Faculty Senate Monthly Packet February 2007

Portland State University Faculty Senate

Follow this and additional works at: https://pdxscholar.library.pdx.edu/senateminutes
Let us know how access to this document benefits you.

Recommended Citation
Portland State University Faculty Senate, "Faculty Senate Monthly Packet February 2007" (2007). Faculty Senate Monthly Packets. 119.
https://pdxscholar.library.pdx.edu/senateminutes/119

This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.
In accordance with the Constitution of the PSU Faculty Senate, Agendas are calendared for delivery ten working days before Senate meetings so that all faculty will have sufficient time to review specific proposals and table to review and resolve all action items. If there are questions or concerns about Agenda Items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay the business of the PSU Faculty Senate.
The Faculty Senate will hold its regular meeting on February 5, 2007, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll
B. *Approval of the Minutes of the January 8, 2006, Meeting

C. Announcements and Communications from the Floor
   Provost’s Report
   Vice President’s Report

D. Unfinished Business

E. New Business

   *1. Graduate Council Course and Program Proposals – Ostlund
   *2. GC and UCC Joint Course and Program Proposals – Ostlund and Miksch
   *3. University Curriculum Committee Course and Program Proposals – Miksch

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. OUS Campus Discussions on General Education – Smallman

H. Adjournment

*The following documents are included with this mailing:
   Minutes of the January 8, 2007, Meeting and attachments
   E-1, Graduate Council Course and Program Proposals
   E-2, GC and UCC Joint Course and Program Proposals
   E-3, University Curriculum Committee Course and Program Proposals
   G1, OUS Campus Discussions on General Education
*** 2006-07 PSU FACULTY SENATE ROSTER ***

****2006-07 STEERING COMMITTEE****
Presiding Office: Kathi Ketcheson
Presiding Officer Pro tem: Gwen Shusterman
Steering Committee: Martha Balshem, Cheryl Livneh, Patricia Wetzel &
John Rueter (Comm on Comm), Ex officio

****2006-07 FACULTY SENATE****

All Others (16)
†Cardenas, Jennifer ADM 2007
Hagge, Tim CAPS 2007
Ingersoll, R IASC 2007
Shattuck, Aimee WRC 2007
Stoering, Juliette OIRP 2007
Angell, Nate OMC 2008
Bacar, Cindy ADM 2008
Ketcheson, Kathi OIRP 2008
*Santen, David (Gregory) OMT 2008
Squire, Patricia ALUM 2008
Thompson, Dee CARC 2008
Barham, Mary Ann IASC 2009
*Collins, Mary (Yackley) SHAC 2009
Jagodnik, Joan IASC 2009
Luther, Christina INTL 2009
Ryder, Bill ADM 2009

Business Administration (6)
Johnson, Raymond SBA 2007
Mathwick, Charla SBA 2007
Buddress, Leland SBA 2007
Ramiller, Neil SBA 2008
Yuthas, Kristi SBA 2008
Brown, Darrell SBA 2009

Education (6)
*S Lenski, Susan (Halverson) ED 2007
Stevens, Danelle ED 2007
Caskey, Micki ED 2008
*Kim, Dae Y. (Isaacson) EPFA 2008
Cress, Christine ED 2009
Thao, Yer ED 2009

Engineering and Computer Science (10)
Bertini, Robert CE 2007
Lall, B Kent CE 2007
†Shapiro, Leonard CMPS 2007
Black, Andrew CMPS 2008
Feng, Wu-chi CMPS 2008
Maier, David CMPS 2008
Recktenwald, Gerald ME 2008
Brown, Cynthia CS 2009
Chrzansowska-Jeske, M. ECE 2009
Devletian, Jack ECS 2009

Extended Studies (3)
†Sedivy, Glen XS-ESP 2007
Livneh, Cheryl CEED 2008
Fritzsche, Vincent XS PDC 2009

Fine and Performing Arts (5)
†Fosque, Walton ART 2007
Tate, William TA 2007
Knights, Clive ARCH 2008
*LePore, William (Fletcher) ART 2008
Wattenberg, Richard TA 2009

Library (3)
†Larsen, Thomas LIB 2007
Brenner, Michaela LIB 2008
Paynter, Robin LIB 2009

Liberal Arts and Sciences (40)
Bulman, Teresa GEOG 2007
Carter, Duncan ENG 2007
Collier, Peter SOC 2007
*Sanchez, Eric (Crawshaw) MTH 2007
*Elzanowski, Marek (L. Mercer) MTH 2007
Fischer, William FLL 2007
†Kominz, Laurence FLL 2007
*Mandaville, Jon (Biolsi) HST 2007
†Morgaine, Carol OCCD 2007
†Rueter, John ESR 2007
*Schechter, Patricia (Ames) HST 2007
Shusterman, Gwen CHEM 2007
Wadley, Stephen FLL 2007
Wamser, Carl CHEM 2007
Agoras, Koho BST 2008
Balshem, Martha CAE 2008
Brown, Kimberly LING 2008
Burns, Scott GEOL 2008
Jacob, Greg ENG 2008
Kapoor, Priya SP 2008
†Medovoi, Learam ENG 2008
Reder, Stephen LING 2008
Watanabe, Suwako FLL 2008
Wesel, Lisa BIO-ORB 2008
Wetzel, Patricia FLL 2008
Works, Martha GEOG 2008
Arante, Jacqueline ENG 2009
Blazak, Randy SOC 2009
Bodegorn, Eric PHY 2009
Dillon, Tracy ENG 2009
Farr, Grant SOC 2009
Garrison, Tim HST 2009
Jiao, Jun PHY 2009
Hickey, Martha FLL 2009
Liebman, Robert SOC 2009
*Perlmuter, Jennifer (Miller-Jones) 2009
†Reese, Susan ENG 2009
Stovall, Dennis ENG 2009
Zelick, Randy BIO 2009

Other Instructional (4)
†MacCormack, Alan UNST 2007
Flower, Michael HON 2008
Labissière, Yves UNST 2008
Fallon, Ann UNST 2009

Social Work (7)
Hunter, Richard SSW 2007
†Jivanjee, Pauline SSW 2007
Cotrell, Victoria SSW 2008
Powers, Laurie SSW 2008
Tabot, Maria SSW 2009
Walsh, Stephanie SSW 2009

Urban and Public Affairs (8)
McBride, Leslie PHE 2007
Sharkova, Irina PRC 2007
Clucas, Richard PS 2008
Farquhar, Stephanie SCH 2008
*Wollner, Craig (Rose) IMS 2008
†Brodowicz, Gary PHE 2009
Messer, Barry USP 2009
Sussman, Gerry USP 2009

*Interim appointments indicated with asterisk
†Member of Committee on Committees
Minutes: Faculty Senate Meeting, January 8, 2007
Presiding Officer: Kathi Ketcheson
Secretary: Sarah E. Andrews-Collier


Alternates Present: Rad for Bertini, Walsh for Fritzsche, Hook for Maier,


A. ROLL
B. APPROVAL OF THE MINUTES OF THE DECEMBER 4, 2006, MEETING

The minutes were approved with the following correction: Jacob was present.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

ADDED to today’s agenda:

Report of the Academic Appeals Committee - Lehman

Provost’s Report

KOCH welcomed back the faculty. He noted that the Provost’s Council at their meeting of January 2, 2007, have approved the Ph.D. in Sociology-Social Inequality, and will forward it to the State Board for approval. He reminded the assembly that the 2006-07 Symposium is Friday, January 12, 2007.
D. UNFINISHED BUSINESS

1. Quarterly Report of the Educational Policy Committee

HANSEN presented the report for the committee.

The presiding officer accepted the report for the Senate.

E. NEW BUSINESS

1. Graduate Council Course and Program Proposals

OSTLUND presented the proposals for the committee.

FLOWER/BODEGOM MOVED THE SENATE APPROVE the Ph.D. in Chemistry and the new course CH 694, Liberal Arts and Sciences, as listed in “E-1.”

THE MOTION PASSED by unanimous voice vote.

CLUCAS/CARTER MOVED THE SENATE APPROVE the new course, USP 569, Urban and Public Affairs, as listed in “E-1.”

WORKS noted that Geography convened with Economics, with respect to rewrites, so that the differences are clear. The department is satisfied that the process worked.

2. Graduate Council and Undergraduate Curriculum Committee Joint Course and Program Proposals

OSTLUND presented the proposals for the committees.

FARR/BURNS MOVED THE SENATE APPROVE the new course EC 4/569, Liberal Arts and Sciences as listed in “E-2.”

THE MOTION PASSED by unanimous voice vote.

WATTENBERG/FOSQUE MOVED THE SENATE APPROVE new courses ARCH 4/521 and ARCH 4/532, Fine and Performing Arts, as listed in “E-2.”

THE MOTION PASSED by unanimous voice vote.

3. University Curriculum Committee Course and Program Proposals

RUETER and MIKSCH presented the proposals for the committee.

FARR/BULMAN MOVED THE SENATE APPROVE the Minor in Elementary Education, Liberal Arts and Sciences, as listed in “E-3.”
NELSON expressed concern that this proposal is nearly identical to the Child and Family Studies major and requested a clarification on the coordination and evident duplication.

JACOB noted that the Teacher Education Committee received this proposal from Robert Mercer, and discussed it for 1.5 years, including gathering input from all G-TEP advisors and members of the Graduate School of Education. A member of the Child and Family Services faculty was on the committee. The committee tried to be as democratic and thorough as possible.

MORGATINE noted that she sat as a visitor on the committee. She noted that the language in the program overview is misleading for two reasons. In the second paragraph, it indicates that all advising is done by CLAS advisors, however, Child and Family Studies also does this advising. The rest of the paragraph is likewise misleading in that for a long time there has been a Child and Family Studies major with an Elementary Ed specialization.

FARR expressed disagreement with Morgaine, noting that the CLAS office has an advisor dedicated to pre-education in a more general sense. This isn't meant to compete with Child and Family Studies, but only an attempt to respond to the past shift away from undergraduate education training, filling what CLAS faculty see as a need. SHUSTERMAN yielded to Dilafruz Williams who stated she was also on the Teacher Education Committee during the development of this minor. She noted she agrees with Farr, noting that there is an unmet need at the undergraduate level. Many future teachers come from Liberal Arts and Sciences, where they are majoring in a CLAS discipline at the undergraduate level.

STEVENS noted this proposal is useful in that it lists a detailed set of courses for students to take. REPP asked for a clarification on the large size of this minor at 54 credits. JACOB yielded to Williams who noted that the committee researched minors at PSU and found a range from 30 to 72 credits. FARR noted that these are the classes that students need to take in order to proceed efficiently through the graduate program.

NELSON reiterated that this is nearly identical to Child and Family Studies major, emphasis in elementary education, and reiterated her dismay.

BARHAM noted that elementary education does not require a particular major, so the advantage of the minor is that the student can major in any area and supplement the major with this minor rather than being restricted to a major in Child and Family Studies. This is not competition; it just allows students more options.

MORGATINE requested that the final catalog wording clarify that the major in Child and Family Studies is available. BULMAN noted that the wording in question would not show up anywhere, except in this proposal. RAD suggested
that a clarification in the catalog would be useful, nevertheless. FARR reminded that neither the major or the minor are required to pursue the graduate program.

SHUSTERMAN cautioned that the proposal does not indicate the infrequency at which some of these courses are currently being offered.

THE QUESTION WAS CALLED.

THE MOTION TO APPROVE THE MINOR was approved 45 in favor, 18 against, and 6 abstentions.

HICKEY/MEDOVOI MOVED THE SENATE APPROVE PER 330 and 341, and SP 389, Liberal Arts and Sciences, as listed in “E-3.”

THE MOTION PASSED by unanimous voice vote.

FLOWER/WORKS MOVED THE SENATE APPROVE program changes in three certificate programs, European Studies, Latin-American Studies, and Middle-East Studies, Liberal Arts and Sciences, as listed in “E-3.”

MIKSCH noted the proposed changes are clerical, to reflect credit allocation schemes.

THE MOTION PASSED by unanimous voice vote.

LALL/DEVLETIAN MOVED THE SENATE APPROVE the B.S. in Environmental Engineering, Engineering and Computer Sciences, as listed in “E-3.”

BARHAM noted that certain course numbers at the Freshman and Sophomore level need correcting.

THE MOTION PASSED by unanimous voice vote.

LALL/DEVLETIAN MOVED THE SENATE APPROVE the program change in the B.S. in Mechanical Engineering, Engineering and Computer Sciences, as listed in “E-3.”

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

1. Questions for Administrators

   Question for Provost Koch from the Faculty Senate Steering Committee

   How is OAA responding to the shortage in classroom space and support for instructional technology, and its resulting impact on the curriculum, brought on by enrollment growth, scheduled construction or remodeling projects, and budget reductions?
KOCH noted that Desrochers provided a good description of space issues at the last meeting. Since then, the Governor’s budget has been released, which includes proposed space improvements. As we know, Shattuck Hall is already undergoing renovation, and the Emergency Board has approved the bonds to rebuild the PCAT block. The Governor’s budget proposes renovations to Lincoln Hall and SB II as well.

The latest issues around space problems have to do with the closing of Shattuck Hall for one year, the demolition of the PCAT block, and the move of classes and offices to the UNITAS building. OIT reports that the technology is up and running in the Unitas Building, and will continue to make improvements there.

There will be continued work on space issues, especially with respect to looking at space that is not in general classrooms. We are working on a project to identify a software system, which will allow the entire campus to access all rooms for possible scheduling.

With regard to instructional technology, we will revisit the staff reductions and personnel changes undertaken last year. We are working through a series of classroom technology upgrades as fast as possible, including using external contractors. If the deferred maintenance piece of the Governor’s budget is approved in the legislature, that will also allow for additional improvements. If faculty have issues, they are encouraged to contact the Help Desk.

2. Questions from the Floor for the Chair

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. Semi-annual Report of the Faculty Development Committee

STOERING, for Rodriguez, presented the report.

The presiding officer accepted the report for the Senate.


SQUIRE presented the report for the committee.

MANDAVILLE asked if Athletics would schedule three Division I teams again. SQUIRE stated no. MARIANI stated that there would be one next year. REDER asked what are major budgetary issues. SQUIRE stated that securing external funding from the private sector is a major emphasis. SCHECHTER asked if there has been any interest in student union organizing. SQUIRE stated no. MANDAVILLE asked of there were additional monies allocated to marketing. MARIANI stated that funds have been expended on a bulletin board on the
3. Report of the Interinstitutional Faculty Senate Meeting of Dec 8-9 at PSU

BURNS presented the report for the Senators, and discussed the Governor’s budget and some of the developments at the state board meeting. He noted that proposals are part of a five-biennium budget, especially with respect to salary improvements. The strategy for success with this budget is to have a unified voice at the legislature. The big question at the Ways and Means Committee in March will be how we propose to spend the increases. The Chancellor is going to stress the student-faculty ratio and in conjunction with that, the IFS will emphasize quality. It is important to keep in personal touch with your legislators.

Two items of importance that were discussed at the board meeting on Friday were a proposed sales tax and the proposed PSU-OHSU merger.

HICKEY asked if the board is committed to funding PSU’s current enrollment. DESROCHERS noted that there is a discussion going on about what the base year should be, and there is no decision how the dollars will be allocated to the university system. PSU is urging for the current base year, of course. BALSHEM asked about the status of SOU. Burns noted that their new President has indicated that they are downsizing to match their current enrollment.

SQUIRE urged faculty to participate in the activities of the Alumni Advocates, including the Lobby Day in Salem scheduled for March.

DESROCHERS pledged to provide more specifics about the budget at the next Senate meeting.

The presiding officer accepted the report for the Senate.

4. Report of the Academic Appeals Committee

LEHMAN reported for the committee, noting that the committee does not rule on deadlines, but only on grade changes. He noted that the student petition success rate is about one in three. He gave several suggestions for avoiding the process including providing an explicit syllabus, carefully defining the participation component, and mentoring non-tenure track faculty as the data shows more challenges are made against them.

H. ADJOURNMENT

The meeting was adjourned at 4:20 p.m.
14 cases heard, 3 pending, 1-3 looming

3 ... cases dropped
3 ... no grade change recommended
4 ... grade changes recommended*:
   • F → D
   • C+ → B-
   • B+ → A-
   • B+ → A

Two most common reasons that grade appeals are filed (and successful):
   1. *Inexplicit syllabus*
   2. *Participation grade component*

*Note: 3 of 4 “successful” cases involved non-tenure-track faculty; all other cases involved tenure-track faculty

Grade Appeals Process

1. Student receives grade
2. Student talks with instructor
3. Student talks with department chair
4. Student talks with dean
5. Grade appeal filed with OSA
6. Student and instructor prepare written statements
7. Hearing held with Academic Appeals Board (4-5 faculty + 1-2 students)*
   a. student: 20-min oral presentation
   b. instr.: 20-min oral presentation
   c. student: 10-min oral response
   d. Board deliberates
8. Recommendation letter to provost
9. Provost makes final decision

* can be held *in absentia*
January 16, 2007

TO: Faculty Senate

FROM: DeLys Ostlund
Chair, Graduate Council

RE: Submission of New Graduate Council Items for Faculty Senate

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

**College of Liberal Arts and Sciences**

**Change to existing programs**
- Graduate Certificate in Applied Statistics – change to Psychology electives, addition of language regarding substitutions of discrete numbered courses approved in advance.

**New Courses**
* Mth 661, 662, 663
Algebraic Graph Theory I, II, III (3, 3, 3)
Topics selected from algebraic and spectral graph theory, including automorphism groups, transitivity, primitivity, homomorphisms, generalized polygons, designs, projective planes, cores, fractional colorings and cliques, spectral decomposition, eigenvalue interlacing, strongly-regular and distance-regular graphs, line graphs, root systems, graph laplacians, graph polynomials, and graph-theoretic link invariants. Courses must be taken in sequence. Prerequisite Mth 462/562. [NEW]
January 16, 2006

TO: Faculty Senate

FROM: Bonnie Miksch
   Chair, Undergraduate Curriculum Committee

   DeLys Ostlund
   Chair, Graduate Council

RE: Submission of Graduate Council and Undergraduate Curriculum Committee
    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.

College of Liberal Arts and Sciences

New Courses
• *Anth 457/557
  Hunter-Gatherers (4)
  An investigation of the economic and social diversity among modern and ancient hunter-gatherers and the theories and methods used by archaeologists to investigate and explain that diversity. Examines topics such as the evolution of hunting and gathering, hunter-gatherer settlement and mobility strategies, social complexity among hunter-gatherers and hunter-gatherers in the modern world. Recommended: Anth 102, 350. [NEW]

• Hst 484/584
  Topics in Middle Eastern History (4)
  Explores such transnational topics in the history of the Middle East as Islam and modernity, the Middle East and the world economy, the Middle East and orientalism. May be repeated up to three times for credit. Recommended: upper-division standing. [NEW]

• Mth 427/527, 428/528
  Partial Differential Equations I, II (3, 3)
  Solution techniques, qualitative analysis and applications: separation of variables, eigenfunction expansion, Sturm-Liouville problems, Green’s functions, Fourier transform solutions, finite difference and finite element methods. Courses must be taken in sequence. Prerequisites: Mth 256, Mth 253/254. Prior knowledge of PDEs (Mth 322) is recommended, but not required. [NEW]

• Mth 461/561, 462/562
  Graph Theory I, II (3, 3)
  Topics in graph theory, including connectivity, matchings, graph algorithms, network flows, graph matrices, isomorphisms, Eulerian and Hamiltonian graphs, spanning trees, decompositions, shortest paths, the matrix-tree theorem, colorings of graphs, planarity and
embeddings, Kuratowski's theorem, matroids, and selected applications. Courses must be taken in sequence. Prerequisites: Mth 261, 356. [NEW]

Change to Existing Courses

- BI 432/532 Morphology of Nonvascular Plants and Fungi, 4 credits – change title to Plant Diversity and Evolution, change description, change credit hours to 5

- CH 440/540, 441/541, 442/542 Physical Chemistry, 3 credits each – change credit hours to 4, change prerequisites
January 18, 2007

TO: Faculty Senate

FROM: Bonnie Miksch  
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

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

**College of Liberal Arts and Sciences**

- **Change in Program**
  - BA/BS in Black Studies (See Attachment)

**School of Fine and Performing Arts**

- **New Program**
  - BA/BS in Arts Studies (See Attachment)

- **New Courses**
  - FPA 101 Perspectives in the Arts (4) Foundational experience for the BA/BS in Arts Studies. Provides an introduction to fundamental methodologies and ways of thinking that give students the tools to analyze and deconstruct works of art for meaning, function, success and value. Composed of combinations of readings, activities and assignments, discussions, videos, slides and out of class performances, showings and exhibitions. Students will engage in the practice of making art as well as in exploring the relationships among the various art fields.

  - FPA 301 Creative Thinking in the Arts (4) Designed to introduce students to the theoretical context and practice of creative thinking. While affording freedom for discovery, this course will also offer a focused perspective to strengthen creative thinking, define personal process, construct effective strategies for collaboration, and develop a creative project. Each student works to identify, access and broaden individual creative abilities. Each session includes practical application of a variety of creative techniques, including artistic, expressive and interdisciplinary strategies; explorations in mind/body connection; sensory and visualization exercises; and activities which utilize multiple intelligences. Intellectual understanding emerges from both theory and historical context, but will be developed primarily through a regime of self-understanding and activity. Recommended: FPA 101 or similar coursework; upper division standing.

  - FPA 445 Senior Project (4) Focuses on the body of coursework undertaken in the BA/BS Arts Studies curriculum in an original creative work or comparable experience. This work may take the form of a performance, (with the student as creator/producer and/or performer), or a written thesis, gallery exhibition, internship (including but not limited to...
teaching), media work, practicum, or some other acceptable format. Prerequisite: 40 credits completed in Arts Studies coursework or similar coursework; upper division standing.

- MUS 204 Body Mapping for Musicians (2) Provides instrumentalists and singers with information about the structure and function of the body as it relates to playing an instrument and singing. Prerequisite: At least one year of experience as a singer or instrumentalist.
### Change in Program: BA/BS in Black Studies

**PRESENT REQUIREMENTS FOR THE MAJOR:**

In addition to meeting the general University degree requirements for completing a B.A. or B.S., candidates enrolled in the Black Studies major must meet the 60-credit minimum. Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling the major requirements in the area of specialization. At least 30 of the total 60 credits required for the major or 45 of the total credits presented for graduation must be taken in residence at Portland State University. A minimum 2.50 GPA is required in courses taken for the major.

**Core Courses**
- BST 202 Introduction to Black Studies ..........................................................4
- BST 396 Research Methods and Theory in Black Studies.................................4
- BST 407 Senior Seminar................................ ....................................................4
- BST 409 Practicum...........................................................................................4

**Specialization Areas**
One of the following courses.................................................................4
- BST 203 Introduction to African American History (4)
- BST 204 Introduction to African American History (4)
- BST 206 Introduction to Caribbean Studies (4)
- BST 211 Introduction to African Studies (4)

**Foundation Courses**
Three of four courses required......................................................................12
- BST 207 Introduction to Race, Class and Gender (4)
- BST 214 Introduction to Contemporary Race and Ethnic Relation (4)
- BST 221 Introduction to African American Literature (4)
- BST 261 The African American Economic Experience (4)

**Area of Specialization**
Four courses from an area of specialization.................................................16

**Group A: African**
- BST 305 African History Before 1800's (4)
- BST 306 African History Since 1800's- Present (4)
- BST 319 Traditional Cultures of Africa (4)
- BST 362 African Prehistory (4)
- BST 406 African Studies Overseas Experience (4)
- BST 413 Slavery (4)
- BST 422 African Fiction (4)
- BST 423 African Fiction (4)
- BST 450 Topics in African/Caribbean History and Culture (4)
- BST 467 African Development Issues (4)
- BST 470 African Art (4)
- BST 471 Understanding International Experience (4)

**Group B: African American**
- BST 302 African American Experience in the 20th Century (4)
- BST 342 Black Feminism/Womanism (4)
- BST 351 African American Literature (4)
- BST 352 African American Literature (4)
- BST 410 Psychological Development of African American Children (4)
- BST 411 African American History Seminar (4)
THE PROPOSED REVISED REQUIREMENTS FOR THE DEGREE IN BLACK STUDIES ARE:

- BST 202 Introduction to Black Studies 4
- Lower Division Black Studies courses 12
- Upper Division electives in Black Studies 32
- Adviser approved non-Black Studies 12

- a maximum of 16 lower division credits in Black Studies may be applied to the major.
- of the 32 upper division Black Studies electives a minimum of 4 credits must be taken from each of the three areas of specialization within the department: Africa, African-American (USA), Caribbean/Latin America
of the upper division Black Studies electives a minimum of 24 credits must be taken under the graded option
upper division Black Studies courses may be substituted for some or all of the non-black studies electives requirement with Adviser approval

Rationale for modifications

After carefully considering the experiences of students who matriculated through the original Black Studies major requirements combined with the experiences of faculty advisers, we reached the conclusion that a curricular change was necessary.

Presently, the requirements mandate that each student take a minimum of 20 lower division credits from among a sharply restricted menu (or list) of courses. The proposed changes reduce the lower division requirement by four credits, builds in a flexibility factor of acceptable coursework that eases the “timeliness” problem, and makes the major program more appealing and serviceable for a transfer and/or late blooming student population. While doing so it continues to offer students the opportunity to acquire an introduction and foundation in the discipline which will make study at the upper division level meaningful.

Under the proposed change, the upper division requirements will become more strenuous (going from 40 to 44 credits) but more flexible as well. In addition, the new format makes necessary a more intimate contact and interaction between students and faculty advisors. The flexibility of the upper division model will also allow the department to take better advantage of new faculty resources as they may become available as well as emerging directions in the evolution of the discipline as they appear. The new model also assures that students are exposed to a diverse range of sub areas of study within the department's mission.

Finally, the proposed changes make the requirements and major format of the Black Studies Department conform more to the structures, formats and models of other similar departments in the College of Liberal Arts and Science with which the department has historically had strong ties of mutual interaction, planning and support. The 12 non-black studies upper division electives assure that the Black Studies major student will receive a broad based and diverse educational experience within the major that incorporates appropriate coursework and subject matter across the College of Liberal Arts and Sciences.
Bachelor of Arts/Bachelor of Science in Arts Studies

Overview

The BA/BS in Arts Studies will give students the option to major in the arts gaining experience in a minimum of two, and possibly all four, of the fields offered in the School of Fine and Performing Arts, art, architecture, music and theater arts. Currently, FPA is moving to a professional orientation for a majority of its undergraduate majors. However, there are a significant number of students, particularly transfer students, who would like to major in the arts but who do not wish to specialize in a single area. This degree would serve those undergraduates as well as those with an interest in multiple art forms. Additionally, it will provide an undergraduate option in the arts for those students who wish to pursue teaching in elementary school. The major is composed of existing courses and includes those courses that have room for additional students. The three new courses will become part of faculty’s in-load teaching. There is no request for additional funding for this program.

The degree will require 52 credits of study, including three new courses, two that provide a foundation and a third that serves as a senior project allowing students to apply what they have learned in the study of multiple arts theory and practice. This project may involve community-based learning, internships, apprentice teaching or creative projects. Students will take 16 credits of entry level course work in both arts theory and practice, continue their exploration in at least two fields, taking 24 upper division credits chosen with an advisor (planned to be included in the Associate Dean’s responsibilities) and finish with the senior project.

Requirements

BA/BS Arts Studies Requirements

☐ Each student enrolled in the Arts Studies BA/BS will complete 52-hours of coursework from the following disciplines: Art, Architecture, Music and Theater Arts.

☐ Each student will participate in a multi-disciplinary course at three points in the curriculum, entering, mid-point and exiting: FPA 101 (4 credits), FPA 301 (FPA 445 (4 credits).

Curriculum

The majority of courses necessary to fulfill the Arts BA/BS are currently a part of the course catalogue. The FPA abbreviation is used to distinguish three new courses: 101, 301 and 445 that are specifically meant to serve the BA/BS (rather than the double-duty that the remainder of the curriculum serves).

Core – required for all students

- FPA 101 Perspectives in the Arts (4)
- FPA 301 Creative Thinking in the Arts (4)
- FPA 445 Senior Project (4) (taken after completion of minimum of 40 credits in the major)

Area Electives – 8 credits taken from each of 2 areas; one course in theory/one in practice in each area: Art, Architecture, Music, Theater Arts

Art
Practice
Art 115 Foundation Studio 1: Two dimensional design (4)
Art 117 Foundation Studio 2: Three dimensional design (4)
Art 119 Introduction to Digital Imaging (4)
Art 120 Computer Graphics for Art and Design (4)
Art 131 Introduction to Drawing (4)
Art 232 Drawing Concepts (4)
Art 199 3D Design/Sculptural Foundations (4)
Art 230 Alternative Drawing I (4)
Art 270 Intro to Printmaking I (4)
Art 271 Intro to Printmaking II (4)
Art 281 Intro to Painting I (4)
Art 282 Intro to Painting II (4)
Art 257 Video I (4)
Art 262 Photo Imaging I (4)

Theory
Art 112 Idea and Form (4)
Art 114 Understanding Visual Culture (4)
Art 203 Making and Meaning (4)
Art 204, 205, 206 History of Western Art (4, 4, 4)
Art 260 Photographic Seeing (4)

Architecture

Practice
Arch 180 Beginning Design Studio, I (6)
Arch 181 Beginning Design Studio II (6)

Theory
Arch 100 Introduction to Architecture (4)
Arch 230, 231, 232 Architecture and Cultural History I, II, III (4, 4, 4)
Music
Practice
MUS 190, 290; Applied Lessons (1-4)
MUS 195, 196, 197, 198; Band, Orchestra, Choir, Jazz Lab Band (1)
MUS 191 OR 192 OR 193 Class piano, guitar, or voice (2)

Theory
MUS 101, 102, 103 Basic Materials (4, 4, 4)
MUS 111, 112, 113; Music Theory (3,3,3)
MUS 201, 202 Introduction to Music (4,4)
MUS 203; Music in the Western World (4)
MUS 261, 262; History of Rock and Roll (4,4)

Theater Arts
Practice
TA 102 Introduction to Acting (4)
TA 241 Improvisational Acting (3)
TA 147 Movement for Actors (2-3)
TA 350 Dance Improvisation (4)
TA 351 Dance Composition (4)
TA 248 Acting I: Process (4)
TA 111/114 Tech Theater Prod I (4)

Theory
TA 101 Theater Appreciation (4)
TA 102 Dance Appreciation (4)
TA 131 Understanding Movies (4)
TA 305 U Understanding Theater (4)

Upper Division Electives: Approximately 24 upper division credits taken from at least two of the four areas. Art Studies majors may take any 300/400 in any of the four areas that have no prerequisites or for which they have taken the appropriate prerequisites.
January 2007

Senate Bill 342, passed in Spring, 2005, is a legislative directive to improve the transferability of lower division general education throughout the state of Oregon. Through a collaboratively-developed framework, based on commonly agreed-upon learning outcomes and course criteria, faculty from Oregon community colleges, public universities, and private college and universities worked together to develop draft Outcomes and Criteria for six areas (Writing, Speech/Oral Communications, Mathematics, Arts and Letters, Social Science, and Science/Computer Science/Math).

The next step in the process is to solicit feedback from each institution through a series of campus visits and conversations. We are scheduling meetings with expert faculty in each of the areas listed above, along with a university-wide session and additional input from student organizations. Please let us know suggestions of faculty in your area who may wish to participate in this project.

A written report, with suggested comments and revisions, will be forwarded to the Joint Board Articulation Commission by the end of March, 2007, with timing built in for the proposed outcomes and criteria to go through the university’s curricular process. While this process is mandated for all higher education in Oregon, it also represents an opportunity for Portland State to address transfer issues related to general education.

The drafts Outcomes and Statements are posted on the web at: http://www.ous.edu/news_and_information/forums.php.
We encourage the administration, faculty, and other university constituents to take part in this process by attending an open-session on either February 22, 3:30-4:30pm, 327 SMC or February 28, 10-11am, 229 SMU or by accessing the information on the web and forwarding comments to Nancy Goldman (goldman@pdx.edu).

Shawn Smallman
Vice Provost for Instruction and Dean of Undergraduate Studies
PSU Office of Academic Affairs