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## Faculty Senate Monthly Packet December 2007

Portland State University Faculty Senate

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Claudia Weston, Asst. University  
Librarian  
LIB-W



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 notice of curricular proposals, and time to review and research 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.

**\*\*\* 2007-08 PSU FACULTY SENATE ROSTER \*\*\***

**\*\*\*\*2007-08 STEERING COMMITTEE \*\*\*\***

Presiding Office: Richard Clucas  
 Presiding Officer Pro tem: Michael Flower  
 Steering Committee: Kathi Ketcheson,  
 Jeanette Palmiter & Patricia Wetzel  
 Judy Patton (Comm on Comm), *Ex officio*

**\*\*\*\*2007-08 FACULTY SENATE (108)\*\*\*\***

**All Others (15)**

\* \_\_\_\_\_ (Angell) 2008  
 Baccar, Cindy ADM 2008  
 Ketcheson, Kathi OIRP 2008  
 Squire, Patricia ALUM 2008  
 Thompson, Dee CARC 2008  
 \*Welnick, Jennifer (Gregory) CREC 2008  
 †Barham, Mary Ann IASC 2009  
 \*Collins, Mary (Yackley) SHAC 2009  
 Jagodnik, Joan IASC 2009  
 Luther, Christina INTL 2009  
 Ryder, Bill ADM 2009  
 Accetta, Alexander CREC 2010  
 \*Hoffman, Agnes (Cardenas) ADM 2010  
 Korbek, Ebru OSA 2010  
 Toppe, Michele OSA 2010

**Business Administration (6)**

†Ramiller, Neil SBA 2008  
 \* \_\_\_\_\_ (Yuthas) SBA 2008  
 Brown, Darrell SBA 2009  
 Hansen, David SBA 2009  
 O'Connor, Maureen SBA 2010  
 Dickinson, Don SBA 2010

**Education (7)**

†Caskey, Micki *Winter 2008* ED-CI 2008  
 \* Kim, Dae Y. (Isaacson) EPFA 2008  
 Cress, Christine EPFA 2009  
 Thao, Yer ED-CI 2009  
 \*Chaille, Christine (Ruben) ED-CI 2009  
 Farahmandpur, Ramin EPFA 2010  
 †Livneh, Cheryl CEED 2010

**Engineering and Computer Science (10)**

Black, Andrew CMPS 2008  
 Feng, Wu-chi CMPS 2008  
 Maier, David CMPS 2008  
 Recktenwald, Gerald ME 2008  
 \* Tolmach, Andrew (C. Brown) CMPS 2009  
 Chrzanowska-Jeske, M. ECE 2009  
 †Devletian, Jack ECS 2009  
 Hook, James CMPS 2010  
 Sheble, Gerald ECE 2010  
 Morris, James ECE 2010

**Extended Studies (1)**

†Fritzsche, Vincent XS PDC 2009

**Fine and Performing Arts (6)**

Knights, Clive ARCH 2008  
 \*LePore, William (Fletcher) ART 2008  
 Wattenberg, Richard TA 2009  
 Charman, Elisabeth ART 2009  
 Magaldi, Karin TA 2010  
 †Patton, Judith TA 2010

**Library (3)**

Brenner, Michaela LIB 2008  
 †Paynter, Robin LIB 2009  
 Bielavitz, Thomas LIB 2010

**Liberal Arts and Sciences (40)**

Agorsah, Kofi BST 2008  
 Balslem, Martha CAE 2008  
 Brown, Kimberly LING 2008  
 Burns, Scott GEOL 2008  
 \*Hines, Maude (Weasel) ENG 2008  
 Jacob, Greg ENG 2008  
 Kapoor, Prya SP 2008  
 †Medovoi, Leerom ENG 2008  
 Reder, Stephen LING 2008  
 Watanabe, Suwako FLL 2008  
 Wetzel, Patricia FLL 2008  
 †Works, Martha GEOG 2008  
 Arante, Jacqueline ENG 2009  
 Blazak, Randy SOC 2009  
 Bodegom, Eric PHY 2009  
 Farr, Grant SOC 2009  
 Garrison, Tim HST 2009  
 Jiao, Jun PHY 2009  
 Hickey, Martha FLL 2009  
 Liebman, Robert SOC 2009  
 \*Perlmutter, Jennifer (Miller-Jones) FLL 2009  
 †Reese, Susan ENG 2009  
 \*Rhee, Ma-Ji (T. Dillon) FLL 2009  
 Stovall, Dennis ENG 2009  
 †Zelick, Randy BIO 2009  
 Ames, Kenneth ANTH 2010  
 Bleiler, Steven MTH 2010  
 †Fountain, Robert MTH 2010  
 Fuller, Steven FLL 2010  
 Johnson, Daniel GEOG 2010  
 Johnson, David HST 2010  
 Khalil, Aslam PSY 2010  
 Lafferrière, Gerardo MTH 2010  
 Mercer, Robert CLAS 2010  
 Mussey, Ann WS 2010  
 Padin, José SOC 2010  
 Palmiter, Jeanette MTH 2010  
 Ruth, Jennifer ENG 2010  
 Walton, Linda HST 2010

**Other Instructional (4)**

Flower, Michael HON 2008  
 Labissière, Yves UNST 2008  
 †Fallon, Ann UNST 2009  
 Jhaj, Sukhwant UNST 2010

**Social Work (7)**

Cotrell, Victoria SSW 2008  
 Powers, Laurie SSW 2008  
 Talbot, Maria SSW 2009  
 Meinhold, Jana CFS 2009  
 Wahab, Stephanie SSW 2009  
 Anderson-Nathe, Benjamin CFS 2010  
 Coleman, Daniel SSW 2010

**Urban and Public Affairs (9)**

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  
 Dill, Jennifer USP 2010  
 Gelmon, Sherril PA 2010  
 Wallace, Neal PA 2010

†Member of Committee on Committees  
 \*Interim appointments

PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **December 3, 2007**, at 3:00 p.m. in room **53 CH**.

**AGENDA**

- A. Roll
- B. Approval of the Minutes of the November 5, 2007, Meeting
- C. Announcements and Communications from the Floor
  - President's Report
  - Provost's Report
- D. Unfinished Business
- E. New Business
  - \*1. Undergraduate Curriculum Committee Curricular Proposals – Gould
  - \*2. Joint UCC and GC Committee Curricular Proposals – Gould and Ostlund
  - \*3. Graduate Council Curricular Proposals - Ostlund
  - \*4. Consent Agenda Proposal – Senate Steering Committee
- F. Question Period
  - 1. Questions for Administrators
  - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
- H. Adjournment
  - \*The following documents re included with this mailing:
    - B Minutes of the Meeting of November 5, 2007
    - E-1 Undergraduate Curriculum Committee Curricular Proposals
    - E-2 Joint UCC and GC Committee Curricular Proposals
    - E-3 Graduate Council Curricular Proposals
    - E-4 Consent Agenda Proposal

## D. SENATE MEETINGS AND COMMITTEE REPORTS SCHEDULE FOR 2007-08

COMMITTEE REPORTS	SENATE MEETING*	STEERING COMMITTEE MTG**	WRITTEN ITEMS DUE FOR SENATE MAILING
Annual Report from: Advisory Committee on Acad. Information Technology	October 1, 2007	September 17, 2007	September 18, 2007
None Scheduled	November 5, 2007	October 8, 2007	October 11, 2007
Quarterly Report: Education Policies Committee	December 3, 2007	November 13, 2007 ***	November 15, 2007
Semi-Annual Report: Faculty Development Committee Intercollegiate Athletics Board	January 7, 2008	December 10, 2007	December 13, 2007
None Scheduled	February 4, 2008	January 14, 2008	January 18, 2008
Quarterly Report: Educational Policies Committee Intercollegiate Athletics Board	March 3, 2008	February 12, 2008	February 15, 2008
Annual Report from: Academic Advising Council Institutional Assessment Council	April 7, 2008	March 10, 2008	March 13, 2008
Annual Reports from: Academic Requirements Comm. Advisory Council General Student Affairs Comm. Intercollegiate Athletics Board Library Committee Scholastic Standards Comm. Teacher Education Comm. University Studies Comm.	May 5, 2008	April 14, 2008	April 17, 2008
Annual Reports from: Budget Committee Committee on Committees Curriculum Committee Educational Policies Committee Faculty Development Committee Graduate Council University Studies Council	June 2, 2008	May 12, 2008	May 15, 2008

\*Senate Meetings are the first Monday of the month during the academic calendar in CH53 (3-5 p.m.)

\*\* Steering Committee meetings are the second Monday of the month during the academic calendar in CH336 (3-5 p.m)

\*\*\*Note special meeting time in observance of Veterans Day..

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, November 5, 2007  
**Presiding Officer:** Richard Clucas  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Accetta, Anderson-Nathe, Baccar, Balshem, Barham, Bielavitz, Black, Bleiler, Bodegom, Brenner, Brodowicz, D. Brown, Burns, Caskey, Charman, Clucas, Collins, Cotrell, Cress, Devletian, Fallon, Farahmandpur, Farr, Feng, Flower, Fountain, Fritzsche, Fuller, Garrison, Hansen, Hines, Hook, Jacob, Jagodnik, Jhaj, Dan. Johnson, Dav. Johnson, Knights, Korbek, Lafferrière, LePore, Maier, Meinhold, Mercer, Morris, Mussey, Palmiter, Patton, Paynter, Perlmutter, Powers, Rectenwald, Reder, Reese, Rhee, Ruth, Sheble, Squire, Talbot, Thao, Thompson, Tolmach, Toppe, Wahab, Wallace, Walton, Watanabe, Wattenberg, Welnick, Zelick.

**Alternates Present:** Garbarino for Baccar, Pejcinovic for Chrzanowska-Jeske, \_\_\_\_\_ for Farquhar, Bodegom for Jiao, L. Mercer for Medovoi, \_\_\_\_\_ for Ramiller, Chang for Works.

**Members Absent:** Agorsah, Ames, Angell, Arante, Blazak, K. Brown, Coleman, Dickinson, Dill, Gelmon, Gilliland, Hickey, Hoffman, Kapoor, Ketcheson, Khalil, Kim, Labissière, Liebman, Livneh, Luther, Magaldi, Messer, O'Connor, Padin Ryder, Stovall, Sussman, Wetzel, Wollner,

### **Ex-officio Members**

**Present:** Andrews-Collier, Burton, Feyerherm, Fortmiller, Fung, Gould, Gregory, Koch, Mack, McVeety, Nelson, Ostlund, Sestak, Smallman, Soto, Spalding, Wallack.

### **A. ROLL**

### **B. APPROVAL OF THE MINUTES OF THE OCTOBER 1, 2007, MEETING**

The minutes were approved with the following corrections: Christine Cress was in attendance; Shearer was in attendance for Khalil; Jones was in attendance for Hook; p. 4, Para. 2 and 3: Lafferrière was the speaker.

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

Corrections to the *Faculty Governance Guide*: The January Senate Steering Committee Meeting is January 14, 2008 at 3-5 p.m. The Chair of the Academic Requirements Committee is Martha Hickey. The Chair of the Library Committee is not Lisa Zurk.

Changes in Senate representation since October 1, 2007: E. Gilliland, ED has resigned eff. November 5, 2007. Kathi Ketcheson has been named the interim chair of the Faculty Development Committee.

Changes in the day's agenda: The President's Report is cancelled. President Reardon sends his regrets; he has been called away to another meeting.

### **Provost's Report**

KOCH noted that at the State Board meeting last week, the BA in Social Work and the BA/BS in Arts Studies were approved. The Provost Council approved the Cert. in Turkish Studies, which will go before the State Board presumably at their next meeting in January.

KOCH noted that he wanted to spend the bulk of his time talking about academic investments for this biennium, and referenced the draft document sent to deans on Oct. 30, 2007, that was distributed to Senators electronically. He reminded that when our priorities were being developed we had no idea what the fiscal climate would be like, and we thought it was going to be worse not better. The directives of the Board and the legislature for this biennium include two items, reducing the student/faculty (tenure-related) ratio and improving student success. He reminded that with respect to the latter, campuses were previously charged solely with increasing student credit hours. The board and legislature have now transitioned their charge to us to performance-based funding, which includes student retention and completion as two measures of performance. Serendipitously, that was a goal we had already identified and begun work on.

KOCH continued, with those performance measures in mind, we have identified approximately \$2 Million in ongoing investments to enhance student success and research. The majority of these funds are intended to be used to enhance the ranks of tenure-related faculty, as we all know well that this is a key factor in student success. This is the first time we have had funding directed at precisely that use. With respect to student success, about half of the funds will be used to build capacity, based on the proposals that deans forwarded during the budgeting process last winter, of which you are aware. Now that we have been through the process of identifying academic priorities and institutional themes, we will also ask for more supportive justification around investments in those two areas. The other half of the funds will be dedicated to building our capacity in the area of sustainability. Although we had a directed program development process last year, there isn't enough time to implement the full process and still encumber the funding that has been allocated. We have to worry in this biennium that we are not able to spend the funding quickly enough.

KOCH noted that the argument for selecting sustainability is that as it is broadly define, it has been a growing area of strength at PSU and it is likely to be one of the areas that would come out of the program development process anyway. There are a large number of faculty who participate across a broad array of units. The city of Portland is strongly committed to it, and is using sustainability as a key component of its economic development strategy. Similarly, with the State of Oregon, it appears

that sustainability is emerging as a key theme in deliberations of at least two of the State Board's planning subcommittees, the Portland higher ed sub-committee and the portfolio subcommittee. The State is also putting considerable funds into developing sustainability research. We can have a significant jumpstart on all these activities.

KOCH urged that Senators comment on the memo through their chairs and up through their deans. He stressed that we have moved beyond the point of selecting the two categories, but that we can still argue about what goes into each of them. We need to build capacity and strength in an area that will command national and international recognition. We have seen that from working with the community to date. Next fall, we do intend to set in place the program development process that we crafted last year, to identify programs for investment with the anticipation that there will be another significant investment in higher education in the next biennium. The Governor has said that he is committed to further investments in higher ed and the legislature is on board with those investments; we will need to be prepared to make those investments in a timely manner.

FARR asked if it is worth arguing about sustainability being selected as the focus area. KOCH reiterated that our experience has shown that if we want people to pay attention to us as an institution, we have to develop some real strength and capabilities in a few areas at least, so that they have regional and hopefully national recognition. If we look around the institution, sustainability is the area we have the greatest combined strength in, and that fits directly with all the criteria that the program development effort came up with last time, and we need to build on a strength. We do not want to peanut butter the resources across the institution.

REESE referenced the suggestion in the memo of dispersing University Studies faculty across academic programs, and expressed concern about the particular area needs in her department and the way these proposals do not address those needs. KOCH noted that there is a draft proposal circulating about transitioning the University Studies faculty that could increase the number of tenure lines added, and we can have a substantive discussion about that item.

MAIER noted, regarding legislative budget priorities, moving someone from a fixed term to a tenure-related line doesn't necessarily change the average number of students in a class. KOCH concurred, but noted that we aren't just talking about that. For example, tenure line faculty have responsibility for scholarship and research, which is another strategy for doing this.

JHAJ clarified that he is meeting with the deans and the chairs about the University Studies proposal, and if anyone has any questions about the proposal, faculty are urged contact him. Additionally, he noted that the proposal is not prescriptive although it does specify specific areas of agreement to be decided upon.

REDER asked for a clarification about the impact of these investments on our priority of internationalization. KOCH noted that we could make significant contributions at the international level around sustainability particularly with our Asian connections. We want to imbed internationalization in all the recommendations for faculty lines



that come forward around both agendas. If internationalization isn't strongly reflected in these criteria, he would appreciate receiving comments and suggestions to make it so.

TALBOTT asked how these decisions relate to PSU-AAUP contract negotiations. KOCH noted that he used the word "approximately" and that funds will come out of one side or the other. To be definitive about all of this, negotiations will have to be completed.

BLACK noted he loved the proposal to hire a large number of faculty in sustainability, however, that would have to be done at market rate salaries. Concurrently, the people here for the last five years have been told to hold on, "we can't pay you a market rate, but when the legislature gives us money we will make it good," and our salaries are now about 20% behind. He asked, how this is going to impact the morale of the existing faculty that you are trying to strengthen. KOCH noted that aside from saying that he is committed to raising faculty salaries as much as possible, he is not able to comment. He noted that both are important but there is a tradeoff we must recognize if we are to keep moving the entire institution forward.

FARAHMANDPUR requested the Provost elaborate regarding "performance-based funding." KOCH explained that the board/legislature have identified a pot of money for performance based allocation, by which they meant retention and completion rate improvements. We are working now on a set of metrics and targets for each institution in OUS going forward into the next two biennia, by which we will be judged and by which a portion of the higher ed budget will be allocated. They are getting serious about outcomes as well as numbers.

RUTH asked for a clarification regarding funding for improving student/faculty ratios versus funding for advancing selected programs. KOCH noted that there wasn't a pot of money that existed before; previous to the unanticipated gains in our budget we were strategizing how to go forward with what we had even if it meant cutting in places. However, we didn't have to go there due to improved budget outlook.

#### **Discussion Item**

The presiding officer moved the meeting to a committee of the whole for twenty-five minutes, to address the discussion item.

### **D. UNFINISHED BUSINESS**

#### **1. Proposed Amendment to the Constitution of the PSU Faculty – Art. IV, 4). h) *Teacher Education Committee.***

The Presiding Officer noted that the Advisory Council has returned the proposal to the Senate with no comment.

THE MOTION PASSED by majority voice vote, with no nays.

## **E. NEW BUSINESS**

### **1. Graduate Council Curricular Proposals, New Courses and Course Changes**

OSTLUND presented the proposals for the council.

\_\_\_\_\_/\_\_\_\_\_  
 MOVED THE SENATE APPROVE new courses in ECE and EMGT, Engineering & Computer Sciences, as listed in "D-1."

THE MOTION PASSED BY UNANIMOUS VOICE VOTE.

BODEGOM/FLOWER MOVED THE SENATE APPROVE course changes in EMGT, with a correction in the title of EMGT 547 Engineering & Computer Sciences, as listed in "D-1."

THE MOTION PASSED BY UNANIMOUS VOICE VOTE.

### **1. Undergraduate Curriculum Committee Program Change Proposal**

GOULD presented the proposal for the committee.

WATTENBERG/REESE MOVED THE SENATE APPROVE the change in the requirements for the B.A. (only) in Art History, School of Fine and Performing Arts, as listed in "E-2."

THE MOTION PASSED by unanimous voice vote.

## **F. QUESTION PERIOD**

There were no questions.

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

### **1. Report of the Interinstitutional Faculty Senate Meetings of June, and October 5-6, 2007 at PSU <http://darkwing.uoregon.edu/~ifs/ifs.html>**

BURNS presented the report for Wollner, who was out of town. He noted in particular, that Kirby Dyess is the new board chair and that the board is very engaged. There will be no higher education items at the February 2008 legislative session. There is a new comparators committee, and faculty are encouraged to review the "LEAP" report, as we (the OUS) are going to be part of a LEAP trial project.

## **H. ADJOURNMENT**

The meeting was adjourned at 4:20 p.m.

December 3, 2007

TO: Faculty Senate

FROM: Rob Gould  
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

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

**College of Liberal Arts and Sciences**

**Changes in existing programs:**

**Environmental Science**

- Addition of ESR 335 Introduction to Environmental Management (4 credits) to list of Core Courses
- Increases the total number of units in the core courses from 47 to 51.

**Environmental Studies**

Reproduce existing catalog statement in full:

**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	

24

Reproduce proposed catalog statement in full noting changes (with underline, brackets, italics):

**Social Sciences and Management**

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 <i>and Management</i> .....	8
ESR 222: Applied Environmental Studies: Policy Considerations	
<i>ESR 335: Introduction to Environmental Management</i>	
4 credits from the following list of courses: .....	4
<i>ESR 330 Environmental and Ecological Literacy: 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</i>	

24

## **New Courses:**

### **ASL 101 American Sign Language. (4)**

Basic mastery of American Sign Language (ASL). Covers ASL vocabulary, grammatical structure, and elements of Deaf culture. Includes sign language practice in class and in the Deaf community.

### **ASL 102 American Sign Language (4)**

Continuation of American Sign Language with the goal of expanding the student's vocabulary and conversational skills. Students also gain awareness of Deaf culture. Pre-requisite: ASL 101 or proficiency at 101 level. Placement interview may be required.

### **ASL 103 American Sign Language (4)**

Continuation of American Sign Language aimed at intermediate proficiency. Emphasizes enhanced vocabulary, expressive and receptive skills, and communication interactions in the language and culture of the Deaf. Pre-requisite: SPHR 102 or proficiency at 102 level. Placement interview may be required.

### **ESR 335 Introduction to Environmental Management (4)**

Focuses on environmental project management. Survey of agencies and entities that currently do management and under what authority. Introduction to general theory of environmental management and strategies that are being used. Case studies of local management project and issues.

### **PHL 333 Philosophy of Law (4)**

Examines the nature of law, legal obligation and legal interpretation. Is law a part of morality, or nothing more than an expression of social power? When are we permitted or required to disobey the law? What is the proper methodology for interpreting laws and deciding cases? Do judges discover or create law? Readings include classics of jurisprudence (e.g., Austin, Hart, Dworkin) as well as judicial opinions in a selected topic.

### **TUR 361 Turkey Through Film (4)**

Viewing of feature films or made-for-TV series followed by discussion of social, historical, and artistic significance of the visual narratives. Individual directors like Yılmaz Güney, genres like comedy and period-dramas of the 1970s or 1960s may be used. Readings, viewings and discussions are in Turkish. Recommended prerequisite: Tur 203.

### **TUR 416 Readings in Turkish (4)**

A variable-content course designed to give advanced students of Turkish experience reading in a variety of content areas. TUR 416 is to be taken in conjunction with regularly scheduled co-requisite courses. Students taking a co-requisite course will do part of the required reading for that course in Turkish.

## **Graduate School of Education**

### **New Courses:**

#### **ED 150 Teaching as a Career (2)**

Exploration of the challenges and privileges of teaching children and young adults in American public schools. Examines the purpose of schools and schooling, learning as a developmental process, and teaching as a skilled profession.

## **School of Fine and Performing Arts**

### **New Courses:**

#### **TA 381 Film History I: 1894 to the Second World War (4)**

A study of the evolution of film language from the silent era to the introduction of sound; how the influences of a broad range of cinematic art movements, including Expressionism, Impressionism, Surrealism and Poetic Realism, contributed to the classical Hollywood style. Also examines the artistic, economic and technological forces that led to the Hollywood studio system and the popularity of genres such as the western, the musical and the gangster film.

#### **TA 382 Film History II: Cinema and Modernism (1946-1970's) (4)**

A study of the major artistic, economic and technological trends of motion picture production during the post-war era; how directors such as Hitchcock and Welles were able find a unique expression within the parameters of the classical style and the commercial pressures of the studios. Explores how world cinema movements presented aesthetic and political challenges to the Hollywood model.

#### **TA 383 Film History III: Contemporary World Cinema (1970's – Present) (4)**

A study of contemporary world film production from the struggles of an independent and avant-garde cinema to the CGI effects of today's blockbuster. Also examines how world cinema production has adapted to new digital technologies and the demands of a global market.

end

November 14, 2007

TO: Faculty Senate

FROM: Robert Gould  
Chair, Undergraduate Curriculum Committee

DeLys Ostlund  
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 Steve Harmon.

### **Graduate School of Education**

#### **New Courses**

- CI 476/576 Equity and Cultural Diversity in Early Childhood Education, 3 credits  
Explore developmental early childhood education practices, emphasizing developmentally and culturally appropriate objectives as well as anti-bias learning goals. Develop awareness of quality teaching practices by exploring personal cultural history, gaining insights into living examples of difference, witnessing the effects of bias, and learning to support fairness and issues of equity in a classroom.
- COUN 430/530 Abnormal Personality, 3 credits  
Covers the causation, criteria, diagnosis and classification of the major psychiatric disorders. Emphasis is placed on both the traditional medical model and on the psychosocial model of diagnosis. Developmental aspects associated with normal and abnormal personalities will also be discussed.

### **College of Fine and Performing Arts**

#### **New Courses**

- MUS 446/546, 447/547, 448/548 Coordinate Movement Master Class, 1 credit each  
Provides pianists with information about the structure and function of the body as it relates to playing the piano. Prerequisite: at least three years piano performance experience.

November 14, 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. Course descriptions will be supplied by Steve Harmon.

### **Graduate School of Education**

#### **Change to Existing Courses**

- LIB 554 Student Teaching I, 4 credits – change credit hours to 6, change course description

### **School of Business Administration**

#### **Change to Existing Courses**

- MIM 521 Evaluating and Measuring the Sustainability Performance of Global Corporations, 4 credits – change title to Sustainability Metrics in Business, change description
- MIM 531 Product Design and Stewardship for Global Corporations, 4 credits – change title to Product Design and Stewardship for Sustainable Enterprises, change description
- MIM 541 Stakeholder Management and Cross-Sector Partnerships, 4 credits – change title to Cross-Sector Partnerships for Sustainable Enterprises
- MIM 576 Advanced Cross-Cultural Communications, 4 credits – change title to Intercultural Management, change description
- MKTG 548 Product Management and Innovation, 3 credits – change title to New Products Management, change description, change to 4 credits

### **School of Social Work**

#### **New Courses**

- SW 544/644 Mid-life and Beyond, 3 credits  
Builds on foundation courses in human behavior and assumes a basic knowledge of theories related to human development and social gerontology. Focuses on development in middle and late adulthood from a lifespan perspective and within a socio-cultural context; an understanding and appreciation of the developmental potential for normal and healthy aging and the damaging effects of age stereotypes. Explores the demographic, socio-historical and developmental characteristics of the current middle-aged and emerging cohort of older adults, with appreciation for the variable life trajectories resulting from the experience of culture, economic status, gender and sexual identification. Focuses on current developmental theories in the areas of social cognition and identity development from middle to late adulthood, contemporary views of late adulthood from a psychodynamic perspective, and spiritual and transcendent (gerotranscendence) possibilities for late adulthood. Practice

implications related to theories addressed, especially as they relate to important developmental transitions. Prerequisites: SW 540 and SW 541.

- **SW 557 Psychotherapy, 3 credits**  
Covers advanced theory and techniques of psychodynamic and cognitive-behavioral therapy, focusing on the treatment of adults. Outcome and process-outcome research for psychodynamic and cognitive-behavioral therapy reviewed. Exposure to treatment manuals for evidence-based psychodynamic and cognitive-behavioral therapies. Teaching methods include lecture, discussion, small group exercises and role-play, and computer and video presentations. Prerequisites: SW540, SW 541 and SW533.
- **SW 569 Social Work in End-of-Life Palliative Care, 3 credits**  
Covers a broad range of topics related to social work and end-of-life and palliative care including: cultural and spiritual dimensions at end of life; marginalization and vulnerable populations; pain and symptom management; end of life planning; hospice and palliative care; practice theory; mental health implications; ethical dilemmas; historical and current policy considerations; team work; and resources. Emphasis on the contributions of the profession of social work to end-of-life care within the context of current social, political, cultural, and economic circumstances. Open to all Social Work program students. Experience in a health care setting is not required.

### **College of Urban and Public Affairs**

#### **New Courses**

- **USP 563 Real Estate Construction, 3 credits**  
Reviews the nature and characteristics of the real estate construction process, including materials, cost estimating procedures, budgets, schedules and legal procedures. Emphasis is placed on the selection of building systems and a detailed review of the forms of construction contracts and associated documents commonly used in the industry. Reviews lessons learned from case studies of real estate construction projects.

### **Maseeh College of Engineering and Computer Science**

#### **New Courses**

- **ECE 584/684 Nanotechnology and Biosensors, 4 credits**  
Overview of basic materials and methods in developing “lab-on-a-chip” based devices. Materials section involves an analysis of silicon-based devices, polymer based devices and nanomaterial based devices. Methods section covers the key features of micro fabrication, soft lithography, microfluidics, and nanofabrication. Applications section focuses on integration of micro and nanoscale structures for “lab-on-chip” devices.



**PROPOSAL TO CHANGE SENATE BY-LAWS TO INCLUDE A CONSENT  
AGENDA FOR CURRICULAR CHANGE**

The Steering Committee moves to adopt a Consent Agenda on a one -year trial basis. (See attached description of Consent Agenda.) At the end of one year, the Steering Committee will report to the Senate whether the Consent Agenda saved time and helped to move the meeting agenda along as proposed. We will also poll the senate for their response to the Consent Agenda.

Q: What is a "Consent Agenda"?

A consent agenda is a time saving tool that groups together routine items and resolutions under one agenda item. Items included in the consent agenda require no discussion before voting and all are approved in one vote. At every senate meeting, at least a few items come to the agenda that do not need any discussion or debate either because they are routine procedures or are already unanimous consent. A consent agenda (Roberts Rules of Order calls it a consent calendar) allows the senate to approve all these items together without discussion or individual motions. This can free up time for more substantial discussion.

Q: What belongs on the consent agenda?

Typical consent agenda items are routine, procedural decisions and decisions that are likely to be non-controversial. Examples include:

Approval of the minutes;

Final approval of proposals or reports that the senate has been dealing with for some time and all members are familiar with the implications;

Routine matters from Committees (new courses and/or course changes from UCC or Grad Council);

Reports provided for information only.

Q: How are consent items handled?

A consent agenda is distributed with the senate agenda in sufficient time to be read by all members prior to the meeting. A typical procedure is as follows:

- The Steering Committee determines whether an item belongs on the consent agenda.
- The Faculty Secretary prepares a numbered list of the consent items as part of, or as an attachment to the meeting agenda; any supporting documents are included in the senate agenda package.
- At the beginning of the meeting, the presiding officer asks members what items they wish to be removed from the consent agenda and discussed individually.
- If any member requests that an item be removed from the consent agenda, it must be removed. Members may request that an item be removed for any reason. They may wish, for example, to discuss the item, to query the item, or to register a vote against the item.
- Once it has been removed, the presiding officer can decide whether to take up the matter immediately or place it on the regular meeting agenda.
- When there are no more items to be removed, the presiding officer reads out the numbers of the remaining consent items.

Then the presiding officer states: "If there is no objection, these items will be adopted. After pausing for any objections, the presiding officer states, "As there are no objections, these items will be adopted." It is not necessary to ask for a show of hands.

- When preparing the minutes, the Secretary includes the full text of the resolutions, reports or recommendations that were adopted as part of the consent agenda.

Websites consulted

<http://garberconsulting.com/FAQ.htm#consentAgenda>

<http://www.bloch.umkc.edu/mwcnl/board%20resources/Consent%20Agendas.pdf>

<http://www.help4nonprofits.com/ConsentAgenda.htm>

Submitted by P. Wetzel