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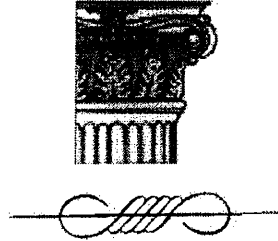
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C
Claudia Weston, Asst. Director
Library Technical Services
LIB-W

THE PORTLAND STATE UNIVERSITY
FACULTY SENATE



MEETING PROTOCOLS

- When recognized by the Presiding Officer, please state your name and department, loudly and clearly, so your statement will be identifiable on the recorded transcript.
- When making a motion or an amendment, you are required to provide a written copy to the Secretary immediately.
- If you have arrived after Roll Call, please inform the Secretary in writing by the end of the meeting.
- Senators and Ex Officio members of the Senate, are requested to sit below the transverse aisle. The recording microphones don't pick up sound from the gallery section.
- Please turn off cell phones and beepers.

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

RE: The Faculty Senate will hold its regular meeting **January 9, 2006**, at 1500 in room **53 CH**.

AGENDA

A. Roll

*B. Approval of the Minutes of the December 5, 2005, Meeting

C. Announcements and Communications from the Floor

Chancellor's Report (schedule permitting)
President's Report
Provost's Report

D. Unfinished Business

E. New Business

- *1. Undergraduate Curriculum Committee Curricular Proposals – Lawrence
- *2. Graduate Council and Curriculum Committee Joint Curricular Proposals – Wakeland and Lawrence
- *3. Graduate Council Curricular Proposals - Wakeland
- *4. Academic Requirements Committee Proposal for Admission Requirements for Transfer Students - Harvey

F. Question Period

1. Questions for Administrators
2. Questions from the Floor for the Chair

G. Reports from Officers of the Administration and Committees

1. Interim Report of the Ad Hoc Committee to Review University Studies – C. Brown

H. Adjournment

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

- B Minutes of the Meeting of December 5, 2005
- E1 Undergraduate Curriculum Committee Curricular Proposals
- E2 Graduate Council and UCC Joint Curricular Proposals
- E3 Graduate Council Curricular Proposals
- E4 Academic Requirements Committee Proposal for Admission Requirements for Transfer Students

***** 2005-06 PSU FACULTY SENATE ROSTER *****

******2005-06 STEERING COMMITTEE ******

Presiding Office: Duncan Carter
 Presiding Officer Pro tem: Robert Mercer
 Steering Committee Kathi Ketcheson
 John Rueter, Carl Wamser, &
 John Rueter (Comm on Comm), *Ex officio*

******2005-06 FACULTY SENATE******

All Others (13)

Endress, Wendy	SD	2006
Hoffman, Agnes	ADM	2006
Oceguera, Tonantzin(Fortm)	OSA	2006
Toppe, Michelle	OSA	2006
Cardenas, Jennifer	ADM	2007
Hagge, Tim	CAPS	2007
Shattuck, Aimee	WRC	2007
Stoering, Juliette	OIRP	2007
Angell, Nate	OMC	2008
Gregory, Mark	OIT	2008
Ketcheson, Kathi	OIRP	2008
Squire, Patricia	ALUM	2008
Thompson, Dee	CARC	2008

Business Administration (6)

Gilpatrick, Thomas	SBA	2006
†Johnson, Raymond	SBA	2007
Mathwick, Charla	SBA	2007
Buddress, Leland	SBA	2007
Ramiller, Neil	SBA	2008
Yuthas, Kristi	SBA	2008

Education (6)

*Thao, Yer (Farahmandpur)	ED-CI	2006
Wosley-George, Elizabeth	ED	2006
Stevens, Dannelle	ED	2007
†Halverson, Susan	SPED	2007
Caskey, Micki	ED	2008
Isaacson, Stephen	SPED	2008

Engineering and Computer Science (10)

Anderson, Timothy	ETM	2006
Meekisho, Lemmy	ME	2006
Hook, James	CMPS	2006
Bertini, Robert	CE	2007
Lall, B Kent	CE	2007
†Shapiro, Leonard	CMPS	2007
Black, Andrew	CMPS	2008
Maier, David	CMPS	2008
Recktenwald, Gerald	ME	2008
Feng, Wu-chi	CMPS	2008

Extended Studies (3)

Repp, Betty Jean	XS-Sal	2006
†Sedivy, Glen	XS-ESP	2007
Livneh, Cheryl	CEED	2008

Fine and Performing Arts (6)

Hansen, Bradley	MUS	2006
Grant, Darrell	MUS	2006
†Fosque, Walton	ART	2007
Tate, William	TA	2007
Fletcher, Harrell	ART	2008
Knights, Clive	ARCH	2008

*Interim appointments indicated with asterisk

†Member of Committee on Committees

Liberal Arts and Sciences (37)

*Becker, William (Koch)	CSE	2006
*Bleiler, Stephen(M.Enneking)	MTH	2006
Cummings, Michael	GEOL	2006
*Fernandez, Oscar (Brower)	FLL	2006
Fountain, Robert	MTH	2006
George, Linda	CSE	2006
Johnson, Daniel	GEOG	2006
Latiolais, Paul	MTH	2006
Mercer, Robert	CLAS	2006
Padin, Jose	SOC	2006
Smallman, Shawn	OIA	2006
†Bulman, Teresa	GEOG	2007
Carter, Duncan	ENG	2007
Crawshaw, Larry	BIO	2007
Fischer, William	FLL	2007
Kominz, Laurence	FLL	2007
†*Mandaville, Jon (Biolsi)	HST	2007
Mercer, Lorraine	ENG	2007
†Rueter, John	ESR	2007
*Schechter, Patricia (Ames)	HST	2007
Shusterman, Gwen	CHEM	2007
Wadley, Stephen	FLL	2007
Wamser, Carl	CHEM	2007
Collier, Peter	SOC	2007
†Morgaine, Carol	OCOD	2007
Agorsah, Kofi	BST	2008
Balshem, Martha	CAE	2008
Brown, Kimberly	LING	2008
Burns, Scott	GEOL	2008
Kapoor, Prya	SP	2008
†Medovoi, Leerom	ENG	2008
Reder, Stephen	LING	2008
Watanabe, Suwako	FLL	2008
Weasel, Lisa	BIO-ORB	2008
Wetzel, Patricia	FLL	2008
Works, Martha	GEOG	2008

Library (3)

Jackson, Rose	LIB	2006
†Larsen, Thomas	LIB	2007
Brenner, Michaela	LIB	2008

Other Instructional (4)

†Reynolds, Candyce	UNST	2006
MacCormack, Alan	UNST	2007
Flower, Michael	HON	2008
Labissière, Yves	UNST	2008

Social Work (6)

Brennan, Eileen	SSW	2006
*Yatchmenoff, D. (Corcoran)	SSW	2006
Hunter, Richard	SSW	2007
†Jivanjee, Pauline	SSW	2007
Cotrell, Victoria	SSW	2008
Powers, Laurie	SSW	2008

Urban and Public Affairs (8)

Dill, Jennifer	USP	2006
†Lawrence, Regina	PS	2006
Howe, Deborah	USP	2006
McBride, Leslie	PHE	2007
Sharkova, Irina	PRC	2007
Clucas, Richard	PS	2008
Farquhar, Stephanie	SCH	2008
*Wollner, Craig (Rose)	IMS	2008

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, December 5, 2005
Presiding Officer: Duncan Carter
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Angell, Balshem, Becker Bertini, Black, Bleiler, Brennan, Buddress, Bulman, Burns, Cardenas, Carter, Caskey, Collier, Cotrell, Crawshaw, Cummings, Dill, Fernandez, Fischer, Flower, Fosque, George, Grant, Gregory, Hagge, Halvorsen, Hansen, Hook, Jackson, Jivanjee, Ketcheson, Knights, Kominz, Lall, Latiolais, Lawrence, Livneh, MacCormack, Maier, Mandaville, McBride, R. Mercer, Miller-Jones, Morgaine, Oceguela, Padin, Powers, Ramiller, Rectenwald, Reder, Repp, Reynolds, Rueter, Sedivy, Sharkova, Shattuck, Shusterman, Smallman, Squire, Tate, Thao, Thompson, Toppe, Wadley, Wamser, Weasel, Wollner, Works, Wosley-George, Yachmenoff, Yuthas.

Alternates Present: Weber for Anderson, Beasley for Brenner, Baccar for Hoffman, Adler for Howe, D. Brown for R. Johnson, Newsom for Labissiere, Kenreich for Larsen, Klotz for Medovoi, Spolek for Meekisho, Ruth for L. Mercer, Ott for Schechter, Burgess for Stoering,

Members Absent: Brown, Clucas, Endress, Farquhar, Feng, Fletcher, Fountain, Gillpatrick, Hunter, Isaacson, Dan. Johnson, Kapoor, Mathwick, Shapiro, Stevens, Watanabe, Wetzel,

Ex-officio Members

Present: Andrews-Collier, Christopherson, Desrocher, Diman, Driscoll, Feyerherm, Kaiser, LaTourette, McVeety, Murdock, Nelson, Rhodes, Sestak, Spalding, Wallack

A. ROLL

***B. APPROVAL OF THE MINUTES OF THE NOVEMBER 7, 2005, MEETING**

The minutes were approved as published, after item F.2.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

The Senate Steering Committee is accepting nominations for a PSU faculty member to serve as OUS faculty representative to the Oregon State Board of Higher Education. In addition to the nomination, please provide confirmation of the candidate's willingness to serve and the candidate's current CV. All materials must be received by Friday, January 13. The Steering Committee will finalize a slate of nominees at their meeting of January 18, and forward the recommendation to the Chancellor the following day.

Draft copies of the Presiding Officer's Fall 2005 Survey of the Faculty will be distributed to Senators and Ex officio members of the Senate via listserv by the end of the day. There were 175 responses.

The Presiding Officer welcomed Vice President Lindsay Desrochers back to the faculty and the Senate. Applause. He also welcomed Interim Dean Barbara Sestak, who was unable to attend the November meeting. Applause.

There will be no Provost's Report, as he is out of town.

D. UNFINISHED BUSINESS

None

E. NEW BUSINESS

1. Graduate Council Course Proposals and Program Proposal for Ph.D. in Mechanical Engineering

WAKELAND introduced the proposals for the council.

BLEILER/BUDDRESS MOVED THE SENATE APPROVE the Ph.D. in Mechanical Engineering, Maseeh College of Engineering and Computer Science, listed in "E-1."

_____ asked if the number of fifteen full time faculty listed in the proposal is comparable to programs, nationally. _____ noted it is in the low middle range. _____ asked if the program plans to increase faculty. _____ stated that their strategic plan is to expand to twenty faculty within eight years.

THE MOTION PASSED by unanimous voice vote.

WAKELAND/BLEILER MOVED THE SENATE APPROVE new courses in E.P.F.A., Graduate School of Education, cited in "E-1."

MERCER/BRENNAN MOVED THE SENATE TABLE THE MOTION, as course descriptions were not included.

THE MOTION PASSED by unanimous voice vote.

MERCER/BLEILER MOVED THE SENATE APPROVE the proposal for course changes in PHE 550, College of Urban and Public Affairs listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

1. Questions for Administrators

A copy of "F-1" Question for Administrators, dated 28 November and distributed by email to Senators and Ex officio members, and President Bernstine's (out of town) response dated December 2, 2005, were distributed to the assembly (attached).

CUMMINGS asked with respect to the questions, if the university had received the accreditation report. DRISCOLL noted that the university received the draft of the report and that he didn't know the date on which the report was finalized. RHODES noted the response to the draft has already been returned and the official vote on the report is scheduled for January 10, 2006. The President has indicated that after that vote, the report will be shared with the university community. Overall, the report was positive and included eight commendations and four recommendations. The President might decide to let the draft report out, as the report is not likely to change between now and then, but it isn't officially accepted until the vote on January 10.

BEASLEY asked for a clarification of the timeframe that was indicated in paragraph two, sentence four of the President's memorandum. DRISCOLL stated that the Budget Committee would not meet again until January. BEASLEY asked if someone could comment on the Oregon University System (OUS) planning process timeframe. DYCK noted that the OUS Board just completed a two-day retreat and are planning to continue the process in February in place of the regular board meeting, in order to wrap it up.

JACKSON asked if it would be possible to see the accreditation report before the next Senate meeting, so it could be discussed then. BALSHEM noted that it is the usual case that accreditation agencies request university presidents not to make draft reports public. RHODES concurred.

RUETER queried if the accreditation report is relevant. Framing the discussion and the overall timeframe are more important, than whether administrators are present. The Senate should just get started.

McBRIDE yielded the floor to Gary Brodowicz, PHE. BRODOWICZ asked if "E-1" could be read aloud for the benefit of the audience. ADLER was recognized to read the questions. The reading was followed by applause.

COLLIER requested a clarification on the permissibility of discussions during mediation, given that the President and Prof Adler appear to disagree on this item. DRISCOLL noted that mediation relaxes the ground rules but does not relax provisions for bargaining, for example the Vanguard did a more extensive article last week because the parties can talk to the press during mediation. JACKSON asked if the Senate could discuss the exhausted campus.

LATOILAIS urged that the Senate could indeed discuss Prof. Adler's first point, the Oregon University System's failure to fund enrollment growth. This is yet

another example of finding a way to penalize PSU, to the advantage of our sister institutions.

PADIN noted he disagreed with the interpretation offered by Vice Provost Driscoll that answering these questions with a simple yes or no would violate bargaining. Equivocation on that type of questions indicates that there are serious grounds for feeling betrayed by the current administration. With regard to the last issue, whether PSU gets a fair shake in the Oregon University System, the minutes for the past several years give no indication that the PSU administration has spoken up for PSU. One wonders about what the priorities are as far as making a public case for the public university, and for this one specifically.

KLOTZ/RUTH MOVED “that President Bernstine be formally invited to attend our next meeting to address faculty members in response to the questions raised by Sy Adler in his communication of December 2.”

KLOTZ noted that the President’s written response seems to be a very good example of what is frustrating many faculty members, which is a perception that the administration is stonewalling in the face of real discussion of the kinds of decisions that are being made about our campus, not only about the issues that are being negotiated but in terms of _____ (coughing) and at what cost. We need to have some venue where we can have input into those decisions and we’re not finding it. Applause.

RUTH cited in “F-1” part two, “51% of the individuals offering instruction at PSU are now off the tenure line,” and queried if that issue could be included, so that the President and the Provost could respond. CARTER noted that the Steering Committee plans to address that item, referencing the Fall 2005 Survey of Faculty, which listed it as the second most important issue to faculty, after salary.

CARTER noted that the President is currently not scheduled to be at the January Senate meeting, as he will be traveling to the accreditation meeting.

THE QUESTION was called.

THE MOTION PASSED by unanimous voice vote.

2. QUESTIONS FROM THE FLOOR FOR THE CHAIR

REDER asked what is the role of the Budget Committee with respect to the issues raised in the Question for Administrators, and queried whether the Senate can interact more effectively with them. CARTER noted that Ray Johnson, Budget Committee Chair, was at the November meeting to discuss their role. DRISCOLL reiterated that Prof. Johnson’s remarks are contained in the November 2005 Senate minutes, page 7, which are included in today’s packet. He also directed Senators to the Budget Committee Annual Report included in the records of the June 2005 Faculty Senate Meeting.

SHUSTERMAN stated that this is not adequate. The questions that are being asked were not addressed at the last Senate meeting. There was a quick presentation but there wasn't time for discussion.

CRAWSHAW noted he has served many times on the Budget Committee, and his experience was that many hours must be expended to understand the budget and the process. There were some very critical questions about where the money goes, and it was very hard to get answers on that, even in the Budget Committee. There isn't any simple way to address that.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. Report of the Interinstitutional Faculty Senate Meeting of 2-3 December 2005 at PSU

BURNS presented a summary of the proceedings, directing Senators to the Interinstitutional Faculty Senate (IFS) webpage where complete minutes are available, at <http://darkwing.uoregon.edu/~ifs/ifs.html>. He noted that there has been a major change in the relationship between the state board and the faculty. They are now continuously asking for faculty input on many things. BURNS noted an example of this is that each faculty senate as well as the IFS has been asked to nominate a faculty member to replace Prof. Geri Richmond, OSU, on the board.

BURNS noted that IFS has been concentrating their efforts on issues of quality, and the relationship of quality to access. IFS gave a somewhat controversial draft report to the Board, but it has gotten discussions started. As we see the number of students in our classes going up, and the funding going down, we are concerned about the quality that is there. We are working with the Provosts, including making some changes to the draft report we submitted to them. The report is still very strong, and we will be presenting it to the faculty soon.

BURNS noted that the IFS are heavily engaged in the Board sub-committee work around SB 342, which mandates statewide learning outcomes. The Governor is pushing for "K-20" alignment, and we are involved in sub-committees around this issue as well.

BURNS welcomed aboard Dalton Miller-Jones, who will start his service in January 2006. Applause.

BURNS noted that at the board meeting, Jay Kenton presented a report on Other Personnel Expenses (OPE) which he had recently presented to a national gathering of state boards representatives. The average faculty OPE in the United States is 30%, however here in Oregon, faculty being in PEBB, it is 48%. Kenton also noted that even with the higher OPE, faculty are still considerably below in total compensation package.

BURNS continued that the three IFS representatives from Oregon State University indicated that their campus is in a major budget crisis. Word on the street is that they are \$10 Million in the hole. They are undergoing mid-year budget cuts, including freezing vacant positions, cutting, etc. One cause is that they didn't get rid of the tuition plateau, but another is the 8% salary increase, which the President awarded, but has said must be funded in the majority by colleges and departments. BURNS noted in conclusion that Jay Kenton noted at the board meeting that two campuses in the system have a negative fund balance.

COLLIER asked with respect to the slides from the November IFS report about academic quality indicators, if they are still in negotiation. BURNS stated yes, they are still being developed. The indicators are very hard to define and the good measure is hard to calculate.

RUTH asked if one measure is the relation of tenure-line to non tenure-line faculty. MacCORMACK asked _____ BURNS noted that there is a strong group in the OSU board that wants to push for more funding. It was only for the retreat, that budgets were discussed based on a model of no new funding.

DILL noted it would be appropriate for PSU faculty to think seriously about faculty representation on the Board, and asked if there were any more specifics on the process. BURNS noted that nominations or interested faculty should email his/her CV to Duncan Carter or Sarah Andrews-Collier by 13 January.

CARTER noted that Scott Burns is stepping down from his role as IFS Senator as of the end of this month, and thanked him for his three-year term of service. CARTER also noted that Prof. Burns will be the President of IFS for 2006. Applause.

2. Educational Policies Committee Quarterly Report

ELZANOWSKI presented the report for the committee and took questions.

MANDAVILLE asked, with respect to the last paragraph, when the committee will respond about faculty governance. ELZANOWSKI noted that the Senate's charge is to respond by May 2006, although the charge is not specific with regard to action. The committee is moving as fast as it can, but wants to remain effective in their discussions.

LIVNEH asked for a clarification with respect to the issue of approval of on-line courses. ELZANOWSKI stated that last year's Curriculum Committee recommended that there be an approval process for on-line courses. BRENNAN asked why the Graduate Council is not part of those discussions. ELZANOWSKI stated that the Graduate Council was also invited to participate last year on that sub-committee.

PADIN noted that the conversation about on-line courses and programs appears to be of broad interest to the faculty at large. It seems to fall squarely within the quality versus access discussion, which Burns related. He queried at which point it becomes a larger conversation, noting that the animus behind this question, is that it is widely known that on-line delivery is very attractive because it is perceived to be high profit–low cost under some circumstances, but it does tend to undermine quality of delivery under some circumstances. ELZANOWSKI stated the committee has not come to a determination yet that on-line courses need a different approval process. MANDAVILLE noted that the Senate could direct Educational Policies Committee to research the issue raised by Prof. Padin. WEBER queried whether the university has researched the market for on-line delivery, noting that where it becomes very competitive, there is an erosion of profits. ELZANOSKI reminded that the issue the committee is charged with is the approval process, not the other aspects of online delivery.

ANGELL noted that treating on-line education as a separate item is problematic as there is a spectrum of on-line components, for example there are very few courses that are completely off-line or completely on-line. We should treat every course with the same kind of attention to detail. MANDAVILLE asked how many on-line courses the university currently offers. GREGORY stated there are approximately twenty courses fully online, and 450-500 partly on line.

SHUSTERMAN reminded that this item was brought up by the group that approves courses, in other words, they stated they weren't sure how to deal with this and requested a broader discussion. The committee needs to identify the issues before it is discussed in the full Senate. ELZANOWSKI noted that another objective was to deal with the issue before there are so many online courses, that the committee would be overwhelmed.

RUETER reminded that the Undergraduate Curriculum Committee (UCC) is one-half of this committee, or one-third if the Graduate Council shows up. The UCC won't start working jointly on this issue until after seasonal course approvals are completed.

RUTH yielded to Jacqueline Arante, ENG. ARANTE asked if the committee would also include a review of the faculty demographic teaching online versus regular courses. RUETER replied that no piece of information is below his scrutiny level.

The Presiding Officer accepted the report for the committee.

H. ADJOURNMENT

The meeting was adjourned at 1620.

To: President Bernstine, Vice-President Koch, Vice-President Dyck, Vice-Provost Driscoll

From: Sy Adler, Professor of Urban Studies and Planning, President, PSU-AAUP

Re: Faculty Senate Questions

28 November 2005

Given the continuing state legislative and Oregon University System Board failure to fund enrollment growth; and

Given the fact that the enrollment growth that has occurred during the last several years has been accommodated primarily by hiring large numbers of relatively poorly paid fixed-term and part-time faculty, so that 51% of the individuals offering instruction at Portland State University are now off the tenure line; and

Given the fact that even though faculty are teaching more students, bringing in more external funding, and are increasing outreach activities, real incomes have fallen significantly; and

Given the fact that PSU faculty salaries are falling further behind those of colleagues at comparator institutions, and many faculty are feeling abandoned or betrayed; and

Given the fact that the public relations consultants hired by the administration last spring reported finding an "exhausted" campus;

Is it time for Portland State University to commit explicitly to a long-term plan to substantially increase the salaries of the faculty who have carried the growth-related load during the past several years? and

Is it time for PSU to examine critically the growth-related resource allocation choices that have been and are being made that present obstacles to implementing such a commitment to faculty salaries? and

Is it time to show respect for the faculty by engaging us in an examination of the viability of pursuing growth in the manner that PSU has been doing as a strategy for coping with inadequate state funding?

PORTLAND STATE UNIVERSITY

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December 2, 2005

TO: PSU FACULTY SENATE

FR: DANIEL O. BERNSTINE, PRESIDENT



RE: QUESTIONS RAISED FOR ADMINISTRATORS

I am responding to the questions of November 28, 2005 addressed to me, Provost Koch, Vice President Dyck, and Vice Provost Driscoll. I have reviewed the questions in the context of the activities now underway at the University. First, the questions relate to issues associated with the current collective bargaining process, which, as you know, makes it inappropriate for me or others to comment until agreement is reached. Second, the questions raise broad issues related to growth in enrollment and other institutional strategies in response to challenges presented by the OUS Board, the community in general, and state funding. Third, the University has just completed its ten-year accreditation review. The Accreditation Report will provide a basis for further discussions about resource allocation and the future plans for the University.

The overall theme of the questions address the strategic focus and work of the University to protect faculty and students against uncertain and unpredictable levels of State funding by diversifying revenue sources. I agree that now is an appropriate time to collect and analyze data and documentation in the context of the overall budget and other outside factors. I am asking the administrative team to continue its work with the Faculty Senate budget committee and to specifically address these issues, analyze the data, evaluate the strategies, and report back to the Senate and to me. I am requesting that this work be delivered in a timeframe compatible with resolution of the University's contract with AAUP, in conjunction with the OUS Board's planning process, and with the meeting of the Northwest Accreditation Association. The work will inform the next steps the University takes with regard to enrollment, research, and related issues.

Working with the Faculty Senate on the overall direction for the future of the University and specifically with the Faculty Senate Budget Committee to collect the documentation and data to evaluate the effectiveness of current strategies will support our common goals. I want to assure you that the administration is committed to short and long term solutions to increasing compensation for faculty and staff.

January 9th, 2006

MEMORANDUM

To: Faculty Senate

From: Regina Lawrence, Chair—Undergraduate Curriculum Committee

The Undergraduate Curriculum Committee submits the following program changes, new programs, new courses, and changes to existing courses for approval by the Faculty Senate. Descriptions of all new courses and programs are attached.

All proposals are from the **College of Liberal Arts and Sciences**

New Courses

Anth 333	Anthropology of Food (4)
Ch 284, 285, 286	General Chemistry Workshop (1,1,1)
Ch 384, 385, 386	Organic Chemistry Workshop (1,1,1)
DANE 316	Readings in Danish (2)
DANE 347	Major Works in Danish Literature (4)
ENG 301	Shakespeare (4)
FL 335	Icelandic Sagas (4)
Fr 335	19 th Century France (4)
Greek 333	Women in Ancient Greece (4)
Greek 335	Sophocles and Euripides (4)
Swah 101, 102, 103	First Year Swahili (4,4,4)
Swah 201, 202, 203	Second Year Swahili (4,4,4)
TUR 330	Topics In Turkish Culture and Literature (4)
TUR 341	Turkish Literature in Translation (4)
WR 413	Advanced Poetry Writing (4)

Program Modifications

Certificate in Teaching English as a Second Language (TESL)
B.A./B.S. in Environmental Studies (to become *B.A./B.S. in Environmental Sciences*)
Bachelor of Music Education/Bachelor of Music in Performance with Jazz Emphasis (to become *Bachelor of Music with Emphasis in Music Education*)

New Programs

Bachelor of Arts/Bachelor of Science in Environmental Studies

Program Modifications

1) Certificate in Teaching English as a Second Language (TESL)

Department of Applied Linguistics

This proposal changes the existing TESL Certificate curriculum in the following ways:

- Replaces the "Cultural Studies" 4 credit requirement with a specific course: Ling 471, Understanding the International Experience.
- Replaces the "Literature" 4 credit requirement with Ling 475, Curriculum Design and Materials Development
- Replaces 4 credits of the 12 credit total Linguistics electives (upper-division level) with Ling 439, Language Assessment.

The total number of credits required for the Certificate (40) remains the same.

2) B.A./B.S. in Environmental Studies

Proposal to change to *B.A./B.S. in Environmental Sciences*

Proposed changes:

- Slight modification of the list of foundation courses required from other departments, such as Biology, Chemistry, Economics, Geology, Physics and Mathematics and Statistics
- Reduction in required out-of-department requirements from 54-58 units to 49-50.
- Addition to the "Core courses" of a requirement of 16 units of 400 level ESR courses.
- Collapsing of two lists of upper division electives (one for "science" and the other for "policy" course) into one list that includes courses from 12 departments.
- Reduction of the requirement for courses from this list from 20 to 16 credits.
- Elimination of the requirement for a non-ESR minor.

The net effect of required credits of all these changes is to reduce the number of required credit hours from between 110 to 116 plus a minor to 102 to 103 without a minor.

3) Bachelor of Music Education/Bachelor of Music in Performance with Jazz Emphasis

Proposal to change to *Bachelor of Music with Emphasis in Music Education*

The proposed degree will provide students with the opportunity to earn a professional degree, specializing in either Choral or Instrumental Music Education and meeting the Oregon licensure requirements for public school music teachers. The department already offers most of the coursework in the degree; the new courses added deepen and strengthen students' preparation for successful teaching careers. Presently there is only one university in the state granting a BM in Music Education. This degree will attract students and serve the greater Portland area with a stronger program than currently exists, as well as align our program with our programs nationwide.

Currently, our students choose either a BA or BS degree with many electives in the Music Ed. area as pre-requisites for the GTEP program. In this degree, students would take 45 credits of Music Ed. requirements and the required University Studies courses. The General Education electives and the BA/BS requirements would no longer be required for this degree.

New courses in the degree program:

Choral/General Music Track:

MUEd 340: Wind Instrument Techniques (3)

MUEd 420 and 421: Choral Literature and Rehearsal Techniques (3) (3)

Instrumental Track:

MUEd 336: Flute and Double Reeds (1)

MUEd 337: Clarinet and Saxophone (1)

MUEd 338: High Brass (1)

MUEd 339: Low Brass (1)

MUEd 341: Jazz Techniques (1)

MUEd 422 and 423: Instrumental Literature and Rehearsal Techniques (3) (3)

New Programs

Bachelor of Arts/Bachelor of Science in Environmental Studies

Environmental Programs, the Department of Geography and the Center for Science Education have collaborated to propose a new degree that will be called "Environmental Studies". Undergraduate Curriculum Committee has approved the "Full Proposal for New Academic Programs". After Senate approval this proposal will be submitted to OUS for approval.

This degree will be similar to the current Environmental Science degree but with a heavier emphasis on courses in policy and management and fewer lower-division prerequisite courses from the natural sciences. The justification for this new degree is based on the demand for a rigorous, four-year program in environmental analysis and policy that is available to transfer students or those students who choose environmental field after their freshman year.

Summary of requirements:

- 25 credits in natural sciences in the subjects of ecology, chemistry, environmental systems, and physical geography
- 24 credits in social sciences and humanities in the subjects of resource management, economics, environmental policy and regulations, and others
- 20 credits from a list of "skills" that includes quantitative analysis, visualization of spatial data, field methods, and others
- 16 credits in identified topical areas that include environmental systems, urban issues, resource management, nature/society interactions, and environmental education

There will be a total of 85 credits required for this major.

Core Content:

Sciences

Ecology – 8 credits in one of the following sequences.....	8
Bi 101, 102, 103: General Biology (with labs) or Bi 251, 252, 253: Principles of Biology or Sci 341, 342: Biology Concepts and Applications or ESR 355, 356: Understanding Environmental Sustainability or equivalent	
Chemistry – 4 credits	4
Chem 160: Physical Chemistry or Chem 170: Fundamentals of Environmental Chemistry or Sci 335: Water in the Environment or equivalent	
Environment Science	8
ESR 220: Introduction to Environmental Systems and ESR 221: Applied Environmental Studies: Problem Solving	
Physical Geography	4
Geog 210: Physical Geography	
Senior Seminar	
ESR 407: Environmental Seminar.....	<u>1</u>
	25

Social Sciences/Humanities

Human Geography/Management	8
Geog 230: Environment and Society: Global Perspectives and Geog 345: Resource Management	
Environmental Economics.....	4
Ec 332: Economics of Environmental Issues or equivalent	
Environmental Policy/Regulations	4
ESR 222: Applied Environmental Studies: Policy Considerations	
8 credits from the following list of courses:	8
Soc 200: Introduction to Sociology, PS 319: Politics of the Environment, Phl 310: Environmental Ethics , Hst 339: The Environment and History, Geog 347: Environmental Issues and Action, or Eng 308: Literature and the Environment	

Skills: Students must take a total of 20 credits of skill courses, including the following:

Quantitative/Qualitative Analysis – 4 credits from this list:4
 Stat 243: Introduction to Probability and Statistics I, Sci 314: Environmental Statistics, Geog 397: Visualization of Spatial Data, Geog 497: Spatial Quantitative Analysis

Visualizing Spatial Data 8
 Geog 380: Maps and Geographic Information and Geog 488: Geographic Information Systems I: Introduction

Field Methods – 4 credits from this list:4
 Bi 473: Field Sampling or Geog 420: Field Methods in Physical Geography

4 credits from one of the following: 4
 Geog 495: Maps, Models and GIS, Wr 327: Technical Writing, Eng 449: Critical Analysis of Texts, Geog 480: Remote Sensing, Geog 485: Map Design and Production

20

Topical Areas Students must take 4 courses from one area of Topical Areas. 16

Environmental Systems

Sci 335, 336: Water in the environment
 Sci 331, 332: Atmospheric interactions
 Sci 345, 346: Old growth forest ecology/management
 ESR 420: Ecological Toxicology
 ESR 424: Wetland Ecology and Regulations
 ESR 426: Ecology of Streams and Rivers
 ESR 427: Watershed Biogeochemistry
 ESR 428: Urban Ecology
 ESR 429: Environmental Impact Assessment
 ESR 445: Old-growth Forest Ecology
 ESR 475: Limnology and Aquatic Ecology
 ESR 479: Fate and Transport of Toxics in the Environment
 Geog 311: Climatology
 Geog 313: Biogeography
 Geog 322: Alpine Environments

Geog 445: Resource Management Topics
 Geog 446: Water Resource Management
 ESR 433: Natural Resource Economics
 ESR 434: Business Environmental Management Economics
 ESR 443: Global Environmental Economics
 USP 431: Urban Economics

Nature/Society Interactions

Geog 348: Cultural Ecology
 Geog 346: World Population & Food Supply
 Geog 349: Mountain Geography
 Geog 430: Cultural Geography
 Geog 462: Sense of Place
 USP 419: Population and Society
 Soc 320: Globalization
 Soc 341: Population Trends and Policy
 Soc 465: Environmental Sociology
 Sci 352: Science and Policy of Climate Change
 Sci 363: Ethics in Science
 Anth 414: Culture and Ecology
 Ec 432: Environmental Economics
 Ec 433: Natural Resource Economics
 Ec 444: Economics of Green Power
 Hst 440, 441: American Environmental History
 PS 319: Politics of the Environment

Urban Issues

Geog 332: Urban Geography
 Geog 432: Urban Landscapes
 Geog 442: Sustainable Cities
 Geog 447: Urban Streams
 Geog 448: The Urban Forest
 ESR 428: Urban Ecology
 USP 313: Urban Planning: Environmental Issues
 USP 431: Urban Economics
 USP 456: Urban Transportation

Environmental Education

Geog 462: Sense of Place
 ESR 470: Environmental Education
 ESR 406: Special Projects (in Environmental Education)
 Ed 420: Introduction to Education and Society
 Sci 311, 312: Teaching Everyday Science

Resource Management

Sci 321, 322: Energy and society

Total for Major: 85

Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling major requirements. Additional courses may be required as prerequisites. All courses used to satisfy the Environmental Studies major requirements, whether taken in the program or in other departments, must be graded C- or above.

New Courses and Course Changes
Effective Fall 2006

LIBERAL ARTS AND SCIENCES
Anthropology

Anth 101
Introduction to Biological Anthropology (4) [CHANGE TITLE]

Anth 370
Paleoanthropology (5)
. . . Emphasis will be placed on the fossil record and the interactions between biology and culture in the evolution of the human species. Four hours lecture and one biweekly laboratory. Recommended prerequisite: Anth 101. [CHANGE DESCRIPTION AS SHOWN, ADD LABORATORY]

Economics

Ec 472/572
Time Series Analysis and Forecasts (4)
Time series analysis, emphasizing model identification, estimation, and forecasting. Non-stationary time series analysis includes unit root and cointegration tests. Techniques of moving average, differencing, and autocorrelation adjustment are introduced. Diagnostic checking following the model evaluation provides the base model for forecasting. Prerequisite: Ec 370 for 472, 570 for 572.

English

Eng 345
Modern British Literature (4)
Selected works of twentieth-century British literature; introduction to themes, genres, history, and culture of modernism. [RETURN COURSE TO 345]

Eng 387
Women's Literature (4)
A close study of writing by women from the medieval period to the present including poetry, drama, fiction and non-fiction. [CHANGE NUMBER FROM 345]

Geography

Geog 497/597
Spatial Quantitative Analysis (4)
Introduction to the principles of inferential spatial statistics. Topics include point pattern analysis, spatial autocorrelation, spatial interpolation, and multivariate spatial data analysis. Prerequisite: Geog 496/596; Stat 243 and 244 recommended. [CHANGE DESCRIPTION, PREREQUISITE]

Mathematics and Statistics

Stat 543
Survey of Statistical Methods (4)
An introductory, discipline-neutral course in statistical analysis to prepare graduate students for research methods courses in other departments. Topics include descriptive statistics, confidence intervals, hypothesis tests, regression and correlation, analysis of variance, chi-squared tests, and use of statistical software. [NEW]

Sociology

Soc 695

Advanced Methods in Sociology (4)

Introduces a range of advanced quantitative methods commonly found in published research in sociology. Particular attention will be paid to the techniques commonly used to address the most common shortcomings of sociological data, including estimation of multivariate models with categorical dependent variables (i.e. logistic regression) and to nonparametric methods for analyzing data. Prerequisites: Soc 585/685, Soc 593 and Stat 543 or equivalent. [NEW]

Speech and Hearing Sciences

SpHr 380

Language Disorders in Children (4)

An overview of developmental language disorders in children. Disorders will be presented in terms of etiology, incidence, and characteristics. Assessment issues and treatment principles will be discussed. Prerequisite: SpHr 372. [CHANGE DESCRIPTION AND PREREQUISITE]

SpHr 464

Articulation/Phonological Disorders (4) [DELETE 564]

BUSINESS ADMINISTRATION

Fin 447

The Valuation of Real Estate Investments (4)

Principles of valuation applied in the context of real estate investments. Financial strength analysis, cash flow estimation, determining the cost of capital, various discounted cash flow methods. Option valuation and real options approaches. Relative valuation approaches. Applied to the valuation of Real Estate Investment Trusts and other real estate development entities. Prerequisites: Fin 333, Fin 319. [NEW - NOT IN CATALOG]

EDUCATION

Read 551

Literacy Instruction for Special Needs Students K-12 (3)

Designed to prepare effective and reflective teachers in language and literacy instruction for students with special needs. Participants will explore multiple perspectives, practices, and methodological approaches to literacy instruction which are research-based, and proven effective to promote literacy development. Topics include (but are not limited to): 1) language and literacy development; 2) characteristics of special needs students; 3) framework of effective literacy instruction within context of students with special needs; 4) methods of effective basic literacy skills instruction; 5) methods of teaching comprehension and critical thinking strategies; 6) methods of promoting learning and meta-cognitive strategies for lifelong learning, and 7) methods of appropriate and meaningful assessment. [NEW 2 YRS. AGO - DESCRIPTION NOT IN CATALOG]

Educational Policy, Foundations, and Administrative Studies

EPFA 516/616

Collaborative Ethnographic Research Methods (4)

Explores if and how a participatory and collaborative form of research will foster knowledge democracy, and give ownership to those whose knowledge it is. Methodologies covered are: different genres of qualitative methods, community-based planning and research, participatory action-research, Gaian participatory science, classical ethnography, auto-ethnography, ethnographic performance, life histories, feminist methodologies, and "dialogue circles." [NEW]

EPFA 517/617

Ecological and Cultural Foundations of Learning (4)

Explores how we teach and learn ecologically and what constitutes ecological and cultural ways of knowing. One of the key foundational courses for LECL specialization, this course is beyond simply justifying or advocating that our education should be grounded in ecological principals. Rather it offers an opportunity to engage in critical and comparative analyses of what has been already accomplished and the new areas of innovations in environmental education, mature education, outdoors education, naturalist training and other such genres. [NEW]

EPFA 519

Sustainability Education (4)

Course covers local, national and global innovation in light of the UN decade for Education for Sustainability (2005–15). We also critically assess earlier traditions such as nature education, environmental education, outdoor education, place-based education, and ecological literacy. Students are involved in developing curriculum and teacher preparation modules for K-12. [NEW]

EPFA 573

Educational Leadership Project I (1)

Focus on the development, in a school or agency setting, of an Educational Leadership Project demonstrating knowledge, skills, and dispositions required by the TSPC Initial Administrator License Standards. The first quarter of a three quarter project designed in conjunction with a practicum supervisor to address a leadership challenge area in teaching and learning for student success within an assigned practicum setting. Students will define the challenge area, research the problem context and related literature, and develop an action plan. Prerequisite: admission to Initial Administrator Licensure Program. [NEW]

EPFA 574

Education Leadership Project II (1)

Focus on the implementation, in a school or agency setting, of an Educational Leadership Project demonstrating knowledge, skills, and dispositions required by the TSPC Initial Administrator License Standards. The second quarter of a three quarter project designed in conjunction with a practicum supervisor to address a leadership challenge area in teaching and learning for student success within an assigned practicum setting. Students will implement their action plan by collecting, organizing, and analyzing data. Prerequisite: admission to the Initial Administrator Licensure Program, EPFA 573. [NEW]

EPFA 575

Educational Leadership Project III (1)

Focus on final analysis of an Educational Leadership Project demonstrating knowledge, skills, and dispositions required by the TSPC Initial Administrator License Standards. The third quarter of a three quarter project designed in conjunction with a practicum supervisor to address a leadership challenge area in teaching and learning for student success within an assigned practicum setting. Students will analyze the outcome of their year-long project, suggest implications for further research, and reflect on the entire project. Prerequisite: admission to the Initial Administrator Licensure Program, EPFA 573 and EPFA 574. [NEW]

EPFA 582

Teaching, Learning and Curriculum I (2)

Examines the role of effective school leadership for best practices in teaching, learning and curriculum which promote the success of all students. Students will examine those factors which make supervision and evaluation really work, i.e., contribute to the larger purpose of building an environment where teachers can deliver their best and children can learn the most. Prerequisite: admission to Initial Administrator Licensure Program. Must be taken concurrently with EPFA 570. [NEW]

EPFA 583

Teaching, Learning and Curriculum II (2)

Examines the complex relationships between staff evaluation, individual professional development, staff development, and effective teaching, learning, and curriculum. Students will formulate a working knowledge of the change process, staffing, program, and faculty needs within an educational setting through problem-based learning. Prerequisites: admission to Initial Administrator Licensure Program, EPFA 570 and EPFA 582. Must be taken concurrently with EPFA 572. [NEW]

FINE AND PERFORMING ARTS

Music

MuEd 228

Introduction to Music Education (2)

Overview of the music education profession, with emphasis on the various levels, genres, options, and requirements of the field. Concurrent enrollment in an appropriate practicum (Mus 409) required. Prerequisites: Mus 111, 112, 113. [CHANGE PREFIX AND NUMBER FROM MUS 328, TITLE, DESCRIPTION]

MuEd 332

String Techniques (3)

Study of the stringed instrument family for students in the teacher education program. Special emphasis will be given to the teaching of these instruments to groups of young and/or inexperienced students. [CHANGE PREFIX FROM MUS, TITLE, DIVISION OF SEQUENCE, DESCRIPTION]

MuEd 333

Guitar Techniques (3)

Study of the guitar and the methods and materials used to teach guitar to young and/or inexperienced students. Required for students in the Music Education Program. [CHANGE PREFIX FROM MUS, TITLE, DIVISION OF SEQUENCE, DESCRIPTION]

MuEd 334

Vocal Techniques K-12 (1)

Study of vocal techniques for students in the teacher education program. Special emphasis will be given to teaching voice to groups of young and/or inexperienced students from childhood through high school. [NEW]

MuEd 335

Percussion Techniques (3)

Study of the percussion instruments of orchestra and band for students in the teacher education program. Special emphasis will be given to the teaching of these instruments to groups of young and/or inexperienced students. [CHANGE PREFIX AND NUMBER FROM MUS 235, 236, 237, TITLE, DESCRIPTION]

MuEd 336

Flute and Double Reeds (1)

Study of how to teach and play flute and double reeds (bassoon and oboe) for students enrolled in the teacher education program. [NEW]

MuEd 337

Clarinet and Saxophone (1)

Study of how to teach and play clarinet and saxophone for students enrolled in the teacher education program. [NEW]

MuEd 338

High Brass Techniques (1)

Study of how to teach and play trumpet and horn for students enrolled in the teacher education program. [NEW]

MuEd 339

Low Brass Techniques (1)

Study of how to teach and play trombone, euphonium and tuba for students enrolled in the teacher education program. [NEW]

MuEd 340

Wind Instrument Techniques (3)

For students in the Choral/General Music Education track. Techniques of brass and woodwind instruments for groups of young students with special emphasis on resources, beginning techniques, and appropriate literature. [NEW]

MuEd 341

Jazz Techniques (1)

Study of techniques used in the teaching of middle and high school instrumental jazz music. Includes rehearsal techniques, basic arranging, swing concepts, rhythm section concepts, and improvisation. Prerequisite: instructor approval. [NEW]

MuEd 420/520, 421/521

Choral Literature and Rehearsal Techniques (3, 3)

Students will learn the essentials of rehearsing large choral groups from grades 6–12 and requisite materials and techniques for starting and building a choral program. Prerequisites: Mus 322, MuEd 328, 334. [NEW]

MuEd 422/522, 423/523

Instrumental Literature and Rehearsal Techniques (3, 3)

Study of critical thinking about many aspects of music education and developing a repertoire of teaching techniques and leadership skills—for students enrolled in the teacher education program. Prerequisites: Mus 321, MuEd 328, 335. [NEW]

Mus 240, 241, 242

Composition I (2, 2, 2)

Prerequisites: Mus 113 and 116. Must be taken in sequence. [CHANGE NUMBER FROM 414/514, 415/515, 416/516, PREREQUISITES]

Mus 311

Formal Analysis (3)

Thorough study of formal analysis, including phrases and periods, variations, two- and three-part song forms, developed ternary forms, sonata, rondo, and the concerto. Prerequisites: Mus 211, 212, 213. [CHANGE TITLE, CREDIT HRS FROM 2 TO 3, DESCRIPTION]

Mus 312

Orchestration (3)

Fundamentals of arranging music for instrumental ensembles. Emphasis on basic principles of orchestration and their practical applications. Prerequisite: Mus 213. [CHANGE TITLE, CREDIT HRS FROM 2 TO 3, DESCRIPTION, PREREQUISITE]

Mus 313

Counterpoint (3)

Intensive study of polyphonic music. Analysis and application in writing contrapuntal exercises using two, three, and four voices. Prerequisites: Mus 211, 212, 213. [CHANGE CREDIT HRS FROM 2 TO 3, DESCRIPTION]

Mus 314

Harmonic and Structural Analysis (2) [DELETE COURSE]

Mus 315

Harmonic and Structural Analysis (2) [DELETE COURSE]

Mus 318

Instrumental Arranging (2) [DELETE COURSE]

Mus 420/520

Analytical Techniques (3)

Study of the formal structure of musical compositions of various styles with the purpose of discovering the sources of unity, variety, order, and expression present in them. Prerequisites: Mus 311 is required for 420. Successful completion of the department's graduate entrance examination is required for 520. [ADD 420, CHANGE DESCRIPTION]

Mus 421

Analysis of Contemporary Music (3)

Thorough study of the compositional techniques and structural devices used in contemporary music. Topics include formal, harmonic, and rhythmic aspects of modern music. Serialism, set theory, texture, and indeterminacy are also addressed. Prerequisites: Mus 211, 212, 213. [CHANGE NUMBER FROM 316, TITLE, CREDIT HRS FROM 2 TO 3, DESCRIPTION]

Mus 540

Jazz Literature (3)

Advanced studies in Jazz History. Course involves individual research projects culminating in student class presentations. Historical research projects will be coordinated through PSU's Leroy Vinnegar Jazz Institute. Prerequisite: Mus 355. [NEW]

Mus 567

Jazz History (2)

Advanced studies in Jazz History. Course involves individual research projects culminating in student class presentations. Historical research projects will be coordinated through PSU's Leroy Vinnegar Jazz Institute. Prerequisite: Mus 355. [NEW]

Anth 333

Anthropology of Food (4)

Explores biological and cultural aspects of past and present human food systems. Topics include nutrition, the cultural significance of food, domestication of plants and animals, archaeological records of competitive feasting, global movement of foods during the colonial period, new revolutions in food technology, the politics and economics of contemporary food systems, and eating disorders such as obesity, anorexia, and bulimia. [NEW]

Ch 284, 285, 286

General Chemistry Workshop I, II, III (1, 1, 1)

Optional peer-led problem-solving sessions designed to promote the success of students in Ch 221, 222, 223 general chemistry sequence. Corequisite: corresponding lecture course Ch 221, 222, 223. Pass/no pass only. [NEW]

Dane 316

Readings in Danish (2)

A variable-content course designed to give advanced students of Danish experience reading a variety of content areas. Taken in conjunction with regularly scheduled corequisite FLL courses taught in English. Recommended prerequisite: Dane 203. [NEW]

Dane 347

Major Works in Danish Literature (4)

Four centuries of Danish masterpieces with attention to themes, styles and characteristics in light of the literary trends of their times. Conducted in English. Recommended prerequisite: sophomore inquiry. [NEW]

FL 335

Icelandic Sagas (4)

Explores the sagas and the cultural milieu in which they were created. Conducted in English. Recommended prerequisite: sophomore inquiry. [NEW]

*Grk 333

Women in Ancient Greece (4)

Course on the role of women in ancient Greece as daughters, wives, concubines, mothers, heiresses, writers, priestesses, and participants in religious rituals and festivals. Conducted in English. [NEW]

*Grk 334

Greek Ethics (4) [NOT APPROVED YET]

Survey of the development of Greek ethical thinking from the archaic period through the Hellenistic period, including the role of ethics in Greek religion, Platonic dialogues, Aristotle's Nicomachean Ethics, and Epicurean and Stoic philosophy. Conducted in English. [NEW]

*Grk 335

Sophocles and Euripides (4)

Course on two of the most important tragedians of ancient Greece, covering all of the extant works of Sophocles and the most important works of Euripides in their cultural context. Conducted in English. [NEW]

Tur 330

Topics in Turkish Culture and Literature (4)

Development of Turkish life, thought, and arts from the late-Ottoman to contemporary period. Topics may include Westernization, emergence of journalism, influence of the French revolution, national literature, urbanization, "guest workers" in Europe, feminist revival, Marxism, Islamism, and popular culture. Conducted in English. This course may be taken twice for credit with different topics. [NEW]

Tur 341

Turkish Literature in Translation (4)

Study of texts representative of major Turkish authors, themes or genres from the modern period in translation. Examples are modern drama, realism, autobiography, contemporary novel. Conducted in English. [NEW]

Wr 413

Advanced Poetry Writing (4)

Further refines technical skills by demanding more ambitious works of poetry by the advanced writer. Students will have an opportunity to do research and can expect to confront a variety of technical problems emerging from class discussion. The exploration of various techniques, schools and poetic voices will be encouraged. Recommended prerequisite: Wr 313. Consent of instructor required. [NEW]

Hst 442/552

Race, Class and Gender in the American West (4) [CHANGE TITLE]

Phl 211

Philosophy of Art (4)

Philosophical issues concerning the creation, interpretation, and consumption of art. Includes an overview of the major philosophical theories about the nature of art, an examination of the relationship between art and ethics, art and psychology, art and pornography, and relativism of aesthetic value judgments. [NEW]

December 10, 2005

TO: Faculty Senate

FROM: Regina Lawrence
Chair, Undergraduate Curriculum Committee

Wayne Wakeland
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the University Curriculum Committee and the Graduate Council, and are recommended for approval by the Faculty Senate. Course descriptions will be provided by Linda Devereaux.

New Courses

- MUEd 420/520 and 421/521 Choral Literature and Rehearsal Techniques, 3 cr
- MUEd 422/522 and 423/523 Instrumental Literature and Rehearsal Techniques, 3 cr

December 8, 2005

TO: Faculty Senate

FROM: Wayne Wakeland
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

New Programs

- M.M. Jazz Studies – new program

New Courses

- MUS 540 Jazz Literature, 3 cr – new course
- MUS 567 Jazz History, 3 cr – new course

New Course Proposals Tabled at the PSU Faculty Senate Meeting of December 5, 2005

EPFA 582 Teaching, Learning, and Curriculum I, 2 cr
EPFA 583 Teaching, Learning, and Curriculum II, 2 cr
EPFA 573 Educational Leadership Project I, 1 cr
EPFA 574 Educational Leadership Project II, 1 cr
EPFA 575 Educational Leadership Project III, 1 cr
EPFA 516/616 Collaborative Ethnographic Research Methods, 4 cr
EPFA 517/617 Ecological and Cultural Foundations of Learning, 4 cr
EPFA 519 Sustainability Education, 4 cr

Proposal for the Initiation of a New Instructional Program Leading to the Masters of Music in Jazz Studies

Summary

The proposed program leading to the MM in Jazz Studies will offer graduate level study in Jazz Applied Instruction, Analytical Techniques: Jazz, Jazz Instrumental Arranging, Jazz Ensemble and Combo Performance, Jazz History, and Pedagogy: Jazz, as well as the standard required courses currently offered for the MM in Classical Performance (Research Methods, Graduate Recital). The availability of such a degree at PSU would allow local Jazz musicians (of which there are many) to pursue graduate degrees without having to leave the area, as well as attract outstanding national and international talent. The proposed courses would also attract graduate students seeking elective credits, local area band directors seeking post-graduate credits, and students pursuing MST or MAT degrees.

The primary objective of the program is to provide quality preparation at the graduate level for the performing jazz musician. The Department's present offerings are consistent with Portland State University's mission as an urban university. Strengthening a center for creative study such as the School of Fine and Performing arts attracts creative people from all disciplines to the state, where they have the potential to contribute their expertise to a variety of opportunities and challenges affecting the region and the state.

Proposed curriculum:

MUS 506	Project: Graduate Recital	2 credits
MUS 511	Research Methods (Music)	3
MUS 576	Analytical Techniques: Jazz	3
MUP 590	Applied Music	12
MUS 526	Instrumental Jazz Arranging	3
MUS 540	Jazz Literature	3
MUS 567	History of Jazz	2
	(Plus one history from offered list)	2
MUS 581	Pedagogy: Jazz	3
	Complete 3 credits from the following:	3
	MUS 594 Chamber Music: Jazz Combo	
	MUS 598 Major Ensemble: Jazz Lab Band	
	Elective credits selected with advisor:	<u>9</u>
	Total	45

The proposed program can be initiated with existing faculty. This can be done without increasing individual faculty load by (1) offering courses in alternating years and (2) use of Graduate Teaching Assistants in the more basic undergraduate courses. For example, having a Graduate Assistant teach a section of Jazz Lab Band II (198) for a year would free up load time for Professor Gray to teach MUS 567 History of Jazz one year and MUS 526 Instrumental Jazz Arranging the next. Having a Graduate Assistant teach Beginning Undergraduate Improvisation would free up Professor Grant to teach MUS

520 Analytical Techniques: Jazz one year and MUS 581 Pedagogy: Jazz the next. The BM with Jazz Studies Emphasis currently operates with current faculty and two Graduate Teaching Assistants.

The Department currently has a Master of Music in Performance in place. Library and department resources relevant to the proposed program are already in place and adequate. Resources currently in place for the BM with Jazz Studies emphasis are adequate for the proposed program as well. No other facilities are required in support of this proposed program.

There is no budgetary impact beyond funding of existing programs. All the necessary core resources necessary for a graduate music degree are already included in the Department budget. Any new courses can be allocated in the teaching assignments of current faculty. It will not be necessary to shift any assignments or resources. Support of this program should have no adverse impact on any other institutional programs.

There is a need for this program. The University has attracted an exceptional faculty with expertise in Jazz to the Department. The number of qualified students attracted to Jazz Studies has increased significantly over the past five years due to this. The Jazz Studies area is clearly visible in the community, and students have chosen this Department over other metropolitan and even regional schools for their training. Requests for information regarding graduate degrees in Jazz Studies come regularly, both from current undergraduates and from students outside the University. Just as the presence of advanced classically trained musicians enhances the BM in Classical Performance, the quality of the undergraduate Jazz program would clearly be enhanced with the presence of graduate level Jazz students.

The proposed program offers an option to students not able to leave the area to study at another institution. Currently some students will opt for the MAT/MST or MM in Classical Performance and take as many Jazz related classes as they can in order to stay in the area and still pursue a degree. This is a compromise at best for them, as a Jazz Studies degree would provide far more specific training. The Portland area is home to a large group of Jazz musicians, usually older, who given the opportunity to pursue graduate degrees at PSU would do so. This program would also attract considerable attention from outside the area and the state. Portland has a national reputation as a "Jazz friendly" city, and the Department regularly receives inquiries from outside the state about graduate opportunities in Jazz studies. The Bachelor of Music With Jazz Studies Emphasis began five years ago with about five students and now there are close to fifty jazz studies majors, making it the fastest growing area in the Department. There is no reason to believe that a graduate program in Jazz studies would not experience similar growth.

DATE: December 13, 2005

TO: Sarah Andrews-Collier
Secretary to the Faculty

FROM: Tom Harvey
Chair, Academic Requirements Committee

SUBJECT: Proposal to revise GPA standards for transfer admissions

The Academic Requirements Committee (ARC) has reviewed the attached proposal from the Office of Admissions, Registration & Records (ARR) to revise the GPA admission requirements for transfer students applying to PSU. The ARC voted unanimously to support the proposal.

The new GPA standards will simplify the admission review process, will bring PSU more in line with other regional universities, and will make the entry requirements "residency equivalent." This both seems fair and may boost, ever so slightly, non-resident enrollment.

The ARC encourages approval of the Faculty Senate and moving the proposal on to the OUS Board in February

Date: November 28, 2005

To: Tom Harvey, Chair
Academic Requirements Committee

From: Agnes Hoffman, ADM

Subject: Admission requirements for transfer students

Portland State's admission requirements for transfer students (with 30 transferable credit hours) have been in place for more than ten years. Unlike any other university in this area (see attachment), the Portland State transfer admission requirements include a minimum grade point average which has three tiers:

- Minimum 2.00 entry GPA for resident, in-state transfer students;
- Minimum 2.25 entry GPA for non-resident, domestic students;
- Minimum 2.50 entry GPA for non-resident international transfer students.

This memorandum asks the Academic Requirements' Committee to review these transfer student entry requirements and assess whether an adjustment to Portland State's transfer admission policy is warranted. In doing so, the Office of Admissions, Registration & Records (ARR) recommends that Portland State approve a transfer admission policy that eliminates admission discrimination on the basis of students' geographic origin.

Specifically, ARR recommends that the entry GPA for transfer students having 30 transferable credits, be set at 2.0 for all students who present an Oregon Transfer Module or a transferable Associate's Degree. For those students transferring without the fundamental general education preparation of an associate's degree or OTM, a minimum 2.25 entry GPA is recommended. This admission standard would apply to all students, regardless of their geographic residency. [Apart from entry GPA, International transfer students must also present proof of English proficiency (TOEFL or IELTS per the present policy.)]

To examine the impact of such a change, we looked at the entering GPA of the 2,615 transfer students who matriculated to PSU in Fall term 2005. The table below shows the maximum number of students who would have been affected if this admission policy were in existence at that time. The impact is overstated because it is not known how many of these would have presented the equivalent of an OTM or transferable associate's degree and thus had met the recommended transfer standard.

Fall 2005		*OIRP data
New Admitted Transfer Students (No post-bacs) (Includes those admitted in summer 05)		
2.-2.249	142	5.4%
2.25-2.49	254	9.7%

The impact of the recommended transfer admission policy on fall 2005 transfer students who would potentially would have been denied admission is 142 students, or 5.4% of the 2,615 entering transfer students. Of these 142 students, some may have had credits equivalent to an OTM or an Associate's degree and thus would have been admissible under the new policy. Any who were not admissible would also have the benefit of appeal to the Faculty Special Admission Review Committee (FSARC.)**

This recommendation raises the entry bar for most students. It also encourages appropriate general education preparation for all students entering our classrooms. It supports the University's access mission for prepared students and for diversity based on geographic origin.

Changes to admission standards must be reviewed by the OUS Board in February. We recommend that this be approved for implementation effective fall term 2007.

**The FSARC process requires that applicants who do not meet admission standards present a personal statement of circumstances and two recommendations (preferably from instructors). The applicants are then interviewed and given an impromptu writing assignment at the time of interview. The applicants' file, including appeal documents, interview results and writing samples are reviewed by FSARC members. Those who are successfully admitted in this way are often prescribed specific remediation, assigned courses, and/or minimum PSU GPA for their first 24 credit hours at Portland State. Any prescriptive actions are tracked. Those who do not fulfill these requirements may (and sometimes do) have their PSU admission rescinded.

E4Transf.Reqmts.Comp.xls

Transfer Requirements Comparison November 2005						
	Portland State	U of Oregon	Oregon State	Western	U of Washington	Washington State
Minimum # of Transfer Credits	30+ Quarter credits (20+ Semester credits)	35+ Quarter credits (23 Semester credits)	35+ Quarter credits (24 Semester Credits)	24+ Quarter credits (16 Semester credits)	40+ Quarter credits (27 Semester credits)	40+ Quarter credits (27 Semester credits)
GPA Resident	2.00	2.25	2.25	2.00	2.50	2.50
GPA Non-Resident	2.25	2.50	2.25	2.00	2.50	2.50
GPA International	2.50	2.50	3.00 (2.25 if transferring from U.S. school)	2.00	Recommend 3.00 and/or top fifteen percent of students successfully completing secondary school in home country	3.00 (2.0 with 80 Quarter/54 Semester of U.S. work)
Foreign Language	2 units Foreign Language	2 units Foreign Language	2 units Foreign Language	2 units Foreign Language	H.S. Subject Requirements	H.S. Subject Requirements
Writing		College level Composition (C- or better, Pass [P], or Satisfactory [S])	WR 121 (or equivalent)		H.S. Subject Requirements	H.S. Subject Requirements
Math		College level Math (C- or better, Pass [P], or Satisfactory [S]) with pre-req Intermediate Algebra	College level Math equivalent to College Algebra		H.S. Subject Requirements	H.S. Subject Requirements