the Wednesday following finals week. Students may view grades and print grade reports using the PSU Information System online at banweb.pdx.edu.

## PSU Grading System

### GRADING OPTIONS

Courses are offered under one of the following grading options:

#### (1) DIFFERENTIATED (A-F) ONLY

Letter grades of A, B, C, D, and F are used to indicate academic performance in a course. A-F grades are included when calculating GPA.

#### (2) UNDIFFERENTIATED (P/NP) ONLY

##### Pass Grades (P)

The grade of P is used to indicate successful completion (C- or better for undergraduate, B- or better for graduate) of a course. A grade of P carries credit, but is not included when calculating GPA.

##### No-Pass Grades (NP)

The grade of NP is used to indicate unsatisfactory performance in a course. A grade of NP results in no-credit earned and is not included when calculating GPA.

#### (3) P/NP OPTION

Some courses are offered under both differentiated and undifferentiated grading options. The default grading option is A-F, but students may choose the P/NP option instead. Students must elect the P/NP option, when available, during the registration period.

### Restrictions

Students may make changes to grading

GRADES			
Grade	Grade Point	Undergraduate	Graduate
A	4.00	Excellent	Excellent
A -	3.67		
B+	3.33		
B	3.00	Good	Satisfactory
B -	2.67		
C+	2.33		
C	2.00	Satisfactory	Below standard
C -	1.67		
D+	1.33		
D	1.00	Inferior	Failure
D -	0.67		Failure
F	0.00	Failure	Failure
OTHER GRADE MARKS USED			
Grade		Undergraduate	Graduate
I		*Incomplete	Incomplete
IP		In-Progress	In-Progress
W		Withdrawal	Withdrawal
P		Pass (C- or better)	Satisfactory Completion: (B- or better)
NP		No Pass/No Credit	No Credit: Unsatisfactory
AU		Audit	Audit
X		No basis for grade	No basis for grade
M		Missing Grade	Missing Grade

options through the seventh week of a term. Students may not choose P/NP if they are:

- repeating a course for which they received a differentiated grade. See Repeat Policy information.
- prohibited from doing so by academic major or degree requirements. Undergraduates are limited to 45 Pass credits. No more than 20 Pass credits can be earned in the final 45 degree credits. The P/NP grading option is limited at the graduate level.

### OTHER GRADE MARKS

**\*Incomplete Grade (I):** The instructor may issue a grade of I (for Incomplete) when certain criteria have been met and satisfactory student-instructor arrangements have been made. (See "Incompletes" in the PSU *Bulletin*, and also [www.pdx.edu/media/r/e/reg\\_I\\_to\\_F\\_students.pdf](http://www.pdx.edu/media/r/e/reg_I_to_F_students.pdf)). I grades are not included when calculating GPA.

The deadline for completion of an Incomplete in an undergraduate course is one calendar year. The instructor may set a shorter deadline, which is binding. An agreement to a longer period is by petition to the Scholastic Standards Committee. Failure to make up the Incomplete by the end of one year will result in the mark of I automatically changing to a

grade of F or NP, depending on the grading option chosen by the student at registration.

For graduating students, Incompletes awarded in undergraduate courses taken in Fall Term 2006 or later will automatically change to a grade of F or NP before conferral of the degree. The faculty of record must file supplemental grade changes no later than 30 days after the degree is awarded. Grades of F or NP will remain on the academic record after the degree is awarded and cannot be removed.

In cases when a student's inability to complete the work by the deadline is due to extraordinary circumstances, such as catastrophic injury or illness, petition may be made to the Scholastic Standards Committee, which will review the case to determine appropriate action.

**In-Progress Grade (IP):** Issued in the special circumstance when a student registers for a course in one term and completes it by registering for the companion course in a subsequent term. Upon successful completion of the final course, the instructor will change the grade of IP to the appropriate grade. IP grades are not included when calculating GPA.

**Withdrawal Grade (W):** Issued when a student formally withdraws from a course. The withdrawal must be initiated by the student in accordance with the procedures and deadline dates published in the *Registration Guide*. W grades carry no credit and are not included when calculating GPA.

**Audit Grade (AU):** Issued when a student's attendance in an audited course is deemed adequate. AU grades carry no credit and are not included when calculating GPA.

**No Basis for Grade (X):** Issued when the instructor finds no basis for grade, such as non-attendance. X grades carry no credit and are not included when calculating GPA.

**Missing Grade (M):** Issued when no grade has been reported to the Office of Admissions, Registration, and Records. M grades carry no credit and are not included when calculating GPA.

### UNDERGRADUATE REPEAT POLICY

Grades earned in all courses remain on the academic record/transcript, however, PSU policy holds that repeated courses affect the calculation of official GPA as follows:

- 1) credit is retained on the first A, A-, B+, B, B-, C+, C, C-, and all grades in subsequent attempts are included when calculating GPA, and
- 2) the first PSU grade of D+, D, D- or F is excluded in calculating GPA if the course is repeated at PSU for a differentiated grade (not P/NP). Credit is retained on the last grade received.

In order to have the official GPA reflected on the transcript, students must notify the Office of Admissions, Registration and Records of any course being repeated to ensure that an initial D+, D, D- or F grade is forgiven in GPA calculation. Complete the Notification of Repeat of Course form at the Admissions, Registration and Records windows in the lobby of Neuberger Hall.

## Calculating GPA in Two Easy Steps

### BASIC METHOD

From time to time students need to calculate their grade point average (GPA). Students who have not repeated a course while at PSU use the basic method to calculate GPA. The formula:

$$\frac{(\text{Total Grade Points})}{(\text{Total Credits})} = \text{GPA}$$

The Total Credits is the sum of the number of credits in which differentiated grades, that is, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, were earned. The Total Grade Points is the sum of grade points from A's, from A-'s, from B+'s, from B's, from B-'s, from C+'s, from C's, from C-'s, from D+'s, from D's, from D-'s, and from F's.

(total credits of A)	x	(4)	=	grade points from A's
(total credits of A-)	x	(3.67)	=	grade points from A-'s
(total credits of B+)	x	(3.33)	=	grade points from B+'s
(total credits of B)	x	(3)	=	grade points from B's
(total credits of B-)	x	(2.67)	=	grade points from B-'s
(total credits of C+)	x	(2.33)	=	grade points from C+'s
(total credits of C)	x	(2)	=	grade points from C's
(total credits of C-)	x	(1.67)	=	grade points from C-'s
(total credits of D+)	x	(1.33)	=	grade points from D+'s
(total credits of D)	x	(1)	=	grade points from D's
(total credits of D-)	x	(0.67)	=	grade points from D-'s
<u>(total credits of F)</u>	x	<u>(0)</u>	=	<u>grade points from F's</u>
Total Credits				Total Grade Points

Note: The Total Credits does NOT include credits for courses in which your grade was a P, NP, X, W, or I; as P, NP, X, W, and I grades have no effect on your GPA.

### EXAMPLE

Assume a student had the following grades: 9 credits of A, 23 credits of B, 37 credits of C, 11 credits of D, 3 credits of F, 6 credits of P, 3 credits of NP, and 4 credits of I\*. The GPA would be calculated as follows:

(9 credits)	x	(4)	=	36 grade points
(23 credits)	x	(3)	=	69 grade points
(37 credits)	x	(2)	=	74 grade points
(11 credits)	x	(1)	=	11 grade points
(3 credits)	x	(0)	=	0 grade points
<u>83 total credits</u>				<u>190 grade points</u>

$$\text{GPA} = \frac{190 \text{ grade points}}{83 \text{ credits}} = 2.28$$

✓ The 6 credits of P, 3 credits of NP, and 4 credits of I are not included in the GPA calculation.

### MODIFIED BASIC METHOD

Students who received a D or F in a PSU undergraduate course and repeated the course at PSU for a differentiated grade (A-F) used the modified basic method to calculate GPA. The grade received from the second taking is used in figuring the total grade points and the GPA; the grade from the first taking is not used in these calculations.

- A) The grade from the second taking is counted even if it is lower than the grade earned on the first taking. If you repeat a course more than once, all takings other than the first taking are included in the GPA.

B) If you earned a D or F on the first taking and repeated the course for a P/NP grade, the D or F earned from the first taking (not the P or NP earned on the second taking) will be the grade figured in the GPA.

C) If you earn a D or F in a PSU course and later repeat the course at another college, the grade earned at PSU is used to calculate your PSU GPA.

### EXAMPLE

Assume the student, whose grades were given above, repeated the course in which an F was earned and earned a C on the second taking, and repeated one of the 3 credit courses in which a D was earned and earned an A on the

# student records

second taking. The GPA would now be based on 12 credits of A, 23 credits of B, 40 credits of C, 8 credits of D, and 0 credits of F.

$$\text{GPA} = \frac{205 \text{ grade points}}{83 \text{ credits}} = 2.46$$

**Note:** that the credits used in the calculation are still 83.

Students who earn a C, B, or A in a course and repeat the course, grades, and credits from both takings are used when determining GPA; however, only the credits from one taking are counted toward the 180 credits needed for graduation.

Professional programs (business, education, medical, etc.) and graduate schools often use a different method for calculating GPA. Use their method when applying to their programs.

*Information prepared by CLAS ACT (College of Liberal Arts and Science Advising Center), 491 Neuberger Hall, 503.725.3822.*

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## Academic Standing

### UNDERGRADUATE AND POSTBACCALAUREATE UNDERGRADUATE STUDENTS

The faculty Scholastic Standards Committee (SSC) has the authority to place on Academic Warning, Probation or Dismissal any student according to the following standards:

**Academic Warning** - Any student with 12 or more attempted credits whose cumulative PSU GPA falls below 2.00 will be placed on academic warning. A registration hold will also be applied to the student record until he/she has attended a mandatory workshop facilitated by the Undergraduate Advising and Support Center (UASC).

**Academic Probation** - Students on academic warning will be placed on academic probation if they do not meet at least one of the following requirements:

- 1) Raise the cumulative PSU GPA to 2.00, thereby returning to good standing or
- 2) Earn a GPA for the given term of 2.25 or above, thereby remaining on academic warning and subject to the same requirements in the next term.

**Academic Dismissal** - Students on academic probation will be dismissed at the end of the term if they do not meet at last one of the following requirements:

- 1) Raise the cumulative PSU GPA to 2.00, thereby returning to good standing or
- 2) Earn a GPA for the given term of 2.25 or above, thereby remaining on academic probation and subject to the same requirements for the next term.

### Notes

- 1) Upon academic dismissal, a student's status may be changed by engaging the repeat policy. However, grade changes do not change the dismissal status.
- 2) Students who are academically dismissed from PSU are not permitted to register either full-time or part-time (including 1-8 credits).
- 3) When evaluating undergraduate academic standing, only PSU undergraduate credit is considered.
- 4) Students on academic warning or academic probation who receive only grades of I, X and/or NP will lose academic standing.

### REINSTATEMENT

A student who is dismissed may be readmitted to the University upon petition to, and approval by, the Scholastic Standards Committee. Petitions for current term reinstatement must be returned to the Office or Admissions, Registration and Records by the end of the second week of the term. If reinstatement is approved, the student will be reinstated to probation status.

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### GRADUATE STUDENTS AND POSTBACCALAUREATE GRADUATE STUDENTS

Graduate Academic Standing is administered by the Office of Graduate Studies and Research, 600 Unitus Building. Refer to the current PSU *Bulletin* for information.

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## Dean's List and President's List Awards

Portland State University recognizes and honors the academic accomplishments of our undergraduate students each term by awarding placement on the Dean's List and the President's List. High achieving students, as indicated by grade point averages, are placed on the Dean's or the President's List according to the criteria established by the Council of Deans. Dean's List and President's List awards are only given to undergraduate students who have not yet earned a baccalaureate degree. The awards

are given at the end of each term and are not recalculated based on grade changes or the removal of Incomplete grades. The award is acknowledged through a letter from the respective dean's office and with a notation on the student's academic transcript.

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### PRESIDENT'S LIST

#### FULL-TIME

Admitted undergraduate students with a cumulative PSU GPA of 3.5 or better, who have a carrying load of 12 hours or more, excluding AU and P/NP hours, and have a term GPA of 4.0 are placed on the President's List.

#### PART-TIME

Admitted undergraduate students with a cumulative PSU GPA of 3.5 or better who have a carrying load of less than 12 hours for a given term may qualify for President's List if both of the following conditions are met:

- A minimum of three part-time terms must be completed in succession, without interruption by either a term of full-time enrollment or the awarding of Dean's List or President's List
- A carrying load of at least 12 hours, excluding AU and P/NP hours, must be earned over the combined part-time terms and the student must have an averaged GPA of 4.0 over the combined terms

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### DEAN'S LIST

#### FULL-TIME

Admitted undergraduate students with a cumulative PSU GPA of 3.5 or better, who have a carrying load of 12 hours or more, excluding AU and P/NP hours, and have a term GPA of 3.75 - 3.99 are placed on the Dean's List.

#### PART-TIME

Admitted undergraduate students with a cumulative PSU GPA of 3.5 or better who have a carrying load of less than 12 hours for a given term may qualify for Deans's List if both of the following conditions are met:

- A minimum of three part-time terms must be completed in succession, without interruption by either a term of full-time enrollment or the awarding of Dean's List or President's List.
- A carrying load of at least 12 hours, excluding AU and P/NP hours, must be earned over the combined part-time terms and the student must have an averaged GPA of 3.75 - 3.99 over the combined terms.

# final exams

The following apply to all final exams:

- Times for final exams in most classes are determined by the hour and day of the first weekly lecture.
- Examinations are held in the regular classroom unless the instructor indicates other arrangements have been made. Such arrangements must be approved and recorded by the Scheduling Coordinator in the Office of Admissions, Registration, and Records.
- A day class scheduled to begin on Monday, or on Wednesday, or on Friday follows the "Mon" schedule code. See instructor for resolution of any time conflicts.
- A day class scheduled to begin on Tuesday or on Thursday follows the "Tue" schedule code. See instructor for resolution of any time conflicts.
- Weekend classes (Saturday/Sunday) meet during the regularly scheduled time on Saturday of finals week.
- Some courses have specific exam times as identified. (See department for makeup time if the specific exam is in conflict with a regularly scheduled exam.)
- Graduate classes follow the regular final examination schedule.
- Inclement weather: If exam(s) must be postponed, they will be placed at the end of finals week, or the following week, in an arrangement that seeks to best address the University classroom scheduling, weather projections and student needs.

## POLICY STATEMENT

A final exam should be viewed as an integral part of the course, subject to department policy and the nature of the course. It is expected that the final exam date is to be used as the last class meeting in the case when no final exam is required. The use and role of midterms and finals is explained to students at the beginning of the term as part of the course syllabus. The time and date of a final exam cannot be altered.

## CODE FOR DAY CLASSES

**Mon:** Indicates any class meeting pattern that has the first meeting of the week on a Monday, on a Wednesday, or on a Friday. (Examples: M, MW, MWF, MTR, MTWRF, W, WF, WRF, and F.)

**Tue:** Indicates any class meeting pattern that has the first meeting of the week on a Tuesday or on a Thursday. (Examples: T, TR, TWF, TRF, TWRF, R, and RF.)

## Fall 2008 Finals Week: December 8-13

**CONFIRM TIME AND PLACE OF EACH FINAL EXAM  
WITH INSTRUCTORS DURING THE LAST WEEK OF CLASSES**

### DAY CLASSES SCHEDULE (classes meeting before 1600)

FIRST CLASS MEETING CODE	CLASS STARTING TIME	EXAM DATE	EXAM TIME
Mon	0745-0859	Monday, December 8	0800-0950
Mon	0900-1014	Tuesday, December 9	0800-0950
Mon	1015-1129	Wednesday, December 10	1015-1205
Mon	1130-1244	Thursday, December 11	1230-1420
Mon	1245-1359	Monday, December 8	1230-1420
Mon	1400-1514	Wednesday, December 10	1230-1420
Mon	1515-1559	Tuesday, December 9	1230-1420
Tue	0800-0959	Thursday, December 11	0800-0950
Tue	1000-1159	Tuesday, December 9	1015-1205
Tue	1200-1359	Thursday, December 11	1015-1205
Tue	1400-1559	Monday, December 8	1015-1205

### EVENING CLASSES SCHEDULE (classes meeting at or after 1600)

M, MW	1600-1639	Monday, December 8	1530-1720
T, TR	1600-1639	Tuesday, December 9	1530-1720
W Only	1600-1639	Wednesday, December 10	1530-1720
R Only	1600-1639	Thursday, December 11	1530-1720

*All classes with regular meeting times between 1640 and 1759 meet from 1730-1920 for the final exam. The exam day corresponds to the first class meeting of each week.*

*All classes with regular meeting times begin at 1800 or later meet from 1930-2120 for the final exam. The exam day corresponds to the first class meeting of each week.*

### SPECIAL EXAMS SCHEDULE (verify room with instructor)

CH 327, 328, 337, 338, 339	Wednesday, December 10	0800-0950
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### CONFLICTS AND IRREGULARS

Friday, December 12 at 0800, 1015 and 1230. Time conflicts are resolved by students and instructors involved.

### FRESHMAN INQUIRY (UNST 100 LEVEL) AND SOPHOMORE INQUIRY (UNST 200 LEVEL) SCHEDULE

M/W START TIME	EXAM DATE	EXAM TIME
0800	Monday, December 8	0800-0950
0930	Tuesday, December 9	0800-0950
1100	Wednesday, December 10	1015-1205
1230	Thursday, December 11	1230-1420
1400	Monday, December 8	1230-1420
1530	Wednesday, December 10	1230-1420
1700	Monday, December 8	1730-1920
1840	Monday, December 8	1930-2120
T/R START TIME	EXAM DATE	EXAM TIME
0800	Thursday, December 11	0800-0950
0930	Tuesday, December 9	1015-1205
1100	Thursday, December 11	1015-1205
1230	Monday, December 8	1015-1205
1400	Tuesday, December 9	1530-1720
1530	Thursday, December 11	1530-1720
1700	Tuesday, December 9	1730-1920
1840	Tuesday, December 9	1930-2120

# final exams

Winter 2009 Finals Week: March 16-21

**CONFIRM TIME AND PLACE OF EACH FINAL EXAM  
WITH INSTRUCTORS DURING THE LAST WEEK OF CLASSES**

## DAY CLASSES SCHEDULE (classes meeting before 1600)

FIRST CLASS MEETING CODE	CLASS STARTING TIME	EXAM DATE	EXAM TIME
Mon	0745-0859	Monday, March 16	0800-0950
Mon	0900-1014	Tuesday, March 17	0800-0950
Mon	1015-1129	Wednesday, March 18	1015-1205
Mon	1130-1244	Thursday, March 19	1230-1420
Mon	1245-1359	Monday, March 16	1230-1420
Mon	1400-1514	Wednesday, March 18	1230-1420
Mon	1515-1559	Tuesday, March 17	1230-1420
Tue	0800-0959	Thursday, March 19	0800-0950
Tue	1000-1159	Tuesday, March 17	1015-1205
Tue	1200-1359	Thursday, March 19	1015-1205
Tue	1400-1559	Monday, March 16	1015-1205

## EVENING CLASSES SCHEDULE (classes meeting at or after 1600)

M, MW	1600-1639	Monday, March 16	1530-1720
T, TR	1600-1639	Tuesday, March 17	1530-1720
W Only	1600-1639	Wednesday, March 18	1530-1720
R Only	1600-1639	Thursday, March 19	1530-1720

*All classes with regular meeting times between 1640 and 1759 meet from 1730-1920 for the final exam. The exam day corresponds to the first class meeting of each week.*

*All classes with regular meeting times begin at 1800 or later meet from 1930-2120 for the final exam. The exam day corresponds to the first class meeting of each week.*

## SPECIAL EXAMS SCHEDULE (verify room with instructor)

CH 327, 328, 337, 338, 339	Wednesday, March 18	0800-0950
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## CONFLICTS AND IRREGULARS

Friday, March 20 at 0800, 1015 and 1230. Time conflicts are resolved by students and instructors involved.

## FRESHMAN INQUIRY (UNST 100 LEVEL) AND SOPHOMORE INQUIRY (UNST 200 LEVEL) SCHEDULE

M/W START TIME	EXAM DATE	EXAM TIME
0800	Monday, March 16	0800-0950
0930	Tuesday, March 17	0800-0950
1100	Wednesday, March 18	1015-1205
1230	Thursday, March 19	1230-1420
1400	Monday, March 16	1230-1420
1530	Wednesday, March 18	1230-1420
1700	Monday, March 16	1730-1920
1840	Monday, March 16	1930-2120
T/R START TIME	EXAM DATE	EXAM TIME
0800	Thursday, March 19	0800-0950
0930	Tuesday, March 17	1015-1205
1100	Thursday, March 19	1015-1205
1230	Monday, March 16	1015-1205
1400	Tuesday, March 17	1530-1720
1530	Thursday, March 19	1530-1720
1700	Tuesday, March 17	1730-1920
1840	Tuesday, March 17	1930-2120

## Spring 2009 Finals Week: June 8-13

**CONFIRM TIME AND PLACE OF EACH FINAL EXAM  
WITH INSTRUCTORS DURING THE LAST WEEK OF CLASSES**

### DAY CLASSES SCHEDULE (classes meeting before 1600)

FIRST CLASS MEETING CODE	CLASS STARTING TIME	EXAM DATE	EXAM TIME
Mon	0745-0859	Monday, June 8	0800-0950
Mon	0900-1014	Tuesday, June 9	0800-0950
Mon	1015-1129	Wednesday, June 10	1015-1205
Mon	1130-1244	Thursday, June 11	1230-1420
Mon	1245-1359	Monday, June 8	1230-1420
Mon	1400-1514	Wednesday, June 10	1230-1420
Mon	1515-1559	Tuesday, June 9	1230-1420
Tue	0800-0959	Thursday, June 11	0800-0950
Tue	1000-1159	Tuesday, June 9	1015-1205
Tue	1200-1359	Thursday, June 11	1015-1205
Tue	1400-1559	Monday, June 8	1015-1205

### EVENING CLASSES SCHEDULE (classes meeting at or after 1600)

M, MW	1600-1639	Monday, June 8	1530-1720
T, TR	1600-1639	Tuesday, June 9	1530-1720
W Only	1600-1639	Wednesday, June 10	1530-1720
R Only	1600-1639	Thursday, June 11	1530-1720

*All classes with regular meeting times between 1640 and 1759 meet from 1730-1920 for the final exam. The exam day corresponds to the first class meeting of each week.*

*All classes with regular meeting times begin at 1800 or later meet from 1930-2120 for the final exam. The exam day corresponds to the first class meeting of each week.*

### SPECIAL EXAMS SCHEDULE (verify room with instructor)

CH 327, 328, 337, 338, 339	Wednesday, June 10	0800-0950
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### CONFLICTS AND IRREGULARS

Friday, June 12 at 0800, 1015 and 1230. Time conflicts are resolved by students and instructors involved.

### FRESHMAN INQUIRY (UNST 100 LEVEL) AND SOPHOMORE INQUIRY (UNST 200 LEVEL) SCHEDULE

M/W START TIME	EXAM DATE	EXAM TIME
0800	Monday, June 8	0800-0950
0930	Tuesday, June 9	0800-0950
1100	Wednesday, June 10	1015-1205
1230	Thursday, June 11	1230-1420
1400	Monday, June 8	1230-1420
1530	Wednesday, June 10	1230-1420
1700	Monday, June 8	1730-1920
1840	Monday, June 8	1930-2120
T/R START TIME	EXAM DATE	EXAM TIME
0800	Thursday, June 11	0800-0950
0930	Tuesday, June 9	1015-1205
1100	Thursday, June 11	1015-1205
1230	Monday, June 8	1015-1205
1400	Tuesday, June 9	1530-1720
1530	Thursday, June 11	1530-1720
1700	Tuesday, June 9	1730-1920
1840	Tuesday, June 9	1930-2120

# graduation & commencement

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## The Difference?

**Graduation** means that a student has been certified by the University as having met all degree requirements. Upon certification the degree is awarded and noted in the Student Information System so that it displays on the graduate's transcript. Graduation certification occurs 4-6 weeks after final term grades are posted. Diplomas are printed after the degree certification process is complete.

**Commencement** is a ceremony. It is an opportunity for students, along with their family, friends, and the PSU community, to celebrate their accomplishments. Except for doctoral students (who must be graduated to participate), the commencement ceremonies are open to all students who have applied for degree clearance and then registered for a commencement within the specified deadlines at [www.pdx.edu/commencement](http://www.pdx.edu/commencement). Participation in commencement does not mean that a student has graduated, nor do students receive diplomas on that day.

**Diploma.** Student transcripts (official and unofficial) display PSU degree information once the graduation certification process is complete (see above). Note that this is before the diploma is prepared. All degree recipients are notified by mail of diploma availability (either by picking it up in the Office of Degree Requirements, or by having it mailed). Diplomas are generally available at the end of the term following the graduation term.

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## Five Steps

### 1. MEET WITH ADVISER

Students are encouraged to meet with their academic adviser to check their progress toward a degree before submitting a degree application.

### 2. SUBMIT A DEGREE APPLICATION

Undergraduate degree application forms are due **two terms** before the anticipated graduation date. Graduate degree application forms are due **one term** before graduation. Specific deadlines are listed below.

### 3. REGISTER FOR COMMENCEMENT

Visit [www.pdx.edu/commencement](http://www.pdx.edu/commencement) to register for a ceremony. The registration process includes ordering tickets for the Spring ceremony. Online registration begins in October for Spring Commencement, and in May for Summer Commencement.

### 4. ATTEND TO ANY OUTSTANDING GRADE ISSUES

All course work should be completed and final grades recorded to ensure smooth processing of your degree application.

### 5. ORDER REGALIA, ANNOUNCEMENTS, AND CLASS RING

You can order all your commencement memorabilia at the PSU Bookstore.

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## Graduation

### BACCALAUREATE DEGREE OR UNDERGRADUATE CERTIFICATE OFFICE OF ADMISSIONS, REGISTRATION AND RECORDS – DEGREE REQUIREMENTS

104 Neuberger Hall  
503.725.3438  
[askdars@pdx.edu](mailto:askdars@pdx.edu)  
[www.pdx.edu/registration/graduation.html](http://www.pdx.edu/registration/graduation.html)

### DEGREE APPLICATION DEADLINES

Summer 2008 graduation - April 4, 2008  
Fall 2008 graduation - June 27, 2008  
Winter 2009 graduation - October 3, 2008  
Spring 2009 graduation - January 9, 2009  
Summer 2009 graduation - April 3, 2009  
Fall 2009 graduation - June 26, 2009

### ADVANCED DEGREE OR GRADUATE CERTIFICATE OFFICE OF GRADUATE STUDIES

600 Unitus Building  
503.725.8410  
[grad@pdx.edu](mailto:grad@pdx.edu)  
[www.gsr.pdx.edu](http://www.gsr.pdx.edu)

### DEGREE APPLICATION DEADLINES

Summer 2008 graduation - June 27, 2008  
Fall 2008 graduation - October 3, 2008  
Winter 2009 graduation - January 9, 2009  
Spring 2009 graduation - April 3, 2009

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## Commencement

### OFFICE OF THE DEAN OF STUDENTS

433 Smith Memorial Student Union  
503.725.4422  
[commencement@pdx.edu](mailto:commencement@pdx.edu)  
[www.pdx.edu/commencement](http://www.pdx.edu/commencement)

Portland State University has two University-wide commencement ceremonies each year: a formal cap and gown ceremony at the end of Spring Term, and an informal ceremony at the end of Summer Term.

### SPRING 2009 CEREMONY

SATURDAY, JUNE 13, 10 AM  
ROSE GARDEN ARENA (TENTATIVE)

The Spring Commencement Ceremony is a formal event with a keynote speaker that lasts about three hours. Approximately 1,700 students process onto the arena floor at the start of the ceremony. As their names are read each student crosses the stage to receive his or her diploma folder. (Official diplomas are available later in the summer.)

**Eligibility.** Only students completing their studies during the 2008-09 academic year may walk in the 2009 Spring ceremony. Bachelor's and Master's candidates for Fall 2008, Winter 2009, Spring 2009, and Summer 2009 may register for the Spring 2009 Ceremony after their graduation application is approved. Doctoral candidates must be certified by the Office of Graduate Studies (600 Unitus Building, 503.725.8410) to participate in the Spring ceremony.

Spring Commencement is a ticketed event. Students request tickets when registering to attend the ceremony at [www.pdx.edu/commencement](http://www.pdx.edu/commencement).

### SUMMER 2009 CEREMONY SATURDAY, AUGUST 15, 11 AM PSU SOUTH PARK BLOCKS

The Summer Commencement Ceremony is an informal event that lasts about one and a half hours. Bachelor's and Master's candidates are encouraged to wear regalia. Academic attire is required for all faculty and doctoral graduates attending the ceremony.

**Eligibility.** Only students completing their studies in Summer 2009 and Fall 2009 may walk in the Summer 2009 ceremony. Doctoral candidates must be certified by the Office of Graduate Studies (600 Unitus Building, 503.725.8410) to participate in the Summer ceremony.

Students register to attend the ceremony at [www.pdx.edu/commencement](http://www.pdx.edu/commencement). Make sure to choose "Summer 2009" from the drop-down menu. Registration begins in May 2009.

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### COMMENCEMENT PROGRAM

Graduates' names are published in the Commencement Ceremony Program, provided they applied within the degree application deadlines (see above), unless omission is requested in writing to the Office of Degree Requirements, 104 Neuberger Hall by the following dates:

Spring 2009 - April 17, 2009  
Summer 2009 - July 3, 2009

# campus resources

## General Information

*For departments and services not listed*

503.725.3000

800.547.8887 toll free

[www.pdx.edu](http://www.pdx.edu)

### ACADEMIC AFFAIRS

349 Cramer Hall

503.725.3422

[www.pdx.edu/oa](http://www.pdx.edu/oa)

### ADMISSIONS, REGISTRATION & RECORDS

#### *Admissions*

105 Neuberger Hall

503.725.3511

[www.pdx.edu/admissions](http://www.pdx.edu/admissions)

#### *Registration & Records*

Neuberger Hall Lobby

503.725.3412

[www.pdx.edu/registration](http://www.pdx.edu/registration)

### AFFIRMATIVE ACTION

122 Cramer Hall

503.725.4417 or TTY 503.725.6503

[www.afm.pdx.edu](http://www.afm.pdx.edu)

### ALCOHOL & DRUG POLICY

[www.pdx.edu/dos](http://www.pdx.edu/dos)

### ALUMNI RELATIONS

Simon Benson House

1803 SW Park Ave.

503.725.4948

[www.alumni.pdx.edu](http://www.alumni.pdx.edu)

### ATHLETICS

415 University Center Building

503.725.4000

[www.goviks.com](http://www.goviks.com)

### BOOKSTORE

1715 SW 5th Ave.

503.725.3780

[www.psubookstore.com](http://www.psubookstore.com)

### CAMPUS MINISTRY

633 SW Montgomery St., Rm. 001

(entrance on Broadway)

503.226.7807, x100

[www.campusministry.pdx.edu](http://www.campusministry.pdx.edu)

### CAMPUS RECREATION

#### *Club Sports*

[www.campusrec.pdx.edu/clubsports](http://www.campusrec.pdx.edu/clubsports)

#### *Intramurals*

[www.campusrec.pdx.edu/intramurals](http://www.campusrec.pdx.edu/intramurals)

#### *Outdoor Program*

[www.odp.pdx.edu](http://www.odp.pdx.edu)

### CAREER CENTER

#### *Career Planning*

402 University Services Building

503.725.4613

[www.career.pdx.edu](http://www.career.pdx.edu)

#### *Student Employment*

402 University Services Building

503.725.4958

[www.career.pdx.edu](http://www.career.pdx.edu)

### CASHIERS' OFFICE

Neuberger Hall Lobby

503.725.3670

[www.pdx.edu/bao](http://www.pdx.edu/bao)

### CHILD CARE

#### *ASPSU Children's Center*

126 Smith Memorial Student Union

503.725.2273

[www.tcc.pdx.edu](http://www.tcc.pdx.edu)

#### *Helen Gordon Child Development Center*

1609 SW 12th Ave.

503.725.3092

[www.hgcdc.pdx.edu](http://www.hgcdc.pdx.edu)

### COMMUNITY COLLEGE RELATIONS

425 Smith Memorial Student Union

503.725.4005

[www.pdx.edu/uasc/ccr.html](http://www.pdx.edu/uasc/ccr.html)

### COMPUTER LABS

- *See next page*

### CONDUCT CODE

[www.pdx.edu/dos](http://www.pdx.edu/dos)

### DEAN OF STUDENTS

(formerly *Student Affairs*)

433 Smith Memorial Student Union

503.725.4422

[www.pdx.edu/dos](http://www.pdx.edu/dos)

### DISABILITY RESOURCE CENTER

435 Smith Memorial Student Union

503.725.4150 or TTY 503.725.4178

[www.pdx.edu/iasc/drc.html](http://www.pdx.edu/iasc/drc.html)

### EDUCATIONAL EQUITY PROGRAMS & SERVICES

425 Smith Memorial Student Union

503.725.4457

[www.eeps.pdx.edu](http://www.eeps.pdx.edu)

### EXTENDED STUDIES

1515 SW 5th Ave.

503.725.3276

[www.extended.pdx.edu](http://www.extended.pdx.edu)

### FINANCIAL AID

Neuberger Hall Lobby

503.725.3461

[www.pdx.edu/finaid](http://www.pdx.edu/finaid)

### GRADUATE STUDIES

600 Unitus Building

503.725.8410

[www.gsr.pdx.edu/ogs.html](http://www.gsr.pdx.edu/ogs.html)

### HOUSING

210 Broadway Building

503.725.4375

#### *University Housing*

[www.pdx.edu/housing](http://www.pdx.edu/housing)

#### *College Housing Northwest*

[www.chnw.org](http://www.chnw.org)

### ID CARDS

Neuberger Hall Lobby

503.725.8333 or 503.725.8343

[www.pdx.edu/bao/id\\_card.html](http://www.pdx.edu/bao/id_card.html)

### INFORMATION TECHNOLOGIES

[www.oit.pdx.edu](http://www.oit.pdx.edu)

#### *Help Desk*

10 Smith Memorial Student Union

503.725.HELP (4357)

[www.uss.pdx.edu](http://www.uss.pdx.edu)

### LIBRARY

140 Millar Library

503.725.4617 or 503.725.3065 (for hours)

[www.library.pdx.edu](http://www.library.pdx.edu)

### LOST & FOUND

- *See Public Safety*

### MULTICULTURAL CENTER

228 Smith Memorial Student Union

503.725.5342

[www.culture.pdx.edu](http://www.culture.pdx.edu)

### OMBUDS OFFICE

169 Cramer Hall

503.725.5901

[www.ombuds.pdx.edu](http://www.ombuds.pdx.edu)

### PARKING

- *See Transportation & Parking*

### PUBLIC SAFETY

1st Floor Shattuck Hall

503.725.4404 (emergency)

503.725.4407 (non-emergency/Lost & Found)

[www.pdx.edu/cps](http://www.pdx.edu/cps)

### SENIOR ADULT LEARNING CENTER

470H Urban Center Building

503.725.4739

[www.upa.pdx.edu/IOA](http://www.upa.pdx.edu/IOA)

### SKILLS ENHANCEMENT & TUTORING CENTER (SETC)

425 Smith Memorial Student Union

503.725.4457

[www.setc.pdx.edu](http://www.setc.pdx.edu)

# campus resources

## STUDENT ACTIVITIES & LEADERSHIP PROGRAMS (SALP)

119 Smith Memorial Student Union  
503.725.4452  
[www.salp.pdx.edu](http://www.salp.pdx.edu)

## STUDENT EMPLOYMENT

- see *Career Center*

## STUDENT AFFAIRS

- see *Dean of Students*

## STUDENT HEALTH & COUNSELING

1880 SW 6th Ave.  
503.725.2800  
[www.shac.pdx.edu](http://www.shac.pdx.edu)

## STUDENT LEGAL & MEDIATION SERVICES

M340 Smith Memorial Student Union  
503.725.4556  
[www.slms.pdx.edu](http://www.slms.pdx.edu)

## STUDENT PUBLICATIONS

503.725.4531  
[www.studentpublications.pdx.edu](http://www.studentpublications.pdx.edu)

## STUDENT RESOURCE HUB

115 Smith Memorial Student Union  
503.725.4402

## STUDY ABROAD PROGRAMS

101 East Hall  
503.725.4094  
[www.intl.pdx.edu/EdAbroad](http://www.intl.pdx.edu/EdAbroad)

## TICKET OFFICE

Smith Memorial Student Union, main floor  
503.725.3307  
[www.cegs.pdx.edu/see/boxoffice.php](http://www.cegs.pdx.edu/see/boxoffice.php)

## TRANSPORTATION & PARKING

Neuberger Hall Lobby  
503.725.3442  
[www.transportation.pdx.edu](http://www.transportation.pdx.edu)

Visitor Information, Urban Center Plaza  
503.725.9005

Bike Co-Op (5th Ave. & Harrison St.)  
503.725.9006

## UNDERGRADUATE ADVISING & SUPPORT CENTER (UASC)

425 Smith Memorial Student Union  
503.725.4005  
[www.pdx.edu/uasc](http://www.pdx.edu/uasc)

## VETERANS ADVISING

425 Smith Memorial Student Union  
503.725.3876  
[www.pdx.edu/uasc/veterans.html](http://www.pdx.edu/uasc/veterans.html)

## VETERANS CERTIFICATION

104 Neuberger Hall  
503.725.3411  
[www.pdx.edu/registration/certify\\_vets.html](http://www.pdx.edu/registration/certify_vets.html)

## VISITOR INFORMATION

Urban Center Plaza  
503.725.9005

## WOMEN'S RESOURCE CENTER

Montgomery Hall Basement  
503.725.5672  
[www.wrc.pdx.edu](http://www.wrc.pdx.edu)

## WRITING CENTER

188F Cramer Hall  
503.725.3570  
[www.writingcenter.pdx.edu](http://www.writingcenter.pdx.edu)

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## Computer Labs & Kiosks

There are several technology labs and computer kiosks located across campus to enable you to access online registration at [www.pdx.edu](http://www.pdx.edu). Each of the technology labs listed below are staffed with knowledgeable lab attendants who can assist you with the registration process. Lab hours are subject to change for holidays and between term dates.

### BA 360

Business Administration Building  
SBA Graduate Student Lab  
*Access:* Must be enrolled in at least one SBA graduate class  
*Hours:* Monday through Thursday, 7:00 am – 10:00 pm; Friday, 7:00 am – 5:00 pm; Saturday, 12:00 pm – 5:00 pm; Sunday, 12:00 pm – 10:00 pm  
*Contact:* 503.725.3717

### BA 370

Business Administration Building  
Chiles Information Systems Center  
*Access:* Must be enrolled in at least one SBA undergraduate class  
*Hours:* Monday through Thursday, 7:00 am – 10:00 pm; Friday, 7:00 am – 5:00 pm; Saturday, 12:00 pm – 5:00 pm; Sunday, 12:00 pm – 10:00 pm  
*Contact:* 503.725.3717

### BHB 226

Broadway Housing Building  
General Student Lab  
*Access:* Open to all students  
*Hours:* Sunday 10:00 am through Friday at 9:00 pm (24 hour schedule); Saturday, 10:00 am – 7:00 pm  
*Contact:* 503.725.2940

## CH 1

Cramer Hall  
Instructional Computing Classrooms/  
Geology Lab  
*Access:* Open to all students when classes are not in session, open approximately 20 hours per week.  
*Hours:* See schedule posted outside of door  
*Contact:* 503.725.5867

## CH 145, 147, 149, 154, 159, 194, 196

Cramer Hall  
University Studies Labs  
*Access:* Open to all students when classes are not in session  
*Hours:* Monday through Thursday, 7:30 am – 10:00 pm; Friday, 7:30 am – 7:00 pm  
*Contact:* 503.725.5980

## CH 245, 247, 249

Cramer Hall  
University Studies Labs  
*Access:* Open to all students when classes are not in session  
*Hours:* Monday through Thursday, 7:30 am – 10:00 pm; Friday, 7:30 am – 7:00 pm  
*Contact:* 503.725.8249

## CH 321, 324

Cramer Hall  
Instructional Computing Classrooms Labs  
*Access:* Open to all students when classes are not in session  
*Hours:* Monday through Thursday, 8:00 am – 10:00 pm; Friday, 8:00 am – 5:00 pm; Saturday, 9:00 am – 5:00 pm  
*Contact:* 503.725.5867

## CH KIOSK

Cramer Hall  
First Floor – South Side by CH 188

## ED 219

Graduate School of Education  
ESL Learning Center  
*Access:* Must be an IELP student  
*Hours:* Monday, Wednesday, Friday, 11:00 am – 6:00 pm; Tuesday, 9:00 am – 5:00 pm; Thursday, 9:00 am – 6:00 pm  
*Contact:* 503.725.9199

## ED 310

Graduate School of Education  
Metropolitan Instructional Support Lab  
*Access:* Priority given to Graduate School of Education students  
*Hours:* See schedule posted outside of door  
*Contact:* 503.725.4607

**ML 110**

Millar Library  
 Assistive Technologies Center  
*Access:* Open to students with disabilities  
*Hours:* Monday through Friday, 9:00 am  
 – 5:00 pm  
*Contact:* 503.725.8395

**ML 115**

Millar Library  
 Millar Library Lab  
*Access:* Open to all students  
*Hours:* Monday through Thursday, 7:30 am  
 – 12:00 am; Friday, 7:30 am – 7:00 pm;  
 Saturday, 10:00 am – 7:00 pm; Sunday,  
 12:00 pm – 12:00 am  
*Contact:* 503.725.8425

**ML 2ND FLOOR**

Millar Library  
 Learning Research Lab  
*Access:* Open to all students  
*Hours:* Monday through Thursday, 7:30 am  
 – 12:00 am; Friday, 7:30 am – 7:00 pm;  
 Saturday, 10:00 am – 7:00 pm; Sunday,  
 12:00 pm – 12:00 am  
*Contact:* 503.725.5874

**ML KIOSKS**

Millar Library  
 First Floor – East Side by ML 110 Entrance

**NASCC 160**

Native American Student & Community  
 Center  
 Native American Center Lab  
*Access:* Open to all students  
*Hours:* Monday through Friday, 10:00 am  
 – 6:00 pm; Saturday, 10:00 am – 4:00 pm  
*Contact:* 503.725.9695

**NH KIOSKS**

Neuberger Hall  
 Main Lobby

**NH 96**

Neuberger Hall  
 Academic Computing Services Lab  
*Access:* Open to all students  
*Hours:* Monday through Thursday, 8:00 am  
 – 10:00 pm; Friday, 8:00 am – 7:00 pm;  
 Saturday, 10:00 am – 7:00 pm  
*Contact:* 503.725.3288

**NH 437, 439, 448**

Neuberger Hall  
 Instructional Computing Classrooms Labs  
*Access:* Open to all students when classes are  
 not in session  
*Hours:* Monday through Thursday, 8:00 am  
 – 10:00 pm; Friday, 8:00 am – 5:00 pm;  
 Saturday, 9:00 am – 5:00 pm  
*Contact:* 503.725.9134

**OND KIOSK**

Ondine Building  
 First Floor – North Side

**SB2 KIOSKS**

Science Building II  
 First Floor – East Side by SB1 139A  
 First Floor – West Side

**SMSU KIOSKS**

Smith Memorial Student Union  
 First Floor – South Side by Subway Entrance  
 First Floor – North Side by Student Union  
 Second Floor – Southeast Side  
 Second Floor – West Side by Lounge  
 Fourth Floor – Outside of UASC

**URBN 230**

Urban Building  
 Urban and Public Affairs Lab  
*Access:* Priority given to CUPA students  
*Hours:* Monday through Thursday, 9:00 am  
 – 10:00 pm; Friday, 9:00 am – 5:00 pm;  
 Saturday, 12:00 pm – 4:00 pm  
*Contact:* 503.725.4017

# transportation & parking

503.725.3442

[www.transportation.pdx.edu](http://www.transportation.pdx.edu)

## LOCATION & HOURS

Neuberger Hall Lobby (first floor, 724 SW Harrison St.)

**Regular Hours: Monday through Thursday, 9:00 am - 5:30 pm**

**Friday, 9:00 am - 5:00 pm**

Extended Hours: 10:00 am - 3:00 pm on the Saturday before each term begins.

8:00 am - 6:00 pm on the first two days of each term.

## STUDENT DISCOUNTED FLEXPASS (TRANSIT)

- Pass is valid in All Zones on the bus, MAX and Portland Streetcar.
- Students must be registered for 3 or more credits.
- Pass is discounted 35% of full price.
- For TriMet bus and MAX information, visit [www.trimet.org](http://www.trimet.org)
- For Portland Streetcar information, visit [www.portlandstreetcar.org](http://www.portlandstreetcar.org)

## ADDITIONAL BENEFITS

- **Zipcar:** Join Portland's car sharing program and get a PSU student discount. Visit [www.zipcar.com/psu](http://www.zipcar.com/psu) for more information.
- **Free PSU Bike Co-Op Membership:** The Co-Op, providing bike parking and repairs, is located at the entrance of the University Center Building garage, at 5th Ave. and SW Harrison St. Contact Co-Op staff at [bikeshop@pdx.edu](mailto:bikeshop@pdx.edu).
- **Parking:** For those times when you *must* drive to campus, FlexPass holders may purchase a daily parking permit for a discounted rate.

## GETTING A FLEXPASS

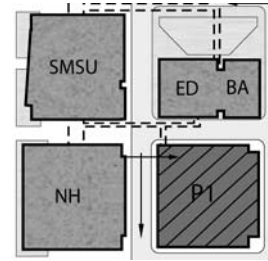
- 1) Reserve a pass at [banweb.pdx.edu](http://banweb.pdx.edu).
- 2) Pick up your FlexPass one of these locations:
  - Urban Plaza Information Center, Monday-Friday 9:00 am - 5:00 pm. (near the PSU Bookstore, between 5th and 6th Avenues)
  - Neuberger Hall Lobby (see hours above)

## STUDENT PARKING PERMITS

- Permits are required on campus year round.
- All term permits are valid all hours on Saturday, Sunday, and during finals week.
- Friends or family members may not pick up a permit in place of a student.
- Credit requirements do not apply to graduate assistants.
- Permit reservations cancelled after the first week of classes will be refunded according to a pro-rated fee schedule.
- Refunds are not given for permits returned during the last two weeks of the term.
- The permit fee charged to a student account serves as a permit reservation confirmation.
- **Carpool:** Students and faculty/staff may purchase a carpool permit, valid in spaces designated for carpool permit holders. All carpool partners must be present when picking up the permit. Need a carpool partner? Visit [www.CarpoolMatchNW.org](http://www.CarpoolMatchNW.org)

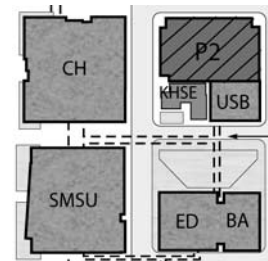
## GETTING A PARKING PERMIT

- 1) Reserve a pass at [banweb.pdx.edu](http://banweb.pdx.edu).
- 2) Have the permit mailed to you or pick it up in Neuberger Hall Lobby (see hours above).



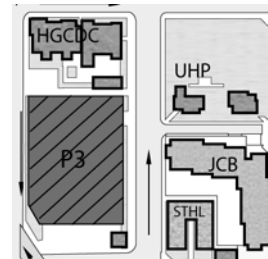
PARKING STRUCTURE 1 (P1)

1872 SW Broadway Ave



PARKING STRUCTURE 2 (P2)

1724 SW Broadway Ave



PARKING STRUCTURE 3 (P3)

1631 SW 12th Ave

# university studies

## General Education Requirements

Students are strongly encouraged to consult with an adviser regarding requirements as described in the *Bulletin*. The purpose of the University Studies program is to facilitate the acquisition of the knowledge, abilities, and attitudes which will form a foundation for lifelong learning among its students. The courses in University Studies address four program goals:

### I. COMMUNICATION

defined to include writing as the core, but also emphasizes quantitative reasoning, graphics and other forms of visual and oral communication. *University Studies students are not required to take separate writing courses.*

### II. DIVERSITY AND MULTICULTURALISM

taught across the curriculum will result in “other voices” becoming a common part of the learning experience.

### III. INQUIRY AND CRITICAL THINKING

through an integrated educational experience that will be supportive of and complement programs and majors, contributing to ongoing, lifelong inquiry and learning after completing undergraduate education.

### IV. ETHICAL ISSUES AND SOCIAL RESPONSIBILITY

that develop an appreciation for, and understanding of, the relationships among personal, societal, and global well-being and the personal implications of such issues as the basis of ethical judgment, societal diversity, and the expectations for social responsibility.

#### • Freshman Inquiry

A yearlong, 15-credit course, Freshman Inquiry focuses on a theme, taught by teams of faculty members. These themes will be approached from the various disciplines of the faculty team and will change every two years. **Freshman Inquiry must be taken in sequence.** Co-requisite: Mentored Inquiry.

#### • Sophomore Inquiry

Students are required to choose three Sophomore Inquiry courses for a total of 12 credits. Course content will continue to emphasize interdisciplinary perspectives as well as the four goals of communication, the diverse human experience, inquiry and critical thinking, and ethics and social responsibility. These courses allow students to sample various interest areas prior to choosing an

upper-division cluster directly linked to one of the 3 Sophomore Inquiry courses they have completed. Co-requisite: Mentored Inquiry.

#### • Upper Division Cluster

At this level, students select three or four courses (for a total of 12 credits) from one cluster which is directly linked to one of the three Sophomore Inquiry classes they have taken previously. Students transferring into PSU with 90 or more credits should complete the Sophomore Inquiry course directly linked to the Upper Division Cluster they choose.

Students cannot take Cluster classes in their major.

#### • Senior Capstone (UNST 421)

This 6-credit capstone course is the culminating general education experience for seniors. Students join an interdisciplinary team, develop a strategy to address a problem or concern in the community and implement this strategy over one, two or three quarters of work.

#### • Transfer Transition (for transfer students)

Transfer Transition courses are specifically geared toward students transferring to Portland State University from other post-secondary institutions. Each of these courses is designed by faculty from different disciplines assisted by student peer mentors. These courses will orient students to PSU and assist them in improving their communication skills, learning the process of inquiry from the perspectives of several different disciplines, and building a foundation for the effective and efficient application of information technology resources, such as the Internet and e-mail. **For students with 45-89 transfer credit hours, Transfer Transition 200 level counts as one Sophomore Inquiry course.**

### ATTENTION TRANSFER STUDENTS:

Transfer students who have earned:

- Less than 30 credit hours of transfer work are required to complete all of the University Studies program requirements, including the entire sequence of Freshman Inquiry.
- 30-44 credit hours of transfer work are required to complete Transfer Transition 200 level and the University Studies program beginning with Sophomore Inquiry.
- 45-59 credit hours of transfer work are

required to complete the University Studies program beginning with Sophomore Inquiry. Transfer Transition 200 level is recommended and counts as one Sophomore Inquiry course.

- 60-74 credit hours of transfer work are required to complete the University Studies program beginning with Sophomore Inquiry, but are required to take only two Sophomore Inquiry courses. Transfer Transition 200 level is recommended and counts as one Sophomore Inquiry course.
- 75-89 credit hours of transfer work are required to complete the University Studies program beginning with Sophomore Inquiry, but are required to take only one Sophomore Inquiry course. Transfer Transition 200 level is recommended and counts as one Sophomore Inquiry course.
- 90 or more credit hours of transfer work are required to complete the University Studies program beginning with an Upper Division Cluster.

## FRESHMAN INQUIRY ("FRINQ")

This is a year-long course.

1. Review the online Class Schedule for FRINQ courses offered.
2. Select and register for a class section.
3. Select and register for a required mentor section that corresponds to your FRINQ class.

## SOPHOMORE INQUIRY ("SINQ")

1. Review the online Class Schedule for SINQ courses offered.
2. Select and register for 3 SINQ courses (1 per term recommended) and accompanying mentor sections.

SOPHOMORE INQUIRY 1

SOPHOMORE INQUIRY 2

SOPHOMORE INQUIRY 3

## UPPER DIVISION CLUSTER

1. Review the online Class Schedule or course fliers located outside the University Studies office for Cluster courses offered.
2. Cluster must be linked to one of the Sophomore Inquiry courses you've chosen.
3. Select and register for three courses. All must come from the same Cluster (1 per term recommended).

CLUSTER COURSE 1

CLUSTER COURSE 2

CLUSTER COURSE 3

## SENIOR CAPSTONE

1. Review the online Class Schedule for Capstone courses offered.
2. Select and register for one Capstone course; some are offered across multiple terms.

## University Studies Course Descriptions

### FRESHMAN INQUIRY

#### THE CONSTRUCTED SELF: ME, US, AND THEM

This interdisciplinary year-long course is designed to examine the ways in which we as individuals, as human beings and as social/cultural groups, create and communicate a sense of identity. Each quarter we will examine a different aspect of "The Constructed Self."

The first quarter we will interrogate the various factors that go into the development of individual identity in this American culture such as gender, race, and class. During the winter quarter we will explore what it means to be human, particularly the scientific narratives that have been posited to account for our humanness. In the spring we will examine the interface between "us" and "them" as it is played out in national identity, and in national and international conflicts.

Through reading fiction, viewing films and television programs, reading case studies, and doing field research we will explore the many complex "faces" of identity.

Drawing on artwork, books, media and original projects you will have a wide range of outlets through which to experience and articulate your own questions and ideas, as well as those of others, as we examine individual and collective identities.

#### THE COLUMBIA BASIN: WATERSHED OF THE GREAT NORTHWEST

During the course of the academic year, we will acquire an overview of the natural and human history of the Columbia River Basin. The Columbia River is the second largest river by volume in the United States and the river includes watersheds in Oregon, Washington, Idaho, Nevada, Wyoming, and Montana, and British Columbia. We will examine the ethical, political, and social issues surrounding human/environmental interaction in the region, and make informed judgments about our stewardship of the region; we will study the Basin's geology, including the Bretz Floods; the flora and fauna of the region; Native American lifestyles and treaty rights; the story of the salmon; dams and energy production; ethnic and racial issues in the Pacific Northwest; the city of Portland and urban issues; and environmental concerns from watershed restoration to water pollution. Guest speakers

and a few field trips may be worked into the design of the course.

### CYBORG MILLENNIUM

20th century revolutions in quantum physics, information technology and genetics have profoundly altered the human experience of the 21st century. This course explores the impact of computers, genetics engineering, particle physics and new imaging technologies on, among other things, concepts of humanity, society, privacy and cultural identity. We will look at changes underway in social relations, legal doctrines, political values and environmental consciousness. From workplace surveillance to email retrieval, from prenatal genetic screening to cloning, from human consciousness to artificial intelligence, students will consider the dangers, opportunities and ethical ambiguities inherent in new technologies. Through stories, films, case studies, field research, art, books and original projects, students will have a wide range of outlets through which to explore and express their own questions and ideas, and to mediate among differing viewpoints.

### DESIGN AND SOCIETY

Designers influence the creation of products, images, infrastructure and environments surrounding us, both virtual and real. Acting in a deliberate manner, designers engage with the problems facing their communities, and act to solve them by developing pragmatic, creative and innovative solutions. This course will use designers' activities as an analogy for individuals in other disciplines; in the end, everyone is a designer as they determine the context and direction of their life. Using design as our focus, we will explore individual responsibilities toward society: How can we act to bridge the gap between design and ecological sustainability? How can individuals acting locally compete within the global economy? Using hands-on activities, case studies, and historical investigations, we will university studies 5 explore techniques for design, visualization, and creative problem solving, and share our visions for a future where designing, and by extension all activity, occurs in harmony with natural systems.

While this course uses hands-on activities as part of the teaching and learning process there is significant amount of reading and writing expected.

## ON DEMOCRACY: THE HISTORY OF AN IDEA

“(Democracy) is a great word, whose history, I suppose, remains unwritten because that history has yet to be enacted.” Walt Whitman, American poet.

In January 2005, the world was riveted by images of Iraqis lining up to cast votes in a free election. Their actions were accompanied by many commentaries on the power of democracy. But what is democracy? Why does it succeed and flourish or dissolve into tyranny? Why does the idea have such power to move us? This course will trace the idea of “Democracy” in history, culture, art, economics and political institutions at various times and locations

We will begin with the idea as conceived among the elite of Athens, and follow its many and varied transformations in Europe, Latin America, Africa, the Middle East, and Asia. Throughout the course we will examine the critical relationship between economic structures and the evolution of democracy. At different points in the course we will examine the present moment in Iraq, Palestine, Haiti, Mexico, and the United States. Throughout the year the tension between democratic principles and minority rights will underlay our discussions. We will end the course with an exploration of how democratic practice takes place in local communities in the United States.

Throughout the year we will ask: How has the idea of democracy changed over time and in different locations? How do ‘democratic’ principles impact the development of new ideas, in science, economics and the also in the arts? Can democratic principles be applied to life in the University? Can democracy be exported or imposed? Why do democracies fail?

In addition to the reading and written analyses the course will ask students to organize and present their conclusions in oral and visual form, to engage in statistical analysis the use of charts and tables to examine experience of democracy, to debate various aspects of the democratic project, and to explore democratic practice through projects in the local community.

## POWER AND IMAGINATION

Symbols of power—political, economic, cultural—permeate our lives and shape our sense of individual and group identity. These identities are created in cultures in which roles, hierarchy, and authority

are communicated through signs and mechanisms imbedded in our images, myths and stories. Where do these shared signs come from, and how do they shape the ideals, values, and power relationships within society? This course will explore the interwoven relationship between domination, resistance, and empowerment through stories of power represented in art, science, and politics. An examination of historical and contemporary case studies will consider how art and science both form and are in turn shaped by public perception. Special attention will be paid to the role of media and technology in constructing and manipulating common images, defining ideas of the self, and reclaiming misrepresented identities.

## SUSTAINABILITY

Today we often see the term Sustainability applied to issues around the environment, economic development, and human equity. Throughout this year we will take a sustained and critical look at the development of the term and at the possibilities and limitations of developing truly sustainable systems. There is growing evidence that human activity is significantly harming the natural world that sustains us. Although we may often think of nature as something separate from our urban lives, our most basic needs such as nutritious food to eat, clean air to breathe, and clean water to drink depend on the health of the natural systems of which we are a part. This course will explore whether we can maintain a sustainable relationship between human communities and the natural world in which we all reside. To investigate this question we will explore the relationships among ecological, social, economic, and cultural systems. A primary objective of this course is to increase our appreciation of the interconnectedness of global systems (both ecological and human) and of the ways our interactions with each other and our local environment affect the ability of planet Earth to sustain us. Students will be encouraged to read and research widely on the issues addressed in the class, report on their findings, participate actively in discussions in-class and online, and to begin to take action in their own practices.

## WAYS OF KNOWING

How do artists, scientists, writers, social scientists know and also shape their knowledge of the world? This course explores the foundational questions in three major areas of academic inquiry: the humanities, the social sciences and the natural sciences. Each quarter will closely examine the ways in which

people create knowledge in these areas and the ways that “disciplines” shape the questions we ask. There will be a particular emphasis on the investigative methods used in these three areas and the ways that these methodologies animate the subjects in question. Students in this course will travel the year together but work with three different faculty members, each of whom represents a particular area of disciplinary expertise. This is a rotational course, students in different sections will take the introductions in different sequences. However, faculty will collaborate across the three quarters to ensure that readings and discussions are connected. Additionally, faculty will collaborate on developmental goals of freshman inquiry: particularly writing and numeracy in order to assure that students experience of the assignments are both progressive and integrated.

## THE WORK OF ART

“The Work of Art” explores the function that art plays in our lives on three levels:

- It examines works of art from a dance of disciplines -- philosophy, architecture, visual arts, performance, advertising, science, literature, history, popular culture, etc. -- and shows how to gain meaning from them.
- It looks at the work that goes into the production of these artifacts: the technical expertise and creativity required of artists in the disciplines.
- It looks at the work art does in the world -- how it shapes, reflects, disguises, complicates, challenges, or brings reality to our assumptions about the world. How is it, for example, that the artistic products of various disciplines impact our understanding of gender, class, national, and racial identities? What are the artistic levers with which we can move our world forward? What can looking through the lens of “art” at the products from a broad range of disciplines reveal about ourselves, our culture[s] and our society? How does the art we do and the art we experience shape our identity? How does it disguise or reveal our essence, heal our hearts, and enable our joy? How does art influence cultural change? How can we use the arts to build community?

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## TRANSFER TRANSITION

UNST 203 (FOR TRANSFER STUDENTS WITH 30-89 CREDITS)

### *Contemplation*

Transfer Transition has one term to introduce new students to the approaches of the University Studies Curriculum. This Transfer Transition course will explore some of the singular consequences of living a life of faith. Action and contemplation are two defining points along a continuum of response to the exigencies of living a moral life informed by religious commitment. Men and women affiliated with a number of different faith traditions - from the Dalai Lama to Thomas Merton and Dorothy Day, Howard Thurman and Abraham Heschel - have taught that the experience of the divine is inextricable from engagement with the world. In the context of the goals of the University Studies Program and through reading these authors and others, viewing films, and performing a community

service project, we will investigate the connection between the aspiration for social justice and the heart of the contemplative experience.

Co-requisite: Mentored Inquiry. (For students who are able to count this course for Sophomore Inquiry credit, the course links to the Morality Cluster)

UNST 207 (FOR TRANSFER STUDENTS WITH 30-89 CREDITS)

### *Frankenstein*

Transfer-Transition has one term to introduce new students to the approaches of the University Studies curriculum. As such, the goals of this term are focused on the theme of multidisciplinary approaches to understanding a core text and the transition of strands of inquiry within a social and historical context. Mary Shelley's story of Frankenstein and his Creature offers rich opportunities for understanding these

paradigms and especially the changing spectrum of appreciation and approach to a work of art, whether it be through literature, science, ethics or film. The exploration will be investigative, thoughtful and fun.

Co-requisite: Mentored Inquiry. (For students who are able to count this course for Sophomore Inquiry credit, the course links to the Popular Culture, Freedom, Privacy and Technology, and Nineteenth Century Studies clusters.)

## MENTORED INQUIRY

This course is a co-requisite for Transfer Transition courses. Assignments from the main inquiry sessions are developed and discussed in mentored inquiry sessions, which are facilitated by a Graduate Mentor who is a PSU graduate student.

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## University Studies Cluster and Sophomore Inquiry Course Descriptions

Important note to students: Following are descriptions for all Upper Division Clusters, including the Sophomore Inquiry course(s) that provide a gateway to the cluster, a list of all Cluster courses approved for academic year 2008-09 and Cluster Coordinator contact information. Please refer to the departmental Course Planning Guide of to help determine which Cluster Courses will be offered each term (these courses are noted with a “U” designation). You may also contact Cluster Coordinators or departments directly for planning information. For more information on the particular class offered, contact the individual professor assigned to it.

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### AFRICAN STUDIES CLUSTER

This cluster presents interdisciplinary approaches to the study of the African continent and its peoples, their complexity and diversity. It explores problems and themes that are cultural, historical, political, and geographical, and that address fundamental issues in the construction and expression of identity and knowledge.

#### SOPH INQ: AFRICAN STUDIES (UNST 211)

This course will explore changing disciplinary and interdisciplinary perspectives on the study of the African continent and its peoples. The course examines how an understanding of the African experience, far from being exotic or distant, reaches to the core of academic struggle and intellectual debate.

#### CLUSTER COURSE OFFERINGS

ANTH/BST/HST 319U/INTL 399U Traditional Cultures of Africa  
ANTH/BST 362U African Prehistory  
ArH 426U/BST 470U/INTL 410U African Art  
BST 305U/HST 312U/INTL 399U African History before 1800  
BST 306U/HST 313U/INTL 399U African History since 1800  
BST 319U/INTL 399U Traditional Cultures of Africa  
BST/ENG 351U African American Literature I  
BST 362U African Prehistory  
BST 399U African Music and Festivals  
BST 406U Caribbean Overseas Program  
BST 414U Racism  
BST/ENG 420U/INTL 410U Caribbean Literature  
BST 422U/ENG 421U African Fiction  
BST 424U African-American/African Culture in Cinema  
BST 425U Black Cinema in the 1970s  
BST 426U Contemporary African-American Cinema  
BST 427U African-American Films and Film Makers  
BST 440U Caribbean Studies  
BST 450U Topics in African/Caribbean History & Culture  
BST 450U Topics: Spanish Caribbean  
BST 450U Topics: Rural and Urban Africa  
BST 450U Topics: Immigration Issues  
BST 450U Topics: Caribbean Archaeology  
BST 467U/INTL 410U African Development Issues  
BST 470U/INTL 410U African Art  
ENG 420U/INTL 410U Caribbean Literature  
ENG 421U African Fiction  
FL 399U Topics in East African Culture: Proverbs, Riddles, and Oral Narratives  
GEOG 363U Geography of Africa  
HST 312U African History Before 1800

HST 313U African History Since 1800  
HST 319U Traditional Cultures of Africa  
HUM 399U African Diasporan Dance in the Americas  
HUM 399U Festival Dance in the African Diaspora  
MUS 374U World Music (African)

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### AMERICAN STUDIES CLUSTER

American Studies is an established interdisciplinary “field” both in the United States and in several other countries, including England and Japan. This cluster uses Americanist materials ranging from literature, through landscapes, to art, music and court cases, to explore both the tensions and the traditions of American culture and society.

#### SOPH INQ: AMERICAN STUDIES (UNST 212)

This course introduces students to the interdisciplinary field of American Studies, provides a focus through which to explore sources in the humanities, social sciences, natural sciences and performing arts, and offers an opportunity to acquire a variety of skills important in college and the work worlds. As the interdisciplinary study of American Culture, the course focuses on a comparison of “voices” or perspectives as a way of knowing American artifacts, policies, and places. Although the focus of each class may differ, they will all use their subjects as a laboratory for learning the methods and perspectives of American Studies. In the process, students will become familiar with something of the culture, character, and environment of the United States. Each class will focus on several main “texts” or projects during class and students will do an additional project either outside class and/or in their mentor sections.

#### CLUSTER COURSE OFFERINGS

ANTH 313U Indian/White Relations  
ANTH 314U Native Americans  
ANTH 315U American Culture  
ANTH 410U Race and Ethnicity  
ANTH 417U Indians of North America  
ArH 486U American Art and Architecture: Colonial Period  
ArH 487U American Art and Architecture: Jacksonian to 20th Century  
BST 302U African American 20th Century  
BST 412U Oregon African American History  
BST 414U Racism  
BST 424U African American/African Culture in Cinema  
BST 427U African American Films & Film Makers  
BST 484U African American Community Development  
CHLA 375U Southwestern Borderlands History  
CHLA 399U The History of Race in the New World  
EC 399U Family Values and American Economic Decline  
EC 411U Cultural Economics  
EC/WS 417U Women in the Economy  
EC 419U Economics of Race and Ethnicity  
ENG 305U Film and Social Justice  
ENG 305U Topics in Film: Asian American Film and Video  
ENG 305U Topics in Film: The Films and Times of Charlie Chaplin  
ENG 306U Topics in Literature and Popular Culture (e.g., Fiction in Film, Practice of Everyday Life)  
ENG 306U Cyber/Hyper Literature

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ENG 306U Politics in the 50s  
ENG 306U The Sixties  
ENG 308U American Jewish Literature  
ENG 308U Asian-American Writers  
ENG 308U Cultural Studies in Literature  
ENG 308U Gay and Lesbian Fiction  
ENG 308U Literature of Slavery  
ENG 308U Native American Women Writers  
ENG 308U Writing A Jewish Woman's Life  
ENG 309U American Indian Literature  
ENG 313U The American Short Story  
ENG/BST 351U Early African American Literature  
ENG 360U American Literature to 1865  
ENG 363U American Literature  
ENG 365U American Fiction II  
ENG 367U Topics in American Literature – Immigrant Experience  
and American Literature/Film  
ENG 445U American Women Writers  
ENG 447U American Sentimentalism  
G 344U Geology of National Parks  
GEOG 351U Pacific Northwest  
GEOG 366U Historical Geography of North America  
GEOG 368U US and Canada  
HST 337U History of American Cities  
HST 338U Oregon History  
HST/WS 340U Women and Gender in U.S. History (to 1848)  
HST/WS 341U Women and Gender in U.S. History (1848-1920)  
HST/WS 342U Women and Gender in America (1920 to present)  
HST/WS 343U American Family History  
HST 346U The American Revolution, 1756-1800  
HST/PHL399U American Values/Conflict  
HST 399U Culture, Religion, Politics: Jews and Judaism in America  
since WWII  
INTL 321U Globalization and Identity: Humanities  
INTL 322U Globalization and Identity: Social Science  
INTL 323U Tradition and Innovation: Humanities  
INTL 324U Tradition and Innovation: Social Science  
MUS 355U History of Jazz  
MUS 361U History of Rock Music I  
MUS 362U History of Rock Music II  
MUS 376U American Musical Traditions  
PHL 399U American Values/Conflict  
PS 313U The Power Game  
PS/WS 380U Women & Politics  
PS 431U State & Local Politics  
PSY/WS 310U Psychology of Women  
PSY/WS/SP 410U Women in Contemporary Film  
SOC 337U Minorities  
SOC 350U The US in Comparative Perspective  
SOC 436U Social Movements  
SP/TA/WS 457U The Language of Violence  
SP/WS 410U Women in Contemporary Film  
TA 330U Multicultural Theater  
TA 361U Contemporary Dance 1920 to Present  
TA 370U American Cinema/American Culture I,II  
TA 471U 20th Century American Theater & Drama  
USP 385U/HST 337U History of American Cities  
WS 410U Power & Knowledge  
WS 417U Women in the Economy  
WS 445U American Women Writers

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## ARCHAEOLOGY CLUSTER

Through the study of archaeology, students grapple with fundamental questions about what it means to be human, how we came to be the way we are, and what we might expect from the future. The field draws on research interests, methods, and explanatory approaches from multiple disciplines including anthropology, history, black studies, geography, biology, and geology.

### SOPH INQ: ARCHAEOLOGY (UNST 214)

This course surveys the varieties of current archaeological approaches to the past, the kinds of questions we ask, and samples some of the most important answers.

### CLUSTER COURSE OFFERINGS

ANTH 350U Archaeological Method & Theory  
ANTH/BST 362U African Prehistory  
ANTH 364U Pacific Northwest Prehistory  
ANTH 365U North American Prehistory  
ANTH 366U Mesoamerican Prehistory  
ANTH 367U East Asian Prehistory  
ANTH 368U Oceania Prehistory  
ArH 426U/BST 470U/INTL 410U African Art  
ArH 451U Prehistoric & Egyptian  
ArH 452U Mesopotamian, Aegean, Greek through Archaic  
ArH 452U Prehistory to Rome  
ArH 453U Greek from Classical Period, Etruscan & Roman  
BI 387U Vertebrate Zoology (must register for lab section also)  
BST 305U/HST 312U/INTL 399U African History (before 1800)  
BST 406U Caribbean Overseas Program  
BST 450U Caribbean Archaeology [Overseas Experience]  
GEOG 348U Cultural Ecology  
GEOG 366U Historical Geography of North America  
HST 314U Ancient Near East & Egypt  
HST 315U Greek History  
HST 316U Roman History

Cluster Coordinators: Virginia Butler  
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## ASIAN STUDIES CLUSTER

This theme is an interdisciplinary approach to understanding the diversity of cultures and societies in Asia and both the continuities and discontinuities between past and present. History, religion, art, anthropology, geography, literature, political science, and economics provide complementary ways of grasping the complexities of contemporary Asian worlds.

### SOPH INQ: ASIAN STUDIES (UNST 216)

This course introduces students to the study of diverse cultures and societies in Asia through history, literature, anthropology, and geography. Contemporary issues related to the political, cultural, and economic transformation of Asia in the twentieth century are discussed in light of tradition and its place in Asian societies as well as the powerful forces of modernity.

## CLUSTER COURSE OFFERINGS

ANTH 312U Southeast Asian Societies & Cultures  
ANTH 316U Traditional East Asia  
ANTH 317U Peoples & Cultures of South Asia  
ANTH 318U Asian American Experience  
ArH 311U History of Asian Art: Indian & Indonesian  
ArH 312U History of Asian Art: Chinese  
ArH 313U History of Asian Art: Japanese  
ArH 321U Survey of Korean Art  
ArH 411U Chinese Buddhist Art  
ArH 412U Japanese Buddhist Art  
ArH 415U Issues in Asian Art  
ArH 422U Chinese Painting  
ArH 423U Japanese Painting  
ArH 425U Modern Japanese Painting  
CHN 341U/HST 399U Topics in Chinese Literature & Thought  
CHN 342U/ENG 399U Chinese Vernacular Literature (Traditional)  
CHN 343U Chinese Vernacular Literature (Modern)  
EC 446U Institutional Economics  
GEOG 352U The Himalayas & Tibet  
GEOG 353U Pacific Rim  
GEOG 453U Japan  
HST 320U East Asian Civilization  
HST 321U Modern East Asia  
INTL 317U Topics in Asian Thought  
INTL 321U Globalization & Identity: Humanities  
INTL 322U Globalization & Identity: Social Sciences  
INTL 323U Tradition & Innovation: Humanities  
INTL 324U Tradition & Innovation: Social Science  
JPN 341U Introduction to Classical & Medieval Japanese Literature  
JPN 342U Introduction to Early Modern & Modern Japanese Literature  
JPN 361U Japanese Literature through Film  
JPN 452U Japanese Traditional Drama  
MUS 375U World Music II: Asia  
PS 466U/INTL 410U Politics of East Asia  
PS 468U International Politics of East Asia  
USP 445U Cities & Third World Development

Cluster Coordinator: Pat Wetzel  
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## CLASSIC GREEK CIVILIZATION CLUSTER

The theme of this cluster is: What made the Greek civilization of the classical period what it was? Greek civilization was composed of several distinct features and the cluster provides a variety of courses which enables students to attain an overall view of the classical period and the influence of the Greeks on later cultures.

### SOPH INQ: CLASSIC GREEK CIVILIZATION (UNST 218)

This course will investigate the history, art, archaeology, culture, and philosophies of Greece in the Classical period (600-100 B.C.). We examine Greek culture in terms of its influence on modern American culture, and also focus on the differences between the two societies as a means of getting a more objective look at ourselves. Greek approaches to modern issues such as diversity, democracy, education, and poverty are explored and their lessons for today's society considered.

## CLUSTER COURSE OFFERINGS

ArH/WS 429U Women in the Visual Arts I  
ArH 451U Ancient Near Eastern Art & Architecture  
ArH 452U Greek Art & Architecture (to Archaic Period)  
ArH 452U Prehistory to Rome  
ArH 453U Greek Art & Architecture (Classic to Hellenistic)  
ENG 317U Greek Mythology  
ENG 410U/TA 471U Ancient Greek Drama  
ENG 490U Rhetoric  
GRK 330U Ancient Greek Literature  
GRK 331U Plato as Literature  
GRK 332U Greek Religion  
GRK 333U Women in Ancient Greece  
GRK 334U Greek Ethical Thought  
GRK 335U 399U Sophocles & Euripides  
HST 314U Ancient Near East & Egypt  
HST 315U Greek History  
HST 316U Roman History  
LAT 330U Roman Culture  
LAT 341U Roman Literature in Translation  
MTH 410U Mathematics & Science of Early Greece  
PHL 301U History of Philosophy  
WS 429U Women in Visual Arts I

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## COMMUNITY STUDIES CLUSTER

This cluster explores the nature of the communities we live in, whether defined spatially (such as a neighborhood) or as a set of ties based on sharing a common interest. Building community has become a central debate in a number of social sciences, including sociology, political science, economics, and psychology. In a culture emphasizing individualism and individual rights, how can needs for community and responsibility to others be balanced? Thus, in this cluster, students have the opportunity to gain practical as well as theoretical experience with building communities.

### SOPH INQ: UNDERSTANDING COMMUNITIES (UNST 220)

This course addresses social-structural issues of communities embedded in their spatial, political and economic contexts. Specific themes that may be explored include (a) community and identity (community formation and change; conflict and cooperation within and between communities; balancing individualism and community; social control), (b) historical development and current conditions of the American city, and (c) balancing individual rights with community responsibility.

## CLUSTER COURSE OFFERINGS

CHLA 301U Chicano/Latino Communities  
CHLA 380U Latinos in the Economy & Politics  
CHLA 390U Latinos in the Pacific Northwest  
CHLA 399U Working with Latino Youth  
CHLA 450U Latinos in the Education System  
CR 417U Introduction to Non Violence  
EC 314U Private and Public Investment Analysis  
EC 419U Economics of Race & Ethnicity  
ENG 410U Literary Utopian Communities  
ESR 355U Understanding the Environment

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ESR 356U Understanding Environmental Conservation  
GEOG 332U Urban Geography  
GEOG 410U Urban Natural Resources  
GEOG 462U Sense of Place  
PHE 444U Global Health  
PHE 452U Gender, Race, Class & Health  
SOC 420U Urbanization & Community  
SOC 436U Social Movements  
SP 437U Urban Communication  
USP 311U Introduction to Urban Planning  
USP 312U Urban Housing & Development  
USP 317U Introduction to International Development  
USP 385U/HST 337U History of American Cities  
USP 399U Introduction to Documentary Methods  
USP 425U Community & the Built Environment  
USP 426U Neighborhood Conservation & Change

Cluster Coordinator: Ethan Seltzer  
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## ENVIRONMENTAL SUSTAINABILITY CLUSTER

This cluster creates a bridge between the scientific approach to analyzing and solving environmental problems, the socioeconomic concerns involved in formulating and administering environmental policy, and the historic and philosophical basis of humanity's relationship to ecosystems. With the common goal of defining, characterizing and understanding environmental sustainability, the cluster identifies how each participating discipline can creatively contribute and thus, enable students to direct their own courses of study toward this end.

### SOPH INQ: ENVIRONMENTAL SUSTAINABILITY (UNST 224)

A sustainable human society is one that satisfies its needs without jeopardizing the opportunity of future generations to satisfy theirs. This course introduces students to the study of environmental sustainability, and to the ways in which a wide variety of disciplines address environmental issues.

### CLUSTER COURSE OFFERINGS

ARCH 367U Fundamentals of Environmental Design  
ARCH 399U Towards Sustainable Architecture  
ArH 437U Nature into Art I  
ArH 439U Nature into Art II  
CH 371U Environmental Chemistry  
EAS 399U Problems, Solutions, & Systems Thinking  
EC 332U Environmental Economics  
ENG 308U Literature & the Environment  
ENG 449U/GEOG 347U Green & Literary Studies  
ESR 355U Understanding the Environment  
ESR 356U Understanding Environmental Conservation  
G 455U Minerals & World Affairs  
G 410U Environmental Writing  
GEOG 314U Severe Weather  
GEOG 338U Investigating Forest Ecosystems  
GEOG 340U Global Water Issues and Sustainability  
GEOG 345U Resource Management  
GEOG 347U Environmental Issues & Action  
GEOG 348U Cultural Ecology  
GEOG 349U Mountains: Cultural Landscapes

HST 339U Environment & History  
PHE 455U Film & Health  
PHL 310U Environmental Ethics  
SCI 326U/GEOG 326U Ecology & the Implication of Management  
SCI 331U/332U Atmospheric Interactions I, II  
SCI 335U/336U Water in the Environment I, II  
SCI 357U Sustain US/Mexico Border Region  
SCI 399U Sustainable Forestry Monitoring  
SOC 341U Population Trends & Policy  
USP 313U Urban Planning: Environmental Issues

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## EUROPEAN STUDIES CLUSTER

Although it has had immense cultural, political, and economic influence on the rest of the world, Europeans themselves have long debated the nature and meaning of Europe, struggling over issues such as self-identity, politics, ethnicity, class, gender, and religion. The cluster in European Studies proposes an in-depth study of European history, politics, society, and the arts in order to convey the complexity of the European scene, past and present.

### SOPH INQ: EUROPEAN STUDIES (UNST 226)

Sophomore Inquiry classes in this cluster will take an interdisciplinary approach to investigate the meaning of Europe, examining the history of its development, and its contemporary relevance. Courses may analyze the historic impact of national, ethnic, religious, and class identities, or the various art forms (art, drama, and/or literature) produced by European cultures, emphasizing the arts as a forum for the portrayal of ethical issues within human experience. Courses will concentrate on teaching students to read closely history and the arts, and critically analyze both by investigating the different social, political, intellectual, and religious contexts, as well as the ideologies and symbolisms imbedded in the arts, history and culture of Europeans.

### CLUSTER COURSE OFFERINGS

ArH 481U/482U 19th Century Art I, II  
DANE 345U Hans Christian Anderson  
DANE 346U Danish 20th Century Women Writers  
DANE 347U Major Works in Danish Literature  
DANE 361U Danish Film from Dreyer to Dogmer  
EC 445U Comparative Economic Systems  
EC 447U Economics of Transition  
ENG 345U Modern British Literature  
ENG 399U Jewish and Israeli Literature  
ENG 399U Literature between the Wars  
ENG 410U Major Works: Variety of Topics (when content is appropriate)  
FL 335U The Icelandic Sagas  
FL 399U The European Historical Novel  
FL 448U Major Figures in Literature: Dostoevsky  
FR 343U Introduction to French Literature: 19th-20th Century  
FR 399U 19th Century France  
FR 441U Major Works in Translation: French Literature in Translation I  
GEOG 354U Geography of Europe  
GEOG 355U Landscapes of Spain

GEOG 356U Russian and its Neighbors  
 GER 441U German Literature in Translation I  
 GER 441U German Intellectual History I  
 GER 441U Nazi Culture  
 GER 441U Major Works: Variety of Topics (when content is appropriate)  
 HST 351U History of England II: 18th to 20th Century  
 HST 357U Europe from Reformation to Revolutions  
 HST 358U Europe from National Unification to European Union  
 HST 359U Early Modern France  
 HST 360U French Revolution and Napoleon  
 HST 441U Major Works: Variety of Topics (when content is appropriate)  
 MUS 301U Survey of Music Literature 1  
 MUS 302U Survey of Music Literature 2  
 PS 352U Western European Politics  
 PS 385U Modern Ideologies  
 RUS 330U Russian Culture & Civilization  
 RUS 331U Russian Film Topics  
 RUS 441U Nineteenth Century  
 RUS 442U Twentieth Century  
 SPAN 441U Spanish Literature in Translation  
 TA 426U History of Dress II  
 TA 467U/468U Modern Theater I, II

Cluster Coordinator: Martha Hickey  
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### **FAMILY STUDIES CLUSTER**

The theme of this cluster is a broad exploration of family issues from diverse perspectives which are relevant to the non-traditional PSU student. From this foundation students may pursue study of human development and multiple perspectives on families in the context of varied academic disciplines including Child and Family Studies, History, Sociology, Psychology, Speech Communication, Black Studies and Social Work.

#### **SOPH INQ: FAMILY STUDIES (UNST 228)**

This introductory course in contemporary family issues is designed to provide a broad exploration of the family, emphasizing the current social, cultural, and political forces affecting urban families. Specific topics to be explored in-depth include: gender roles, work and family issues, poverty, teen parents, and the impact of race and culture on the family experience. A central focus throughout this course will be on the strength of contemporary families facing external challenges.

#### **CLUSTER COURSE OFFERINGS**

CFS 399U Mental & Emotional Disorders: Impact on Children & Families  
 CFS 399U The American Family on Television  
 CFS 481U Family Health Issues  
 CFS 485U Working with Diverse Families  
 CFS 490U Sex & the Family  
 CFS 492U Families & the State: Legislation & Policies  
 CFS 493U Community Resources & Family Support  
 CHLA 399U Working with Latino Youth  
 ENG 308U Golden Age Children's Literature  
 HST/WS 343U American Family History  
 PHE 454U Social Gerontology  
 PSY 311U Human Development

PSY/BST 410U Psychological Development of African American Children  
 PSY 459U Infant Development  
 PSY 461U Psychology of Adolescence  
 SOC 339U Marriage & Intimacy  
 SP 318U Family Communication  
 SP/WS 337U Communication & Gender  
 SP 399U Communicating about Violence & Children  
 SW 301U Introduction to Social Work  
 SW 407U Issues in Child Welfare

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### **FREEDOM, PRIVACY, AND TECHNOLOGY CLUSTER**

The aim of this cluster is to provide the knowledge that will enable those who complete the cluster to face thoughtfully the question of the appropriate use of and limitations upon modern technology. One important feature of the cluster is that it brings together actual sciences with humanistic and social science disciplines.

#### **SOPH INQ: FREEDOM, PRIVACY, AND TECHNOLOGY (UNST 230)**

Privacy and freedom are highly valued, and are to some extent protected by the US Constitution. Recent rapid advance in science and technology, combined with compelling motives to use this technology to control and exploit aspects of human life that have heretofore been left to chance or to individual choice, make urgent the questions about what uses of technology should be encouraged or permitted.

#### **CLUSTER COURSE OFFERINGS**

AJ 355U Perspectives on Terrorism  
 BI 341U Introduction to Genetics  
 BI 343U Genes & Society  
 CR 399U Participating in Democracy  
 CS 485U Cryptography  
 HST 339U Environment & History  
 HST 387U Science in Society: Historical Perspectives  
 PHE 455U Film & Health  
 PHL 303U Critical Thinking  
 PHL 306U Science & Pseudoscience  
 PHL 308U Elementary Ethics  
 PHL 309U Business Ethics  
 PHL 310U Environmental Ethics  
 PHL 311U The Morality of Punishment  
 PHL 313U Life & Death Issues  
 PHL 314U Computer Ethics  
 PHL 455U Morality & Health Care  
 PHL 481U Biomedical Ethics  
 PS 325U Politics & the Legal Enforcement of Morals  
 PS 425U/WS 424U Women & the Law  
 SCI 359U/HON 407U Biopolitics  
 SCI 361U/HON 407U Science: Power-Knowledge  
 SCI 363U Ethics in Science  
 WR 399U Writing About 19th Century Texts  
 WS/PHL 312U Feminist Philosophy

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## GLOBAL ENVIRONMENTAL CHANGE CLUSTER

Students are barraged on a daily basis with news stories of El Nino, global warming, CO<sub>2</sub> increasing, greenhouse effects, ozone hole, etc. This cluster will introduce some of the scientific concepts and issues of natural global cycles and how the systems have changed in the past. We will discuss the physical, chemical and biological changes of the earth's environment in the past, present and future. The past will concentrate on the physical, chemical and biological changes that are recorded in the rock, ice and sediment record. The present will concentrate on recent changes on the oceans and atmosphere, and discuss the human dimension. The future will discuss the merits and limits of global models.

### SOPH INQ: GLOBAL ENVIRONMENTAL CHANGE (UNST 232)

This course will provide enough content and description of the global system for students to have a conceptual framework to do further studies. This course will include a variety of exercises, including "homework problems", writing exercises, group exercises and likely one or more "mid term" exams. There will be some use of mathematics and graphical information, including use of Excel as an analytical tool. Having the computer in the classroom will allow analysis to take place in a group setting.

### CLUSTER COURSE OFFERINGS

CH 360U Origins of Life on the Earth  
CR 314U Ecology of War and Peace  
ENG 308U Literature & the Environment  
G 344U Geology of National Parks  
G 345U Life in the Universe  
G 351U Oceanography  
G 352U Minerals and World Affairs  
G 399U Geology & the History of Hawaii  
G 399U Earth & Life History of Costa Rica  
G 399U Top: Climate Record in NW Geol  
G 430U Life of the Past  
G 452U Geology of the Oregon Country  
G 456U Astrogeology  
G 457U Volcanoes and Earthquakes  
GEOG 310U Climate & Water Resources  
GEOG 311U Climatology  
GEOG 312U Climate Variability  
GEOG 313U Biogeography  
GEOG 314U Severe Weather  
GEOG 322U Alpine Environment  
GEOG 333U Weather  
GEOG 340U Global Water Issues and Sustainability  
GEOG 346U World Population & Food Supply  
GEOG 347U Environmental Issues & Action  
HST 339U Environment & History  
PH 333U Weather  
PH 375U The Earth's Atmosphere  
PHL 310U Environmental Ethics  
SCI 334U Climate Variability  
SCI 357U Sustain US/Mexico Border Region

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## HEALTHY PEOPLE/HEALTHY PLACES CLUSTER

Health People/Healthy Places Sophomore Inquiry and cluster courses will examine the nature and state of healthy individuals in their various environments. A dynamic approach will be used to study the places in which people live and interact, such as the community, the workplace and the natural environment. Topics will focus on ways to solve and prevent problems that may affect the health and wellbeing of the individual, the local environment and/or the global community. Individual behavior change, social policies, community development and social responsibility may be emphasized.

### SOPH INQ: HEALTHY PEOPLE/HEALTHY PLACES (UNST 234)

This sophomore inquiry will examine the nature and state of healthy individuals in their various environments. A dynamic approach will be used to study the places in which people live and interact, such as the community, the workplace and the natural environment. Topics will focus on ways to solve and prevent problems that may affect the health and wellbeing of the individual, the local environment and/or the global community. Individual behavior change, social policies, community development and social responsibility may be emphasized.

### CLUSTER COURSE OFFERINGS

AJ 330U Crime Control Strategies  
ANTH 325U Culture Health and Healing  
ANTH 333U The Anthropology of Food  
EC 316U Introduction to Health Care Economics  
ENG 308U Literature & Medicine in the Community  
ENG 464U Illness & Culture  
EPFA 456U/USP 454U Urban Schools & "At Risk" Status  
PHE 326U Drug Education  
PHE 335U Human Sexuality  
PHE 355U Consumer Health  
PHE 410U Topics in Health Promotion Campaigns  
PHE/WS 410U Women's Health: Social & Biological Perspectives  
PHE 425U Nutrition for Health  
PHE 443U Environmental Health  
PHE 444U Global Health  
PHE 446U Community Health: Principles & Practices  
PHE 452U Gender, Race, Class & Health  
PHE 454U Social Gerontology  
PHE 455U Film & Health  
SP 399U Health Communication  
SW 407U Community Based Interventions  
USP 313U Urban Planning: Environmental Issues  
USP 317U Introduction to International Development  
USP 424U Healthy Communities  
USP 425U Community & the Built Environment  
USP 426U Neighborhood Conservation & Change  
USP 450U Concepts of Citizen Participation  
USP 454U The Urban Schools and "AT Risk" Status

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## KNOWLEDGE, RATIONALITY AND UNDERSTANDING CLUSTER

Knowledge, rationality and understanding are at once the chief goals of the academic enterprise and the subject of much current academic discussion. This study of their natures and the methods of achieving them have both theoretical interest and a practical benefit. Logic, science and certain mathematical disciplines aim to discover rational methods of achieving knowledge and understanding. Assessments of these methods call upon the disciplines of epistemology, psychology and philosophy of science.

### SOPH INQ: KNOWLEDGE, RATIONALITY, AND UNDERSTANDING (UNST 238)

An introduction to the cluster Knowledge, Rationality and Understanding, the course deals briefly with the nature of these, with the techniques of achieving them and with general criticisms of the techniques. Its main aim is to promote the kind of critical inquiry that has been so successful in advancing modern science, both physical and social.

#### CLUSTER COURSE OFFERINGS

AJ 320U Theories of Crime & Justice  
EAS 399U Problems, Solutions, & Systems Thinking  
EC 314U Private & Public Investment Analysis  
PH 335U Wacky or Real: What Everyone Should Know about Physics Scams  
PHL 300U Philosophical Methods & Concepts  
PHL 303U Critical Thinking  
PHL 306U Science & Pseudoscience  
PHL 312U Practical Epistemology  
PHL 324U Introduction to Formal Logic  
PHL 325U Predicate Logic  
PHL 327U Introduction to Quantitative Literacy  
PSY 300U Personal Decision Making  
PSY 491U Decision Making I  
PSY 492U Decision Making II

Cluster Coordinator: David Weber  
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## LATIN AMERICAN STUDIES CLUSTER

With Hispanics now the largest minority group in the United States, and Brazil's economy surpassing that of Russia, Latin America is attracting considerable attention in the United States. While its people struggle to preserve the region's artistic, literary and cultural heritage, Latin America also is experiencing rapid political and economic change. This cluster explores the rich diversity of peoples, histories and cultures that together define Latin America.

### SOPH INQ: LATIN AMERICAN STUDIES (UNST 240)

This course examines the basic structures of Latin American society, history and culture. A variety of scholarly and literary sources are used to provide the student with a varied and balanced view of this complex region.

#### CLUSTER COURSE OFFERINGS

ANTH 311U Peoples & Cultures of Latin America  
ANTH 431U Advanced Topics in Latin American Anthropology  
CHLA 302U Survey Chicano/Latino Literature

CHLA 303U Chicana/Latina Experience  
CHLA 375U Southwestern Borderlands History  
CHLA 399U US/Mexico Borderlands Literature  
CHLA 399U The History of Race in the New World  
CHLA 410U Crossing & Contesting Borders: Writers of the Americas  
EC 338U Political Economy of Latin American Development  
EC/INTL 410U Latin American Economy  
G 399U Earth & Life History of Costa Rica  
GEOG 360U/407U Latin America  
HST 365U/366U Latin American History I, II  
HST/INTL 462U Amazon Rainforest  
HST/INTL 463U Modern Brazilian History  
HUM 399U Festival Dance in the African Diaspora  
HUM 399U African Diasporan Dance in the Americas  
SCI 357U Sustain US/Mexico Border Region  
SPAN 331U Latin American Culture & Civilization  
SPAN 343U Hispanic Literature  
SPAN 399U/410U Selected Topics  
SPAN 410U Selected Topics (when content is appropriate)  
SPAN 410U Enfermedad Y on Latin America  
SPAN 427U Latin American Prose (taught in Spanish)  
SPAN 441U Major Works in Translation

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## LEADERSHIP FOR CHANGE CLUSTER

This cluster explores the varying theoretical frameworks of leadership studies by exposing students to a variety of leadership classes offered across the academic disciplines. The courses in the cluster will help students to understand and work with different forms of leadership within an organizational and/or community context. Students will grapple with the fundamental question of what it means to be a leader.

### SOPH INQ: LEADERSHIP FOR CHANGE (UNST 242)

This course provides a foundation of leadership theory by examining models of leadership in relation to the theory and concepts of change. There will be opportunities for practice, application, and documentation of leadership and for reflection on individual responsibility in leadership roles.

#### CLUSTER COURSE OFFERINGS

AJ 455U Ethical Leadership  
AJ 465U Criminology & Social Justice  
CR 301U Introduction to Conflict Resolution  
BA 302U Organizational Behavior  
CR 302U Peace Studies  
CR 399U Consensus Building: Theory & Practice  
CR 399U Participating in Democracy  
EC 399U A Living Wage in Portland  
EPFA 410U Global Political Ecology  
EPFA 410U Leadership for Sustainability  
EPFA 410U Leadership & Careers in Sustainability  
EPFA 410U Nonviolence & Ecological Sustainability: Critical Issues  
EPFA 410U Spiritual Leadership  
EPFA 410U School/Community Relations  
EPFA 418U Educational Leadership in Schools  
EPFA 456U/USP 454U Urban Schools & "At Risk" Status  
EPFA 457U Cultural Pluralism & Urban Education

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INTL/EPFA 410U Global Leaders & Change: Gandhi, Zapata, New Agrarianism

PA 311U Intro to Civic Leadership

PA 410U Civic Engagement: The Role of Governing Institutions

PA 410U Civic Engagement: The Role of Individuals

PA 410U Civic Engagement: The Role of Social Institutions

PA 410U Foundations of Citizenship & Community Leadership

PA 417U Ethical Leadership

PHE 446U Community Health: Principles & Practices

SOC 410U Charismatic Leadership: Frameworks, Exemplars, Insights

SOC 410U Sociology of Education: Socialization for Citizenship

SP 313U Communication in Groups

SP 370U Debate & Forensics

SP 415U Problems in Intercultural Communication

SP 423U Organizational Communication

USP 410U Community Leadership

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## MEDIA STUDIES CLUSTER

The media have become core social institutions in the dissemination of information, news, entertainment, culture, politics, social interpretation, and other spheres of everyday life. In recent years, mass communication has taken on new electronic formats and has expanded worldwide to bring more and more people and places in contact with one another, shrinking our sense of time and space. The Media Studies cluster serves to unify a common subject under different disciplinary and intellectual approaches, looking at both applied and interpretive aspects of image creation and symbolic exchange within and across cultural and territorial boundaries.

### SOPH INQ: MEDIA STUDIES (UNST 243)

Introduction to Media Studies examines the social significance of media content, media institutions, and social changes deriving from uses of communication in different social, political, and cultural contexts. Critical approaches to this course include the study of: 1) systems of representation and their constitution; 2) structural characteristics of mass production and distribution of media products; and 3) the social impacts of mass media through changing technological forms.

### CLUSTER COURSE OFFERINGS

BST 424U African-American/African Culture in Cinema

BST 427U African-American Films & Film Makers

HST 497U Film and History

MKTG 340U Advertising

MUS 399 Modern Music Technology

PS 318U Media, Opinion & Voting

SP 312U Media Literacy

SP 399U Screenwriting

SP 399U Film Studies I: Introduction to Film

SP 399U Film Studies II: International Film History

SP 399U Film Studies III: Documentary and Avant-garde Film

SP 412U Empirical Theories of Mass Communication

SP 420U Political Communication

SP 422U Critical Theories of Mass Communication

SP 427U Issues in International Communication

SP/WS 452U Gender & Race in the Media

USP 457U/SP 410U Information Cities

WR 416U/SP 399U Screenwriting

WS 452U Gender and Race in the Media

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## MEDIEVAL STUDIES CLUSTER

This cluster is made up of courses that, taken together, present to students a broad, interdisciplinary view of medieval Europe, approximately the period from 400 to 1500 C.E. The cluster strives to distinguish the medieval cultural system(s) from those that preceded it and those that followed it.

### SOPH INQ: MEDIEVAL STUDIES (UNST 245)

The Medieval Studies Sophomore Inquiry courses introduce students to medieval life, thought, and culture in Europe and the Mediterranean Basin, from roughly 800 to 1450 C.E. All Medieval Studies Inquiry courses are interdisciplinary in their approach, and emphasize appreciation for the uniqueness of medieval culture through the analysis of literary and historical narratives, images and material life, mythologies and allegory, and religious life. Exact content will vary according to course.

### CLUSTER COURSE OFFERINGS

ArH/WS 429U Women in the Visual Arts I

ArH 456U/457U/458U Medieval Art I, II, III

ArH 461U Northern Renaissance Art

ArH 471U Italian Renaissance Art I

ENG 319U Northern European Mythology

ENG 340U Medieval Literature

ENG 426U/427U Medieval Literature I, II

ENG 447U Major Forces in Literature: Arthurian Literature

ENG 448U Major Figures in Literature

ENG 449U/WS 410U Medieval Women

FL 399U Christian & Islamic Culture in the early Middle Ages

FL 399U The Icelandic Sagas

FL 399U Literature of the Medieval Church

FL 399U Medieval Latin Literature in Translation

FL 399U Medieval Vernacular Literature

FL 399U Early Medieval Civilization

FR 341U Introduction to French Literature I (taught in French)

FR 441U Major Works in Translation

FR 442U Medieval Works in Translation

GER 341U Introduction to German Literature I (taught in German)

GER 442U/WS 410U Medieval Works in Translation

HST 350U English History

HST 352U European Women's History to 1700

HST 354U Early Medieval Europe: 300-1100

HST 355U Late Medieval Europe: 1100-1450

LAT 331U Early Medieval Civilization

SPAN 341U Introduction to Hispanic Literature I (taught in Spanish)

SPAN 441U Major Works in Translation

TA 471U Theater History: Medieval – Renaissance Drama

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## MIDDLE EAST STUDIES CLUSTER

The Middle East is a region of great ethnic and cultural diversity and intense nationalist rivalry. The region's near monopoly of world energy supplies and geopolitical location have long made it a focus of international capital flow, labor migration and world power competition. This cluster addresses key issues facing Middle Eastern societies in the 21st century, issues which face the United States as well: ethnicity, transnational culture, migrant labor, the politics of energy, and distribution of wealth in the context of both regional and world power structures.

### SOPH INQ: THE ORIGINAL MELTING POT: MIDDLE EAST ETHNICS, POLITICS, AND CULTURE (UNST 247)

This course introduces students to the distinctive cultural histories of the ethnic groups of the region and their interrelationships from Roman times to the present, examining at the same time larger political, economic and cultural patterns at work in the region in the same period. Specific contemporary issues such as transnational culture, migrant labor, distribution of wealth are also addressed. Selections of scholarly and literary sources are used to introduce the student to both professional views and those of the people themselves of the region.

#### CLUSTER COURSE OFFERINGS

AR 441U Major Arabic Works in Translation  
EC 445U Comparative Economic Systems  
EC 450U Third World Economic Development  
ENG 308U Cultural Studies in Literature: Post-Colonial  
ENG 399U Jewish and Israeli Literature  
ENG 410U Trans-National Literature  
FL/INTL/WS 331U Women in the Middle East  
GEOG 364U Geography of the Middle East  
HST 385U Middle East in Modern Times: 19th & Early 20th Century  
HST 386U Middle East in Modern Times: 20th Century  
INTL 399U Model Arab League  
INTL 410U Islamic Movements in the Contemporary Muslim World  
PER 330 U Persian Culture and Civilization  
PER 341U Persian Literature in Translation  
PS 361U Introduction to the Politics of the Middle East  
PS 362U The Arab-Israeli Conflict  
PS 407U The Politics of North Africa  
SOC 483U Sociology of the Middle East  
TUR 330U Topics in Turkish Culture and Literature  
TUR 341U Turkish Literature in Translation

Cluster Coordinator: John Damis  
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## MORALITY CLUSTER

This cluster studies morality (i.e., moral learning, beliefs, values, feelings, and behavior) from the perspective of philosophy, psychology, and other academic disciplines. The aim of these courses is not just the practical moral one of improving moral thought and behavior but the more intellectual one of coming to understand better this central aspect of our human nature.

### SOPH INQ: MORALITY (UNST 249)

This course focuses attention on the psychology of moral development, as well such philosophical questions as whether there are any objective moral standards. There will also be stress on the distinctions between philosophical questions about morality, scientific questions about morality and moral questions themselves, as well as some effort to introduce students to the relevant methods of scientific inquiry on the one hand, and philosophical inquiry on the other hand.

#### CLUSTER COURSE OFFERINGS

PHE 444U Global Health  
PHE 455U Film & Health  
PHL 308U Elementary Ethics  
PHL 309U Business Ethics  
PHL 310U Environmental Ethics  
PHL 311U Morality of Punishment  
PHL 313U Life & Death Issues  
PHL 314U Computer Ethics  
PHL 316U Social & Political Philosophy  
PHL/HST 399U American Values/Conflict  
PH 450U Ethics and International Justice  
PHL 455U Morality & Health Care  
PHL 481U Biomedical Ethics  
PS 325U Politics & the Legal Enforcement of Morals  
PSY 410U Psychology of Moral Development  
SCI 363U Ethics in Science

Cluster Coordinator: Aleksander Jokic  
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## NINETEENTH CENTURY CLUSTER

The advent of the 19th century marks the beginning of the modern age. No field of inquiry was exempt from change: politics, society, religion, philosophy, psychology, science, music and the literary and visual arts. In this cluster, students study the ideas that emerged and evolved in various intellectual disciplines during this dynamic century which even now shape the world we inhabit.

### SOPH INQ: THE NINETEENTH CENTURY: REVOLUTION AND EVOLUTION (UNST 251)

This course takes an interdisciplinary approach to the study of the development of the 19th century through its three phases: 1) Revolution, Romanticism, and Nationalism; 2) Realism, Evolution, Socialism, and More Revolution; and 3) Imperialism, The Bureaucratic State, Individualism, and Decadence.

#### CLUSTER COURSE OFFERINGS

ArH 481U/482U 19th Century Art I, II  
ArH 486U/487U American Art & Architecture I, II  
ENG 308U Cultural Studies in Literature: 19th Century Novel  
ENG 308U Golden Age Children's Literature  
ENG 343U Romanticism  
ENG 344U Literature of the Victorian Period  
ENG/WS 443U British Women Writers  
ENG 445U American Women Writers  
ENG 460U American Literature: Beginning to 1865  
ENG 463U American Literature: 1865 - 1955  
ENG 475U/476U Literature of the Victorian Period I, II  
FL 448U Major Figures in Literature: Dostoevsky

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FR 343U Introduction to French Literature: 19th-20th Century  
FR 399U/407U/410U Selected Topics: (e.g., French Civilization: Napoleon to WWI)  
FR 399U 19th Century France  
FR 441U/442U French Literature in Translation I, II  
GER 410U Selected Topics  
GER 441U Topics: German Intellectual History 1800-1939  
GER 441U Topics: Ancient Greek Myth in German Literature  
GER 441U Nietzsche  
HST 351U English History Since 1660  
HST 387U Science in Society  
PHL 421U 19th Century Philosophy  
RUS 441U Russian Literature in Translation: Nineteenth Century  
SPAN 423U Peninsular Poetry (taught in Spanish)  
TA 471U Theater History: 19th Century (European Theater)  
WR 399U Writing About 19th Century Texts

Cluster Coordinator: Richard Beyler

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## POPULAR CULTURE CLUSTER

Popular culture is a vital area of study that offers new insights into our history, beliefs, diversity, emotional make-up, and socio-economic relations. Study of popular culture is an interdisciplinary approach aimed at understanding how culture links the individual and society. This cluster of courses will enable students to “see” everyday life with new eyes by teaching them the habits of critical thinking and query into what they would otherwise take for granted.

### SOPH INQ: INTRODUCTION TO POPULAR CULTURE (UNST 254)

In this course, students begin to study popular culture through observation, reflection, description, and critical thinking in order to gain a deeper understanding of the popular myths surrounding everyday life. Students focus on several forms of popular culture and engage in discussion and interpretation individually and in-group work.

### CLUSTER COURSE OFFERINGS

ANTH 300U Modern World in Anthropological Perspective  
ANTH 330U Anthropology of Folklore  
ENG 305U Film & Social Justice  
ENG 305U Topics in Film  
ENG 305U Topics in Literature & Popular Culture  
ENG 305U War Culture & Film  
ENG 305U History of Cinema 2  
ENG 306U American Fiction in Film  
ENG 306U Cyber/Hyper Literature  
ENG 306U Topics in Literature & Popular Culture  
ENG 306U Politics in the 50s  
ENG 307U Science Fiction  
ENG 308U 1950s Cultural Literature  
ENG 308U Beat Literature  
ENG 308U Children's Golden Literature  
ENG 308U Cultural Studies in Literature  
ENG/WS 308U Divas in Drama  
ENG 308U Gay & Lesbian Fiction  
ENG 308U Intro to Asian-American Literature  
ENG 308U Judaic Literature  
ENG 308U Literature and Medicine in the Community

ENG 308U Literature of the Holocaust  
ENG 308U Media Folklore  
ENG 308U Native American Women's Literature  
ENG/WS 308U Native American Women Writers  
ENG 309U American Indian Literature  
ENG 410U Folklore & Mass Media  
ENG 448U Major Figures in Literature  
ENG/FL 448U Ursula K. LeGuin  
ENG 448U Philip K. Dick  
HUM 399U African Diasporan Dance in the Americas  
JPN 410U Japanese Anime: Memory, Nostalgia & Future  
MKTG 340U Advertising  
MUS 355U Jazz History  
MUS 360U The Guitar: History & Music  
MUS 361U/362U History of Rock Music I, II  
PSY/SP/WS 410U Women in Contemporary Film  
PHE 455U Film & Health  
SP 314U Persuasion  
SP/WS 337U Communication & Gender  
SP 370U Debate & Forensics  
SP/TA 399U Off Hollywood  
SP/TA 399U Film Studies I  
SP/TA 399U Film Studies II  
SP/TA 399U International Film History  
SP/TA 399U American Cinema/American Culture  
SP/TA 399U The Fifties: Media & Culture  
SP/TA 399U Film Studies III: Documentary & A.G. Film  
SP/TA 410U Alternative Media  
SP 410U Movies Look at TV  
SP 410U Topics in Popular Media  
SP 422U Critical Theories of Mass Communication  
SP 427U Issues in International Communication  
SP/WS 452U Gender & Race in the Media  
TA 305U Understanding Theater  
TA 361U Contemporary Dance 1920 to Present  
TA 370U Topics in Theater, Media & Culture  
TA 370U 1950s Media & Culture  
TA 370U American Cinema/Culture  
TA 370U Film Stardom  
TA 370U Gangster Films/Music  
TA 370U Sex, Violence & Popcorn  
TA 370U Shakespeare & Film  
TA 399U Understanding Movies  
TA 469U Women Theater & Society  
USP 457U/SP 410U Information Cities  
WR 399U Modern Travel Writing  
WS/SP/TA 410U Gender & Difference in Popular Media

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## PROFESSIONS AND POWER CLUSTER

One of the least understood elements in the making of the modern world is the role of professions like law, medicine, engineering, education, architecture, and accounting. The people who work in such occupations form a major leadership class in society. As a group and as individuals, they play critical roles in preserving the public health, defining justice and who can obtain it, designing safe buildings, bridges, and roads, educating us for life's challenges, and regulating

of our economic and financial systems. In short, they often make life-and-death decisions that affect each of us. Courses in this cluster examine the critical responsibilities professions and professionals have in our society and culture, the special training they require, the ethical dilemmas they face as a consequence of their roles, why they enjoy and how they protect their elite status, who can join their ranks, and why we are so dependent on them.

#### **SOPH INQ: PROFESSIONS IN THE MAKING OF THE MODERN WORLD (UNST 256)**

This course is about how and why professions have become among the most important forces in modern society. Those who practice medicine, law, architecture, engineering, and experts in science, economics, and other key areas of knowledge have immense influence in our lives. We examine the sources of their power and authority in society, the ethics that govern their activities, the nature and extent of their knowledge, and who joins their ranks.

#### **CLUSTER COURSE OFFERINGS**

ARCH 340U Profession of Architecture  
ARCH 341U/ASC 410U Developing as a Professional  
EAS 399U Problems, Solutions, & Systems Thinking  
EC 314U Private & Public Investment Analysis  
EC 316U Introduction to Health Care Economics  
ENG 308U Literature & Medicine in the Community  
ENG 308U Literature Medicine Health  
EPFA 410U Socialization Across Professions  
HST 387U Science in Society  
MKTG 340U Introduction to Advertising  
PHL 455U Morality & Health Care  
PHL 481U Biomedical Ethics  
SCI 359U/HON 407U Biopolitics  
SCI 361U/HON 407U Science: Power/Knowledge  
SP 313U Communication in Groups  
SW 407U Helping Professions & the Welfare State  
USP 311U Introduction to Urban Planning  
WR 410U Discourse of the Professions

Cluster Coordinator: Toeutu Faaleava  
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#### **RENAISSANCE STUDIES CLUSTER**

The Renaissance, dating from approximately 1300 to 1700, saw the transition from the late medieval to the early modern world. It was the age of exploration and discovery, of the Reformation and Counter-Reformation; it saw an explosion of artistic and literary creativity. This cluster offers a broad, interdisciplinary view of the period.

#### **SOPH INQ: THE RENAISSANCE (UNST 259)**

This course examines the life and thought of this vibrant period of Western history as reflected in great works of literature and art.

#### **CLUSTER COURSE OFFERINGS**

ArH 458U Medieval Art III  
ArH 461U Northern Renaissance Art  
ArH 471U/472U/473U Italian Renaissance Art I, II, III  
ArH 476U/477U/478U Baroque Art I, II, III  
ENG 301U Shakespeare  
ENG 341U Renaissance Literature  
ENG 410U Loving Shakespeare: The Tragedies

ENG 411U English Drama  
ENG 448U Major Figures in Literature (Shakespeare)  
ENG 448U Major Figures in Literature (when content is appropriate)  
FR 341U Introduction to French Literature (taught in French)  
FR 441U Major Works in Translation  
FR 441U Montaigne  
FR 442U/WS 410U Medieval Works in Translation  
HST 350U English History  
HST 355U Late Medieval Europe: 1100-1450  
HST 356U Renaissance & Reformation Europe: 1400-1600  
SPAN 341U Introduction to Hispanic Literature I (taught in Spanish)  
SPAN 422U Peninsular Drama  
SPAN 423U Peninsular Poetry (taught in Spanish)  
SPAN 441U Major Works in Translation  
TA 410U Shakespeare Intensive  
TA 425U History of Dress I  
TA 471U Theater History: Medieval/Renaissance Drama

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#### **SCIENCE IN THE LIBERAL ARTS CLUSTER**

The theme of this cluster is “science-in-the-making” or the ongoing process of active scientific inquiry - the processes of problem-posing, problem solving, and persuasion. This thematic emphasis is applied to scientific inquiry in general, to the study of general natural science concepts, and to the analysis of scientific issues in political, economic, social and ethical contexts.

#### **SOPH INQ: NATURAL SCIENCE INQUIRY (UNST 286)**

This course provides a methodological and interdisciplinary perspective on science and engage students in the collaborative scientific investigation of problems of the sort they might encounter as attentive citizens. Through the use of collaborative inquiry students learn that the modern sciences, as well as the questions they address, require teamwork both within and between specific disciplines. The course features methods of scientific investigation, analysis and graphical presentation of data, and scientific writing. The major course project deals with a “real-world” scientific problem in the Portland area.

#### **CLUSTER COURSE OFFERINGS**

GEOG 314U Severe Weather  
HON 407U/SCI 361U Science: Power-Knowledge  
SCI 311U/312U Teaching Everyday Science I, II  
SCI 313U Environmental Math Modeling  
SCI 314U Environmental Statistics  
SCI 315U/PH 261U General Astronomy I  
SCI 316U/PH 262U General Astronomy II  
SCI 317U/PH 365U Fractals, Chaos & Complexity  
SCI 318U/319U/PH 366U Complexity & Universe I  
SCI 319U/PH 367U Complexity & Universe II  
SCI 321U/322U/ME 304U Energy & Society I, II  
SCI 323U/324U Materials for the 21st Century I, II  
SCI 326U Ecology & the Implication of Management  
SCI 331U/332U Atmospheric Interactions I, II  
SCI 333U/GEOG 310U Climate & Water Resources  
SCI 334U/GEOG 312U Climate Variability  
SCI 335U/336U Water in the Environment I, II

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SCI 338U Investigating Forest Ecosystems  
SCI 341U/342U Biology Concepts & Applications I, II  
SCI 343U/344U Columbia Basin Plant Community I, II  
SCI 345U/346U Old Growth Forest Ecology & Management I, II  
SCI 347U/348U Science, Gender & Social Context I, II  
SCI 351U Northwest Wetlands: Conservation, Restoration, & Mitigation  
SCI 352U Science & Policy of Climate Change  
SCI 353U Radiation in the Environment  
SCI 355U/PH 378U Science through Science Fiction  
SCI 359U/HON 407U Biopolitics  
SCI 363U Ethics in Science  
SCI/WS 399U Science of Women's Bodies  
SCI 399U Rates of Change  
SCI 399U Science and Politics of Columbia River Decisions  
SCI 399U Marine Biology of the Oregon Coast

Cluster Coordinator: Linda George  
Office: SB2 466  
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## SEXUALITIES CLUSTER

This cluster will explore human sexualities from a variety of disciplinary and topical perspectives. While we tend to speak of sexuality in the singular, it actually encompasses a broad array of behaviors and beliefs which differ quite radically across cultures and time. Bodily sex, reproductive functions, and erotic expressions are all part of what we call "sexuality" and can be viewed from multiple vantage points, for example, historically, cross-culturally, biologically, through literature or the arts. All of the courses begin with the presumption that sexed bodies and expressions of desire are both socially constructed and highly contested. Furthermore, sex and sexuality are interwoven with other social categories, such as gender, race, class, and nationality. This topic will enable a complex exploration of the constitutive work of sexuality in the formation of social institutions and power relations. Finally, this is a theme which lends itself to interdisciplinary education, cutting across the divides between the arts, humanities, social sciences, and physical sciences.

### SOPH INQ: SEXUALITIES (UNST 266)

This course will look at sexuality with its multiple meanings as body, desire, identity, and reproduction from a variety of different perspectives. We will consider sex and sexed body as historical constructions and explore the debates about the role of biology and culture in shaping desires, practices, and identities. We will then look at specific examples in which sexualities are regulated by societies. Finally, we will explore the interweaving of sex, race, class, and nationality.

### CLUSTER COURSE OFFERINGS

CFS 490U Sex & the Family  
ENG 308U Gay & Lesbian Fiction  
SOC 344U Gender & Sexualities  
WS 360U Introduction to Queer Studies  
WS 370U History of Sexualities  
WS 399U Race, Class, Gender & Sexuality in US Culture  
WS 399U Lesbian Spaces in the US  
WS 399U Topics in Sexuality Studies  
WS 399U Special Topics: Sex and the State  
WS 428U Lesbian History in the US

Cluster Coordinator: Ann Mussey  
Office: NH 470  
Phone: 503.725.8441  
E-mail: musseya@pdx.edu

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## WOMEN'S STUDIES CLUSTER

The field of Women's Studies originated as an interdisciplinary effort to uncover women's experience past and present. Today, the field focuses on gender as a category of analysis and explores the impact of gender on all areas of social life. Although feminist scholarship is diverse in terms of methods and theoretical frameworks, its common basis lies in this focus on gender difference and issues of inequality organized around gender. This focus is central to all courses in this cluster.

### SOPH INQ: INTRODUCTION TO WOMEN'S STUDIES (UNST 280)

In this course students analyze the varieties of women's experience in contemporary American society, consider how gender relations may be changing, and investigate the social, political, economic, and cultural forces that shape our lives as women and men. Feminist thinking within and across academic disciplines frames the exploration of these topics. Attention is paid to relations of inequality organized along lines of race, ethnicity, class and sexual orientation as well as gender.

### CLUSTER COURSE OFFERINGS

AJ 399U Women, Crime & Justice  
ArH/WS 429U Women in the Visual Arts I  
ArH/WS 430U Women in the Visual Arts II  
ArH/WS 431U Women in the Visual Arts III  
ArH/WS 432U Issues in Gender & Art  
BI 343U Genes & Society  
BST/HST/WS 410U Women in African History  
BST 419U African American Women in the US  
CHLA 303U Chicana/Latina Experience  
EC/WS 417U Women in the Economy  
EC 419U Economics of Race & Ethnicity  
ENG/WS 308U Divas in Drama  
ENG/WS 308U Gay & Lesbian Fiction  
ENG/WS 308U Native American Women Writers  
ENG 387U Women Writers  
ENG/WS 399U Contemporary Women Writers  
ENG 443U/WS 443U British Women Writers  
ENG 449U Women Warriors  
EPFA/WS 455U Gender & Education  
HST/WS 340U Women & Gender in America (to 1865)  
HST/WS 341U Women & Gender in America (1865-1920)  
HST/WS 342U Women & Gender in America (1920 to present)  
HST/WS 343U American Family History  
HST 352U European Women's History to 1700  
PHE 452U Gender, Race, Class & Health  
PS/WS 380U Women & Politics  
PS 425U/WS 424U Women & the Law  
PSY/WS 310U Psychology of Women  
PSY 431U/WS 410U Psychology of Men & Masculinity  
PSY/WS 479U Women & Organizational Psychology  
SCI 359U/HON 407U Biopolitics  
SCI/WS 365U The Science of Women's Bodies  
SP/WS 337U Communication & Gender  
SP/TA/WS 410U Gender & Difference in Popular Media  
SP/WS/PSY 410U Women in Contemporary Film  
SP/WS 452U Gender & Race in the Media

SP/TA/WS 457U The Language of Violence  
TA 469U Women Theater & Society  
WS 306U Global Gender Issues  
WS/ENG 308U Topics in Gender, Literature & Popular Culture  
WS/ENG 308U Top: Lesbian Literature  
WS/ENG 308U Top: Dance and Literature  
WS/ENG 308U Top: Belle Hooks  
WS/PHL 312U Feminist Philosophy  
WS 330U Women of Color in the US  
WS/FL/INTL 331U Women in the Middle East  
WS/SCI 347U/348U Science, Gender & Social Context I, II  
WS 360U Introduction to Queer Studies  
WS 399U Lesbian Spaces in the US  
WS 399U Race, Class, Gender & Sexuality in the US  
WS 407U Family/Sex/Marriage  
WS 410U Top: Women, Creativity & Healing  
WS 410U Women in East Asia  
WS 417U Women in the Economy  
WS 428U Lesbian History in the US  
WS 470U Asian American Women's Studies

Cluster Coordinator: Ann Mussey  
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## Capstones (UNST 421)

The Capstone is the culminating educational experience for PSU students in the University Studies general education curriculum. Capstone projects are designed to build cooperative learning communities and enable students to engage in community-based learning. A Capstone consists of a course or course series totaling six credits. To earn Capstone credit, students must complete all six credits of the same course over one, two, or three terms.

Capstone courses require additional hours, to be arranged. Students registering for Capstone courses have a one-time \$30.00 non-refundable fee added to their tuition. Students who miss the first class session and fail to notify the instructor may be dropped from the course.

**Students enrolled in a Part I Capstone course must take Part II and in some cases Part III to fulfill the University Studies requirement. Student may not enroll in Part II or Part III of a Capstone unless they have fulfilled the necessary requirements.**

Check the online Class Schedule ([www.sa.pdx.edu/soc](http://www.sa.pdx.edu/soc)) or the University Studies web site ([www.pdx.edu/unst](http://www.pdx.edu/unst)) for updates.

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### AFRICAN CHILDREN

Sam Gioia, [gioia@pdx.edu](mailto:gioia@pdx.edu)

This capstone will involve PSU students in assisting African refugee children in public schools throughout Portland. The tutoring will take place during school hours under the supervision of certified teachers. In addition to scheduled session at PSU capstone students will tutor and mentor children for 25 hours during the school term. In the classroom meetings PSU students will learn about and reflect on immigration, cross-cultural communication, education, and the needs of immigrant children. This course is particularly useful for majors in education, the helping professions, International Studies, and Black Studies.

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### AIDING UNWANTED PET POPULATIONS THROUGH GRANT WRITING

Becky Boesch, [boeschb@pdx.edu](mailto:boeschb@pdx.edu)

Everyday in this country, 30,000 to 40,000 pets are euthanized. Of those, eighty percent are adoptable. This capstone allows students to explore the social/cultural dynamics connected with pet overpopulation and the ethical dilemmas presented by it. Participants will work with a no kill nonprofit animal shelter to assist them in acquiring grant monies to expand the shelter's operations. Students will participate in the various levels of the grant writing: locating appropriate grantees, ascertaining the shelter's needs, and learning effective grant writing techniques. The end project will be a portfolio of grant proposals geared towards capital improvements and general operating needs at the shelter. For additional information, contact Becky Boesch at [boeschb@pdx.edu](mailto:boeschb@pdx.edu)

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### APPLICATIONS IN SOCIAL MARKETING

Debbie Kaufman, [kaufmand@pdx.edu](mailto:kaufmand@pdx.edu)

Learn about social marketing and then apply it to an important public health issue in our community. Participants in this course will learn about the key features of social marketing, how it is different from commercial sector marketing, and critical components to

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implementing it successfully. Expand your understanding of customer-centered marketing and the 4 Ps: product; price, place and promotion. Bring knowledge from your own field of study, integrate social marketing principles, and support our community partner's goals to foster healthy change.

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## ART AND SOCIAL CHANGE

Conrad Schumacher, cnarroti@earthlink.net

The philosophy guiding this Capstone is... For Art to affect and change Society it must be palatable, acceptable to the large majority and, ultimately, sustainable. Some of the essential questions driving the curriculum of this Capstone are: How can Art be a force for social change? How is it? What limits, if any, should there be? This course is open to anyone intrigued with the questions raised by public Art (and possibilities of Art) in our society. This capstone should be of particular value and interest to students who have a desire to teach, create, work collaboratively and inspire. Students will develop Art Literacy lessons to teach in underprivileged public schools. A web site of these lessons will be created and published as a teacher resource. This course will require some flexibility on the part of the students when it comes to the scheduling of the Art Literacy lesson teaching component.

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## AT-RISK FAMILIES ECHO PROJECT

Jean Lasater, gmlasaer@3mail.com

Students will work with and beside youth from the ECHO project and homeless families from the Salem Outreach Shelter in creating a unique project that identifies lack of developmental assets, develops a program to strengthen and enhance assets, and applies those skills to help youth and families achieve self-sufficiency. This capstone will engage students to understand the psychosocial factors that place youth and families at risk and how incorporation of developmental assets can help overcome deficiencies. Students will work closely with participants to achieve pre-established, measurable goals, unique to each participant. This course will be held at the Salem Center.

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## BALLOT INITIATIVES, SOCIETY, AND THE ENVIRONMENT

Joshua Binus, binus@pdx.edu

Students explore and analyze the use of ballot initiatives in Oregon's past that have attempted to regulate government, society, and the natural environment. During the term, students are introduced to various research, writing, and editing strategies and then work as researchers for the Ballot Measure Archive Project, a collaborative effort to document statewide ballot measures run since 1960. Specifically, students actively gather campaign-related historical materials such as photographs, manuscript records, audio and video recordings, maps, ephemera, and artifacts for preservation in a publicly accessible archive. Different ballot measures are researched each term, with a wide variety of topics available for study. A sample of issues covered includes: environmental (fishing, forestry, land use, water quality, hunting and trapping, recycling, and nuclear power), criminal justice (mandatory minimums, victim's rights, sentencing guidelines, evidence and parole, and death penalty), social justice (gay rights, right-to-die, and abortion rights), education, public utility regulation, campaign financing, taxes, and more.

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## BEING AN EFFECTIVE CHANGE AGENT

Heather Petzold, petzoldh@pdx.edu

This course is for students interested in being effective change agents for the public good. Each student (individually or with others) will take the initiative before the Capstone begins to arrange a project with a community organization. This project may be an existing relationship or one sought for the purpose of this class. A minimum of three working hours per week with the organization is required. During the course, students will be supported and challenged to develop skills in speaking, listening, building relationships, and coordinating action. Through class discussions, practices, reading, and self-observations, students will recognize and explore the four University Studies' goals and make meaning of how they apply to our everyday lives. Each student is expected to bring to the first day of class a confirmation letter from their community sponsor. This letter should include the student's name, the focus and timeframe of the project, a description of the types of people with whom the student will interact, and the sponsor's signature. Permission of instructor required. Contact instructor by phone (503-725-5376) or e-mail (2hap@comcast.net) for full details regarding course requirements.

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## BEYOND WAR: CHALLENGE TO CHANGE OUR THINKING ABOUT WAR

Debbie Kaufman, kaufmand@pdx.edu

Students will be challenged to examine their assumptions about war and to become part of an alternative solution to conflict--personally, in our community, and in the world. This course will teach students about the foundational ideas of Beyond War, principles for everyday living, and prepare them to facilitate discussions challenging others to change their thinking about war. Topics will include: the interdependent nature of our living system; the effects of using war as a method for resolving problems; alternatives to war, including nonviolent conflict resolution processes; and, cooperation and collaboration among peoples and nations. Projects will include various roles in researching, developing and editing materials for the organization.

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## BILINGUAL EDUCATION

Delys Ostlund, ostlundd@pdx.edu

This capstone centers on two community-service components. First, students will volunteer as tutors/classroom aides in the bilingual Spanish/English dual immersion program at a local elementary school. A course requirement will be preparation of two activities for inclusion in a website which will serve as a repository of interactive activities in Spanish. This website, which will serve as a resource for teachers, constitutes the second community-service component of the capstone. Students must be able to demonstrate oral proficiency in Spanish at the 300 level.

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## BIOMONITORING OF STREAMS

Patrick Edwards, psu22536@pdx.edu

Students will work with the City of Portland's Endangered Species Act Program to biomonitor and assess regional streams. Students taking this capstone will partner with the City to design and implement a "catch and release" aquatic insect monitoring program that will align with current efforts to comply with the Endangered Species Act

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## **BUILDING A BETTER PORTLAND THROUGH PLACEMAKING-CITY REPAIR**

Courtney Dillard, cldillard@gmail.com

In this Capstone we will explore and apply effective outreach activities to promote the work of Portland's non-profit City Repair Project. City Repair is a unique approach to placemaking which encourages Portlanders to see their city as a community and their fellow citizens as neighbors. In many ways it challenges conventional notions of urban planning and community building. In this Capstone we will build a major advocacy plan to inform and engage a wider population in the work of City Repair. Class activities include learning about and participating in the City Repairs vision, researching and brainstorming unique ways to effectively talk about City Repair, and the creation of advocacy tools. By participating in the Capstone, students will delve into the important intersections between planning and promoting innovative approaches to urban life. Information about City Repair, the Village Building Convergence (VBC), and the PSU VBC.

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## **BUSINESS OUTREACH**

Gary Brown, gbrown@pdx.edu

This course is about the role of a small business consultant and how small business really works. It will combine lectures, guest speakers, class discussions, and an in-depth consulting project with a small business in North or Northeast Portland.

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## **CARBON NEUTRALITY**

Andrew Rice, arice@pdx.edu

The purpose of this Senior Capstone will be to evaluate the potential for Portland State University to become 'carbon neutral' and to involve students in energy and policy decisions with PSU administration to move toward this goal. Global climate change is a critical issue that has been identified by PSU students, faculty, staff, and administrators and collectively the PSU community is committed to adopting strategies to mitigate the impact of campus activities on the Earth's climate. Students in this course from a variety of academic backgrounds will become integrated in this process through: (1) developing comprehensive greenhouse gas inventories, (2) assessing strategies for clean energy solutions, (3) providing a series of recommendations to campus decision makers, and (4) documenting implementation of strategies and evaluating outcomes. Through weekly readings and discussions, this course will also explore scientific, societal, economic, political, and ethical dimensions of global climate change.

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## **CIVIC PARTICIPATION IN A BUSINESS ENVIRONMENT**

Stephanie Blackman, stblackman@yahoo.com

Students in this Capstone will research best practices and develop case studies of companies actively involved in employee volunteer programs with our community partner, Hands On Greater Portland ([www.handsonportland.org](http://www.handsonportland.org)). The profiles of exemplary companies will ultimately be used to showcase what businesses are doing in community and recruit others to participate in volunteer programs. Students will also participate in service projects through Hands On and may build skills in leading service projects that are designed for business teams. In class students will explore the role of business in civic affairs and the potential for both owners and employees to be civic leaders. Additional time outside of class will be required, but most service work will take place during class time.

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## **CIVIL RIGHTS MOVEMENT IN PORTLAND**

Felicia Williams, fwilliam@pdx.edu

The Civil Rights movement changed the way people thought about race and equal opportunity in America. This course will examine how the movement happened in Portland as students record oral histories from African Americans who fought for Civil Rights in Oregon. The interviews will then be digitized and uploaded to the Internet and students will use photographs and clips from the interviews to create a video documentary that can be used publicly.

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## **COLLABORATIONS: BOYS AND GIRLS**

Heather Petzold, petzoldh@pdx.edu

This course focuses on the importance of service learning in our community. As a class, we will have the opportunity to discover, evaluate, and reflect on the needs of our community by creating and facilitating educational workshops, mentoring, and exploring fundraising opportunities for the Boys and Girls Club. Students will learn respect for themselves and others as part of a community and will promote teamwork, leadership and problem solving skills. Community issues to be addressed include: listening, intercultural communication, leadership, mediation, and cooperative learning skills. Each student will have the opportunity to mentor at the club site (Meyers Boys and Girls Club) for a minimum of 20 hours for the term during hours of operation (2:30-7:00 p.m. Monday through Friday). As we are working with youth, students will need to pass a background check in order to fulfill the requirements of the course (to be completed on the first day of class).

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## **COMMUNICATION AND THE COMMUNITY: CRAFTING A PERSUASION/INFORMATION CAMPAIGN FOR A LOCAL NON-PROFIT**

Courtney Dillard, cldillard@gmail.com

This Capstone will focus on the issue of poverty in Oregon. Throughout the 10 week term, students will spend time with three different community partners who are working in different ways to address this compelling issue. Each of these partners relies on effective communication to educate and persuade key audiences on the topic. We began the term working with the Oregon Center for Public Policy (OCCPP) which seeks to raise public awareness about the impact of poverty on the lives of Oregonians. In the middle of the term, we will work with the Oregon Center for Christian Values (OCCV) which will be trying to influence the State Legislature to devote more money from the budget to alleviating poverty in this state. During this section, we will travel to Salem to participate in direct political advocacy on the issue during the Oregon State Legislature's 2008 Special Session. In the final part of the term, we will work with Sisters of the Road who are feeding the hungry in downtown Portland. This approach allows students to see how an important issue is addressed by various voices in different ways: research/education, advocacy, and service, all of which require strong communication skills.

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## **COMMUNICATION EDUCATION: NUHS**

Gloria Totten, totteng@pdx.edu

This Capstone explores developing and teaching lesson plans on basic skills such as liberal arts, math, science, art (topics vary). Students will be required to work as an interdisciplinary team, researching information, practicing and presenting course material in a classroom

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setting (our community partner is New Urban High School). This course requires an out of class commitment of one full day - during school hours (8 am to 4 pm). Contact instructor with questions.

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## COMMUNITY ACTION THEATER

Eden Isenstein, [eni@pdx.edu](mailto:eni@pdx.edu)

In this class, students will learn about the dynamics of sexual assault as they practice using theater as a tool for social change. Students will develop a short play about sexual assault and its prevention based on classroom readings, discussions, prior learning, and lived experiences. This play will then be performed for various campus audiences based on the Theatre of the Oppressed Open Forum model, in which audience members are invited to stop and shift the action by joining the play, thereby practicing strategies for facing challenging situations and “rehearsing for the future.”

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## COMMUNITY PSYCHOLOGY

Keith Kaufman, [kaufmank@pdx.edu](mailto:kaufmank@pdx.edu)

This two quarter capstone focuses on applications of basic psychological knowledge and methods to community problems. Students join a work team providing consultation to a community organization or agency. Students choose from a number of field projects in cooperation with community agencies engaged in social service in the fields of health, education, corrections, welfare, and others. Projects result in products of value to community agencies such as program evaluations, climate studies or volunteer recruitment videos. Students develop consultation and group skills, work collaboratively with community partners, and learn about the field of community psychology.

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## CREATIVE INDUSTRIES: SOCIAL DESIGN STUDIO

Harrell Fletcher, [harrell@pdx.edu](mailto:harrell@pdx.edu)

The students will learn about socially engaged art projects, and the cross over between art and life. The students will then locate various existing social service agencies, non-profits, small businesses, and even individuals who are in need of, and lack funds for, design work to help promote their enterprise and activities. The design work will be done in collaboration so that the role of “designer” and “client” is partially dissolved. The design work that will produced can include signs, posters, tee-shirts, radio spots, brochures and pamphlets, web sites etc., and will be used in practical applications outside of the university environment. The students will be encouraged to immerse themselves in the culture of the people and places that they will be working with. All majors are welcome.

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## CREATIVE REUSE

Sarah Morgan, [smorgan@pdx.edu](mailto:smorgan@pdx.edu)

Students will observe and read about elementary and preschool learning centers. They will develop a plan for schools to set up learning centers for children using reusable materials. They will work with the School and Community Reuse Action Project (SCRAP) to create the learning centers and publicize them to teachers and schools. SCRAP is a non-profit store that diverts useful materials from the landfill and makes them available for creative purposes. Please contact instructor for class location.

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## CROSS COMMUNITY CONNECTION

Cynthia Gomez, [gomezc@pdx.edu](mailto:gomezc@pdx.edu)

This Capstone offers students an analysis of social justice theory; a survey of educational institutions and Latinos in U.S. society; a framework that promotes successful civic engagement; and an application of these principles in community settings. Students are given the option of choosing from several community partners working in the area of education and will complete projects addressing a pre-determined need, promoting lasting change and encouraging collaboration among stakeholders.

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## EDUCATING THE COMMUNITY ABOUT METRO’S TRAVEL OPTIONS AND NATURE IN NEIGHBORHOODS

Lynn Weigand, [weigand@pdx.edu](mailto:weigand@pdx.edu)

As Portland’s regional government, Metro’s role includes promoting transportation choices and protecting natural areas. Working with Metro as the community partner, students will explore Metro’s role in promoting regional travel options and nature in neighborhoods through a hands-on project with the Travel Options and Nature in Neighborhood Programs, incorporating concepts of sustainable behavior and social marketing

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## EDUCATIONAL EQUITY

Deborah Arthur, [debs@pdx.edu](mailto:debs@pdx.edu)

This Capstone explores a variety of issues related to educational equity, including segregation, school funding, standardized testing, curriculum choices, language and bilingual education, among others. We partner with a variety of schools and community programs designed to enhance the educational opportunities and success of urban public school students. Community-based learning may include being a teaching assistant in classes, tutoring students one-on-one, and participating in field trips, recreational, cultural and volunteer activities. This is a “blended” or “hybrid” course, meaning that in addition to class time, there is an on-line component. Successful completion of background checks may be required for participation in some of our community partnerships. Upon registration please contact the Instructor Deborah Arthur at [debs@pdx.edu](mailto:debs@pdx.edu).

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## EFFECTIVE ENVIRONMENTAL EDUCATION

Stephanie Wagner, [stephanie@tryonfriends.org](mailto:stephanie@tryonfriends.org)

The Effective Environmental Education Capstone explores approaches to outdoor education relevant to metropolitan natural areas. Students are trained as naturalists who guide school groups on field trips through Tryon Creek State Park in southwest Portland. Course material covers local natural history, principles of formal interpretation, and basic steps to establish an effective learning environment.

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## EMPOWERING COMMUNITIES WITH GIS AND ASSET MAPPING

Margaret Merrick, [merrickm@pdx.edu](mailto:merrickm@pdx.edu)

Through the use of GIS, research, and asset mapping techniques, students will work with community partners to empower them to strategically promote their missions. Community partners have included: Portland Farmers Market; the Regional Arts and Culture Council; Johnson Creek Watershed Council; Caring Communities; and Portland Parks and Recreation. No GIS experience is required.

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## ENGAGING DEMOCRACY

Richard Clucas

One of the most pressing problems in American politics today is that the public feels increasingly distant from elected leaders. To many reformers, the health of the nation's democracy can only improve by getting more young people involved in politics. The Engaging Democracy capstone addresses this problem by having students assist Oregon legislators during the 2009 legislative session in Salem, where they will help handle the broad range of responsibilities placed on legislative staff. During classroom times, students will learn about the position of legislatures in American politics and the character of Oregon politics. As a final project, the students will work together on a web-based guide to the Legislative Assembly. The work in the capitol will be arranged around each individual student's schedule. Carpooling should be available. There may be some funds to offset travel costs.

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## ENHANCING YOUR LITERACY: SERVICE IN K-5 PUBLIC EDUCATION

Zapoura Calvert, zapoura@pdx.edu

The Enhancing Youth Literacy Capstone has partnered with King Elementary School in Northeast Portland since Fall 2002 after a 2-year Partnership at Beach Elementary in NE Portland. King is a Title I school with a 90%+ minority population. Capstone students work in K-8 and ESL classrooms, both as one-on-one tutors and as classroom assistants, and in King's after school SUN program in a variety of capacities.

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## ENVIRONMENTAL EDUCATION THROUGH NATIVE AMERICAN LENSES

June Rzendzian, rzendzia@pdx.edu

What are Native American perspectives and how can they affect environmental education? How does environment shape our lives? How does your own heritage impact who you are today? Environmental education in schools has focused primarily on scientific analysis and social policy. Neglected in this education is recognition of deeper cultural transformations that may need to accompany a shift to a more bio-culturally sustainable world. During our time spent in class and at JEAN'S Farm on Johnson Creek, we will explore relationship-building, creative place-based projects and analysis of current issues facing environmental education and Native American communities. Using all our senses, we will taste, feel, smell, see and express our relationship to our environments and contemplate our choices for interacting with the world around us in the future. Students will learn creative and relationship-building skills that can be applied to a final project at JEAN'S Farm and in their everyday lives..

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## EQUALIZING ACCESS TO JUSTICE

Khalil Zonoozy, gci2001@yahoo.com

This course explores the barriers to justice for people of color. Special attention is given to the U.S. institutional structure and the justice system. Utilizing a progressive approach, students acquire a deeper understanding, awareness and appreciation of existing disparities, leading to design and formulation of proactive solutions. There will be a community partnership with Understanding Racism Foundation (URF), a non-profit organization committed to reduce prejudice and discrimination in our communities through study and personal examination. Created in response to issues identified by

the Oregon state Task Force on Racial Ethnic Issues in the Judicial System (Instructor served as the vice chair of that task force), offers numerous dynamic courses to raise the level of awareness concerning racial discrimination. In addition to the regular weekly class meetings, students become engaged in one of URF classes, six weeks long, 90 minutes, once a week, Thursday, noon - 1:30 PM.

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## GRANTWRITING FOR COMMUNITY IMPROVEMENT

Susan Barrett, susan@igoweb.org

This class partners with a local not-for-profit organization and research likely funders and prepares grant proposals based on this research and lessons learned in class.

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## GRANTWRITING FOR ENVIRONMENTAL ADVOCACY

Celine Fitzmaurice, celine@pdx.edu

Grant writing skills are critical to the survival of many non-profit environmental organizations. In this course you will learn grant writing skills by developing real proposals for a local environmental non-profit. The rich history of citizen-based environmental advocacy in the US will play a central role in class discussions and reflective writing assignments throughout the term.

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## IMMIGRATION IN THE WORKFORCE

Andrew Reed, areed@seworks.org

Classroom topics include immigration, sociocultural behavior, and workforce development. Students assist a non-profit workforce development agency called SE Works Inc. Outside of class, students help to develop and maintain a website for immigrants as they transition to life in the U.S.

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## INTERNATIONAL COMMUNITY SCHOOL

Sam Gioia, gioia@pdx.edu

Global Portland—International School involves PSU students and Portland International School, an alternative school for immigrant youth whose needs have not been met in Portland high schools. Capstone students will help the youth complete their education by tutoring, mentoring, college exploration, and career development three hours per week. During the PSU classroom times (6 hours per week) PSU students will learn about immigration, cultural diversity, and the needs of immigrant children. Students will also complete a collaborative project to assist the international school. This capstone is an excellent opportunity for students who want to prepare for teaching and counseling with youth and families or for students who want experience with international populations.

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## INTERNATIONAL DEBT RELIEF

Pat Rumer, activistap@yahoo.com or rumer@pdx.edu

Debt cancellation is one of the United Nation's Millennium Development Goals\*\* that seeks to eradicate poverty by 2015. More than half of African nations continue to spend more on debt than health care for their citizens. Sub-Saharan Africa pays almost \$1.5 billion in debt services to the wealthy nations and international financial institutions. This course explores such questions as: What are the origins of the debt burden? Does this debt burden impact South-North migration? What impact do global advocacy networks have on international institutions? Our community partner, Jubilee Oregon, engages the public through education, advocacy and direct action.

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## **JAPANESE LANGUAGE PROGRAM FOR ELEMENTARY STUDENTS: THE MOSHI MOSHI PROGRAM**

Suwako Watanabe, watanabes@pdx.edu

Capstone students will work with the Moshi Moshi Program, a Japanese language program for elementary students in the Portland Public School District, by assisting a classroom teacher or developing teaching materials. Students may also assist with video production, web development, and program promotion. Students will address various issues pertaining to foreign language learning and teaching, including multiple intelligences, Japanese language/culture, and diversity. Basic Japanese (completion of JPN 201) is recommended but not a requirement. The class will meet at PSU for 1-2 hours per week, and a minimum of two hours of community service per week is required.

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## **JUVENILE JUSTICE**

Deborah Arthur, debs@pdx.edu

This Capstone partners with the Multnomah County Department of Community Justice, Juvenile Services Division. Through work in the community, as well as through supportive academic activities, students will have the opportunity to deeply explore current issues in juvenile justice. Successful background checks will be required for students to be able to work directly with youth, although are not required for participation in this Capstone. This is a “blended” or “hybrid” course, meaning that in addition to class time, we have an on-line component via WebCT. For more information, contact the instructor, Deborah Smith Arthur at debs@pdx.edu

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## **LEADING LATINOS**

Tony Martinez, martineztony@comcast.net

This Capstone allows PSU students to work creatively with high school students through a partnership with the Oregon Leadership Institute (OLI) and the Oregon Council for Hispanic Advancement (OCHA) to empower and mentor Latino youth. College students must design and administer OLI leadership programs for scheduled Saturdays during the term. In class, current social and educational issues that affect Latino youth will be examined in order to better address the needs of the high school students. This capstone is ideal for those planning to teach, counsel, work in the community and for those that enjoy being a part of a dynamic team!

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## **LEARNING FROM DISABLED PERSONS**

Ann Fullerton, fullera@mail.pdx.edu

This Capstone is an intensive, two week, live-in course providing outdoor recreation for children and adults with severe disabilities. Students form a team of counselors within the Mt. Hood or Oral Hull Kiwanis Camp site. This course is for seniors who want to broaden their repertoire of skills for working with people and their understanding of the personal, social, and economic issues involving person with disabilities in our community. This capstone involves personal teaching and caregiving responsibilities. Students must apply to be a counselor at the camp and can gain a fuller description of this capstone by calling 503-725-3380. Students must have instructor's approval to enroll and attend orientation from 9-4 Saturday, May 17.

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## **LEARNING GARDENS AND CIVIC AFFAIRS**

Stephanie Blackman, stblackman@yahoo.com

Students in this Capstone will do community outreach work for the Learning Gardens Laboratory that serves the Brentwood-Darlington neighborhood in SE Portland. Students will be working to enhance community participation in the gardens, and their work may include developing materials to assist in the promotion, understanding and management of the garden, conducting research to support outreach efforts, and/or directly working with kids, their parents, and community members, to include them in the work of the garden. Students will also gain experience tending the garden. Class time will focus on issues of our food system and civic involvement. Some scheduled class meetings will take place off campus at the Learning Gardens, so please schedule accordingly. Some physical outdoor work and additional service time outside of class (about four hours per week) will be required. Students fluent in Russian, Spanish, or Vietnamese are encouraged to join the course.

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## **LINKING THE GENERATIONS, COMMUNICATION, AGING AND SOCIETY**

Cindy Palmer, palmerci@ohsu.edu

Students will engage with older adults to complete a variety of life history projects. Students will address their assumptions and stereotypes toward the aging population and will reflect upon personal barriers and successes in the intergenerational communication process. Communication issues will be addressed in the areas of intrapersonal, interpersonal, and intercultural communication. In addition to the community work, the course will focus on interdisciplinary discussions, lectures, and activities to increase awareness of the older population. This is an evening course with travel to off campus site and a background check required. Fingerprinting also may be required. Contact instructor upon registration to complete paperwork prior to start date. Processing can delay work in the community.

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## **LOCAL JUSTICE: SOCIAL JUSTICE EDUCATION FOR ADOLESCENTS**

Cynthia Gomez, gomezc@pdx.edu

This course is an advanced exploration of diversity and social justice in the United States. This Capstone provides students with an exploration of adolescent development theory; a framework for understanding specific forms and the interlocking systems of oppression; a process to explore how oppression affects our lives; a pedagogical framework for teaching and training about concepts of oppression and diversity; and an application of these ideologies and skills in secondary schools.

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## **MARKETING FOR NON-PROFIT ORGANIZATIONS**

JoAnne Siebe, siebeconsulting1@mac.com

Participants will learn about marketing for non-profit organizations and apply it to an international, non-profit organization with offices here in Portland. You will learn about the key features of marketing for non-profits; how it differs from commercial sector marketing, and critical components to implementing it successfully. You will expand your understanding of customer-centered marketing and the Four Ps: product, price, place and promotion. Participants will bring knowledge from their own field of study, integrate marketing principles, and support the Community Partner's mission: To connect people,

organizations and resources to help build a world where all people can live free and dignified lives.

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## **MATHEMATICS AND SOCIETY**

Paul Latiolais, hmpl@pdx.edu

In the first quarter, students explore applications of mathematics in a variety of disciplines as well as the impact of society-sanctioned math avoidance on marginalized populations and on fulfillment of workforce needs. In the second quarter, student prepare and deliver math presentations to high school classes and/or after-school programs.

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## **MEASURING THE EFFECTIVENESS OF CRIMINAL JUSTICE INTERVENTIONS**

Don Trapp, don.trapp@co.multnomah.or.us

This Capstone is an applied research project with the Multnomah County Department of Adult Community Justice. The course will examine the issue of qualitative evaluation in a community justice setting. Specifically, students will review and discuss parole supervision from the offender's perspective, develop and administer an interview of current and former parolees; analyze, interpret and report findings in a written report, present findings and recommendation to Department of Community Justice management.

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## **MEDIA LITERACY: NAVIGATING THE MAKING OF MEANING**

Mark Oldani, moldani@riverdale.k12.or.us

Media literacy is the study of the effect that various modes of communication have on the information that is being transmitted. The investigation of issues related to media crosses disciplinary boundaries and is a focus of some of the current K-12 curriculum. Class participants will learn about the impact of commercial media on themselves and their community and develop various approaches to address the impact of media on their community. Class members will work directly with members of community and media organizations, the general public, and/or high school or middle school faculty to research and prepare units of study on the issues surrounding media literacy.

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## **MENTORING MINDS AND HEARTS TO CHANGE THE WORLD**

Carol Gabrielli, cg@pdx.edu

Mentoring Minds and Hearts to Change the World is a community-based learning class designed to ignite question, wonder and reflection particularly related to mentorship, leadership, facilitation and direct service. Through rigorous self-reflection students will gain a wider and deeper sense of self, other and community. Our Capstone partner in this class is the Holy Redeemer Catholic Grade School in North Portland. Holy Redeemer serves a diverse ethnic, cultural and faith-oriented community. Its spiritually-influenced curriculum emphasizes justice, service and peace for over 300 students in kindergarten through 8th grade. Through classroom exercises, pertinent reflections and out-of-classroom assignments, Capstone students will gain a wider and deeper sense of self and other. These learnings will bolster each student's commitment to integrity-filled mentorship. Students will be expected to work together with Holy Redeemer's principal to schedule consistent day-time hours that are suitable for both Holy Redeemer

and the student. A criminal background check is required. Students in this class will make a commitment to twenty-five daytime hours of service over the course of the term. Intensive self-reflection is integral to students' learning in this class. Please call with questions.

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## **MONUMENTAL WOMEN**

Jan Dilg, dilg@teleport.com

This capstone builds on previous research and writing used to develop the Women City Builders website. Students will examine the choices communities make about who to honor for their contributions to society and how they are memorialized. Women from many backgrounds contributed time, money, and expertise to develop, fund, and shape the culture of Portland since its founding. The course will teach students how to conduct research with primary and secondary source materials, and to apply those skills by expanding and enhancing the content of the current website. In addition, students will explore ways to integrate the website into the Walk of the Heroines project.

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## **MULTIMEDIA PRODUCTION**

Robert Bremmer, robertfbremmer@msn.com

The multimedia Production Capstone Class produces web page marketing and education tools for community partners and community issues. Continuously taught for over five years, the class has evolved from video production through CD ROMS, Interactive DVD's and now creates useful tools and marketing entirely on the web. Each term a companion blog and web page will be developed around core issues and for community partners. The class self divides into groups: Client Liaison/Research, Content Development, Creative, Technical, Marketing and Management. Guidance and instruction is provided in each area, so expert knowledge is not required however it is beneficial if students have basic skills in one or more areas. The goal each class is to make a useful product which will continue to be used and even grow readership after the class has disbanded. This class identifies a target demographic and determines how best to develop a tool to alter the behavior and or thoughts of any user of the site. The prime objective of the class is not to develop a site but to create a dynamic group communication and learning experience, where students develop to a higher level their leadership and communication skills and experiment with creative, technical and viral marketing techniques. Recent developed tools include: womenshealthawareness.googlepage.com and www.womenshealthawareness.blogspot.com also www.toxinfreetomorrow.com and www.toxinfreetomorrow.blogspot.com. Students will interact with each other in the class, in different groups, and with a local community demographic primarily through survey and interviews. We will also launch surveys over the internet interacting with remote individuals and groups as well. Students should feel comfortable communicating at high level spoken and written English. The textbook used is Howard Gardner's *Changing Minds*. The Instructor can be reached at: bremmer@pdx.edu .

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## **MULTIRACIAL FAMILIES**

Sam Gioia, gioia@pdx.edu

This indirect service capstone will engage students in researching and providing resources for a nonprofit center serving multiracial families. Classroom time will involve extensive personal reflection on students' understanding of race and how it affects their personal identities. This course will provide an excellent opportunity for students to

# university studies

apply their knowledge from the fields of ethnic studies, sociology, and international studies.

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## MUSEUM OF THE CITY

Chet Orloff, chetorloff@msn.com

Museum of the City Capstone students research, design, and create projects--documentary and interpretive--about Portland encompassing aspects of the city's history, planning, and urban design. Our "partner" organization will be the Portland Development Commission (PDC), the city's economic development agency. Students will learn about Portland's past, present, and future plans, particularly through PDC's experience; they will plan and organize a project that will explore and interpret the development of much of Portland over the past 50 years; they will work on a project that will help inform Portlanders of the role their city's development agency (PDC) has played and is playing in the city; and they will help develop the Museum of the City's exhibits program. Design skills are not a pre-requisite; together, the class's students will pool their knowledge and skills to create a project that will serve PDC and Portland, and that they are all proud of.

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## MUSIC IN THE SCHOOLS

Sue Booth Larson, susanblarson@gmail.com

To help with the need for more music programs in elementary schools, students in this capstone will work in groups to develop and teach lessons that deal with music in some way – music around the world, vibrations and music, the history of music etc. All majors are welcome.

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## NATURE IN THE NEIGHBORHOOD

Mitch Cruzan, cruzan@pdx.edu

Greenspaces support native wildlife and are important for our community aesthetics and quality of life. Many of these natural areas are suffering from degradation due to human-mediated disturbance and invasion by alien plant species. Students participating in this capstone work with METRO and park personnel to document the biodiversity of greenspaces and the impact of invasive plant species on habitat quality. We will be focusing our efforts to examine the impact of invasive species in the Clackamas Watershed. Students are expected to cooperate for transportation to study areas by sharing rides, and to cover their own transportation expenses. We will be working primarily at one site, but will also be surveying for invasive plants along the roads in Clackamas County. Students will engage in public education and outreach activities through interaction with the public and the development of written and web resource materials.

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## NEIGHBORHOODS AND WATERSHEDS

Barry Messer, messerw@pdx.edu

This course addresses the health of cities with respect to the community stewardship of its watersheds. Students are challenged in a learning and community development process of discovery and direct involvement. The essential elements of the Capstone focus on the factors that can contribute to the health of Portland's watersheds. Students work with the Portland Bureau of Environmental Services and a neighborhood group on projects that may include "hands on" activities and/or community outreach/education on work involving watershed protection and restoration in Portland neighborhoods. Projects in the past have included such watershed enhancements as wetlands restoration, community gardens, eco-roofs and bio-swales.

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## PARENT MATH WORKSHOP

Sandra Kralovec, sandyk@canby.com

Students work together on campus and at an elementary school. Students will observe the teaching of elementary mathematics and participate as student mentors. The final project is the presentation of a Family Math Night at the partner elementary school. Students will develop appropriate mathematical activities for the Family Math Night event to present to parents the mathematics the students are learning in school. Students are responsible for advertising, organizing, and implementing the Family Math Night event. Four to six hours of community service time per week is required. These hours also must be during regular school hours.

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## PHYSICS CAPSTONE

Erik Bodegom, bodegom@pdx.edu

The purpose of this Senior Capstone will be to provide linkages between the student's academic training in the sciences, specifically in physics and the application of this knowledge in the broader community. In particular, students will obtain experience in solving real life problems as future scientists and educated citizens. Through an initial phase the students will be educated as to the expectations of the proper methods to solve issues presented by our community partners. This initial phase will focus on presentation, documentation, and ethics expected by the community partners and the broader scientific community. The project phase will take place at the community partners. Partners who have shown an interest are some of the following: Digimarc, FEI, Voxtel, University of Portland, Intel, and OHSU.

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## PRESERVING LGBTQ HISTORY

Christa Orth, christamae@yahoo.com

This course introduces methods of preserving lesbian, gay, bisexual, transgender and queer history. The course examines the ways community and academic historians document the often hidden history of LGBTQ communities. The Gay and Lesbian Archives of the Pacific Northwest is our community partner as we learn about recording oral histories and processing the archival collections of our queer history in Oregon. This course is open to students of all sexual and gender identities.

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## PRISON EXCHANGE: CREATING UNDERSTANDING FROM THE INSIDE-OUT

Amy Spring, springa@pdx.edu

This Capstone course provides an opportunity for a small group of students from PSU and a group of residents from Coffee Creek Correctional facility to exchange perceptions about crime, justice, and the ways in which marginalized communities are affected by public policy. It is a chance for participants to gain a deeper understanding of how income, communities of color are affected by incarceration policies in Oregon and the US. This will be accomplished by marrying theoretical knowledge and practical experiences in weekly meetings extended throughout the term. This course will be held at Coffee Creek located 20 minutes from PSU (carpooling available). The class will complete a project with inmates that will help enhance the lives of those who live at Coffee Creek. Participation requires all students to pass a background check.

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## **PUBLIC RELATIONS FOR NON-PROFITS**

Walt Amacher, wseditor@aol.com

In recognition of the need for governmental agencies and nonprofits to access their constituency, the Public Relations for Nonprofits Capstone provides communications training for a selected organization including: formation of an organizational communications program, creation of informational and promotional materials, and practical experience in working with the media. Students will learn basic communication theory and apply it to an organization. In addition to textbook materials and class presentations, the course may include guest lecturers and field trips to media outlets.

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## **RECONSTRUCTING NEW ORLEANS**

Vicki Reitenauer, vicr@pdx.edu

In this course, students will partner with Mercy Corps in its efforts to aid in the rebuilding effort in New Orleans. Students will meet both on campus to learn about the social, environmental, racial, socio-economic, and political issues which intersect in the history of New Orleans and its present-day challenges, and they will travel to New Orleans at the end of Fall term to serve locally and enhance their learnings through their service. Registration requires approval of the instructor; contact Vicki Reitenauer at 503-725-5847 or vicr@pdx.edu to begin the registration process.

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## **SCIENCE INQUIRY IN THE OUTDOOR CLASSROOM**

Richard Hugo, hugo@pdx.edu

In this 6-credit Capstone you will volunteer as a Science Mentor with Wolfree, Inc., an award-winning non-profit science education organization. Wolfree brings children in grades 4-12 out of the classroom for small group, hands-on field experiences. Wolfree's primary field site is in the foothills of Mount Hood, with other sites located 60 to 90 minutes from Portland. You are responsible for your own transportation, although carpools can usually be arranged. You will also spend several of your "field" days in classrooms preparing students for their outdoor experiences. You'll volunteer one full day per week (Tuesday - Friday) - please enroll in the appropriate course section. All sections will also meet on Mondays to discuss topics related to science inquiry and pedagogy. Wolfree's innovative curriculum is based on following student curiosity rather than leading formal presentations. This course is designed for aspiring educators and scientists, although students from any major will learn and practice a unique style of mentorship. No specific science background is required. You will be required to initiate a criminal background check BEFORE the course begins. As with any Capstone, students are highly encouraged to contact the instructor before enrolling to discuss the course responsibilities, activities and enrollment details.

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## **SEXUAL ASSAULT IN THE COMMUNITY AND ON THE COLLEGE CAMPUS**

Bridge Gorrow, gorrow@pdx.edu

Students in this class will work with the Portland State University Women's Resource Center and their community partners to combat sexual assault. The class will work in teams on projects such as, research, awareness raising/prevention, direct action, and fundraising. Lecture and discussion topics are from a multidisciplinary approach including, advocacy, medical system, criminal justice system, offender management, community response, higher education, and more. By

the end of the term students will be able to articulate the definitions and dynamics of sexual violence as well as current issues in the field. Students will also have gained experience and understanding in what it takes to respond to and prevent sexual assault.

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## **SEXUAL MINORITY YOUTH**

Molly Gray, mcg@pdx.edu

It is estimated that 1 in 10 individuals identify as a sexual minority. Often an already challenging stage in identity development, gay, lesbian, bisexual, transgender & questioning (GLBTQ) youth face a set of issues unique to their daily lives. We examine the paths sexual and gender minority youth navigate in American society, exploring such questions as: What challenges do GLBTQ youth encounter? How do they cope, survive, find understanding & celebrate themselves amidst homophobia and intolerance? How do GLBTQ experiences vary across difference such as race, ethnicity, class, religion, gender and expression? Has the growing strength of political mobilization and visibility of GLBTQ issues affected and/or included the needs of youth? How can youth needs be brokered by social services, families, and the community at large? Our community partner will be the Sexual Minority Youth Resource Center (SMYRC).

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## **STREET ROOTS: EXPLORING ISSUES OF HOMELESSNESS**

Colleen Kaleda, colleenkaleda@comcast.net

This course will explore and expose various issues surrounding poverty and homelessness through direct contact with non-profits, businesses, government and the homeless community. Students will research, write and photograph stories for publication in Street Roots, Portland's homeless newspaper. Specific topics will be tailored to student interest and developed in conjunction with the Editor-in-Chief of Street Roots. Subjects may include economic/business impact; social and cultural impacts; mental health; hunger; unemployment; and impacts on women and children.

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## **SUSTAINABLE FOOD SYSTEMS AND EDUCATIONAL FARMS**

Cori Longstreet and Megan Kupko, greenfarmmama@gmail.com

Welcome to Portland State University's Sustainable Food Systems and Educational Farms Senior Capstone! The time is ripe to be part of the growing sustainable food movement. This class addresses the current food issues that face urban citizens by holistically engaging students in the many layers of Portland's food and farm culture. Students will critically analyze the state of our current food systems while simultaneously be engaged in positive solutions to agricultural-related issues. Through participation in local urban educational farms, students will gain hands-on farming experience, explore their personal connection to food and the land, and positively contribute to food security in our greater community. Students will also build relationships within the local food network through experiences at the Permaculture Institute, Ecotrust, Zenger Farm, Portland's Community Gardens, and Growing Gardens. Ultimately, students will culminate their understanding of the topics explored in a sustainable food systems guidebook for youth. \*\*Due to the nature of this course, it will be held at Learning Gardens Lab on SE 60th/Duke with the exception of the first class, which will be held at the designated PSU classroom.

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## **TAPPING THE WISDOM WITHIN: A COMMUNITY-BASED VOLUNTEER TUTORING PROGRAM FOR LANE MIDDLE SCHOOL**

Leah Brookner, brookner@pdx.edu

The objective of this course is to provide students with the opportunity, via a volunteer tutoring and teacher's aid program, to observe, analyze, and participate in a local middle school campus community. Through direct participation and classroom experiences, students will learn how the provision of positive role models (i.e. tutors), within the context of a full-service school model, can facilitate positive youth development and outcomes. Students taking this class will integrate classroom learning about issues of poverty, prejudice, mental illness, and family dynamics into their tutoring experiences to broaden the understanding of culture and context as it relates to individual middle schoolers.

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## **THE LISTENING PROJECT**

Celine Fitzmaurice, celine@pdx.edu

This course uses a "listening" approach to learn about homelessness and its root causes. Our partner for the course will be the Macdonald Center, an outreach program for homeless and mentally ill residents of Portland's Old Town District. Students will "listen" to members of the Old Town community as part of a daily hospitality program or a visiting program to residents of single room occupancy hotels. The course will also examine the role that listening has played in mediating conflict around the world.

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## **THE NATURAL FOOD INDUSTRY AND THE COOPERATIVE BUSINESS MODEL**

Pedro Ferbel Azcarate, pedro@pdx.edu

This Capstone will provide an orientation to the cooperative business model in the booming natural food industry. Students will gain hands on experience working with the community partner, People's Food Cooperative, on various business related inquiries including financial analyses, marketing studies, and plans for short and long term growth. We will address different business strategies in the natural food industry and for cooperative businesses, specifically, and make the connection to broader themes including health and nutrition, food security and food politics, environmental sustainability, urban design, and community development.

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## **THE SPIRITUALITY OF BEING AWAKE**

Carol Gabrielli, cg@pdx.edu

Students in this Capstone class will arrive with something they call spirituality or spiritual practice or spiritual curiosity or wisdom tradition. Through direct service with JOIN, St. Francis Dining Hall and Rose Haven, students will discover and explore the connections between their direct-service experiences and their spirituality/wisdom tradition. (JOIN, St. Francis Dining Hall and Rose Haven are places of hospitality and resource for persons experiencing homelessness.) Among the many questions students in this class will examine, students will wonder: How does my lived experience inform my sense of self and others? How does my spirituality/my wisdom tradition inform my awarenesses, my choices and my actions? What is the cost of being awake in a world of sleepyheads? For their final product, students will utilize their lived experiences to develop and facilitate a project that supports the mission of their affiliated agency. Students

in this class will make a commitment to twenty-five daytime hours of service over the course of the term. Rigorous self-reflection is integral to students' learning in this class. Please call with questions.

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## **TUTORING ADULT ESL AT PORTLAND COMMUNITY COLLEGE SE**

Michelle Culley, mculley@pdx.edu

Capstone students will tutor small groups of adult English as a Second Language learners for 2.5 hours a week at Portland Community College SE Center, which is located at 82nd and Division. Capstone students must be proficient speakers of English. Students must contact Michelle Culley prior to registration. Tutoring will be either Monday mornings, 9:30-noon, Monday evenings, 6:30-9pm, or Friday mornings, 9:30-noon, and will be assigned on a first come, first serve basis. In addition, all capstone students will meet from 12:45-15:45 every Wednesday on the PSU campus for coursework on ESL strategies and immigration issues.

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## **TUTORING/MENTORING NATIVE AMERICAN YOUTH**

AnnMarie Trimble, atrimble@pdx.edu

This capstone gives students the opportunity to assist the tutoring center of the Native American Youth & Family Association (NAYA) as it tutors and mentors middle school and high school youth. NAYA's mission is to empower youth via education, community involvement, and cultural programming by creating positive learning experiences. PSU students will help NAYA by engaging youth in activities, providing a role model for learning, and tutoring students on their homework. After initial training, PSU students will meet 2 hours a week at PSU with the instructor, then tutor one day a week for 2 hours at NAYA (see [www.nayapdx.org](http://www.nayapdx.org) for location). PSU weekly meetings will include discussions on readings exploring Native American culture, educational issues, and service learning. Students will also coordinate a book drive and gather other resources for the tutoring center and its library. Individual writing assignments include personal reflective projects, resource reviews/analyses, and final reflective narrative. CLASS SCHEDULE: Class meets 4 hours during the first few weeks on Fridays 10am-2pm, then will meet for 2 hours on Fridays for the rest of the term. The remaining 4 hours will be divided as follows: 2 hours on the class project, scheduled on your own time, and 2 consecutive hours scheduled during NAYA's regular tutoring center hours (Mon-Thurs, 3:30-6pm). A background check is required of all students in this Capstone. Transportation notice: Public transport to NAYA is difficult if coming from PSU/Portland westside, but quite accessible from most NE/SE neighborhoods via Tri-Met bus #75. If you don't have transport from the Westside to NAYA, there may be NAYA van service from a high school in your area; check with the instructor if you are interested in this option.

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## **VOICES FROM THE FOREST**

Donna Sinclair, psu20610@pdx.edu

Students in this course will create website pages using oral history interviews with women and minorities who work for, or have worked for, the U.S.D.A. Forest Service. Students will learn about civil rights issues, public lands, and will enhance their research, interpretation and writing skills while helping to document an important aspect of Pacific Northwest history. The community partners will be the Center for Columbia River History and the U.S. Forest Service.

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### **VOLUNTEER STREAM MONITORING**

Mary Ann Schmidt, maryanns@pdx.edu

Capstone students will coordinate and implement all aspects of the quality assurance project plan (QAPP) for the Student Watershed Research Project (SWRP)'s volunteer monitoring program. Ensuring data quality for the 25 high school groups involved in SWRP requires training, classroom and field support, known/unknown sample analysis, verification of chemical, physical and biological parameters, as well as data management. This course will integrate chemical, biological and physical watershed analysis skills, since students will be responsible for verifying macroinvertebrate and plant samples, performing field/lab analysis of duplicate water quality samples, and mathematically determining whether the accuracy and precision goals of the QAPP are being met. Students will also be responsible for data management, auditing of student data, providing feedback to data collectors, and evaluating the impact of SWRP on participating students.

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### **WATER BUREAU - THE EARLY YEARS**

Catherine Howells, chowells@pdx.edu

This Capstone class will work with the Portland Water Bureau to design an historical display for Bear Creek House in the Bull Run Watershed. This display will focus on the early development of Portland's public water supply (1883-1900). The class will study and research the needs for a public water supply, the site selection for the water, and the surveying, engineering, and building of the gravity-fed system. Guest lecturers from the Portland Water Bureau will discuss this historical background, and there will be a field-trip to the Bull Run watershed and Bear Creek House. The students will then catalog photographs in the Water Bureau archives, and search other archives for appropriate photographs. They will design a display (in consultation with the Water Bureau) -- picking the most relevant photographs and writing interpretive labels for each photograph. The class will also develop a visitor survey to help the Water Bureau measure the effectiveness of the display. Guest lectures for this class will include a representative from SPARC (Portland archives), engineers and others from the Water Bureau, and other experts in archives and displays to be identified.

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### **WOMEN'S ORAL NARRATIVES:**

#### **GIRL POWER**

Sally Eck, ecks@pdx.edu

In this course, we will be working with our community partner, the local non-profit feminist bookstore IN OTHER WORDS and their sister organization, The Women's Community Education Project. Our project is to coordinate a series of \*rap sessions\* with local teen girls about current issues in their lives. We will use these group conversations to encourage the girls to become a part of our ZINE project -- where they will write, edit, and publish a grassroots, mini-magazine with our class. Please take a look at the enclosed outreach plan for more detailed objectives. In preparation for this project, we will read feminist scholarship about teenage girls as well as focus groups and zine publishing methodologies.

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### **YOUTH IN TRANSITION**

Carol Holdt, holdtc@pdx.edu

In this partially-online capstone course we will work with students and staff at the I Have a Dream (IHAD) foundation. IHAD provides supportive services and enrichment programs for "Dreamers" to help them graduate from high school and pursue either college or vocational education. Students will mentor and tutor 3rd-grade Dreamers at Rigler School in NE Portland. Please visit [www.ihadoregon.org](http://www.ihadoregon.org).

# registration worksheet

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am							
9am							
10am							
11am							
12am							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							

notes

# psu quick entry form

Quick Entry allows a student to enroll in a maximum of eight credit hours per term (up to 21 in summer) by establishing a non-admitted student record. Complete this form if you have never enrolled at Portland State University, have not registered since 1974, or if you have graduated from

PSU since your last enrollment.

There is a one-time, \$10.00 fee for Quick Entry, payable at the time you submit this form for processing. Refer to the section on Quick Entry under Registration Basics in the *Registration Guide* for more information.

## biographical information

1 SOCIAL SECURITY NUMBER\*

Do you have a baccalaureate degree? \_\_\_\_\_

2 LEGAL NAME

Dates of previous enrollment at PSU: \_\_\_\_\_

last (family)

first

middle

3 OTHER NAMES THAT MAY APPEAR ON YOUR ACADEMIC RECORDS

4 CURRENT MAILING ADDRESS†

number & street

county

home phone ( )

city

state

zip

country

work phone ( )

†Residency status for Quick Entry students is based on current mailing address. All Quick Entry students enrolling during fall, winter and spring terms are assessed resident tuition regardless of residency status. Those with a current mailing address outside of Oregon are assessed non-resident tuition when enrolling in nine or more credits during summer term. Quick Entry students who apply for full admission to PSU are reassessed for residency status at the time of application. Residency information is required for enrollment and may be audited.

5 GENDER  male  female

6 DATE OF BIRTH \_\_\_\_\_

7 E-MAIL ADDRESS \_\_\_\_\_

8 ETHNIC IDENTITY (OPTIONAL)

The Oregon University System must seek to identify the ethnic background of applicants for admission in compliance with federal reporting requirements. You are encouraged to supply this information, but you may decline without prejudicing your application in any way.

- A  Asian  
H  Hispanic  
P  Pacific Islander  
B  Black Non-Hispanic  
I  American Indian/Alaska Native  
W  White Non-Hispanic  
D  Decline to respond  
O  If none of the above is appropriate, write in your ethnic group \_\_\_\_\_

9 NATION OF CITIZENSHIP

USA  other (specify) \_\_\_\_\_

10 IF NON-US CITIZEN

type of visa \_\_\_\_\_ date issued \_\_\_\_\_

applicant's signature \_\_\_\_\_

date \_\_\_\_\_

Submit completed form to:

Admissions, Registration and Records  
Portland State University  
PO Box 751  
Portland, OR 97207-0751

Fax: 503.725.5525

## important information

QUICK ENTRY STUDENTS...

- may register for a maximum of 8 credit hours in fall, winter, and spring terms and up to 21 in summer.
- are not eligible for financial aid.
- are not entitled to incidental fee privileges during fall, winter, and spring terms. Privileges, including health services, are available to Quick Entry students in summer.
- register after all admitted students for fall, winter, and spring terms, according to the Priority Registration Schedule printed in the *Registration Guide*. In summer, all students have equal registration priority.
- are entitled to library privileges and use of open recreational areas in the Peter Stott Center.
- are subject to the same deadlines and payment/refund schedules as fully admitted students.
- are subject to the same Academic Standards (academic warning, probation and dismissal) as fully admitted students.

\* Social Security Number requested but optional. All students are assigned a randomly generated ID number, but your SSN is required for many human resources, financial aid, and tax purposes. Refer to the section on Social Security Numbers under Student Records in the *Registration Guide* for complete disclosure information.

for payment by credit card:

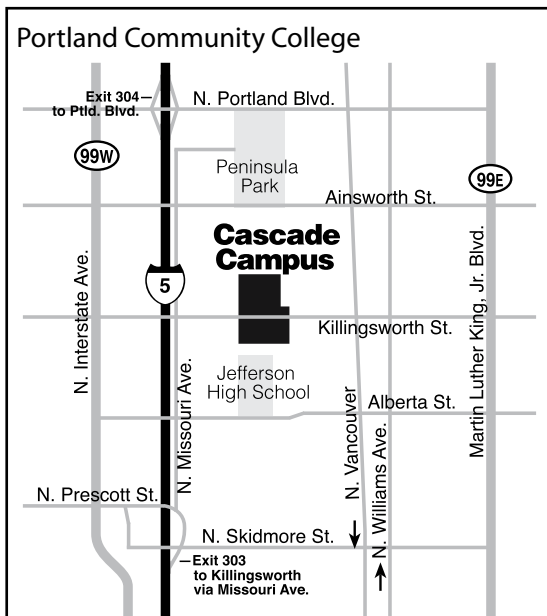
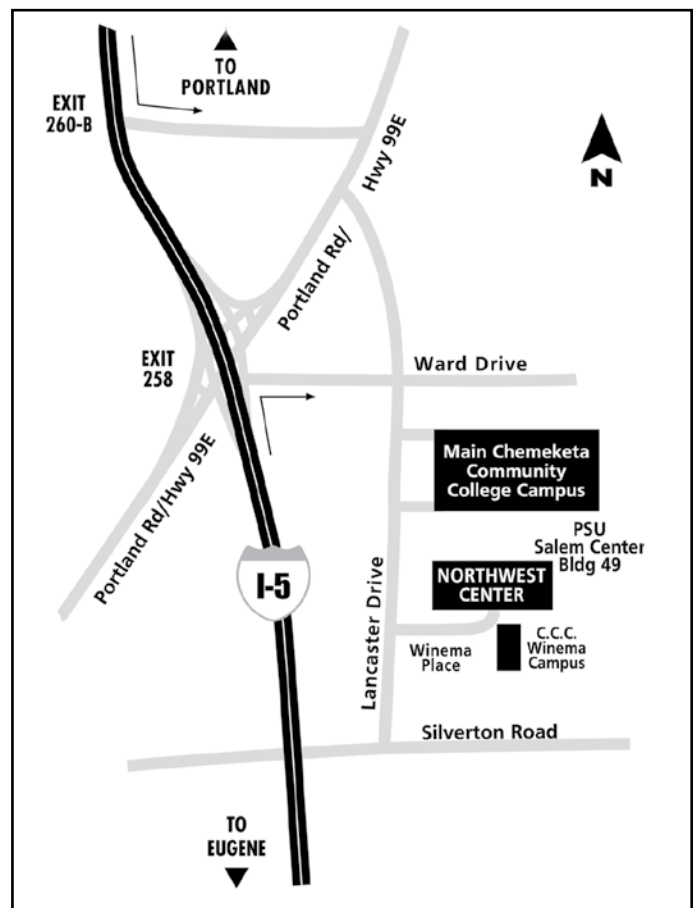
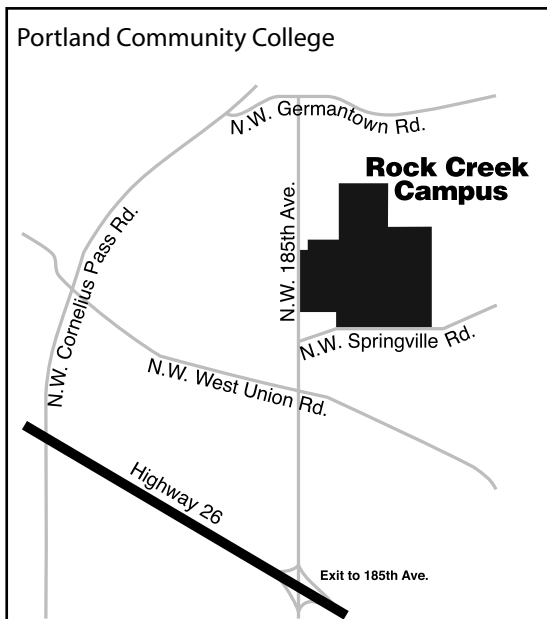
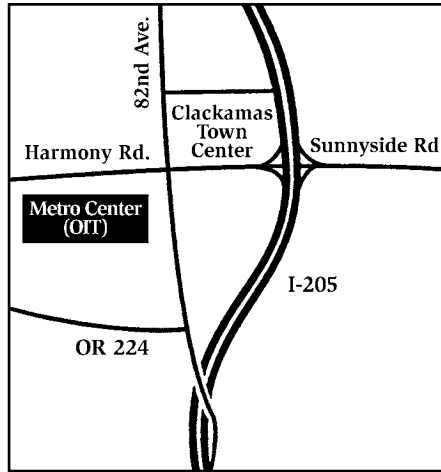
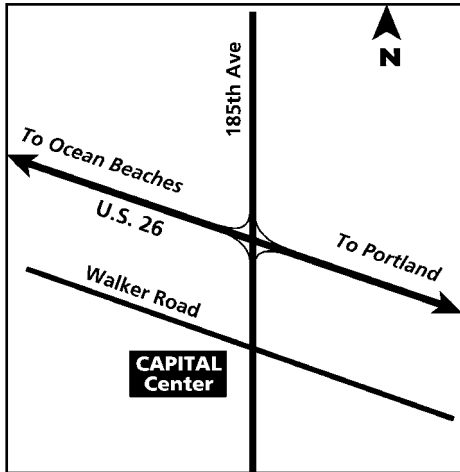
Card Type:  VISA  MasterCard

Name on card: \_\_\_\_\_

Card Number: \_\_\_\_\_

Expiration date: \_\_\_\_\_

# off-campus locations



Chemeketa Community College,  
Salem Center  
[www.chemeketa.edu](http://www.chemeketa.edu)

Columbia Gorge Community College,  
Hood River Center (map not shown)  
[www.cgcc.or.us](http://www.cgcc.or.us)

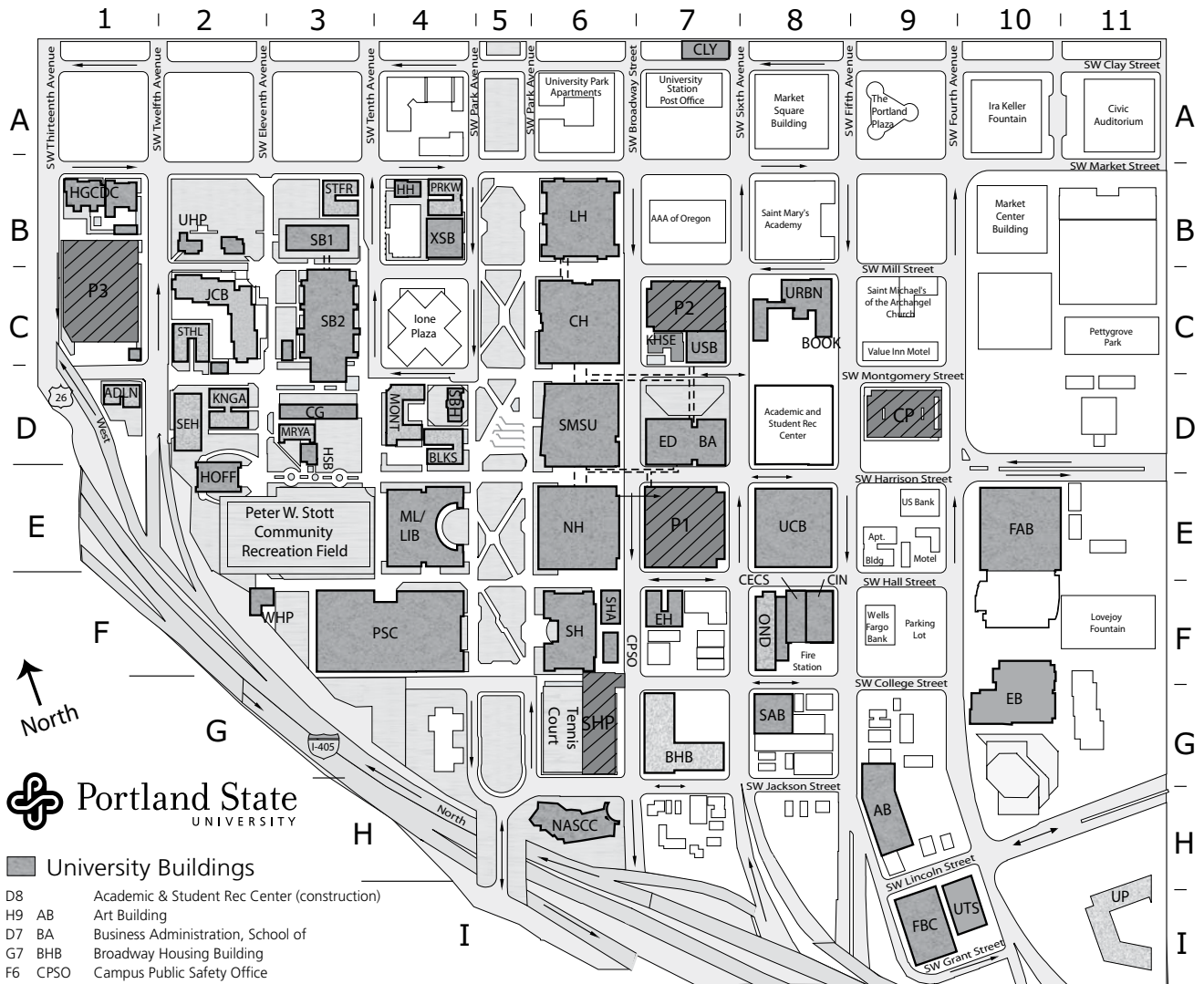
Mt. Hood Community College  
[www.mhcc.edu](http://www.mhcc.edu)

Oregon Institute of Technology,  
Metro Center  
[www.oit.edu](http://www.oit.edu)

Oregon University System  
Capital Center  
[www.capital.ous.edu](http://www.capital.ous.edu)

Portland Community College  
[www.pcc.edu](http://www.pcc.edu)

# campus map



## University Buildings

D8	Academic & Student Rec Center (construction)		
H9	AB	Art Building	
D7	BA	Business Administration, School of	
G7	BHB	Broadway Housing Building	
F6	CPSO	Campus Public Safety Office	
A7	CLY	Clay Building	
C6	CH	Cramer Hall	
F7	EH	East Hall	
D7	ED	Education, Graduate School of	
F10	EB	Engineering Building	
B4	XSB	Extended Studies	
F8	CIN	Fifth Avenue Cinema	
E10	FAB	Fourth Avenue Building	
B4	HH	Harder House	
D3	HSB	Harrison Street Building	
B1	HGDCDC	Helen Gordon Child Development Center	
E2	HOFF	Hoffmann Hall	
C7	KHSE	Koinonia House	
B6	LH	Lincoln Hall (renovation)	
B10		Market Center Building	
A8		Market Square Building	
E4	ML/LIB	Millar Library	
H6	NASCC	Native American Student & Community Center	
E6	NH	Neuberger Hall	
F8	OND	Ondine Building	
F4	PSC	Peter W. Stott Center	
F8	CECS	Engineering & Computer Science Annex	
B3	SB1	Science Building One	
C3	SB2	Science Building Two	
I9	SEC	Science & Education Center	
F6	SH	Shattuck Hall	
D4	SBH	Simon Benson House	
G8	SAB	Sixth Avenue Building	
D6	SMSU	Smith Memorial Student Union	
D2	SEH	Stephen Epler Hall	
I9	UTS	Unitus Building	
E8	UCB	University Center Building	

## University Buildings cont'd

B2	UHP	University Honors Program
I11	UP	University Place
C7	USB	University Services Building
C8	URBN	Urban Center

## Campus Housing

D1	ADLN	Adeline Building
D4	BLKS	Blackstone Building
G7	BHB	Broadway Housing Building
C2	JCB	Joseph C. Blumel Hall
D2	KNGA	King Albert Building
D3	MRYA	Mary Ann Building
D4	MONT	Montgomery Court
F8	OND	Ondine Building
B4	PRKW	Parkway Building
C2	STHL	Saint Helens Building
D2	SEH	Stephen Epler Hall
B3	STFR	Stratford Building

## Parking

D9	CP	Carpool Parking Lot
E7	P1	Parking Structure One
C7	P2	Parking Structure Two
C1	P3	Parking Structure Three
G6	SHP	Shattuck Hall Parking

## Off-Campus Locations

CAP	CAPITAL Center	18640 NW Walker Rd. Beaverton, OR 97006
GORGE	Columbia Gorge Community College	Hood River Center 616 Industrial Street Hood River, OR 97031
METRO	OIT Metro Center	7726 SE Harmony Rd. Portland, OR 97222
MHCC	Mt. Hood Community College	26000 SE Stark St. Gresham, OR 97030
PCC - RC	Portland Community College	Rock Creek Campus 17705 NW Springville Rd. Portland, OR 97229
PCC - CA	Portland Community College	Cascade Campus 705 N Killingsworth Rd. Portland, OR 97217
SALEM	Salem Center	4061 Winema Place NE Salem, OR 97305

## Campus Resources

E6	General Information	503-725-3000
F6	CPSO	Campus Public Safety-24/7 503-725-4407
D6	DRC	Disability Resource Center 503-725-4150
		TDD 503-725-6504
C7	KHSE	Koinonia House 503-226-7807
C8	BOOK	PSU Bookstore 503-725-3780
E6	PARK	Transportation & Parking 503-725-3442