Faculty Senate Monthly Packet January 1988

Portland State University Faculty Senate

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To: Senators and Ex-officio Members to the Senate

From: Ulrich H. Hardt, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on January 11, 1988, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

A. Roll

*B. Approval of the Minutes of the December 7, 1987, Meeting

C. Announcements and Communications from the Floor

D. Question Period
   1. Questions for Administrators
   2. Questions from the Floor for the Chair

E. Reports from the Officers of Administration and Committees
   1. Winter Term Registration Report -- Tufts

F. Unfinished Business
   *1. Course and Program Proposals, Curriculum Committee/Graduate Council -- Kilgour/Savery***

Please bring December Senate Mailing

G. New Business

H. Adjournment

*The following documents are included with this mailing:

B Minutes of the December 7, 1987, Meeting
F1 Course and Program Proposals, Curriculum Committee/Graduate Council

** Included for Senators and Ex-officio Members only

***The complete proposal for the bachelor's in Linguistics is in the Reserve Library
Minutes: Faculty Senate Meeting, January 11, 1988
Presiding Officer: Marjorie Burns
Secretary: Ulrich H. Hardt


Alternates Present: Cabelly for Anderson, Holloway for Limbaugh, Zonoozy for Ronacher.


Ex-officio Members Present: Diman, Erzurumlu, Hardt, Martino, Reardon, Ross, Schendel, Sheridan, Toulan.

APPROVAL OF THE MINUTES

The minutes of the December 7, 1987, Senate meeting were approved as circulated.

QUESTION PERIOD

JONES asked Martino about the investigation concerning the alleged incident of students (including at least one PSU athlete) having advance copies of a test. MARTINO pointed out that three of the four students caught were not athletes. He also reported that the Dean of the division promptly reported the incident last spring to the Vice Provost of Student Affairs, suggesting a full investigation. A thorough investigation was carried out, and the conduct code was followed. Students thought that the exam was from a previous term and therefore was reviewable. There was also evidence that many more exams were out, but no more students were caught. It was also found that security measures for storing the test were not good. Charges of malfeasance against these four students were dismissed, but the students were reprimanded for poor judgment. There was no proof that these four persons had stolen the test, that they knew it was to be the exact exam for the course, or that they conspired to steal and distribute the test. A new exam was written and administered to the class.

MARTINO emphasized that there was no burning connection between this incident and the current PSU athletics question.

HOLLOWAY, referring to a December 27, 1987, Oregonian article, asked about the enrollment problem at PSU. Did PSU need to reduce enrollment; were we
over-enrolled? MARTINO said he preferred to talk about being under-funded rather than being over-enrolled. He said that a committee had been set up to consider managing enrollment, not limiting it. The group is to study the demographics of student interest and the demands by subject and schools. The greatest enrollment pressures seem to be in areas that already have the most lecture sections, and most of the time lecture sections tend to be an inferior arrangement.

KOSOKOFF asked if courses were inferior when taught by part timers. MARTINO responded that it was a statistical thing. There is more to teaching a course than delivering a lecture and leaving. Full-time teachers are available to students, for advising, for committee work, etc. He admitted that there are even cases where part-time people are better teachers. BURNS concurred that outsiders are sometimes in a better position to instruct some courses, but BRENNER pointed out that the distinction between part timers and full timers is the distinction between delivering a course and delivering an education. MARTINO could not recall all of the names of the committee members but said that the group would report to the UPC and Senate.

REPORTS FROM OFFICERS OF THE ADMINISTRATION

TUFTS reported that registration was up 0.6% from winter 1987.

UNFINISHED BUSINESS

KILGOUR and RODICH presented all remaining course changes, including six CI courses postponed from November, all program changes, including changes in degree programs and minors, and the addition of three new minors. Also presented was the new B.A. in Applied Linguistics. They reported that the Curriculum Committee and Graduate Council had recommended approval of all these changes.

JONES asked if all faculty needed for the linguistics degree were already at PSU but were scattered in various departments. KILGOUR said that the eight faculty members were enough and that almost all courses were also on hand. The $11,000 budget item was to give release time for the department chairperson. JONES asked if the UPC had reviewed the program. MATSCHEK responded that the Council had not had time for that yet and wouldn't be ready with a report for at least two months. MARTINO added that the Council was mostly concerned with reviewing the Plan for the 90s; the linguistic program will be in place before the 90s, if approved today.

HOLLOWAY wanted to know if cross-referencing the courses would be any problem. KILGOUR said that many courses in the University are now cross-listed and don't present a problem. If the program is approved, the Curriculum Committee will work on cross-listings and the transfer of courses in the various participating departments. DAHL observed that all LING courses were now 300 or above, but NATTINGER said that lower division courses would appear. PARSHALL asked about the list of faculty; NATTINGER apologized for it being somewhat outdated as far as showing accurate rank was concerned. He said that the faculty would become a part of the Department of Linguistics.
REARDON pointed out that the new department would create an administrative unit into which programs such as ESL, TESL, and ENNR could be put, along with linguistics.

BRENNER and REECE moved "the adoption of all course and program changes presented." The motion was passed.

NEW BUSINESS

MARTINO announced that a state-wide committee was to be formed to do the search for the new chancellor. The President is requesting the Senate and the Advisory Council to nominate several members from which he would choose one to be nominated to the State Board for their final selection. MARTINO suggested that 4-5 names should be sent to the President in the next week. MOOR suggested that the Senate and Advisory Council ought to select the same person and forward that name to the President.

After considerable discussion, GOSLIN moved "that the Steering Committee choose, by random process, from among its own group a nominee for the President's selection for the Chancellor Search Committee." MARTINO felt a single nominee would be overly restrictive and urged defeat of the motion. TANG and L. NUSSBAUM suggested that the Steering Committee and Advisory Council meet and select a nominee from among the members of the two groups, since both have been elected by the University faculty.

The motion to send only one name to the President was defeated.

CABELLY and TANG moved "that all members of the Steering Committee and the Advisory Council have the opportunity to self-nominate and that those names be submitted to the President."

MOOR and JONES amended the motion as follows: "that the Advisory Council and Steering Committee meet jointly and nominate faculty from among themselves or others."

The amendment was passed, and the main motion, as amended, was passed.

ADJOURNMENT

The meeting was adjourned at 16:01.
January 11, 1987

The University Curriculum Committee and the Graduate Council recommend approval of the following new courses, course changes, course deletions, and program changes:

Curriculum Committee

From December's Document:


Chgs - Ch 440, 441, 442; Eng 467, 468, 469, 475, 476, 477, 478, 479, 495, 496, 497; Sp 484

Drop - Eng 480, 481, 482

From January's Document:

New - PS 221, 281, 323, 324, 325, 345, 358, 371, 380, 395, 446, 473; BEd 416, 448; Mus 188

Chgs - PS 315, 318, 321, 343, 352, 381, 414, 422, 423, 456, 482, 483, 493, 495

Drop - PS 437, 438, 464, 471, 472, 474, 475, 497

New Program - BA Degree in Applied Linguistics (see attached)

New Minors - History (see attached)

International Economics (see attached)

Psychology (see attached)

Changes in Program - BA/BS in Psychology (see attached)


MAT/MST in Science/Geology-Add: . . . a student must hold a bachelor's degree in Geology, or in the physical or life sciences--including the equivalent of a minor in geology. Students must take the general Graduate Record Examination and submit scores before admission--for advising purposes.

Changes in Minor - Chemistry (see attached)

Professional Writing (see attached)

*Minor editorial changes from version submitted.
New Courses

PS 221. Introduction to Public Law. (3)
Introduction to the nature and function of public law. Focus is on the meaning of law, the relation between law and politics, and the nature and operation of the court system and the judicial process.

PS 281. Theories of Modern Government. (3)
General introduction to the central issues of political thought. This includes a survey of democratic theory, republicanism, libertarian and socialist theory, and an examination of the meaning of such political concepts as freedom, justice, equality, and authority.

PS 323. Personal Politics. (3)
Personal politics—as distinguished from public politics (public policy and professional politics)—is the study of theories, strategies, tactics and resources available to the individual in goal-directed behavior. Prerequisites: PS 101 or PS 102 or equivalent.

PS 324. The Politics of Law and Order. (3)
This course examines the relation between law and public policy by surveying the politics of crime. The problem of crime is analyzed from various competing perspectives. The policy implications of court operations, police activities, and the legal profession are studied. Alternative policy strategies for addressing the problems encountered and the potential for reform are also discussed. Prerequisites: PS 221 or equivalent.

PS 325. Law and Morality. (3)
Critical examination of the limits of law and the legal enforcement of morals. The limits of legal and political authority are explored through an analysis of specific problem areas in the relation between law and conventional morality. These include, but are not limited to: euthanasia, abortion, mandatory organ transplants, obscenity, and the legalization of "victimless crimes." This course is suitable for students with an interest in ethics and moral philosophy. Prerequisites: PS 221 or PS 281 or equivalent.

PS 345. U.S. Foreign Policy: The Cold War. (3)
Analysis of the U.S. foreign policy process—its motives, objectives, and manner of implementation—in the major developments of each administration since 1945. Emphasis is on U.S. relations with the U.S.S.R. and the Third World. Prerequisites: PS 241 or equivalent.

PS 358. Introduction to the Politics of Communist Countries. (3)
A comparative approach course with focus on the domestic politics, on the different conceptions of socialism and how they can be realized, and on the role and leadership of the Communist Party. Some attention is also given to the relations among the several communist countries. Prerequisites: PS 241 or PS 251 or equivalent.

PS 371. Introduction to Latin American Politics. (3)
An examination of current approaches to the study of Latin American political systems and an overview of the political characteristics of Latin American nations. Prerequisites: PS 251 or equivalent.
PS 380. Women and Politics. (3)  
Analysis of the political role of women in politics. Reviews the  
historical and contemporary analyses of women's participation and status  
in politics. Prerequisites: PS 101 or PS 102 or equivalent.

PS 395. Introduction to Political Analysis. (3)  
Introduction to issues of political inquiry. Course examines major  
concepts and theoretical approaches employed in political analysis.  
Reviews developments in the major sub-fields of the discipline.  
Prerequisites: PS 101 or PS 102 or equivalent.

PS 446. National and International Security Policies. (3) grad  
A comparison of national and international security systems, strategies  
and policies. Emphasis will be on the current issues arising in each  
kind of security system and on the antagonisms that occur when the needs  
and demands of each are juxtaposed. Prerequisites: PS 241 or PS 441.

PS 473. Politics of Change in Latin America. (3) grad  
An examination of patterns of political change in Latin American  
nations. Attention is given to the political economy of the region as  
well as social and demographic trends as they affect and are affected by  
changing political contexts. Prerequisites: PS 371.

Changes in Old Courses

PS 315. Introduction to Public Policy. (3)  
Conceptualization of the policy process with attention focused on the  
politics of setting the agenda, policy formulation and legitimation,  
program implementation and evaluation. Prerequisites: PS 101 or PS 102  
or equivalent.  
(Formerly PS 439. Public Administration: Public Policy Formation  
and Implementation. Change in number, title, description, credit  
hours from (3-5) to (3), prerequisites, and drop graduate option.)

PS 318. Media, Opinion, Voting, and Policy. (3)  
Impact of the media on the shaping and formation of public opinion.  
Simulations of TV Campaign Advertisement Making. Analysis of the  
formation, direction, and intensity of public opinion and its  
relationship to voting and governmental policy making. Prerequisites:  
PS 101 or PS 102 or equivalent.  
(Formerly PS 418. Public Opinion and Voting Behavior. Change in  
number, title, description, credit hours from (3-5) to (3),  
prerequisites, and drop graduate option.)

PS 321. The Supreme Court and American Politics. (3)  
Basic introduction to the relation between law and politics in America  
through analysis of the work of the U.S. Supreme Court. Special  
attention is given to the place of the Court in the Constitutional  
structure, the Justices who serve in the Court, and the impact of the  
Court's decisions. Prerequisites: PS 221 or equivalent.  
(Formerly PS 421. Constitutional Law: The Supreme Court and the  
Judicial Process. Change in number, title, description, credit  
hours from (3-5) to (3), prerequisites, and drop graduate option.)
PS 343. Problems in Contemporary World Politics. (3)
This course focuses on substantive global problems and issue areas such as war, conflict resolution, nationalism, arms races, and global scarcities. The historical roots of the problems as well as their contemporary manifestations are examined using both substantive and theoretical materials. Prerequisites: PS 241 or equivalent.
(Formerly PS 443. Change in number, description, credit hours from (3-5) to (3), prerequisites, and drop graduate option.)

PS 352. Western European Politics. (3)
An analysis of the political systems, processes, and politics in major countries of Western Europe, with special reference to France and Germany, as well as an overview of Italy, Sweden, or Switzerland. Also a short look at the organizations for European integration. Prerequisites: PS 241 or PS 251 or equivalent.
(Formerly PS 452. Western European Governments. Change in number, title, description, credit hours from (3-5) to (3), prerequisites, and drop graduate option.)

PS 381. Politics and Conflict: Problems in Political Thought. (3)
Basic introduction to the fundamental problems and enduring themes of political theory. The problem of conflict in political life is surveyed by examining the writings of Plato, Rousseau, Marx, Machiavelli, Locke, and J.S. Mill. Prerequisites: PS 281 or equivalent.
(Formerly PS 481, 482, 483. Political Theory. Change in number, title, description, prerequisites, drop graduate option, and separation of sequence.)

PS 414. Issues in Public Policy. (3) grad
A study of selected major policies and programs of governmental regulation and service. Emphasis is placed upon the formation, administration, and substantive content of policies in such areas as transportation, public utility regulation, medical care, civil rights, education, agriculture, natural resources, and antitrust laws and the preservation of competition. Prerequisites: PS 315.
(Formerly Government and Public Policy. Change in title, credit hours from (3-5) to (3), and prerequisites.)

PS 422. Constitutional Law. (3) grad
A study of the way in which the Supreme Court has shaped and influenced governmental structure and political power. Special attention is given to judicial decisions in the areas of federalism, separation of powers, the commerce clause, and the authority of the presidency. Prerequisites: PS 321 or PS 221.
(Formerly Constitutional Law: The Supreme Court, Politics, and the Constitution. Change in title, description, credit hours from (3-5) to (3), and prerequisites.)

PS 423. Civil Liberties. (3) grad
A study of Supreme Court decisions that affect individual rights and liberties. Areas of concentration include, but are not limited to, freedom of speech and press, religious liberty, criminal justice, racial justice, gender justice, and the right to privacy. Prerequisites: PS 321 or PS 221.
(Formerly Constitutional Law: The Supreme Court and Civil Liberties. Change in title, description, credit hours from (3-5) to (3), and prerequisites.)
PS 456. Foreign Policy of the U.S.S.R. (3) grad
An examination of the international relations of the Soviet Union, with emphasis on the various schools of thought concerning the pattern of Soviet behavior and its underlying causes. Prerequisites: PS 241 or PS 251 or PS 358.
(Formerly Politics and International Relations of the U.S.S.R. Change in title, credit hours from (3-5) to (3), and prerequisites.)

PS 482. Liberalism and Its Critics. (3) grad
Critical examination of the historical and contemporary literature in the liberal tradition. The basic themes of liberal positive morality are examined and critically reviewed against the most prominent lines of criticism of liberal political thought. Prerequisites: PS 381 or PS 281.
(Formerly PS 481, 482, 483. Political Theory. Change in title, description, prerequisites, and separation of sequence.)

PS 483. Justice in the Modern World. (3) grad
Critical analysis of the concept of justice. Focus is on contemporary disputes surrounding the nature and meaning of social justice. Special emphasis is given to deontic and utilitarian theories of justice. Prerequisites: PS 381 or PS 281.
(Formerly PS 481, 482, 483. Political Theory. Change in title, description, prerequisites, and separation of sequence.)

PS 493. Philosophy of the Social Sciences. (3) grad
An analysis of the central problems associated with the idea of a "science of society" or a "science of politics." The philosophical foundations of empirical social science are critically reviewed and discussed from the perspectives of the analytic tradition, phenomenology, and critical theory. Prerequisite: PS 381.
(Formerly Logic of Political Inquiry. Change in title, description, credit hours from (3-5) to (3), and prerequisites.)

PS 495. Methods of Political Research. (3) grad
Methods and techniques of political research: survey analysis, roll call voting analysis, content analysis, aggregate data analysis, questionnaire construction, and the use of computers in data processing and information retrieval. Applications of these methods to problems of political research. Prerequisites: Mth 364 and Mth 365.
(Change in credit hours from (3-5) to (3), and prerequisites.)

PS 596. Data Analysis for Politics and Policy I. (3)
An examination of the applications of various quantitative methods for data analysis in political research. Problems of measurement reliability and conceptual validity of political data, problems of inference and interpretation of research results, and computer usage in political research. Prerequisites: Mth 364, 365 or PS 495.
(Formerly PS 496. Change in number, prerequisites, and drop graduate option.)

PS 597. Data Analysis for Politics and Policy II. (3)
An examination of the informational and decision-making uses of several commonly used statistical techniques. The emphasis of the course is on the proper use and interpretation of statistics within the context of policy evaluation and administrative decision making. Prerequisite: PS 596.
(Formerly Data Analysis for Administration and Policy. Change in title and prerequisites.)
Old Courses Dropped

PS 437. Public Administration: Democratic and Comparative Perspectives. (3-5) grad

PS 438. Public Administration: Political and Management Dimension. (3-5) grad

PS 464. Governments and Politics of Southeast Asia. (3-5) grad

PS 471. Latin American Politics: Mexico, Central America, and Cuba. (3-5) grad

PS 472. Latin American Politics: South America. (3) grad

PS 474. Governments and Politics of Africa. (3-5) grad

PS 475. Politics and International Relations of Africa. (3-5) grad

PS 497. Data Analysis for Politics and Policy II. (3) grad

PS 515. Public Policy Formation. (3)

PS 529. Environmental Policy and Administration. (3)
SCHOOL OF BUSINESS ADMINISTRATION

BUSINESS EDUCATION

New Courses

BEd 416. Student Teaching: Secondary. (5)
Observation and teaching under the direction of a supervising teacher. Students will be provided with opportunities for assuming direct responsibility for learning activities of children, for developing skills in the techniques of teaching and schoolroom management, and related professional activities normally assumed by regularly employed teachers. Weekly seminar. P/NP only. Prerequisites: admission to the teacher education program, 30 credits in residence, CI 310, CI 312, a course in secondary school methods, cumulative 2.50 G.P.A., 2.50 G.P.A. in professional courses, 2.50 G.P.A. in teaching norm and recommendation of the major department. Admission by approved application only, one full academic term in advance.

BEd 448. Special Secondary Methods. (3)
Problems and methods in selecting and organizing materials for instruction. Emphasis is on the strategies for teaching typewriting/keyboarding, office procedures, business communications, shorthand, and computer applications classes. Teaching practices will be related to theories of learning and, where applicable, the psychology of skill building. Specific techniques of motivation, discipline, planning, classroom management, evaluation, and grading will be studied and demonstrated. Prerequisites: admission to the program of studies in teacher education, CI 310, and CI 312.

SCHOOL OF FINE AND PERFORMING ARTS

MUSIC

New Course

Mus 188. Performance Attendance. (No credit.)
The student is expected to attend a minimum of eight live performances approved by the Music Department for each term registered.

SCHOOL OF URBAN AND PUBLIC AFFAIRS

ADMINISTRATION OF JUSTICE

New Courses

AJ 501. Research. (Credit to be arranged.)

AJ 503. Thesis. (Credit to be arranged.)
DEPARTMENT OF HISTORY

Requirement for a Minor

To earn a minor in History a student must complete 27 credits (of which a minimum of 9 must be taken in residence at PSU). Of the 27 credits, 15 must be in upper division courses, including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 407 Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HST 490 Historiography</td>
<td>3</td>
</tr>
</tbody>
</table>

HST Electives (21 credits) to include a 9 credit sequence at either the upper or lower division level. Of the remaining 12 credits, at least 6 must be in a second field offered by the department. .. 21

Total 27

Courses taken under the undifferentiated grading option (Pass/No Pass) will not be accepted toward fulfilling department minor requirements.

Approved by Department Head

Approved by College Curriculum Committee

Approved by College Dean
PORTLAND STATE UNIVERSITY
College of Liberal Arts & Sciences

Department of Economics
Requirements for a Minor in International Economics: To earn a minor in international economics a student must complete 27 credits (9 credits of which must be taken in residence at PSU), to include the following:

Required Courses:
- Ec 201, 202, 203 Principles of Economics 9
- Ec 440 International Trade Theory and Policy 3
- Ec 441 International Monetary Theory and Policy 3

Upper division, Economics electives ............................................. 12
chosen from:
- Ec 410 Soviet Type Economics
- Ec 442 The Multinational Enterprise
- Ec 450 Comparative Economic Systems
- Ec 451 Economics of the Pacific Rim
- Ec 473 Cultural Economics
- Ec 490 Third-World Economic Development
- Ec 491 Third-World Economic Development

Total 27

Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward filling department minor requirements.

Approved by Dept. Curriculum Committee [Signature] Date 11/03/
Approved by Dept. Head [Signature] Date 11/03/
Approved by College Curriculum Committee [Signature] Date 11/26/
Approved by College Dean [Signature] Date 12/3/
DEPARTMENT OF PSYCHOLOGY

Requirements for a Minor

To earn a minor in Psychology a student must complete 30 credits (9 credits of which must be taken in residence at PSU), to include the following:

<table>
<thead>
<tr>
<th>Course/Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 204 and PSY 205 or the equivalent</td>
<td>6</td>
</tr>
<tr>
<td>18 upper division psychology credits, including a minimum of 6 credits at the 300 level and a minimum of 6 credits at the 400 level. (Courses numbered PSY 401, 404, 405 and 409 cannot be used to satisfy these requirements.)</td>
<td>18</td>
</tr>
<tr>
<td>MTH 364 and either MTH 365 or CS 208; or equivalent</td>
<td>6</td>
</tr>
</tbody>
</table>

Minor Program Total 30

All courses taken to satisfy the requirements for a minor in psychology, including the mandatory statistics sequence, must be passed with a grade of "C" or better. In addition, courses taken under the undifferentiated grading option (Pass/No Pass) will not be accepted toward fulfilling department minor requirements.

Request prepared by ___________ Date 11/5/87
Approved by Dept. Curriculum Committee ___________ Date 11/5/87
Approved by Department Head ___________ Date 11/5/87
Approved by College Curriculum Committee ___________ Date 11/5/87
Approved by College Curriculum Committee ___________ Date ___________
Approved by College Dean ___________ Date 3/1/87
PROPOSED FOR CHANGE IN EXISTING PROGRAM

Request for the following change(s) in

Psychology

(degree or certificate program)

Reproduce existing catalog statement in full:

Requirements for Major. In addition to meeting the general University degree requirements, the student majoring in psychology must meet the following departmental requirements:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>PSY 204 and PSY 205 or the equivalent</td>
</tr>
<tr>
<td>30</td>
<td>30 upper division psychology credits, including a minimum of 9 credits at the 300 level and a minimum of 9 credits at the 400 level. (Courses numbered PSY 401, 405 and 409 cannot be used to satisfy these requirements.)</td>
</tr>
<tr>
<td>36</td>
<td>Total Psychology (minimum)</td>
</tr>
<tr>
<td>9</td>
<td>MTH 364, 365 and 366 or CS 208; or the equivalent</td>
</tr>
</tbody>
</table>

At least 9 credits of the upper division psychology courses must be taken in residence at Portland State.

All courses submitted to satisfy the requirements for a major in psychology, including the mandatory statistics sequence, must be passed with a grade of "C" or better. In addition, courses taken under the undifferentiated grading option (Pass/No Pass) will not be accepted toward fulfilling department major requirements.

Reproduce proposed catalog statement in full noting changes:

Requirements for Major. In addition to meeting the general University degree requirements, the student majoring in psychology must meet the following departmental requirements:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>PSY 204 and PSY 205 or the equivalent</td>
</tr>
<tr>
<td>39</td>
<td>39 upper division psychology credits, including a minimum of 9 credits at the 300 level and a minimum of 9 credits at the 400 level. (Courses numbered PSY 401, 405 and 409 cannot be used to satisfy these requirements.)</td>
</tr>
<tr>
<td>45</td>
<td>Total Psychology (minimum)</td>
</tr>
<tr>
<td>9</td>
<td>MTH 364, 365, and either MTH 366 or CS 208; or the equivalent</td>
</tr>
</tbody>
</table>

Program Total 54
At least 9 credits of the upper division psychology courses must be taken in residence at Portland State.

All courses submitted to satisfy the requirements for a major in psychology, including the mandatory statistics sequence, must be passed with a grade of "C" or better. In addition, courses taken under the undifferentiated grading option (Pass/No Pass) will not be accepted toward fulfilling department major requirements.

Rationale for the proposed program change:

Under the existing catalog description a student needs to complete 36 psychology credits and 9 statistics credits in order to satisfy the requirements for a major in psychology.

The proposed minor in psychology requires 24 psychology credits and 6 statistics credits. The number of credits for the proposed minor is close to that now required for a major. The proposed change in the major is to add an additional 9 credits to those required for a major. This proposal if accepted will result in a reasonable differentiation between the requirement for the major and minor.

At this time the faculty will not approve PSY 404 CO-OP education as satisfying a portion of the credits required for a major. This position is similar to that taken with the other By-arrangement course numbers.

No additional supporting curriculum is required. The existing course offerings are sufficient to meet this increase in required credits. The existing budget and faculty FTE are sufficient to meet this change.

A program change has been submitted for the proposed minor.

Request prepared by Date 10/10/87
Approved by Department Curriculum Committee Date 11/16/87
Approved by Department Head Date 10/16/87
Approved by College Curriculum Committee Date 11/3/87
Approved by College Dean Date 3/31/87
Request for the following change(s) in the Requirements for a Minor in Chemistry.

Reproduce existing catalog statement in full:

Requirements for a Minor:

To earn a minor in Chemistry a student must complete 29 credits (10 credits of which must be taken in residence at PSU), to include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 224, 225 Quantitative Analysis and Laboratory</td>
<td>5</td>
</tr>
<tr>
<td>Ch 330, 331, 332 Organic Chemistry</td>
<td>11</td>
</tr>
<tr>
<td>Ch 333, 335 Organic Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>Ch 443 Computational Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry electives in a 400-level block (excluding Ch 401, 404, 405, 407)</td>
<td>9</td>
</tr>
</tbody>
</table>

Total 29

Courses taken under the undifferentiated grading option (Pass/No Pass) are not acceptable toward fulfilling department minor requirements.

* Additional courses required as prerequisites.

Reproduce proposed catalog statement in full noting changes:

Requirements for a Minor:

To earn a minor in Chemistry a student must complete 29 credits in one of two options; 10 credits of these must be taken in residence at PSU.

OPTION I--Chemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 224, 225 Quantitative Analysis and Laboratory</td>
<td>5</td>
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<tr>
<td>Ch 330, 331, 332 Organic Chemistry</td>
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<tr>
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<td>Ch 443 Computational Chemistry</td>
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</tr>
<tr>
<td>Chemistry electives in a 400-level block (excluding Ch 401, 404, 405, 407)</td>
<td>9</td>
</tr>
</tbody>
</table>

Option I Total 29
OPTION 2--Biochemistry

*Ch 224, 225 Quantitative Analysis and Laboratory ........ 5
Ch 330, 331, 332 Organic Chemistry .............................. 11
Ch 333, 335 Organic Chemistry Laboratory ......................... 2
*Ch 450, 451, 452, 453 Biochemistry and Laboratory ............. 11

Option 2 Total 29

For either option:
Courses taken under the undifferentiated grading option (Pass/No Pass) are not acceptable toward fulfilling department minor requirements.

* Additional courses required as prerequisites.

Rationale for the proposed program change:

This is essentially a housekeeping change. The second option was accidentally eliminated from the original minor proposal during the review and correction process recently completed.

Approved by Department Head   Date 3/27/86
Approved by College Curriculum Committee   Date 4/27/87
Approved by College Dean   Date 5/5/87
Request for the following change(s) in the MINOR IN PROFESSIONAL WRITING

Reproduce existing catalog statement in full:

DEPARTMENT OF ENGLISH

To earn a minor in Professional Writing a student must complete 27 credits (9 credits of which must be taken in residence at PSU), to include the following:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 199 Writing Non-Fiction for Publication [Wr 121]*</td>
<td>3</td>
</tr>
<tr>
<td>Wr 399 Technical Report Writing [Wr 323]*</td>
<td>3</td>
</tr>
<tr>
<td>Wr 399 Editing Non-Fiction for Publication [Wr 323 &amp; Writing Non-Fiction for Publication]*</td>
<td>3</td>
</tr>
</tbody>
</table>

Two upper division courses chosen from ................................. 6
- Eng/Ling 390 English Linguistics
- Eng/Ling 490 History of the English Language
- Eng/Ling 492 Structure of the English Language
- Eng 410 Practical Grammar
- An upper division course in expository or creative writing (except Wr 323 or any professional writing course)

Four upper division courses chosen from ............................... 12
- Wr 399 Planning and Producing Publications [Technical Report Writing]*
- Wr 410 Language and the Professions [Technical Report Writing]*
- Wr 410 Advanced Non-Fiction Writing for Publications [Editing Non-Fiction for Publication]*
- Wr 410 Writing Computer Documentation [Technical Report Writing, and ISQA 111 Fundamental Computer Concepts or CS 100 Introduction to Computer Science I or equivalent]*
- Wr 410 Cooperative Education or Internship [five professional writing courses with a B average]*

TOTAL 27

Courses taken under the undifferentiated grading option (Pass/No Pass) will not be accepted toward fulfilling the Professional Writing minor requirements.

*All prerequisites are indicated in brackets.
DEPARTMENT OF ENGLISH

To earn a minor in Professional Writing a student must complete 27 credits (9 credits of which must be taken in residence at PSU), to include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 228 News Writing*</td>
<td>3</td>
</tr>
<tr>
<td>Wr 327 Technical Report Writing*</td>
<td>3</td>
</tr>
<tr>
<td>Wr 328 News Editing</td>
<td>3</td>
</tr>
<tr>
<td>Two upper division courses chosen from</td>
<td>6</td>
</tr>
<tr>
<td>Eng/Ling 390 English Linguistics</td>
<td></td>
</tr>
<tr>
<td>Eng/Ling 490 History of the English Language</td>
<td></td>
</tr>
<tr>
<td>Eng/Ling 492 Structure of the English Language</td>
<td></td>
</tr>
<tr>
<td>Eng 425 Practical Grammar</td>
<td></td>
</tr>
<tr>
<td>An upper division course in expository or creative writing (except Wr 323 or any professional writing course)</td>
<td></td>
</tr>
<tr>
<td>Four upper division courses chosen from</td>
<td>12</td>
</tr>
<tr>
<td>Wr 329 Planning and Producing Publications</td>
<td></td>
</tr>
<tr>
<td>Wr 426 Document Design</td>
<td></td>
</tr>
<tr>
<td>Wr 427 Advanced Technical Writing</td>
<td></td>
</tr>
<tr>
<td>Wr 428 Advanced News Writing</td>
<td></td>
</tr>
<tr>
<td>Wr 429 Writing Computer Documentation*</td>
<td></td>
</tr>
<tr>
<td>Wr 404 Cooperative Education or Internship [prerequisite: five professional writing courses with a B average]</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 27

Courses taken under the undifferentiated grading option (Pass/No Pass) will not be accepted toward fulfilling the Professional Writing minor requirements.

Professional Writing Courses: Wr 228, 327, 328, 329, 426, 427, 428, 429, 404.

*Additional courses may be required as prerequisites.

Rationale for the proposed program change:

This indicates the concurrent submittal of writing course proposals with discrete numbers.

Request prepared by Sandra Oster Date 5/5/87
Approved by Department Curr. Committee Nancy Porter Date 5/5/87
Approved by Department Head D. A. Cooper Date 5/7/87
Approved by College Curr. Committee Nancy Todd Date 5/7/87
Approved by College Dean D. A. Cooper Date 5/7/87
PORTLAND STATE UNIVERSITY
PROPOSAL FOR NEW PROGRAM

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE
BA DEGREE IN APPLIED LINGUISTICS

Description of Proposed Program

1. Definition of Academic Area
   a. Applied Linguistics
   b. Areas of applied linguistics such as sociolinguistics, psycholinguistics, language teaching pedagogy, historical linguistics, as well as areas of linguistic theory, will form the initial core of the BA program. All of these subspecialities are presently taught at Portland State.
   c. Course work in other areas of applied linguistics, such as language planning policy, bilingualism, translation, and computational applications of linguistic theory will be proposed once resources become available and need is demonstrated.
   d. None
   e. When will the program be operational, if approved?
      Fall, 1988

2. Department, School, or College Responsible
   a. The Department of Applied Linguistics, College of Liberal Arts & Sciences
   b. Yes, the Department of Applied Linguistics will house this undergraduate degree program, and will relocate, under one administrative and academic unit, several already existing programs. These programs already have common focus, but are now dispersed. The Department will thus provide a more efficient structure and make better use of faculty. Current linguistics programs are:
      1) Linguistics components of several departments in the College of Liberal Arts & Sciences;
      2) Teaching English as a Second Language (MA in TESOL) under the Department of English;
      3) The special "program" in English for Non-Native Residents (ENNR) which is currently administered by the College of Liberal Arts & Sciences;
      4) English as a Second Language (ESL) Program (English 110 Intensive Program and the Certificate in TESL), now functioning as a cooperative venture of the Division of Continuing Education and the College of Liberal Arts & Sciences.
3. **Objectives of the Program**

   a. The primary objectives of the program are:

      1. To provide students with a state of the art, coherent, and effective program of study in applied linguistics;

      2. To provide the most appropriate specialized training to those who are preparing to teach in language education programs or to those who seek employment in related areas where application of training is immediately necessary;

      3. To provide high quality courses for those who may continue their studies towards an advanced degree in applied linguistics as well as linguistics-related areas where research techniques are emphasized;

      4. To provide appropriate supporting course work (i.e., sociolinguistics, psycholinguistics, computational linguistics) for programs in other disciplines such as Sociology, Psychology, and Computer Science;

      5. To improve techniques used to help non-native speakers of English obtain a higher level of proficiency in the English language by availing them of more sophisticated training.

   b. **Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.**

      The associated faculty is actively involved in regional and national associations dedicated to the study and teaching of linguistics. Instruments devised by these associations will be used to assess academic success.

   c. A degree in Applied Linguistics falls within the general mission of the University to provide education and scholarship in the liberal arts and sciences. In addition, the specialized training in the field provides opportunity for employment, and gives special attention to the needs of the multicultural, minority, international and non-traditional students as stated in the mission of Portland State University.

   d. The primary source of employment for applied linguists is the field of language pedagogy: in language teaching, curriculum planning and evaluation, as well as in development of specific "immersion courses" for travelers and business people.

      Applied linguists are also employed in medicine, as consultants in the diagnosis and treatment of a wide range of language disorders, such as hearing and speech defects, learning disabilities, schizophrenia, and aphasia; in computer technology, as designers and programmers of natural language understanding systems; in language planning activities, as specialists on questions of literacy and bilingual policy; in lexicography, in helping to plan how dictionaries and other reference works are to be compiled and how they are to present their information. (Please see Appendix A for more information about the field.)
4. Relationship of Proposed Program to Other Programs in the Institution

Applied Linguistics is both a structured and multi-disciplinary approach to the solution of language based problems, using linguistic theory as a guide. Its interdisciplinary quality makes applied linguistics a synthesizing discipline. It offers solutions to language problems that arise in various disciplines: Sociology, Psychology, Computer Science, Speech Education, English, Foreign Languages and Anthropology. Applied Linguistics is vital to any discipline in which language can be used in various ways. Portland State University regularly offers a significant number of applied linguistics courses in the Departments of Anthropology, English, and Foreign Languages & Literatures (please see Appendix B for the Fall 1986 Linguistics course offerings). Other courses offered by the departments mentioned above, in which language is a matter of practical concern, indicate a need for, and provide important support to the Applied Linguistics program.

5. Course of Study

a. Requirements for a Major in Applied Linguistics:

In addition to meeting the general University requirements and those for the B.A. degree, majors must complete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Linguistics:</td>
<td></td>
</tr>
<tr>
<td>Ling 380 Anthropological Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 390 English Linguistics</td>
<td></td>
</tr>
<tr>
<td>History of a Language:</td>
<td></td>
</tr>
<tr>
<td>Ling 482 History of the German Language</td>
<td>3</td>
</tr>
<tr>
<td>Ling 484 History of the French Language</td>
<td></td>
</tr>
<tr>
<td>Ling 486 History of the Spanish Language</td>
<td></td>
</tr>
<tr>
<td>Ling 490 History of the English Language</td>
<td></td>
</tr>
<tr>
<td>Ling 407 Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Ling 435 Advanced Studies In Linguistics:</td>
<td>3</td>
</tr>
<tr>
<td>Applied</td>
<td></td>
</tr>
<tr>
<td>Ling 492 Structure of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>One year of a non-Indo-European language (i.e., Chinese, Hungarian, Japanese)--this must be different from the language used to fulfill the university B.A. requirement</td>
<td>12</td>
</tr>
</tbody>
</table>
Advisor approved electives:
(courses used to fulfill major requirements cannot be applied to elective hours)
Ling 405 Semiotics (by consent of Instructor)
Ling 432 Sociolinguistics
Ling 433 Psycholinguistics
Ling 435 Adv Studies In Ling: Transformational Grammar
Ling 435 Adv Studies In Ling: Pragmatics
Ling 436 American Regional Dialects
Ling 439 or Ling 493 Language Proficiency Testing
Ling 482 History of the German Language
Ling 484 History of the French Language
Ling 486 History of the Spanish Language
Ling 489 Applied German Linguistics
Ling 490 History of the English Language
Ling 496 Applied Spanish Linguistics
Ling 497 Applied French Linguistics

TOTAL 51

b. Except for the Senior Seminar listed in c., below, the majority of required courses are presently taught on a regular basis. Most of the elective courses have been taught as omnibus numbers.

c. The Ling 407 Senior Seminar will be offered immediately.

Other courses necessary to enrich the elective offerings will be instituted as resources permit. Subjects of such courses will be: language and computers, statistical analysis for language study, historical-comparative linguistics, language acquisition, phonetics and phonology, etc.

6. Admission Requirements

a. There are no additional admission requirements other than those set by the University.

b. How will those to be enrolled be selected if there are enrollment limitations?

The Department will be firmly committed to maintaining high quality instruction. Limitations based on academic standards will be imposed if resource limitations indicate a quantity vs. quality problem.

7. Relationship of Proposed Program to Future Plans

a. This degree is the initial step to providing graduate study in Applied Linguistics. A long-term goal of the College of Liberal Arts & Sciences at Portland State University is to provide the metropolitan area and the region with a state of the art Applied Linguistics program.

b. Additional areas of concentration will be proposed only when need develops and resources are available.
8. Accreditation of the Program

a. There is no official accrediting agency for applied linguistics. As members of the Linguistic Society of America (LSA) and of the Teachers of English to Speakers of Other Languages International (TESOL International), the initiators of this proposal are aware of the prevailing standards of training expected. We have followed LSA and TESOL recommendations in constructing the present proposal.

b. & c. Not applicable

9. Evidence of Need

Need

a. 1) At present, applied linguistics courses are scattered in various departments of the University. Most of these courses are alternately listed as "Ling" along with a department rubric, but they are not organized in a coherent curriculum. Offerings are still dictated by the current needs of the sponsoring departments. Hiring of properly trained faculty has not been systematic, however linguists have been hired to fill vacancies in other programs. Faculty with doctorates in linguistics or in linguistics-related fields currently teach Anthropology, English, Foreign Languages, Social Work, etc. Their fields complement each other extremely well. The existence of a department will bring these linguists together and give direction to curriculum planning and teaching, recruitment of faculty, and efficient utilization of FTE.

2) Quality programs have some kind of physical presence. Without a separate department, there is not an identifiable place where students interested in linguistics can learn more about its possibilities. Nor is there a coordinated way for faculty to advise students about future linguistics offerings, for these are scheduled by the various departments. This is a serious problem, given that the demand for linguistics at Portland State University has steadily increased, just as it has at other universities around the country. Most important, of course, there is now no possibility of earning a degree in applied linguistics, only that of piecing together course work in the field while earning a degree in another. The MA:TESOL degree, is essentially for those who wish to teach English as a second language.

3) "Second language teaching" programs at Portland State University--English for Non-Native Residents and English as a Second Language--are not administered directly by the same offices of the University, a situation which is both fiscally and academically unsound. Programs that deal with such similar material and techniques will be much more efficient if they share the resources of one administrative unit. These programs would also act as 'laboratories,' by serving as teacher training grounds for MA:TESOL candidates, and by providing a general research population for other problems in applied linguistics that concern language pedagogy. The potential for these teaching and research programs is great, but until they are integrated into a coherent unit, their potential remains dormant.

Estimated enrollment:  75  110  140  160  175
Estimated graduates:  7  21  30  40  50

The program in Applied Linguistics will provide an alternate option for students enrolled in other programs seeking a degree, rather than a certificate in an associated area, as well as an alternate for those desiring a more defined preparation for graduate work. It will affect students who might either forego a degree program or seek an Applied Linguistics program elsewhere outside the area.

c. Schools, businesses, government agencies, and clinics increasingly recognize the need for people trained to solve language-based problems of the sort mentioned under 3D.

d. The considerations mentioned above apply at both the regional and national levels.

e. A Department of Applied Linguistics will enable Portland State to better meet two of its commitments: provision of assistance to the metropolitan area's increasing numbers of non-native speakers and their teachers, and participation in Oregon's future economic development.

The Director of ESL/Bilingual programs in the Portland Public Schools (PPS) recently reported an influx of more than 1200 new refugee students into the PPS system two years ago and estimates similar numbers of the arrivals for the next several years. 

Three years ago the English for Non-Native Residents Program was initiated, the purpose of which is to provide a transitional linguistic experience for non-native residents--those with limited English proficiency who are entering the university from high school or who are transferring from community colleges.

The formation of this Department and launching of this degree program will strengthen Portland State's role in the economic development of Oregon by contributing to stimulation of international trade and commerce. Portland State, through its International Studies Program, its Schools of Business and Urban & Public Affairs, and the development of the International Trade & Commerce Institute, recognizes full well its role in expansion of Oregon's economy from a timber-based one to a more integrated one. This is crucial to the economic health of the state in the years to come. The role of an applied linguistics program in the acceleration of economic recovery--in the training of both recent immigrants and business professionals to communicate effectively with the peoples of the Pacific Basin and other regions--cannot be overstated.

Since 1969, the program in English as a Second Language and Teaching of English as a Second Language have been highly visible, but decentralized on this campus. A Department of Applied Linguistics will bring these together to the benefit of each as well as the University.
f. The Applied Linguistics degree will interest all state and local groups which see language and language training as matters of practical concern. Groups whose interests range from education to medicine to public policy will know the value of such a degree program.

g. Have any special provisions been made for making the complete program available for part-time or evening students?

Part-time students and evening students could complete their work over a period of 6-8 years.

Duplication of Effort

10. Similar Programs in the State

a. Currently, there is no Applied Linguistics Department in the Pacific Northwest. There are departments at the University of Oregon and the University of Washington, but these are departments of theoretical linguistics, and are not involved with the more practical interdisciplinary problems that applied linguistics examines.

b. There are many residents of Portland who either, because of family or career, will not consider attending the University of Oregon.

c. In what way, if any, will resources of any other institutions be utilized in the proposed program?

Internships in applied linguistics will be available at various institutions in the tri-county area: public and private schools, the Language Bank of Oregon, and at businesses, clinics, and governmental agencies that require solutions to language-based problems.

Resources

11. Faculty (see Appendix C for curriculum vitae--available in CLAS)

*Core Departmental Faculty

Name: Eileen M. Brennan  
Highest Degree: Ph.D., 1977, University of Notre Dame  
Rank: Associate Professor of Social Work  
Specialist in: psycholinguistic research and linguistic acculturation

* Name: Jeanette S. DeCarrico  
Highest Degree: Ph.D., 1980, University of Washington  
Rank: Associate Professor of English as a Second Language  
Specialist in: theoretical linguistics, syntax and semantics, English as a Second Language

* Name: Thomas G. Dieterich  
Highest Degree: Ph.D., 1974, Yale University  
Rank: Associate Professor of English  
Specialist in: theoretical and applied linguistics, psycholinguistics, semantics
Name: William Fischer  
Highest Degree: Ph.D., 1979, Yale University  
Rank: Associate Professor of German  
Specialist In: German linguistics

Name: Claudine G. F. Fisher  
Highest Degree: Doctorat de Troisieme Cycle, 1983, Paris VIII  
Rank: Professor of French  
Specialist In: French linguistics

* Name: Naguib A.F. Greis  
Highest Degree: Ph.D., 1963, University of Minnesota  
Rank: Professor of English  
Specialist In: Arabic linguistics, English as a Second Language

Name: Alan H. Kim  
Highest Degree: Ph.D., 1985, University of Southern California  
Rank: Assistant Professor of Japanese/Korean  
Specialist in: Japanese and Korean linguistics

Name: Laurence Kominz  
Highest Degree: Ph.D., 1984, Columbia University  
Rank: Assistant Professor of Japanese  
Specialist In: Japanese linguistics

* Name: Shirley Morrell  
Highest Degree: M.A., 1977, Portland State University  
Rank: Instructor in English as a Second Language  
Specialist in: teaching English as a Second Language

* Name: James R. Nattinger  
Highest Degree: Ph.D., 1970, University of Michigan  
Rank: Professor of English  
Specialist in: applied linguistics, sociolinguistics, historical linguistics

Name: Francoise Paheau  
Highest Degree: Ph.D., 1980, University of Utah  
Rank: Assistant Professor of French  
Specialist in: semiotics

Name: Joan Strouse  
Highest Degree: Ph.D., 1985, University of Wisconsin  
Rank: Assistant Professor of Education  
Specialist in: education and language acquisition

* Name: Marjorie Terdal  
Highest Degree: Ph.D., 1985, University of Oregon  
Rank: Instructor in English as a Second Language  
Specialist In: applied linguistics, teaching English as a Second Language

Name: Frank B. Vecchio  
Highest Degree: Ph.D., 1963, University of Washington  
Rank: Professor of Spanish  
Specialist In: linguistics
Name: Patricia J. Wetzel  
Highest Degree: Ph.D., 1984, Cornell University  
Rank: Assistant Professor of Japanese  
Specialist In: linguistics  

* Name: Baxter D. Wilson  
Highest Degree: Ph.D., 1952, University of Virginia  
Rank: Professor of English  
Specialist In: historical linguistics, English linguistics and philology  

b. New faculty requirements:  
First Year (and continuing): $11,097  
(The amount requested would bring a current PSU Linguistics Professor from a 9-month faculty appointment to a 12-month department head appointment)  

Program Improvement monies are being requested. If they are not forthcoming, a reallocation of existing resources will be necessary until program improvement monies are available.  

This is one of the top priorities in the College of Liberal Arts & Sciences at Portland State University.  

c. Estimate the number and type of support staff needed in each of the first four years of the program.  
First Year (and continuing):  
One full time secretary-receptionist  

12. Library  
a. Present holdings are adequate for the initiation of this program (see Appendix D). ($1,000 is being requested for the first two years with an increase to $1,500 the 3rd and 4th years of the program to insure maintenance and updating of the existing library holdings.)  

b. Not applicable  
c. Not applicable  

13. Facilities and Equipment  
a. Space for a departmental office will be provided by the University. Equipment for the department office and secretary station including typewriter, computer, bookcases, filing cabinets, etc. should be provided out of the University office equipment budget (estimated at $7,000). The University equipment allocation should be increased by $1,000 thereafter to accommodate equipment necessities of this new program.  

b. Existing English as a Second Language or University space should be used to accommodate the Department of Applied Linguistics.  
c. see a., above  
d. see a., and b., above
14. Budgetary Impact

a. See "Summary of Estimated Costs for Proposed Program"

b. Institution resources would have to be used in lieu of new program improvement monies.

c. Not applicable

d. Will the allocation of going-level budget funds in support of the proposed program have an adverse impact on any other institutional programs? If so, which programs and in what ways?

No
# SUMMARY OF ESTIMATED COSTS FOR PROPOSED PROGRAM

Portland State University / College of Liberal Arts & Sciences  
Program in Applied Linguistics  
Effective Date Fall, 1988

<table>
<thead>
<tr>
<th>1. Personnel</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Faculty</td>
<td>$11,097</td>
<td>$11,097</td>
<td>$11,097</td>
<td>$11,097</td>
</tr>
<tr>
<td>b. Graduate Assistants</td>
<td>$18,643</td>
<td>$18,643</td>
<td>$18,643</td>
<td>$18,643</td>
</tr>
<tr>
<td>c. Support Personnel</td>
<td>$11,097</td>
<td>$11,097</td>
<td>$11,097</td>
<td>$11,097</td>
</tr>
<tr>
<td>d. Fellowships &amp; Scholarships</td>
<td>$18,643</td>
<td>$18,643</td>
<td>$18,643</td>
<td>$18,643</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$29,740</td>
<td>$29,740</td>
<td>$29,740</td>
<td>$29,740</td>
</tr>
</tbody>
</table>

Percentage of Total from State Funds: 100%  

<table>
<thead>
<tr>
<th>2. Other Resources</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Library</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
<tr>
<td>b. Supplies &amp; Services</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>c. Movable Equipment</td>
<td>$7,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$11,000</td>
<td>$5,000</td>
<td>$5,500</td>
<td>$5,500</td>
</tr>
</tbody>
</table>

Percentage of Total from State Funds: 100%  

<table>
<thead>
<tr>
<th>3. Physical Facilities</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction of New Space or Major Renovation</td>
<td>$10,000</td>
<td>$ --</td>
<td>$ --</td>
<td>$ --</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>$50,740</td>
<td>$34,740</td>
<td>$35,240</td>
<td>$35,240</td>
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</tbody>
</table>

Percentage of Total from State Funds: 100%  

<table>
<thead>
<tr>
<th>4. Source of Funds</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. State Funds-GOING LEVEL BUDGET</td>
<td>$50,740</td>
<td>$34,740</td>
<td>$35,240</td>
<td>$35,240</td>
</tr>
<tr>
<td>b. State Funds-SPEC. APPROPRIATION</td>
<td>$ --</td>
<td>$ --</td>
<td>$ --</td>
<td>$ --</td>
</tr>
<tr>
<td>c. Federal Funds</td>
<td>$ --</td>
<td>$ --</td>
<td>$ --</td>
<td>$ --</td>
</tr>
<tr>
<td>d. Other Grants</td>
<td>$ --</td>
<td>$ --</td>
<td>$ --</td>
<td>$ --</td>
</tr>
<tr>
<td>e. Fees, sales, etc.</td>
<td>$ --</td>
<td>$ --</td>
<td>$ --</td>
<td>$ --</td>
</tr>
<tr>
<td>f. Other</td>
<td>$ --</td>
<td>$ --</td>
<td>$ --</td>
<td>$ --</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$50,740</td>
<td>$34,740</td>
<td>$35,240</td>
<td>$35,240</td>
</tr>
</tbody>
</table>

**SEQUENCE OF ACTION:**  
Approved by Library  
Approved by Anthroplology Dept. Head  
Approved by English Dept. Head  
Approved by Foreign Languages Dept. Head  
Approved by CLAS Curriculum Comm.  
Approved by CLAS Dean  

*PSU Existing Resources  
*New Program Improvement Monies