Faculty Senate Monthly Packet November 1977

Portland State University Faculty Senate

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The Senate will hold its regular meeting of the Faculty Senate on November 7, 1977, 3:00 p.m. in 150 Cramer Hall.

A. Roll

*B. Approval of Minutes of October 3, 1977 meeting

C. Announcements and Communications from the Floor

D. Question Period
   1. Questions for Administrators (none submitted)
   2. Questions from the Floor for the Chair

*E. Report from Officers of Administration and Committees
   1. Information on Project Advance - Dean Heath and Dr. Pierson
   2. Report on the Seminar on Guided Design

*F. Unfinished Business
   1. Draft Policies Statement on Rights, Freedoms and Responsibilities of Students (Revision of the first six pages of the existing document "PSU Statement on Student Rights and Freedoms")

*G. New Business
   1. Senate Recommendation to College Graduate Committees Concerning Formation of a Graduate Faculty*
   2. Curriculum Committee Program Proposals*
   3. Graduate Council Program Proposals

H. Adjournment

*The following documents are included with this mailing

Regarding Agenda Items:

B - Minutes of the October 3, 1977 meeting

F1 - Report on Project Advance**

F1 - Draft Policies Statement on Rights, Freedoms, and Responsibilities of Students**

G1 - College Graduate Committees' Statement Concerning Formation of a Graduate Faculty**

G2 - Curriculum Committee Program Proposals**

G3 - Graduate Council Program Proposals**

**Included for Senators and Ex-officio Members only
Minutes: October 3, 1977
Presiding Officer: Grover W. Rodich
Secretary: Earl L. Rees
Alternates Present: Pedstein for Tracy
Ex-Officio Members: Anderson, Blumel, Dittmer, Forbes, Heath, Hoffmann, Howard, Halverson for Parker, Rees, Richelle, Rodgers, Toulan, Trudeau, Westwood

APPROVAL OF MINUTES:

The minutes of the June 6, 1977 Senate Meeting were approved as read. No other
Toulan subsequently pointed out that on page 3, part 4 of the minutes "Urban Studies" should read "Urban Affairs."

ANNOUNCEMENTS AND COMMUNICATIONS:

Presiding Officer:

1. Senators should keep the second Monday of each month open in the event the Senate is unable to complete its business during the regularly scheduled meeting on the first Monday of each month.

2. Frank Roberts was welcomed as parliamentarian.

3. The Koinonia House is again inviting faculty to meet for sherry at the end of the Senate meetings.

Newhall announced that the very important matter of collective bargaining could be a part of the agenda at departmental meetings. Resource people are available and the AAUP could supply national statistics.

QUESTION PERIOD:

1. Questions for Administrators - None submitted
2. Questions from the Floor for the Chair - None

REPORTS FROM OFFICERS OF ADMINISTRATION AND COMMITTEES:

1. President Blumel reported that as of Friday, September 31, fees paid were down 3 percent over last year. Fee payments by mail are ahead of last year. Enrollment in most of the other state institutions is also down. Kenneth Harris, Budget Director, noted that the PSU budget for the three-term FTE is down from 9,481 to 9,285, a 1.6 percent decrease. Therefore, there could be a 1.6 percent decrease in enrollment without budgetary consequences.

UNFINISHED BUSINESS:

1. Second Reading of Constitutional Amendments to Article IV, 4, 4), b, Academic Requirements Committee, Article IV, 4, 4), c, Scholastic Standards Committee, and Article IV, 4, 4), k, Graduate Council. A procedural objection was made to voting for all three amendments at the same time. Vice President Richelle said that the amendments were grouped because they were related. The objection was withdrawn.

Action: Approved by voice vote.

NEW BUSINESS:

1. Wolk moved that the Student Conduct Code document, as included in the Senate mailing, be accepted. (Seconded) A lengthy discussion followed focusing on the wording and specificity of Section I, A, B and Section V, B.

Pertinent information presented during the discussion included: Bjork noted that the General Student Affairs Committee was asked to revise the first six pages of the booklet entitled "PSU Statement on Student Rights and Freedoms," published in 1969. The principle changes are noted in the memorandum to the Faculty Senate and ASPSU Senate dated September 20, 1977 and included in the mailing to Senators for the October Faculty Senate meeting. This, and the revision, constitute a statement of policy. Implementation of this policy is contained in a variety of existing documents or documents now being written. Seiser asked for a clarification of Section V, B. Orcilia Forbes said that, in certain cases, such as a theft in the gym, the University is concerned with an internal conflict but the city could also be involved. Newberry said that specific mention of the Student Conduct Code should be made in Section V, B. Brown asked how the version amended by the Faculty Senate will be reconciled with the version that is going to be amended by the Student Senate. Blumel stated that if major changes are made by the Student Senate, these changes will be brought before the Faculty Senate to see if it wants to concur. If not, the original action stands.

Motion to Amend Main Motion: Chino moved to amend the main motion, Section V, B, as included in the Senate mailing, to read: "In cases where students are charged with violations of the law of the larger community but which also violat
the University's Student Conduct Code, the University does not waive its right to impose sanctions on the violators."

**Highlights of Discussion of Chino Amendment:** Specific mention of the Student Conduct Code should be made in Section V, B. Chino said that the University should restrict actions to only those violations explicitly contained in the Student Conduct Code. Crowley asked about the possibility of double jeopardy. James Westwood, Assistant to the President for Legal Affairs, said that a criminal procedure coupled with an administrative decision does not constitute double jeopardy.

**Action on Chino Motion to Amend:** Approved by hand vote.

**Additional Discussion on Main Motion as Amended:** Highlights of the discussion included: Bates pointed out that Section I, A, should be clarified. If "admission" means admission to a specific program, problems could arise. Richelle said this is a legitimate concern because admission is related to available resources. Gerard Jeub, Registrar, said that a student is admitted to the University if requirements are met. Blumel noted that the University of Oregon, because of an enrollment ceiling, has at times stopped admitting students. This possibility exists at PSU. Also of concern is how the Student Conduct Code applies to the large numbers of graduate and non-admitted students.

**Motion to Postpone Action:** Cease moved (seconded) to refer the draft Policies Statement on Rights, Freedoms and Responsibilities of Students as amended by Chino back to the GSAC for revision and to consider the revised document at the next Senate meeting. Senators were asked to send their written suggestions regarding the document to the GSAC.

**Action on the Motion to Postpone:** Passed by voice vote.

**Request for a Senate Policy on add, drop and grade option change from catalog.**

**Highlights of discussion:** Heath said that the Deadline Appeals Board has been inundated with petitions. The question is: Is a deadline a deadline or an invitation to file a petition? The faculty at PSU have been signing petitions in large numbers and sending them on. The Deadline Appeals Board wants guidance from the Senate. Blumel said that there will not be as much freedom in the future. The student information system, which is for all practical purposes the registration system, has a reporting function to outside agencies such as the State Board of Higher Education. A strong criticism of the system is that there is too much freedom and too long a deadline for adding courses. Since budget depends on accurately reported enrollment, there must be more restrictions and deadline appeals should be limited to unusual cases. There should also be a shorter period for adding courses. Heath again emphasized that the Deadline Appeals Board wants a consensus as to whether to be strict about deadlines or honor the desire of faculty who sign petitions by students after the deadlines.

Moor moved to express a preference for firm adherence to the regulations except for considerable leeway on changing from pass/no pass to grade option. (Seconded)
Motion to Amend Moor's Motion: N. Rose moved to strike everything from the word "except" (seconded), thus making the wording "firm adherence to regulations."

Action on Amendment to Motion: Passed by voice vote.

Action on Original Motion as Amended: Passed by voice vote.

Adjournment: The Presiding Officer adjourned the meeting at 4:50.
TO: Faculty Senate

FROM: Jim Heath and Roy Pierson

SUBJECT: Progress Report on PROJECT ADVANCE

October 11, 1977

At the November 1976 meeting, the Faculty Senate endorsed an experimental project by which PSU would collaborate with the North Clackamas School District #12 to allow selected seniors to earn PSU credit for university equivalent courses given at their high school while they were completing high school graduation requirements. At that time, the President of the Senate asked the Educational Policies Committee to monitor the project and report to the Senate later in the year.

The Office of Academic Affairs presented a progress report regarding Project Advance to the Senate at the May 1977 meeting. The report stressed that the project operated under the following restraints: (1) all courses and instructors to be approved by the PSU departments involved; (2) enrollment to be limited to approximately 100 students per high school in participating districts; (3) instructional costs to be borne by the high schools; and (4) total enrollment in the program not to exceed 800 students. In response to the report, the Senate voted that "Project Advance should be continued for a second year with the North Clackamas School District and that other school districts which wish to participate be allowed to do so if they meet the standards established for the program."

In the Annual Report to the Senate at the June 1977 Senate meeting, the Educational Policies Committee added its endorsement of the project and recommended its continuation on an experimental basis--subject to close monitoring by the Office of Academic Affairs--"for a total of 3 but not more than 5 years." The EPC suggested that a final evaluation of Project Advance regarding the termination or extension be made at the end of the experimental period.

This fall, the following courses are being offered under Project Advance:

<table>
<thead>
<tr>
<th>High School</th>
<th>Courses</th>
<th>Credits</th>
<th>Enrollment</th>
<th>PSU Faculty Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clackamas</td>
<td>Econ 201</td>
<td>3</td>
<td>20</td>
<td>Lyons</td>
</tr>
<tr>
<td>&quot;</td>
<td>Math 201</td>
<td>4</td>
<td>12</td>
<td>Bjork</td>
</tr>
<tr>
<td>&quot;</td>
<td>SSc 199 (Arts &amp; Ideas)</td>
<td>5</td>
<td>52</td>
<td>Reardon</td>
</tr>
<tr>
<td>Milwaukie</td>
<td>Eng 101</td>
<td>3</td>
<td>101*</td>
<td>Lill</td>
</tr>
<tr>
<td>&quot;</td>
<td>*(3 sections)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Putnam</td>
<td>Wr 121</td>
<td>3</td>
<td>13</td>
<td>Limbaugh</td>
</tr>
<tr>
<td>&quot;</td>
<td>Math 101</td>
<td>4</td>
<td>11</td>
<td>M. Enneking</td>
</tr>
<tr>
<td>&quot;</td>
<td>Math 200</td>
<td>4</td>
<td>4</td>
<td>M. Enneking</td>
</tr>
<tr>
<td>Tigard</td>
<td>SSc 199 (American Cultural Backgrounds)</td>
<td>3</td>
<td>17/230</td>
<td>Atherton</td>
</tr>
</tbody>
</table>

All of the schools participating in Project Advance except Tigard are in the North Clackamas School District. However, other districts have expressed interest in participating in the project, and it is possible that the program may be expanded further in accord with the Senate vote of last May.
MEMORANDUM

TO: Faculty Senate and ASPSU Senate  DATE: October 19, 1977
FROM: General Student Affairs Committee

This memorandum accompanies a second revision of the University's "Policy Statement on Rights, Freedoms and Responsibilities of Students" which originally occupied the first six pages of the booklet entitled Portland State University Statement on Student Rights and Freedoms, published in the fall of 1969. This revision has been prepared by the General Student Affairs Committee in consultation with the Dean of Students Office and James Westwood.

The principal changes in the revised statement are the following:

1. The general tone of the statement has been changed to emphasize the concept of the University as a community. The substance of the document has been changed, as well, to be more generally informational for students and to accommodate legislative action subsequent to the earlier document. This statement is also intended to serve as an introduction and guide to other, more specific documents which will be included in a student handbook to be assembled by the Dean of Students Office. Among these documents are the "Student Conduct Code," the PSU "Rules Regarding Student Records," the "Rules Related to Student Employment," the student affirmative action policy statement, etc.

2. As noted in the memo introducing our first revised version of the statement, since the Committee believes that rights and freedoms carry with them corollary responsibilities, the word responsibilities has been included in the title and each section of the statement contains a description of students' rights and responsibilities with respect to the subject of that section. Section II, for example, has been modified to define students' rights and responsibilities in their relationships with faculty and staff.

4. Since the last Senate meeting, the document has been substantively revised as follows:

a. The third paragraph of the "Preamble" has been revised to clarify the relationship of the statement to other related documents and the equal opportunity language has been moved from the "Preamble" to section I. A. of the body of the statement.

b. Section I. A., which is concerned with "Access to Portland State University," has been rewritten to more accurately reflect current admissions policies to the University and to its various programs. The additional caveat, that "admission to the University does not automatically admit students to certain professional, graduate, and undergraduate programs," has been included as has the caution that admission to certain programs may be restricted "on the basis of available resources."

c. The final sentence of section I. B. has been revised to require offices responsible for providing facilities and services to students to, "upon request, furnish guidelines for their use."

d. The second sentence of section II. C. on "Protection Against Improper Disclosure" has been rewritten and makes reference to the more detailed University "Rules Regarding Student Records."

e. Throughout the statement, we have eliminated the words "and freedom" from the phrase "students have the right and freedom to..." where it was felt that the word "freedom" was redundant, inaccurate or inappropriate.

f. On page 8, section V. B. was extensively revised in accordance with the concerns expressed by Professor Chino and others during the last Senate meeting. The new language attempts to make it clear that the University retains the right to initiate proceedings under the provisions of the "Student Conduct Code" when a student stands accused of having violated both the law of the larger community and the proscriptions of the University's "Student Conduct Code."

The Committee requests that the Faculty Senate review this second revised statement and recommend to the President that it be adopted as official University policy.

RCW/mg
HOME PAGE
Portland State University is a community that exists for the generation, acquisition, diffusion, and preservation of knowledge, the growth of all its members, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. All members of the University community are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth in an atmosphere of academic freedom.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom as well as elsewhere on campus.

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the University community. The University has developed policies and procedures which provide and safeguard this freedom, within the framework of general standards, and with the broadest possible participation of the members of the University community. This document articulates the general policies that provide for the academic freedom of students in this University community and forms the basis on which more specific policies such as the "Student Conduct Code," rules on student records, etc., have been formulated and adopted.
Section I Access to Portland State University

A. Admission, Retention and Graduation

Portland State University supports equal educational opportunity for all regardless of sex, race, national origin, age, marital status, handicap or religion. Any person may, without being admitted to the University, enroll as a part-time, non-admitted student for a limited number of credits each term. Persons seeking admission to the University have the right to be admitted if they meet the admission standards established for the University by the Oregon State Board of Higher Education. However, regular or part-time enrollment in the University may be subject to limitations imposed by State Board directive. In addition, admission to the University does not automatically admit students to certain professional, graduate, and undergraduate programs which have special standards for admission and for evaluation of transfer credits, and which may restrict admissions on the basis of available resources. To be eligible for continued enrollment in the University and for graduation from the University, students are responsible for meeting the University's published requirements for retention and graduation.

B. University Facilities and Services

All regular students have the right to make full use of the facilities and services of the University; there are, however, some limitations on the availability and use of University resources for part-time students. Definitions of regular and part-time students and a list of resources not available to part-time students appear in the University's "Bulletin." Students are expected to use University facilities and
services responsibly and with consideration for other members of the University community. Offices responsible for providing facilities and services will, upon request, furnish guidelines for their use.

Section II - Student, Faculty, Staff Relationship

The relationship between students and faculty/staff is one which is based upon mutual respect. Students see faculty and staff in a variety of roles: teachers, counselors, librarians, administrators, advisors, supervisors, colleagues.

A. In the Classroom.

1. Student Rights

   A student who enrolls in a course has the following rights:

   a. to know from the instructor the goals and content of the course

   b. to know from the beginning the instructor's expectations and grading methods

   c. to be evaluated on the materials of the course and not on extraneous matters

   d. to consult with the instructor outside the classroom on matters related to the course

2. Student Responsibilities

   A student who enrolls in a course has responsibility to observe the standards of academic performance defined by the instructor and the standards of conduct established by the instructor so as to assure the freedom of the instructor to teach and the freedom of the other students to learn.
B. Outside the Classroom

Students have a right to the services provided by both teaching and non-teaching faculty, as well as by classified staff, including such services as academic advising, counseling over a broad range of problem areas, dissemination of information, clarification of University policies and procedures, including those involving grievances. Because of the size and complexity of the University, students have the primary responsibility for initiating requests for such services, although faculty and staff are expected to be sensitive to students' needs and to offer assistance if students appear to need it.

C. Protection Against Improper Disclosure

Students have a right to expect that information about themselves of a private, personal or confidential nature which they share with faculty and staff will not be disclosed improperly. Faculty and staff may provide judgments of a student's ability and character to others in appropriate circumstances, normally with the knowledge and consent of the student concerned, and in accordance with the University's policy on student records.

Section III - Student Records

A. Student Records Rules

The University has adopted rules which govern the form and variety of student records collected and maintained by the University, the nature of information collected, and the way in which student information is recorded, maintained and eventually disposed of, consistent with Chapter 34 of the Administrative Rules of the
B. Students' Rights

The rules on student records also define the following rights of students with respect to their records and the procedures to be followed to guarantee those rights:

1. the right to inspect and review information contained in their education records
2. the right to challenge the contents of their education records
3. the right to a hearing if the outcome of the challenge is unsatisfactory
4. the right to submit an explanatory statement for inclusion in the education record if the outcome of the hearing is unsatisfactory
5. the right to prevent disclosure, with certain exceptions, of personally identifiable information
6. the right to secure a copy of the University rules, which includes the location of all education records
7. the right to file complaints with the Department of Health, Education and Welfare, concerning alleged failures by the University to comply with applicable laws, rules and their implementing regulations.

C. Students' Responsibilities

Students are responsible for furnishing, completely and accurately,
all information required by the University so that it may perform its proper function as an educational institution. If students' circumstances change, e.g., name, address, financial situation, etc., they are responsible for seeing that proper University officials are informed of such changed circumstances.

Section IV - Student Affairs

Student affairs encompasses a broad area including the freedoms to form associations, to inquire and express opinions, to participate in institutional government, and to produce student publications.

A. Association

Students have the right to form organizations and to join associations to promote their common interests. In doing so, they have the responsibility to follow University policies and procedures, copies of which are available in the office of the Dean of Students.

B. Inquiry and Expression

Students and student organizations have the right to examine and discuss all questions of interest to them, to express opinions publicly and privately, to support causes and to invite and hear any person of their own choosing. Such activities shall not disrupt the regular and essential operation of the University. Students and student organizations are responsible for following the policies and procedures related to these activities, copies of which are available in the Educational Activities Office and the Scheduling Office.

C. Student Participation in Institutional Government

Students have the right to express their views on issues of institutional policy and on matters of general interest to the
student body and to participate in the formulation and application of institutional policy affecting academic and student affairs. Student government, the Associated Students of Portland State University (ASPSU), is the primary vehicle for student participation in institutional government, and its role is explicitly stated in its constitution and by-laws, copies of which are available in the student government office. Other opportunities for involvement in academic and student affairs areas may be found in the various departmental or administrative offices. Having become involved in institutional governance, students are responsible for fulfilling the obligations they have undertaken.

D. Student Publications

Students have the right to organize for the production of student publications as vehicles for free inquiry and free expression in the University community. They are responsible for producing publications which conform to the canons of responsible journalism, the laws respecting publications (libel, advertising, etc.), and policies and procedures for the establishment and maintenance of student publications as described in the Publication Board Charter and operational guidelines, copies of which are available in the office of the Executive Secretary of the Publications Board.

Section V - Student Conduct

Students are members of both the University community and the larger community outside the University. As members of the University community, students are guaranteed those rights described in this document.
As members of the larger community, students are afforded those rights guaranteed by the state and federal constitutions, the authority of which extends across both communities.

At the same time, both communities have established standards of conduct designed to protect their essential purposes. The University community has defined in its "Student Conduct Code" that conduct in which its members may not engage without penalty. The larger community has defined such behavior in its laws.

Outlined below are the standards in disciplinary proceedings established by the University respecting student conduct which violates the norms of either the University or the larger community.

A. The University Community

The "Student Conduct Code" enumerates proscribed behavior and describes procedures followed in cases where students are alleged to have engaged in such conduct. These procedures guarantee procedural due process to the accused students and are fully described in the "Student Conduct Code," copies of which are available in the office of the Dean of Students.

B. The Larger Community

If a student's behavior results in charges that both the law of the larger community and the proscriptions of the University's "Student Conduct Code" have been violated, the University does not waive the right to initiate proceedings in accordance with provisions of the "Student Conduct Code."
PORTLAND STATE UNIVERSITY
College of Arts & Letters

October 20, 1977

TO: Grover Rodich, Presiding Officer of the Senate
FROM: Larry Bowlden, Chairman, Arts & Letters Graduate Committee

The Graduate Council has recently requested action from the graduate committees of the various colleges that would, in effect, form a graduate faculty. Before acting on this request, the Arts & Letters Graduate Committee would like the Senate to ask for a recommendation from the Graduate Council concerning the formation of a separate graduate faculty, and for the Senate to act on that recommendation, so that our Committee (and other college graduate committees) can act with the guidance of the Senate.

cc: Arts & Letters Graduate Committee
Stanley Rauch, Dean of Graduate Studies
S. John Trudeau, Dean of Arts & Letters
To: The Faculty Senate  
From: The University Curriculum Committee  
Subject: Curriculum Proposals: new programs and changes in existing programs

The Curriculum Committee has considered two proposals for new programs and eight proposed changes in existing programs. The materials are attached to this report.

Requests for new programs are as follows:

1. Basic Driver Education Certificate Program submitted by the School of Health and Physical Education.

2. Reading Endorsement Program (Basic and Standard Credentials) submitted by the School of Education.

Requests for changes in existing programs are submitted by the following departments, programs, and schools: Theater Arts, Biology, Economics, Political Science, Central European Undergraduate Certificate, Administration of Justice Undergraduate Major Program, Urban Studies Undergraduate Certificate Program and School of Health and Physical Education.

The proposals which are attached have all been approved by this Committee as they are presented here, and the University Curriculum Committee recommends approval by the Faculty Senate.

Next month the Committee will present its annual report and its recommendations regarding new courses and course changes to the Senate.

Respectfully submitted

Phyllis Hochstettler, Chairperson

Enclosures

Committee: Georgia R. Crampton, Marc Feldesman, Paul Hammond, Margaret Heyden Melbourne Henry, Phyllis Hochstettler, Frank Kuo, Joan Linton, Carl Pollock

Consultants: James Heath, Mary Kinnick, Nancy Stuart
PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO BASIC DRIVER EDUCATION CERTIFICATION (combined endorsement).

Description of Proposed Program

1. Definition of Academic Area
   a. Define or describe the academic area of field of specialization with which the proposed program would be concerned.
      The program would be in the area of health and safety education.
   b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?
      There are no subspecialties in the program.
   c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?
      None.
   d. Are there subspecialties that you intend to avoid, in developing the program?
      There are no subspecialties to be avoided.
   e. When will the program be operational if approved?
      Immediately.

2. Department, College, or School Responsible
   a. What department, College, or School would offer the proposed program?
      The School of Health and Physical Education would offer the proposed program.
   b. Will the program involve a new or reorganized administrative unit within the institution?
      The program would not involve a new or reorganized administrative unit within the institution.
3. Objectives of the Program

a. What are the objectives of the program?

The objectives of the program are to provide students and teachers in the metropolitan area opportunities to become certified in Driver Education.

b. How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.

Through course evaluations by students and a survey to determine the number of students who obtain the combined endorsement.

c. How is the proposed program related to the mission and academic plan of the institution?

The proposed program is a part of the teacher education mission of the University.

d. If it seems pertinent to the subject area in question, what are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

Most of the students would already be employed. Undergraduates with teaching norms in any field would have their employment prospects enhanced by having the additional norm in Driver Education.

4. Relationship of Proposed Program to other Programs in the Institution

List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

There is not close relationship to any other program in the University other than safety education.

5. Course of Study

a. Describe the proposed course of study.

The proposed course of study includes the following courses:

- HE 252 First Aid (4)
- HE 359 Safety Education (3)
- HE 4 Basic Driver Education (3)
- HE 4 Advanced Driver Education (3)

b. What elements of this course of study are presently in operation in the institution?

HE 252 First Aid and HE 359 Safety Education
c. How many and which courses will need to be added to institutional offerings in support of the proposed program?

Two courses:
- HE 4(G) Basic Driver Education
- HE 4(G) Advanced Driver Education

6. Admission Requirements

a. Please list any requirements for admission to the program that are in addition to admission to the institution.

An Oregon teaching certificate or admission to a teacher education program that leads to certification.
An Oregon drivers license is also required.

b. Will any enrollment limitation be imposed? Please indicate the limitation and rationale therefor. How will those to be enrolled be selected if there are enrollment limitations?

The Driver Education classes will be limited to 20-25 students per class depending upon the experience of the students. Limitation is necessary because of the behind-the-wheel component.

Also see question number 9.

7. Relationship of Proposed Program to Future Plans

a. Is the proposed program the first of several curricular steps the institution has in mind in reaching a long-term goal in this or a related field?

No.

b. If so, what are the next steps to be, if the State Board of Higher Education approves the program presently being proposed.

Not applicable

8. Accreditation of the Program

a. Is there an accrediting agency or professional society which has established standards in the area in which the proposed program lies? (Please give name)

Oregon Teacher Standards and Practices Commission.

b. If so, does the proposed program meet the accreditation standards? If it does not, in what particulars does it appear to be deficient? What steps would be required to qualify the program for accreditation?

Yes.
c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program fully accredited? If not, what would be required to qualify it for accreditation? What steps are being taken to achieve accreditation?

Not applicable

9. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit.

Effective September 1, 1976 all driver education teachers in Oregon must be certified. Those already teaching driver education have until October 15, 1978 to become certified. There are 28 instructors in the Portland high schools who need certification immediately. The turnover in these assignments is quite high, and there should be a continuing demand for the program after the immediate need is met. With even a modest demand from the other large metropolitan school districts, it would seem that there is real need for the certification program.

10. Student Interest

a. What is the estimated enrollment and the estimated number of graduates of the proposed program in the next five years?

The enrollment would be 20-25 students per year and the number acquiring certification would be 20-25 the first year and each year thereafter.

b. If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

Not applicable

c. Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

Both. During the first two years the students would be almost exclusively new people from the public school teaching faculties. After the backlog of these students has been reduced, probably one third of the students in the program would be undergraduates at Portland State who are enrolled in various teacher education programs.

11. Manpower Needs

a. Identify statewide and institutional service area manpower needs the proposed program would assist in filling.
There are at least 42 high schools in the institutional service area of Portland State University. All have driver education programs whose instructors will need certification by October 15, 1978.

b. What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out?

Not applicable. The proposed program is intended to serve needs in our institutional service area.

12. Special Interest and Other Needs

a. Are there any other compelling reasons for offering the program?

None

b. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

Local school districts, Oregon Teacher Standards and Practices Commission.

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

All courses will be scheduled after 4:00 P.M., usually 6:45-9:30 P.M. during regular terms. They will also be scheduled during the summer session.

13. Similar Programs in the State

a. List any similar programs in the state.

University of Oregon and Oregon State University.

b. If similar programs are offered in other institutions in the state, what purpose will the proposed program serve? Is it intended to supplement, complement, or duplicate any existing programs?

The proposed program duplicates the function of the programs at Oregon and Oregon State, but serves a large clientele which is placebound.

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

None

14. Faculty

a. List present faculty who would be involved in offering the proposed program with pertinent information concerning their special qualifications for service in this area.

Associate Professor Hugh Smithwick is a certified instructor in the area of Driver Education.
Howard Westcott, Professor of Health and Physical Education. Dr. Westcott regularly teaches the course HE '359 Safety Education.

Robert Scruggs, Associate Professor in Health and Physical Education. Mr. Scruggs is a regular instructor in HE 252 First Aid (Standard and Advanced) and is the alternative instructor in Safety Education.

Eugene McNally, Associate Professor, Linda Neklason, Associate Professor, Joseph Holland, Professor, Charles Becker, Associate Professor, are all regular instructors in HE 252, First Aid.

b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program; who would be required in each of the first four years of the proposed program's operation. What kind of commitment does the institution make to meeting these needs? What kind of priority does the institution give this program in staff assignment?

One part-time instructor in driver education would be necessary to supplement regular faculty by teaching one class per term.

c. Estimate the number and type of support staff needed in each of the first four years of the program.

None

15. Library

a. Describe what steps have been taken to assess the adequacy of the library for supporting the proposed program.

Hugh Smithwick has made a survey of the holdings.

b. Describe in as objective terms as possible the adequacy of the library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials issued by a scholarly, professional, or other organization such as the Institute of Physics, the American Library Association, an agency such as the one which issued the list of recommended library materials for various academic areas in the California State colleges, indicate to what extent the institution's library holdings meet the requirements of the recommended list).

Library resources are very adequate in safety education and first aid. There are no holdings in driver education, although three standard instructor's textbooks and three of the most popular state approved textbooks for high school instruction have been ordered.
c. How much, if any, additional library support will be required to bring the library to an adequate level for support of the proposed program?

$400 the first year and $350 the next three years for films.

d. How is it planned to acquire these library resources.

By supplemental orders of the latest books through our regular book budget and by the purchase of selected instructional films.

16. Facilities and Equipment

a. What special facilities in terms of buildings, laboratories, equipment are necessary to the offerings of a quality program in the field and at the level of the proposed program?

Classroom, audiovisual projectors and screens, dual-control driver training automobile, testing and simulator equipment.

b. What of these facilities does the institution presently have on hand?

Classroom, audiovisual equipment.

c. What facilities beyond those now on hand would be required in support of the proposed program?

Driver training automobile, testing and simulator equipment.

d. How does the institution propose those additional facilities and equipment shall be provided?

By arrangement with the Portland Public Schools financed by a student laboratory fee of $25.00
# Summary of Estimated Additional Costs for Proposed Program

**Portland State University**  
**School of Health and Physical Education**  
**Program**  
**Driver Education** *(combined teaching endorsement)*  
**Effective Date**  
**September 1, 1978**

## 1. Personnel
- **Faculty**  
  - **First Year**: $1,890.15  
  - **Second Year**: $1,890.15  
  - **Third Year**: $1,890.15  
  - **Fourth Year**: $1,890.15  
  - **Percentage of Total from State Funds**: 100%  
- **Graduate Assistants**  
- **Support Personnel**  
- **Fellowships & Scholarships**  
  - **Total**: 1890.15  
  - **Percentage of Total from State Funds**: 100%

## 2. Other Resources
- **Library**  
  - **Amount**: $400  
  - **Second Year**: $350  
  - **Third Year**: $350  
  - **Fourth Year**: $350  
- **Supplies & Services**  
  - **Amount**: $22,500  
  - **Second Year**: $22,500  
  - **Third Year**: $22,500  
  - **Fourth Year**: $22,500  
- **Movable Equipment**  
  - **Total**: $26,500  
  - **Percentage of Total from State Funds**: 100%

## 3. Physical Facilities
- **Construction of New Space or Major Renovation**  
  - **Percentage of Cost from State Funds**: 100%

## 4. Sources of Funds
- **State Funds - Going Level Budget**  
  - **Amount**: $2,290  
  - **Second Year**: $2,240  
  - **Third Year**: $2,240  
  - **Fourth Year**: $2,240  
- **State Funds Special Appropriations**  
- **Federal Funds**  
- **Other Grants**  
- **Fees, Sales, etc.**  
  - **Amount**: $2,250  
  - **Second Year**: $2,250  
  - **Third Year**: $2,250  
  - **Fourth Year**: $2,250  
- **Other**  
  - **Percentage of Total from State Funds**: 100%

## 5. SEQUENCE OF ACTION:
- Approved by Library  
- Approved by Unit (i.e., Dept.) Curriculum Comm.  
- Approved by Dept. Head  
- Approved by College/School Curr. Comm.  
- Approved by College/School Dean  

---

Date: 10/1/77  
Date: 11/1/77  
Date: 12/1/77  
Date: 1/2/78
PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO BASIC DRIVER EDUCATION CERTIFICATION (combined endorsement).

Description of Proposed Program

1. Definition of Academic Area
   a. Define or describe the academic area of field of specialization with which the proposed program would be concerned.
      The program would be in the area of health and safety education.
   b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?
      There are no subspecialties in the program.
   c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?
      None.
   d. Are there subspecialties that you intend to avoid, in developing the program?
      There are no subspecialties to be avoided.
   e. When will the program be operational if approved?
      Immediately.

2. Department, College, or School Responsible
   a. What department, College, or School would offer the proposed program?
      The School of Health and Physical Education would offer the proposed program.
   b. Will the program involve a new or reorganized administrative unit within the institution?
      The program would not involve a new or reorganized administrative unit within the institution.
3. Objectives of the Program
   a. What are the objectives of the program?

   The objectives of the program are to provide students and teachers in the metropolitan area opportunities to become certified in Driver Education.

   b. How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.

   Through course evaluations by students and a survey to determine the number of students who obtain the combined endorsement.

   c. How is the proposed program related to the mission and academic plan of the institution?

   The proposed program is a part of the teacher education mission of the University.

   d. If it seems pertinent to the subject area in question, what are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

   Most of the students would already be employed. Undergraduates with teaching norms in any field would have their employment prospects enhanced by having the additional norm in Driver Education.

4. Relationship of Proposed Program to other Programs in the Institution

   List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

   There is not close relationship to any other program in the University other than safety education.

5. Course of Study
   a. Describe the proposed course of study.

   The proposed course of study includes the following courses:

   HE 252  First Aid  (4)
   HE 359  Safety Education  (3)
   HE 4_  Basic Driver Education  (3)
   HE 4_  Advanced Driver Education  (3)

   b. What elements of this course of study are presently in operation in the institution?

   HE 252  First Aid and HE 359  Safety Education
c. How many and which courses will need to be added to institutional offerings in support of the proposed program?

Two courses:
HE 4 (G) Basic Driver Education (3)
HE 4 (G) Advanced Driver Education (3)

6. Admission Requirements

a. Please list any requirements for admission to the program that are in addition to admission to the institution.

An Oregon teaching certificate or admission to a teacher education program that leads to certification.
An Oregon drivers license is also required.

b. Will any enrollment limitation be imposed? Please indicate the limitation and rationale therefor. How will those to be enrolled be selected if there are enrollment limitations?

The Driver Education classes will be limited to 20-25 students per class depending upon the experience of the students. Limitation is necessary because of the behind-the-wheel component.

Also see question number 9.

7. Relationship of Proposed Program to Future Plans

a. Is the proposed program the first of several curricular steps the institution has in mind in reaching a long-term goal in this or a related field?

No.

b. If so, what are the next steps to be, if the State Board of Higher Education approves the program presently being proposed.

Not applicable

8. Accreditation of the Program

a. Is there an accrediting agency or professional society which has established standards in the area in which the proposed program lies? (Please give name)

Oregon Teacher Standards and Practices Commission.

b. If so, does the proposed program meet the accreditation standards? If it does not, in what particulars does it appear to be deficient? What steps would be required to qualify the program for accreditation?

Yes.
c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program fully accredited? If not, what would be required to qualify it for accreditation? What steps are being taken to achieve accreditation?

Not applicable

9. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit.

Effective September 1, 1976 all driver education teachers in Oregon must be certified. Those already teaching driver education have until October 15, 1978 to become certified. There are 28 instructors in the Portland high schools who need certification immediately. The turnover in these assignments is quite high, and there should be a continuing demand for the program after the immediate need is met. With even a modest demand from the other large metropolitan school districts, it would seem that there is real need for the certification program.

10. Student Interest

a. What is the estimated enrollment and the estimated number of graduates of the proposed program in the next five years?

The enrollment would be 20-25 students per year and the number acquiring certification would be 20-25 the first year and each year thereafter.

b. If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

Not applicable

c. Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

Both. During the first two years the students would be almost exclusively new people from the public school teaching faculties. After the backlog of these students has been reduced, probably one third of the students in the program would be undergraduates at Portland State who are enrolled in various teacher education programs.

11. Manpower Needs

a. Identify statewide and institutional service area manpower needs the proposed program would assist in filling.
There are at least 42 high schools in the institutional service area of Portland State University. All have driver education programs whose instructors will need certification by October 15, 1978.

b. What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out?

Not applicable. The proposed program is intended to serve needs in our institutional service area.

12. Special Interest and Other Needs

a. Are there any other compelling reasons for offering the program?

None

b. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

Local school districts, Oregon Teacher Standards and Practices Commission.

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

All courses will be scheduled after 4:00 P.M., usually 6:45-9:30 P.M. during regular terms. They will also be scheduled during the summer session.

13. Similar Programs in the State

a. List any similar programs in the state.

University of Oregon and Oregon State University.

b. If similar programs are offered in other institutions in the state, what purpose will the proposed program serve? Is it intended to supplement, complement, or duplicate any existing programs?

The proposed program duplicates the function of the programs at Oregon and Oregon State, but serves a large clientele which is placebound.

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

None

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a. List present faculty who would be involved in offering the proposed program with pertinent information concerning their special qualifications for service in this area.

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Howard Westcott, Professor of Health and Physical Education. Dr. Westcott regularly teaches the course HE 359 Safety Education.

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b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program; who would be required in each of the first four years of the proposed program's operation. What kind of commitment does the institution make to meeting these needs? What kind of priority does the institution give this program in staff assignment?

One part-time instructor in driver education would be necessary to supplement regular faculty by teaching one class per term.

c. Estimate the number and type of support staff needed in each of the first four years of the program.

None

15. Library

a. Describe what steps have been taken to assess the adequacy of the library for supporting the proposed program.

Hugh Smithwick has made a survey of the holdings.

b. Describe in as objective terms as possible the adequacy of the library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials issued by a scholarly, professional, or other organization such as the Institute of Physics, the American Library Association, an agency such as the one which issued the list of recommended library materials for various academic areas in the California State colleges, indicate to what extent the institution's library holdings meet the requirements of the recommended list).

Library resources are very adequate in safety education and first aid. There are no holdings in driver education, although three standard instructor's textbooks and three of the most popular state approved textbooks for high school instruction have been ordered.
c. How much, if any, additional library support will be required to bring the library to an adequate level for support of the proposed program?

$400 the first year and $350 the next three years for films.

d. How is it planned to acquire these library resources.

By supplemental orders of the latest books through our regular book budget and by the purchase of selected instructional films.

16. Facilities and Equipment

a. What special facilities in terms of buildings, laboratories, equipment are necessary to the offerings of a quality program in the field and at the level of the proposed program?

Classroom, audiovisual projectors and screens, dual-control driver training automobile, testing and simulator equipment.

b. What of these facilities does the institution presently have on hand?

Classroom, audiovisual equipment.

c. What facilities beyond those now on hand would be required in support of the program?

Driver training automobile, testing and simulator equipment.

d. How does the institution propose those additional facilities and equipment shall be provided?

By arrangement with the Portland Public Schools financed by a student laboratory fee of $25.00
### SUMMARY OF ESTIMATED ADDITIONAL COST FOR PROPOSED PROGRAM

Portland State University, School of Health and Physical Education Program  
Driver Education (combined teaching endorsement)  
Effective Date: September 1, 1978

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<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
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<td>b. Graduate Assistants</td>
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<td>c. Support Personnel</td>
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<td>d. Fellowships &amp; Scholarships</td>
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<td>b. State Funds - Special Appropriations</td>
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<td>d. Other Grants</td>
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16. SEQUENCE OF ACTION:

Approved by Library:  
Approved by Unit (i.e., Dept.) Curriculum Comm.:  
Approved by Dept. Head:  
Approved by College/School Curr. Cmm.:  
Approved by College/School Dean:  

Date: 10/11/78
READING ENDORSEMENT

INTRODUCTION

In early 1975 the Teacher Standards and Practices Commission initiated a new certificate program in reading in response to public concern about teachers' ability to teach reading effectively. The attached document incorporates the substance of some exchanges with the Teacher Standards and Practices Commission as to the content and breadth of course work necessary to meet the requirements of the certificate program.

The Reading Endorsement represents an endorsement to the basic and standard elementary and secondary teaching credentials. It is new only in that it now is organized to reflect specific program content designated by state standards.

The School of Education at Portland State University offered almost all of the course work in credentials prior to the state certification designation. It was necessary, however, for the School of Education to drop some courses and add different ones as part of a reorganization process to meet the credential requirements.

It would not be necessary for the School of Education to have new funds to operate the program at this time. If the program were to be expanded, however, it would be necessary to allocate additional resources.

According to state law reading teachers have to have a reading endorsement before the local school district can receive state funds for special programs in reading.

It is imperative for Portland State University to have this option available to serve the Portland metropolitan area.

RGP/b
4/12/77
PORTLAND STATE UNIVERSITY
SCHOOL OF EDUCATION

Proposal for the Initiation of a New Instructional Program
Leading to the Basic and Standard Endorsement in Reading (K-12)

DESCRIPTION OF PROPOSED PROGRAM

1. Definition of Academic Area

a. Define or describe the academic area or field of specialization with which the proposed program would be concerned.

The field of specialization is concerned with the preparation of classroom reading teachers, reading consultants, or reading supervisors, grades K-12. The proposed program consists of course work in reading leading to the Basic and Standard Endorsements in reading. The Basic Endorsement program would consist of 21 quarter hours in language development, reading instruction, instructional materials and media, managing reading systems, knowledge of the learner with reading difficulties, and diagnosis and correction. The Standard Endorsement program consists of 18 quarter hours in curriculum development, administration, and evaluation of reading.

b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?

None.

c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?

No sub-program is under consideration.

d. Are there subspecialties that you intend to avoid, in developing the program?

Subspecialties that the institution plans to avoid are the highly specialized areas of reading (such as heavy emphasis in remedial reading).

e. When will the program be operational, if approved?

Immediately.
2. Department, College, or School Responsible
   
   a. What department, College, or School would offer the proposed program?
      
      The School of Education will offer the program.
      
   b. Will the program involve a new or reorganized administrative unit within the institution?
      
      No changes in the administrative unit are planned.
      
3. Objectives of the Program
   
   a. What are the objectives of the program?
      
      (1) The student will be able to identify students (K-12) needing diagnosis and/or remediation.
      
      (2) The student will be able to plan, implement, and evaluate a program of remediation from data gathered through diagnosis.
      
      (3) The student will be able to interpret student (K-12) needs and progress to the classroom teacher and the parents.
      
      (4) The student will be able to plan, implement, and evaluate a developmental or advanced program.
      
      (5) The student will be able to select appropriate materials for students (K-12).
      
      (6) The student will be able to plan, utilize, and evaluate school reading centers in relationship to the total reading program.
      
      (7) The student will be able to identify the relationship between language development and the reading process.
      
      (8) The student will be able to work with administrators, teachers, paraprofessionals, and parents.
      
      (9) The student will be able to administer the reading program at the elementary and secondary level.
b. How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.

The School of Education Evaluation and Policy Review Committee (EPRC) monitors performance by carrying out evaluation of all aspects of the teacher training program. The Reading Committee will ask the EPRC to do an annual follow-up of graduates to find out where they are hired, what their responsibilities are, and how they are viewed by administrators in the areas of diagnosis, prescription, leadership, materials, and ability to work with teachers and students. The EPRC will also survey the graduates as to their opinions of the strengths and weaknesses of the reading endorsement program.

Other evaluation will include student feedback, both written and informal, review of courses, and yearly evaluation by Department Heads. The Teacher Standards and Practices Commission also monitors programs they have approved. Their visits are at two- or three-year intervals and require thorough institutional self-studies which the Commission reviews.

c. How is the proposed program related to the mission and academic plan of the institution?

The chief mission of the School of Education is the preparation of professional personnel in the field of education. The proposed program is consistent with the University commitment to teacher training, and the preparation of reading teachers and coordinators is an integral part of this mission. This objective was included in the general mission statement adopted by the School of Education.

d. If it seems pertinent to the subject area in question, what are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

Most students graduating with the combined Basic Endorsement will be assuming teaching duties in elementary and secondary schools. School districts will be the major employment outlet, but other possibilities are tutoring agencies, private schools, industries, and research agencies.
Generally, persons seeking the Standard Endorsement are already employed as teachers or coordinators. These people have previously acquired the Basic Norm. The proposed program will provide a needed in-service component for reading specialists, because at the completion of three years of teaching on the Basic Norm the candidate must satisfy the requirements for the Standard Endorsement.

4. Relationship of Proposed Program to Other Programs in the Institution.

List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

The closely related programs and areas of strength currently available in the institution which give important support to the proposed program are the undergraduate and graduate elementary and secondary education programs, the concentration in learning disabilities in the Special Education Department, and the study of language in the English Department.

5. Course of Study

a. Describe the proposed course of study.

The course of study described below closely follows the requirements for certification designated by the Teacher Standards and Practices Commission. The Basic Endorsement requires some work in each of the following areas: language development and communication, foundations of reading instruction, instructional materials and media, managing reading systems (including classroom resource centers and support personnel), knowledge of the learner with reading difficulties, and diagnosis and correction of reading problems, for a total of 21 hours. The Standard Endorsement requires work in curriculum development in reading, implementation and administration of reading programs, and evaluation, for a total of 18 hours.

(1) Proposed Basic Endorsement

Language Development and Communication

Eng 390 English Linguistics 3

Foundations of Reading Instruction

Ed 356 Teaching Strategies and Materials: Reading I 3
Ed 469 Developmental Reading and Composition 3

Instructional Materials and Media

Lib 488 Books and Related Materials for Young People 3
Managing Reading Systems, including classroom, resource centers, and support personnel

Ed 361 Teaching Strategies and Materials: Reading II

OR

Ed 407 School Reading Centers 3

Knowledge of the Learner with Reading Difficulties

Ed 407 Corrective Reading: Elementary

OR

Ed 407 Corrective Reading: Secondary 3

Diagnosis and Correction of Reading Problems

Ed 407 Advanced Techniques in Reading: Disabled Learner 3

TOTAL 21 hrs

Eng 390 English Linguistics. (3 hrs.)

A general introduction to language study including a basic survey of English phonology and morphology, a brief sketch placing English in historical perspective, and a preliminary examination of principles of modern language study.

Ed 356 Teaching Strategies and Materials: Reading I. (3 hrs.)

An introductory course in the teaching of reading in the elementary school designed to present theory and practice in the teaching of reading for basic competencies needed to teach in an elementary classroom.

Ed 469 Developmental Reading and Composition. (3 hrs.)

Designed to help prepare teachers in every field to meet the responsibility for developing the reading and writing competence of their students in conjunction with the teaching of content materials in the field.

Lib 488 Books and Related Materials for Young People. (3 hrs.)

A survey of book and non-book material dealing with current personal interests and needs of junior and senior high school students. An introduction to current adolescent reading, listening and viewing interests and guidance.

Ed 361 Teaching Strategies and Materials: Reading II. (3 hrs.)

Designed to prepare university students to be able to evaluate individual reading progress, determine individual needs and interests, and plan and implement appropriate activities for K-8 students in an elementary classroom.
Ed 407 School Reading Centers. (3 hrs.)

Designed to prepare university students to be able to plan and operate a reading center for elementary and secondary schools. Deals with purposes, materials, and organization of a reading center, pupil evaluation, and role of reading center personnel.

Ed 407 Corrective Reading: Elementary. (3 hrs.)

Designed to help classroom teachers gather information about children's reading performances, interpret that information, plan and implement appropriate learning activities to help children gain skill, interest, and enjoyment in learning to read. Particularly designed to help understand and give appropriate assistance to children experiencing difficulty in learning to read.

Ed 407 Corrective Reading: Secondary. (3 hrs.)

Study of current theories and methods in teaching the disabled reader in junior and senior high school. Familiarize with diagnostic procedures and corrective teaching strategies and remedial suggestions.

Ed 407 Advanced Techniques in the Teaching of Reading: Disabled Learner. (3 hrs.)

A comprehensive investigation of methodological considerations in teaching with response deficits in reading. Although theoretical aspects will be considered, primary focus on the practical aspects of educational intervention and programming.

(2) Proposed Standard Endorsement

Curriculum Development in Reading

Choose any four (4) of the following:

- Ed 407G School Reading Centers (3)
- Ed 491G Enriching Children's Reading (3)
- Ed 507 Enriching Reading in Secondary School (3)
- Ed 507 Current Approaches to Reading (3)
- Ed 546 The Language Experience Approach to Reading (3)
- Ed 507 Reading for the Creative and Gifted (3)
- Ed 547 Advanced Methods: Reading (3)
- Ed 548 Advanced Methods: Reading (3)

Implementation and Administration of Reading Program

- Ed 507 Administration of School Reading Programs 3

Evaluation

- Ed 516 Clinical Evaluation I 3

TOTAL 18 hrs.
Ed 407G School Reading Centers (3)

(See above for description).

Ed 491G Enriching Children's Reading. (3 hrs.)

A study of the enrichment of children's reading through literature and related materials. An advanced course designed for teachers of elementary school children.

Ed 507 Enriching Reading in Secondary School. (3 hrs.)

A study of adolescent psychology and development in relation to reading, and the role of the teacher as a resource. In-depth investigation of humanistic objectives, creativity and value clarification through reading.

Ed 507 Current Approaches to Reading. (3 hrs.)

An examination and comparison of the systems underlying various approaches used to teaching reading. Determine the emphasis of particular reading systems through critical review of their components and the interrelationships of these components.

Ed 546 The Language Experience Approach to Reading. (3 hrs.)

Development of plans and procedures for carrying out the language experience approach to reading in the elementary school.

Ed 507 Reading for the Creative and Gifted. (3 hrs.)

A study of the unique reading characteristics of the creative and gifted and an overview of psychological and philosophical understandings important for the teacher teaching reading to these able students.

Ed 547 Advanced Methods: Reading. (3 hrs.)

Designed for teachers who have had experience teaching reading in elementary school. In-depth examination of theory and practice of teaching of reading to refine and extend teaching competencies.

Ed 548 Advanced Methods: Reading. (3 hrs.)

A lecture-discussion-research course for experienced teachers in content areas in secondary school. Examines in-depth the relationship between theory and practice of the teaching of reading in classes where reading is a means rather than an end.

Ed 507 Administration of School Reading Programs. (3 hrs.)

A course to prepare current or future administrators, superintendents, principals, coordinators, or curriculum consultants in the administration of district-wide or school reading programs.
Ed 516 Clinical Evaluation I. (3 hrs.)

Examination, application and functional knowledge of various diagnostic and assessment tools used to clinically appraise reading skills of exceptional children.

b. What elements of this course of study are presently in operation in the institution?

All but three of the courses listed under "a" are presently in operation at Portland State University. (See Appendices A, B, C and D for the 1977 teaching schedule).

c. How many and which courses will need to be added to institutional offerings in support of the proposed program?

Three new courses are proposed for the new programs in order to meet the prescribed state requirements designated by the Teacher Standards and Practices Commission:

Ed 407G School Reading Center
Ed 507 Reading for the Creative and Gifted
Ed 507 Enriching Reading in Secondary School

6. Admission Requirements

a. Please list any requirements for admission to the program that are in addition to admission to the institution.

Admission to the School of Education will be according to established procedures and recommendation by two members of the reading faculty based on personal interview. (For School of Education "Procedures for Admission," see Appendix E).

b. Will any enrollment limitation be imposed? Please indicate the limitation and rationale therefor. How will those to be enrolled be selected if there are enrollment limitations?

Enrollment limitations will be imposed, because there appears to be a much higher demand for the program than the department will be able to provide. Limitations will be set by the instructional loads of the reading faculty. (See Appendices A, B, C and D for one year's scheduling of reading courses).

Students who have the highest probability for success will be selected for enrollment on the basis of data collected during the admission process. Top-ranked
candidates will receive first consideration for enrollment. This data would include:

- Completion of Ed 310 and 312
- Grades received on the autobiography and essay
- Field work evaluations received
- Scholastic record
- Results of the three evaluation interviews
- Results of the two reading faculty interviews.

7. Relationship of Proposed Program to Future Plans

a. Is the proposed program the first of several curricular steps the institution has in mind in reaching a long-term goal in this or a related field?

This program meets the requirements of the Basic and Standard Reading Endorsements for certification approved by the Teacher Standards and Practices Commission. Therefore, the total program is submitted at this time, and there will be no addition.

b. If so, what are the next steps to be, if the State Board of Higher Education approves the program presently being proposed?

No further steps are contemplated.

8. Accreditation of the Program

a. Is there an accrediting agency or professional society which has established standards in the area in which the proposed program lies? (Please give name).

The Oregon Teacher Standards and Practices Commission recently adopted the Basic and Standard Norm in Reading (K-12). The International Reading Association has published standards for training reading specialists.

b. If so, does the proposed program meet the accreditation standards? If it does not, in what particular does it appear to be deficient? What steps would be required to qualify the program for accreditation?

The proposed program is designed to meet the standards set by the Teacher Standards and Practices Commission and the International Reading Association.
c. **If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program fully accredited? If not, what would be required to qualify it for accreditation? What steps are being taken to achieve accreditation?**

This program includes request for both the Basic and Standard Endorsements; therefore it involves both undergraduate and graduate programs.

**NEED**

9. **Evidence of Need**

a. What evidence does the institution have of need for the program? Please be explicit.

The School of Education is receiving an increasing number of inquiries concerning a reading specialist program from students both in state and out of state, especially since they are aware that the Teacher Standards and Practices Commission has added the Reading Endorsements to Oregon Rules for Certification of Teachers, Specialists and Administrators effective January 1, 1975.

The Elementary-Secondary Guide for Oregon Schools, Oregon Department of Education, May 1975, page I-2 titled "MINIMUM STANDARDS FOR PUBLIC SCHOOLS" states the following Statewide Goal for the Learner: "To develop basic skills of reading,...".

As an example of local school districts' implementation of the State minimum standards we quote from a recent district-wide 48 Report, (Beaverton School District #48), November 3, 1975, which includes the district "Statement of Philosophy and Instructional Goals." The number one goal is "Help students to develop skills in reading, writing, speaking, and listening." In addition the School Board "approved a list of programs which will be given increased emphasis as the 1976-77 operating budget is planned. Again the first one listed is 'Communication skills -- i.e., reading'...."
With the adoption of the new reading endorsement, many school districts are expected to encourage personnel to begin work on certification in reading. Portland State University serves the greater metropolitan area which includes three of the five largest school districts in Oregon and Washington. In order to meet the demand for fully certified personnel -- as emphasized by the 1975 legislature in HB 2533 which requires employment of teachers and administrators only as certified and assigned in accordance with terms specified in the certificate issued by the Teacher Standards and Practices Commission--it is justifiable and essential that the local university have such a program available.

10. Student Interest

a. What is the estimated enrollment and the estimated number of graduates of the program in the next five years?

Based on the extensive statistics presented below in 10b, we make the following estimate of number of students in the proposed reading programs over the next five years:

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<tr>
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</thead>
<tbody>
<tr>
<td>Basic</td>
<td>30</td>
<td>30</td>
<td>30</td>
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<td>5</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

b. If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

Strictly speaking, the program is not an expansion of an existing one. However, as Appendices A-D show, most of the courses in this proposed program have been and are regularly taught as parts of other certificate programs in teacher education.

Below are statistics of the existing programs over the past five years:
(1) Number of students recommended for Basic certification, elementary and secondary, over the last five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Basic Certificate</th>
<th>Elementary</th>
<th>Secondary</th>
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<tr>
<td>1971-72</td>
<td>244</td>
<td>187</td>
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<tr>
<td>1972-73</td>
<td>239</td>
<td>211</td>
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<td>1973-74</td>
<td>253</td>
<td>183</td>
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<td>1974-75</td>
<td>203</td>
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<tr>
<td>1975-76</td>
<td>215</td>
<td>170</td>
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</table>

(2) Number of students recommended for Standard certification, elementary and secondary, over the last five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Standard Certificate</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-72</td>
<td>47</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>1972-73</td>
<td>51</td>
<td>162</td>
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<tr>
<td>1973-74</td>
<td>50</td>
<td>162</td>
<td></td>
</tr>
<tr>
<td>1974-75</td>
<td>38</td>
<td>145</td>
<td></td>
</tr>
<tr>
<td>1975-76</td>
<td>89</td>
<td>183</td>
<td></td>
</tr>
</tbody>
</table>

(3) Number of students applied 1976-77 for admission to the Basic elementary program: 306

Number of students applied 1976-77 for admission to the Basic secondary program: 224

(4) Number of students applied Fall 1977 for admission to the Basic elementary and secondary program: 65

(5) Numbers of students admitted 1976-77 to the various graduate programs at Portland State University:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
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<tbody>
<tr>
<td>MS</td>
<td>113</td>
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<tr>
<td>MS+ Standard Certificate</td>
<td>120</td>
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<tr>
<td>MA</td>
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<td>1</td>
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<td>Administration -- Basic Certificate and Standard Certificate</td>
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<td>Counseling -- Basic Certificate</td>
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<td>-- Standard Certificate</td>
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<td>Library -- Basic Certificate</td>
<td>41</td>
</tr>
<tr>
<td>-- Standard Certificate</td>
<td>8</td>
</tr>
</tbody>
</table>

The figures show that Portland State University in the last five years has recommended 1154 elementary teachers and 929 secondary teachers for Basic certification.

During the last five years 275 elementary and 743 secondary teachers were recommended for Standard certification.
Since Fall 1976 and through Fall 1977 the School of Education has received application for admission from 595 elementary and secondary candidates.

For 1976-77 we admitted a total of 558 candidates for the various graduate programs.

c. Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

The Reading Endorsement drawn up by the Teacher Standards and Practices Commission is a "combined endorsement" which is only issued in conjunction with another teaching certificate, such as elementary teaching, social studies, language arts, or science. Thus it is likely that many students currently enrolled in teacher preparation will choose reading as an additional area of emphasis for certification. On the other hand, students may well be drawn to Portland State University precisely because the institution has the program, especially given today's emphasis on reading (see 9a, above).

11. Manpower Needs

a. Identify statewide and institutional service area manpower needs the proposed program would assist in filling.

In Oregon and nationally special attention is being given to basic skills, especially reading. Examples are the Right to Read Program and the Oregon State Guidelines for Reading. All school districts in Oregon recently completed a draft of the procedures they will use to improve reading instruction. As a result, reading specialists are needed.

A 1975 statewide assessment of reading skills conducted by the State Department of Education found that 22.9% of the students (or 7,420) need remedial help alone, not to speak of those who need corrective assistance. The same study also showed that the greatest need was in the Portland metropolitan area, where the greatest concentration of schools in need of properly certificated
14

reading teachers exists. The suburbs of Portland, as well as Portland itself, are looking to Portland State University to assist in this staffing and training.

b. What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out?

Many states are moving in a similar direction to Oregon in upgrading teacher training programs in reading. This is evidence that specially prepared teachers will be needed regionally and nationally. Already the School of Education has received letters of inquiry from prospective students (reading teachers) from Alaska, Connecticut, Idaho, California, Indiana, Washington, and other parts of Oregon about the proposed program.

In paragraph "a" we quote a recent Oregon study of school children and their needs for instruction in reading; the results of this study have very direct implications for Portland State University teacher training programs, especially in view of the fact that "students in larger metropolitan areas tended to score lower throughout the four domains" of word attack, vocabulary, comprehension, and application skills. Nationally, one out of every four eleven-year-old children reads at or below the level of the average nine-year-old. The state office of Right to Read estimates in 1977 that 16,000 Oregonians are illiterate. On a national level, the U.S. Office of Education has published that 18 to 23 million Americans over age 15 need help in basic reading and writing skills. These figures indicate the "epidemic" proportions of reading disabilities. Illiteracy is depriving the U.S. of an extremely valuable resource, because these millions cannot participate in activities which would enrich not only their lives but also the community as a whole. Thus, there is a great need for classroom teachers who have expertise in teaching of reading.

12. Special Interest and Other Needs

a. Are there any other compelling reasons for offering the program?

Oregon has achieved national recognition for establishing minimum graduation competencies for secondary students; these competencies place a great emphasis on reading and communication skills and will create an even greater need for qualified and certificated teachers of reading.
b. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

A variety of groups has shown an interest in the proposed program; among them are the Elementary and Secondary Principals Association, the Oregon International Reading Association, the Intermediate Education Districts, and selected superintendents of school districts.

The Teacher Standards and Practices Commission has led this interest by making possible the Basic and Standard Reading Endorsements in the Oregon Certification Program.

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

All School of Education courses over the last two years have been rotated to late afternoon and/or evening classes to accommodate persons who are part-time students and are working. Fourteen (14) of the eighteen (18) courses in the program are also offered in the summer. Further, multiple sections exist for most of the classes, and these are scheduled at different hours, thus giving students a wide choice.

DUPLICATION OF EFFORT

13. Similar Programs in the State

a. List any similar programs in the state.

Oregon State University, Pacific University, Southern Oregon State College, Oregon College of Education and the University of Portland.

b. If similar programs are offered in other institutions in the state, what purpose will the proposed program serve? Is it intended to supplement, complement, or duplicate any existing programs?

The program in part complements existing programs in the above institutions.

The program at Portland State University would serve those students in the metropolitan area who do not have the resources to go elsewhere for their University training. Because of its strategic geographic area, this university also receives inquiries from candidates in Washington and from other four-year institutions.
In view of the fact that most of the candidates for the Standard Endorsement will be fully employed persons, it is important that Portland State University be equipped to assist these placebound people with their continued education.

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

PSU's proposed program does not use courses, faculty or facilities of other institutions. However, course work offered by other institutions that directly relate to areas of specialization that are required by PSU will be evaluated and, where appropriate, accepted.

RESOURCES

14. Faculty

a. List present faculty who would be involved in offering the proposed program with pertinent information concerning their special qualifications for service in this area.

Faculty from Teacher Education, Special Programs, Special Education Departments and English are presently staffing the courses.
(1) Carolyn Joyce Anderson, Associate Professor of Education, Ph.D.,
University of Oregon, 1970.

Major field of study in curriculum, media and librarianship. She served as a classroom teacher and media specialist and director for several years prior to joining the Portland State faculty. In PSU's School Librarianship program, Dr. Anderson teaches media courses and Books and Related Materials for Young People. She is active in many professional organizations and often serves as media consultant to school districts.

(2) Freeman B. Anderson, Professor of English, Ph.D., Stanford, 1952.

His major field of concentration at the doctoral level was English Philology, and he regularly teaches courses in English Linguistics, History of the English Language, and English for Elementary Teachers. He is active in professional groups such as the Oregon and National Council of Teachers of English, served as Assistant Editor for Webster's Third International Unabridged Dictionary, and has written New Directions in English.


Major fields of study were teacher education and early childhood, with special focus on language arts and reading. She has taught elementary school for seven years. She is a member of IRA, OAEYC, ASCD and other professional groups, and she is active in the National Right to Read effort. Dr. Bingham teaches undergraduate and graduate courses in reading and language development, and she has published in the field, including Critical Reading Develops Early.

(4) Colin G. Dunkeld, Associate Professor of Education, Ph.D.,
University of Illinois, 1970.

Specialist in reading, elementary education and English. He served as teacher in primary and secondary schools in London, England, prior to being a Fulbright Exchange Teacher in Colorado and principal at Catlin-Gabel. He is a much-sought consultant and in-service teacher, has published a number of articles on reading, measurement, spelling, and diagnosis, and he is active in IRA and NCTE. He teaches Reading I and II, Corrective Reading, Advanced Methods in Reading, Research in Teaching Reading, and Administration of School Reading Programs.

(5) Bea Boe Dusenbery, Assistant Professor of Education, M.A., University of Washington, 1946.

Major field of study English education, library science and reading. She has served as secondary teacher for nine years and has taught a wide variety of literature, writing, and reading courses in a number of colleges and universities. She is a member of MLA, NCTE, and OCTE. She teaches Advanced Methods of English, Writing in the Junior High Grades, Developmental Reading and Composition, and Advanced Methods in Secondary Reading.
(6) Ulrich H. Hardt, Assistant Professor of Education, Ph.D., University of Oregon, 1974.

Major emphasis in doctoral program was supervision and language arts. Has taught junior and senior high school English and serves as supervisor of student teachers K-12. Active member of MLA, NCTE, ASCD, and IRA. Is chairman of the Reading Committee developing the reading endorsement, and teaches Reading in the Content Areas, Developmental Reading and Composition, Advanced Methods of Secondary Reading, and Enriching Reading in Secondary Schools.


Major emphasis on graduate program was librarianship. Has a wide background as teacher, principal, and librarian of secondary schools, Oregon State Department of Education as Consultant on School Libraries, and University Program Director of School Librarianship. Active member in ALA, OLA, OEMA, AASL, IASL, PNWLA and others. Teaches Children's Literature and Library, Advanced Methods in School Media Centers, and Books and related Materials for Young People.


Major field of study on the doctoral program was learning and reading disabilities. He served as classroom teacher for five years and was ELP teacher and reading clinician for the Salem Public Schools for two years prior to completing his doctoral degree. He is a member of Council for Exceptional Children and has offered many in-service and workshop training sessions for regular and special education teachers. He has published Decoding Tests in Reading and his doctoral dissertation was A Comparison of the Behavior During Reading Instruction of Teachers of High and Low Achieving First Grade Classes. He teaches Advanced Reading Techniques for Disabled Learners, Diagnostic Techniques, and Clinical Evaluation.

(9) Richard McMenemy, Assistant Professor of Education, M.A., Whitman College, 1951.

Area of specialization is reading. He has been an upper-grade classroom teacher, a remedial reading teacher, grades 3-12, and district Supervisor of Reading for twelve years, all for Portland Public Schools. Member of ACLD and IRA. Published numerous articles and monograms on testing and remedial reading and a book Remedial and Corrective Teaching. Teaches Diagnostic and Remedial Techniques in Junior and Senior High School, Corrective Reading in Secondary Schools.

(10) James R. Nattinger, Associate Professor of English, Ph.D., University of Michigan, 1969.

Field of specialization is English language and linguistics. He has published a number of articles on language teaching, conversational English, sociolinguistics, non-standard dialects, and linguistic analysis. Teaches Structure of English, Modern English Language, Urban Linguistics, and English Linguistics.
(11) Vera D. Petersen, Professor of Education, Ed.D., Columbia University, Teachers College, 1951.

Major field of study in the doctoral program was children's literature. She served as teacher in public schools for sixteen years and has taught at a number of universities since 1951. She is a member of NCTE and ACEI and is particularly interested in early childhood education. Regularly teaches Children's Literature, Reading and Telling Children's Stories, and Enriching Children's Reading.

(12) Baxter D. Wilson, Professor of English, Ph.D., University of Virginia, 1952.

Area of academic concentration in the doctoral program was English philology. Has published a number of essays and reviews on linguistics and served as assistant editor to Webster's Third New International Dictionary. Teaches History of English Language, Structure of English and English Linguistics.

b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program; who would be required in each of the first four years of the proposed program's operation. What kind of commitment does the institution make to meeting these needs? What kind of priority does the institution give this program in staff assignment?

No new faculty are needed to offer the proposed program. Of the eighteen courses on the program, only three are new courses. The others are regularly offered now. Two of the new courses are optional parts of the Standard Endorsement program and therefore will not be required to be offered until approximately the third year of the operation of the program.

c. Estimate the number and type of support staff needed in each of the first four years of the program.

No new support staff is needed for the program.

12. Library

a. Describe what steps have been taken to assess the adequacy of the library for supporting the proposed program.

Portland State University's library resources are adequate to meet the demands of the proposed program. A detailed description of the relevant materials, prepared by Education Librarian Kathy Greey, is included as Appendix F.
In addition to the University library, the School of Education has developed the Learning Materials Lab which incorporates a variety of instructional materials and equipment utilized in teaching reading and basic skills. The focus is on materials not usually provided in the Portland State University library and audio-visual collections. Appendix G elaborates the Learning Materials Media Lab holdings.

b. Describe in as objective terms as possible the adequacy of the library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials issued by a scholarly, professional, or other organization such as the Institute of Physics, the American Library Association, an agency such as the one which issued the list of recommended library materials for various academic areas in the California State Colleges, indicate to what extent the institution's library holdings meet the requirements of the recommended list).

Appendices F and G objectively describe the library holdings that are relevant to the proposed program. The detailed summaries indicate that there is an adequate level of holdings for support of the program.

c. How much, if any, additional library support will be required to bring the library to an adequate level for support of the proposed program?

No additional library support is needed other than the present system of allocation.

d. How is it planned to acquire these library resources?

No library resources are needed.

16. Facilities and Equipment

a. What special facilities in terms of buildings, laboratories, equipment are necessary to the offerings of a quality program in the field and at the level of the proposed program?

Present facilities, specialized materials and equipment available at the library and the Media Lab are satisfactory and make possible a quality program. The School of Education is also using the reading labs of the University Counseling Center.
b. What of these facilities does the institution presently have on hand?
   All necessary equipment, materials and facilities are on hand.

c. What facilities beyond those now on hand would be required in support of
   the program?
   No additional facilities are required.

d. How does the institution propose these additional facilities and equipment
   shall be provided?
   Not Applicable.

FINANCE

17. Finance

   Provide estimates of the additional costs of the new program.

   During Fall, Winter, Spring, and Summer 1976-77 a total of $129,450 (including
   16% OPE) was expended on salaries of teachers offering reading courses. This
   current level of support is adequate for supporting the proposed program. No
   additional budget is required.
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

**Portland State University  School of Education**
Program: Reading Endorsement, Basic and Standard  
Effective Date: January 1978

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<th>Third Year</th>
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<tr>
<td>b. Graduate Assistants</td>
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<td>c. Support Personnel</td>
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2. Other Resources

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</tr>
<tr>
<td>b. Supplies &amp; Services</td>
<td>$ &quot;</td>
<td>$ &quot;</td>
<td>$ &quot;</td>
<td>$ &quot;</td>
</tr>
<tr>
<td>c. Movable Equipment</td>
<td>$ &quot;</td>
<td>$ &quot;</td>
<td>$ &quot;</td>
<td>$ &quot;</td>
</tr>
<tr>
<td>TOTAL</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Percentage of Total</td>
<td>$ %</td>
<td>$ %</td>
<td>$ %</td>
<td>$ %</td>
</tr>
<tr>
<td>from State Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Physical Facilities

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Construction of New Space or Major Renovation</td>
<td>$ N/A</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<tr>
<td>Percentage of Cost from State Funds</td>
<td>$ %</td>
<td>$ %</td>
<td>$ %</td>
<td>$ %</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>$ %</td>
<td>$ %</td>
<td>$ %</td>
<td>$ %</td>
</tr>
<tr>
<td>Percentage of Total</td>
<td>$ %</td>
<td>$ %</td>
<td>$ %</td>
<td>$ %</td>
</tr>
<tr>
<td>from State Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Sources of Funds

<table>
<thead>
<tr>
<th></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>$ N/A</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>b. State Funds - Special Appropriations</td>
<td>$</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>$</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

*The current level of support for faculty and support personnel is adequate.**

**The present supplies, services, equipment and library holdings are adequate to support the proposed program (see Appendices F and G).
SEQUENCE OF ACTION

Approved by Library

Approved by Unit (Dept.) Curriculum Comm.

Approved by Department Head

Approved by School Curriculum Committee

Approved by School Dean
APPENDIX A

Winter Term, 1977

Ed 356 Teaching Strategies and Materials: Reading I -- Colin Dunkeld
Ed 356 Teaching Strategies and Materials: Reading I -- Leah Manning
Ed 361 Teaching Strategies and Materials: Reading II -- Zola Dunbar
Ed 361 Teaching Strategies and Materials: Reading II -- J. Backstrom
Ed 407 Corrective Reading -- Colin Dunkeld
Ed 407 Advanced Techniques in Reading: Disabled Reader -- David Martinez
Ed 469 Developmental Reading and Composition -- Bea Dusenbery
Ed 469 Developmental Reading and Composition -- Ulrich Hardt
Ed 469 Developmental Reading and Composition -- Judy Anus
Ed 469 Developmental Reading and Composition -- Marjorie Hanna
Ed 469 Developmental Reading and Composition -- Barbara Cuchens
Ed 491 Enriching Children's Reading -- Vera Petersen
Ed 516 Clinical Evaluation I -- David Martinez
Ed 546 The Language Experience Approach to Reading -- Alma Bingham
Ed 547 Advanced Elementary Methods: Reading -- Alma Bingham
Ed 548 Advanced Secondary Methods: Reading -- Helena Brand

Eng 390 English Linguistics -- James Nattinger
APPENDIX B

Spring Term, 1977

Ed 356 Teaching Strategies and Materials: Reading I -- Zola Dunbar
Ed 356 Teaching Strategies and Materials: Reading I -- Colin Dunkeld
Ed 361 Teaching Strategies and Materials: Reading II -- Zola Dunbar
Ed 361 Teaching Strategies and Materials: Reading II -- Colin Dunkeld
Ed 407 Advanced Techniques in Reading: Disabled Learner -- David Martinez
Ed 407 Corrective Reading -- Colin Dunkeld
Ed 469 Developmental Reading and Composition -- Bea Dusenbery
Ed 469 Developmental Reading and Composition -- Bea Dusenbery
Ed 469 Developmental Reading and Composition -- Barbara Cuchens
Ed 469 Developmental Reading and Composition -- Zola Dunbar
Lib 488 Books and Related Materials for Young People -- Phyllis Hochstettler
Ed 507 Current Approaches to Reading -- Alma Bingham
Ed 516 Clinical Evaluation I -- David Martinez
Ed 547 Advanced Elementary Methods: Reading -- Alma Bingham
Ed 548 Advanced Secondary Methods: Reading -- Bea Dusenbery

Eng 390 English Linguistics -- Nathan Cogan
Eng 390 English Linguistics -- D. Westbrook
APPENDIX C

Summer Session, 1977

Ed 356 Teaching Strategies and Materials: Reading I -- Zola Dunbar
Ed 356 Teaching Strategies and Materials: Reading I -- Zola Dunbar
Ed 361 Teaching Strategies and Materials: Reading II -- Colin Dunkeld
Ed 407 Advanced Techniques in Reading: Disabled Learner -- David Martinez
Ed 407 Corrective Reading -- Colin Dunkeld
Ed 407 School Reading Center -- Zola Dunbar
Ed 469 Developmental Reading and Composition -- Andrew Gibson
Ed 469 Developmental Reading and Composition -- Andrew Gibson
Ed 469 Developmental Reading and Composition -- Bea Dusenbery
Ed 469 Developmental Reading and Composition -- Ulrich Hardt
Lib 488 Books and Related Materials for Young People -- Joyce Anderson
Ed 491 Enriching Children's Reading -- Vera Petersen
Ed 516 Clinical Evaluation I -- Dave Martinez
Ed 546 The Language Experience Approach to Reading -- Alma Bingham
Ed 546 The Language Experience Approach to Reading -- Zola Dunbar
Ed 547 Advanced Elementary Methods: Reading -- Alma Bingham
Ed 548 Advanced Secondary Methods: Reading -- Staff
Ed 548 Advanced Secondary Methods: Reading -- Ulrich Hardt

Eng 390 English Linguistics -- D. Westbrook
APPENDIX D

Fall Term, 1977

Ed 356 Teaching Strategies and Materials: Reading I -- Alma Bingham
Ed 356 Teaching Strategies and Materials: Reading I -- Colin Dunkeld
Ed 361 Teaching Strategies and Materials: Reading II -- Staff
Ed 361 Teaching Strategies and Materials: Reading II -- Colin Dunkeld
Ed 407 Advanced Techniques in Reading: Disabled Learner -- David Martinez
Ed 407 Corrective Reading -- Colin Dunkeld
Ed 469 Developmental Reading and Composition -- Bea Dusenbery
Ed 469 Developmental Reading and Composition -- Marjorie Hanna
Ed 469 Developmental Reading and Composition -- Judy Annus
Ed 469 Developmental Reading and Composition -- Ulrich Hardt
Lib 488 Books and Related Materials for Young People -- Phyllis Hochstettler
Ed 516 Clinical Evaluation I -- David Martinez
Ed 547 Advanced Elementary Methods: Reading -- Alma Bingham
Ed 548 Advanced Secondary Methods: Reading -- Bea Dusenbery
Ed 548 Advanced Secondary Methods: Reading -- Bea Dusenbery

Eng 390 English Linguistics -- Nathan Cogan
Eng 390 English Linguistics -- D. Westbrook
PROCEDURES FOR ADMISSION TO THE PROGRAM OF STUDIES IN TEACHER EDUCATION

1. Students who wish to become teachers must enroll in Ed 310, Social and Cultural Foundations and Ed 312, Psychological Foundations of Education before formal application for admission to the Program of Studies in Teacher Education. The only pre-requisite for these two courses is that each student must have earned at least 60 hours of college credit. Formal admission, however, cannot be granted until a student has earned 75 or more hours of college credit.

2. Although it is desirable, credit in Psy 311, Human Development, will not be a pre-requisite for the above two courses but will be required for completion of certification or graduation.

3. Each student while taking Ed 310, Social and Cultural Foundations, will be required to write an autobiography and a formal essay on a topic of his/her selection from a list of topics of general and special concern to schools and/or society. The autobiography will be graded for spelling and legible handwriting. The essay will be graded for substance, use of standard English, unity, coherence, and spelling.

4. Each student while enrolled in Ed 312, Psychological Foundations of Education, will be required to study learners and learning in a public school for a minimum period of one-half day per week in a kindergarten, primary, intermediate, or upper grade assignment. Each student will be evaluated by the assigned teacher, and this evaluation will be one of the factors considered in admission to the program of studies.

5. A GPA of 2.5 and a total of 75 hours of college credit will be required for admission to the Program of Studies in Teacher Education. A course in speech will be required of all students graduating in teacher education but will not be required for admission to the program of studies.

6. Each student will be required to have three evaluation interviews for admission to the School of Education. The persons conducting the interviews shall be: 1) the student's advisor, 2) a faculty member from the School of Education, and 3) a public school official (a list of those willing to conduct interviews is on file in the School of Education Office). The evaluation forms for these interviews may be obtained from the School of Education Office, 231 Lincoln Hall.

7. Specific information about the various requirements which have been outlined will be explained in Ed 310, Social and Cultural Foundations.
APPENDIX F

MEMORANDUM

TO: Rick Hardt
FROM: Kathy Greer

RE: MATERIALS AVAILABLE AT PORTLAND STATE UNIVERSITY LIBRARY TO SUPPORT THE PROPOSED READING ENDORSEMENT PROGRAM

I. BOOKS

Materials to support the reading curriculum are located both in the Humanities Library (linguistics, language) and the Education Library (methods of teaching). No estimate is available of the number of volumes in the Humanities area which would fall in this category. A survey of the holdings in the Education Library shows a total of 1,250 volumes in the areas of reading and language arts. When the holdings were checked against the basic bibliography The New York University List of Books in Education, compiled and edited by Barbara S. Marks, (New York: Citation Press, 1968), 95% of the eighty-one standard titles on the subjects of reading instruction, reading problems and reading readiness were in the PSU collection. In a subject area where the publications of the professional organizations are highly significant, it should be noted that the publications of both the International Reading Association and the National Council of Teachers of English are received on a standing order basis. The Library also maintains a standing order for the reading conference proceedings of institutions such as the University of Chicago and Syracuse University. Materials in this area issued by state and federal agencies are received automatically due to the Library's depository status. Other newer materials are added to the collection at the request of the School of Education faculty or upon the initiation of an order by the Education Librarian. A collection of children's literature can be an important segment of material for the reading specialist. The children's literature collection contains 8,651 volumes. Adolescent literature is integrated into the general library collection and no statistics are available on the extent of this material. Our sample elementary and secondary textbook collection contains 7,574 volumes. The collection is kept current through donations from the publishers of texts listed on the Oregon adaption list.

II. PERIODICALS

The Education Library receives 41 journals devoted to or related to reading. When the holdings were checked against the basic guide in this area, A Guide to Information Sources for Reading compiled by Bonnie Davis (Newark, Delaware: International Reading Association, 1972), the collection contained 87% of the national and international reading journals and journals related to reading. For most titles, the back files are quite extensive.
The standardized test file contains 72 specimen tests on the topic of reading. Oscar Buros' Reading Tests and Reviews, I and II (Highland Park, N.J., Gryphon Press, 1969-1975) and other guides to this area are available for use with the tests.

IV. ERIC (Education Resource Information Center)

A complete ERIC microfiche collection is housed in the Education Library. All materials from the ERIC Clearinghouse on Reading and Communication which are distributed on microfiche are received automatically. ERIC makes available extensive research reports, conference proceedings, and curriculum guides on reading which would be difficult to obtain in any other way. Use of the collection is facilitated by two bibliographies, Recent Research in Reading: A Bibliography, 1966-1969 and Reading: An ERIC Bibliography, 1970-1972, as well as the standard indexes. On-line computer searching of the ERIC data base and also Language and Language Behavior Abstracts is presently available in the Portland metropolitan area. The Library is moving into this information retrieval area but has not yet reached this point.

V. AUDIO-VISUAL MATERIALS

The Library has in its collection 43 films in the areas of reading, the language of children, children's literature and storytelling. A study of the first ten films listed alphabetically under "Reading" in the current PSUL Film Catalog showed that two films dated from the 1950's while the remaining eight were produced in 1961-1966. A film rental budget is available to supplement the Audio-Visual Library's holdings in this area. The non-print collection also includes 58 filmstrips, 200 phonodiscs, and 32 cassette tapes on this subject. In general, the filmstrips were acquired at least ten years ago. Two controlled readers, two tachistoscopes, and two language masters are available for use.

VI. SUMMARY

A survey of the Library's holdings in the area of reading shows the collection contains the basic literature of this subject. The holdings appear adequate to support the proposed Reading Endorsement Program. When the program receives approval, the Library will make a special effort to acquire an increased number of copies to support the student demand. This is already an area of substantial patron pressure as measured by the loss rate of the periodical collection and multiple copies will be necessary. If the sampling of the film collection accurately represents the entire collection, work must be done to acquire some of the best current films as part of the permanent collection. The Director of Audio-Visual Services estimates that an additional $1500 will be needed over a three year period to purchase films and filmstrips to support this program.

The reading collection is one of the stronger areas in our Education collection. The amount of increased financial support necessary to strengthen our weaker areas identified in this survey can be absorbed by the on-going Library support level.
Sources of Material on Teaching
Reading: A Selected List

Dictionaries and Handbooks

<table>
<thead>
<tr>
<th>Call Number</th>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>25814.537</td>
<td>An indispensible guide to the literature and to other sources of information related to the study and teaching of reading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources of Research Studies

<table>
<thead>
<tr>
<th>Call Number</th>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>LB1050.32</td>
<td>Reading Research Quarterly</td>
<td></td>
<td>An annual summary of investigations relating to reading; updates the Encyclopedia of Educational Research</td>
<td></td>
</tr>
</tbody>
</table>

Test Reviews

<table>
<thead>
<tr>
<th>Call Number</th>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
</table>
ERIC Bibliographies


These volumes contain citations from Current Index to Journals in Education 1969-1972 and citations and abstracts from Research in Education prior to 1973.

Periodical Indexes

Index table Current Index to Journals in Education. New York: CCM Information Corp., 1969-date. Subject headings listed in Thesaurus of ERIC Descriptors include content reading. See ERIC Bibliographies.

Index table Education Index. New York: Wilson, 1929-date.


Guide to Materials for Students


All materials are shelved on the reference shelving, Education Library, unless otherwise noted.

PSUL
August 1976
APPENDIX G

PORTLAND STATE UNIVERSITY
School of Education
September 22, 1977

TO: Dr. Ulrich Hardt
FROM: Diane Gutman, Acting Director
School of Education Media Laboratory

RE: Media Lab materials available to support the proposed Reading Endorsement Program.

The School of Education Media Lab, 225 Lincoln Hall, provides faculty and students with ready access to instructional materials, equipment, and services related to the teaching and learning of the child, preschool through high school ages. The focus is on instructional materials not provided in the Portland State University Library and Audio-Visual collection.

Equipment and services include those necessary to assist students in the utilization of materials and in the production of games, visuals and other instructional aids. The Lab also functions as a center for exhibits, workshops and demonstration, the majority of which deal with reading, directly or indirectly.

The following is a partial analysis of materials that would be of value for students enrolled in the Reading Endorsement Program.

NOTE: A set of textbooks is counted as one item, as is a kit with various pieces.

Language Arts: Approximately 100 items are cataloged under the language arts catalog number. They include "total" programs such as a Peabody Language Development Kits and Distent Language I and II; various kits, games, and other items related to spelling, writing, listening and handwriting; and language arts textbook series.

Reading: This has always been a strong area of this collection and has been further strengthened by the acquisitions of 1976 and 1977. At least 175 separate materials are cataloged representing a variety of approaches and techniques. Ten textbook series are included as well as samples of others. Also included are reading games, individualized programs, remedial programs, high interest-low readability materials, and motivational programs.

Literature: Some literature is available; books are primarily paperbacks and are closely related to the needs of the reading and literature classes currently offered by the School of Education. In addition, the collection includes poetry kits, recordings, and sound filmstrips of outstanding children's literature.

Miscellaneous: Various other materials primarily for use in other subject areas relate to reading significantly, i.e., items classified under such topics as pre-reading skills, library and reference skills, special education and others.
PORTLAND STATE UNIVERSITY
PROPOSAL FOR CHANGE IN EXISTING PROGRAM

Submitted by: Theater Arts Department

We request the following changes in the Undergraduate Program Requirements for Major.

Existing Program

Requirements for Major

In addition to meeting the general University degree requirements the major in theater arts will meet the following special requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 141, 142, 143 Fundamentals of Acting Techniques</td>
<td>9</td>
</tr>
<tr>
<td>TA 211, 212, 213 Play Production</td>
<td>9</td>
</tr>
<tr>
<td>TA 252 Makeup</td>
<td>1</td>
</tr>
<tr>
<td>TA 364 Directing</td>
<td>3</td>
</tr>
<tr>
<td>TA 365 Intermediate Directing</td>
<td>3</td>
</tr>
<tr>
<td>TA 411 Scene Design or TA 407 Background to Scene Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Twelve credits selected from the following courses: 12

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 374, 375, 376 Modern Theater</td>
<td></td>
</tr>
<tr>
<td>TA 407 Theater History</td>
<td></td>
</tr>
<tr>
<td>TA 407 American Theater and Drama</td>
<td></td>
</tr>
<tr>
<td>TA 464, 465, 466 Development of Dramatic Art</td>
<td></td>
</tr>
</tbody>
</table>

Twelve credits selected from the Theater Arts curriculum, not less than six of which must carry numbers 300 or above 12

Total 52

Proposed Program

Requirements for Major

In addition to meeting the general University degree requirements the major in theater arts will meet the following special requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 141, 142, 143 Fundamentals of Acting Techniques</td>
<td>9</td>
</tr>
<tr>
<td>TA 211, 212, 213 Fundamentals of Technical Theater</td>
<td>9</td>
</tr>
<tr>
<td>TA 252 Makeup</td>
<td>1</td>
</tr>
<tr>
<td>TA 364 Directing</td>
<td>3</td>
</tr>
<tr>
<td>TA 365 Intermediate Directing</td>
<td>3</td>
</tr>
<tr>
<td>TA 411 Scene Design or TA 407 Background to Scene Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Twelve credits selected from the following courses: 12

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 374, 375, 376 Modern Theater</td>
<td></td>
</tr>
<tr>
<td>TA 407 Theater History</td>
<td></td>
</tr>
<tr>
<td>TA 407 American Theater and Drama</td>
<td></td>
</tr>
<tr>
<td>TA 464, 465, 466 Development of Dramatic Art</td>
<td></td>
</tr>
</tbody>
</table>
Theater Arts Department

Proposal for Change in Existing Program

Proposed Program (Cont.):

Six credits of TA 353 Workshop Theater II with a maximum of three credits in any one of the following subfields. Workshop credits in excess of this maximum may be used to satisfy elective and general requirements

(1) acting-directing
(2) technical theater
(3) theater management-public relations

Six elective credits selected from the theater arts curriculum

Total

Rationale

To assure that each student maintains a varied range of theater practice at the upper division level by requiring diversification without increasing total hours.

Request prepared by

Approved by Department Chairman

Approved by Unit Curriculum Committee

Approved by College Curriculum Committee

Approved by College Dean
Portland State University

Proposal For Change in Existing Program

The Department of Biology requests that the following changes be made in undergraduate and graduate programs:

Existing Catalog statement in full:

B.S.
Secondary Education Program
M.S.
M.S.T.
M.S.T. -participating department in environmental science doctoral program

UNDERGRADUATE PROGRAMS

The biology program is designed to give students preprofessional training in medical technology, nursing, agriculture, forestry, and other applied fields; and to provide the necessary background for advanced study leading to graduate degrees in the more specialized fields of the biological sciences.

A student planning to enter medicine, dentistry, or other professional fields should consult the catalog of the professional school to which he intends to apply following preprofessional work in biology and other sciences at Portland State.

Biology is also a teaching major in the program of secondary education.

The Oregon State System of Higher Education maintains an interinstitutional Marine Biology near Coos Bay on the Oregon coast during the summer months. In addition, a consortium of state and private schools of higher education runs summer programs at the Malheur Environmental Field Station south of Burns in the desert and arid mountain areas of south central Oregon, and in the Malheur Wildlife Refuge. Biology majors are encouraged to spend at least one summer at these or at some comparable field laboratory, during the break between their sophomore and junior or junior and senior years.

REQUIREMENTS FOR MAJOR

The biology major is required to take a minimum of 45 credits in the field in addition to certain prescribed course sequences in mathematics, chemistry, and physics.

In addition to meeting the general University requirements the major in biology must meet the following departmental requirements:

\[
\begin{align*}
\text{credits} & \\
\text{BI 101, 102, 103 General Biology} & \quad 9 \\
\text{BI 335, Principles of Physiology or} & \\
\text{CH 350 Introductory Biochemistry} & \quad 6-3 \\
\text{BI 64, Introduction to Genetics} & \\
\text{Biology electives (upper division)} & \quad 28-29 \\
\end{align*}
\]

total in biology (minimum) 45
credits
College mathematics .......................... 12
Ch 204, 205, 206, 207 General Chemistry or
equivalent ................................. 15
Ph 201, 202, 203 General Physics and Ph 204, 205,
206 Physics Laboratory ..................... 15
Not less than 8 credits in organic chemistry ....... 8

Program total 95

The department will not accept courses taken under the Pass/No Pass option, with
the exception of Bi 401, 405, 407 which are offered only on a Pass/No Pass basis.

SECONDARY EDUCATION PROGRAM

Advisers: Richard Forbes, Robert Tinlin.

Students may qualify to teach biology in the secondary schools by completing the
education requirements on page 148 and by completing one of the options listed
below:

Biology Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 101, 102, 103 General Biology</td>
<td>9</td>
</tr>
<tr>
<td>Bi 321 Introductory Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>Bi 335 Principles of Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 257 General Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Bi 422 Introduction to Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Bi 426 Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Biology electives</td>
<td>17</td>
</tr>
</tbody>
</table>

Nonbiology Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 101, 102, 103 General Biology</td>
<td>9</td>
</tr>
<tr>
<td>Bi 301, 302, 303 Human Biology</td>
<td>12</td>
</tr>
<tr>
<td>Bi 321 Introductory Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>Bi 334 Systematic Botany</td>
<td>4</td>
</tr>
<tr>
<td>Bi 257 General Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Bi 422 Introduction to Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Bi 426 Evolution</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition, students must have 18 credits in physical sciences and earth sciences,
as approved by adviser.

GRADUATE PROGRAMS

The Department of Biology offers graduate study leading to the Master of Arts or
Master of Science, the Master of Arts in Teaching or Master of Science in Teaching
degrees. The department also participates in the Environmental Sciences and Resources
doctoral program. Specialized studies in the basic principles and techniques of the
disciplines when combined with interdisciplinary environmental sciences courses and
seminars will partially fulfill the requirement for the Ph.D. in Environmental
Sciences and Resources. For information relative to the Ph.D. program in Environmental
Sciences and Resources-Biology, see page 187.
In addition to the instructions for admission to the graduate program as they appear on page xx, we require the following information from each applicant to the MS/MA program in Biology and to the Ph.D. program in Environmental Sciences/Biology:

1. Scores on the Graduate Record Examination (GRE), to include the advanced biology exam.

2. Two letters of evaluation from persons qualified to assess your promise as a graduate student.

The prospective graduate student should realize that a high GPA and acceptable GRE scores do not guarantee admission to the graduate programs in biology. This is because of the many departmental factors which must be taken into consideration during the admission process, such as availability of appropriate advisers and research space.

DEGREE REQUIREMENTS

University master's degree requirements are listed on page 39. Specific departmental requirements are listed below.

**Master of Arts or Master of Science**

The student must complete at least 30 credits in the field of biology, of which at least 22 credits must be in 500-level courses. No more than six credits may be in Bi 503 Thesis. A maximum of 15 credits may be programmed as electives in fields related to biology in consultation with the degree adviser. Successful completion of a final oral examination and a thesis is required.

**Master of Arts in Teaching or Master of Science in Teaching**

The student should, in consultation with the departmental adviser, establish his degree program before the completion of 15 credits of course work. The program must include no less than nine credits nor more than 15 credits in education courses; a minimum of 24 credits in the field of biology; and at least 12 credits in 500-level courses. In order to fulfill requirements for the degree, the student must complete satisfactorily the degree program and pass both a written and a final oral examination.

In order to meet the standard (five-year) teaching norm in biology, the student must complete 60 credits in science, including 42 credits in science, including 42 credits in biology. Preparation must include work in the areas of genetics, evolution, microbiology and ecology.

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Proposed Catalog Statement in Full: (Italicized statements mark the requested changes; these italics should not be carried over to catalog copy. Likewise, major changes have been footnoted; these footnotes should not be carried to catalog copy.)

B.A., B.S.
Secondary Education Program

M.A., M.S.
M.A.T., M.S.T.
Ph.D.-participating department in environmental science doctoral program

UNDERGRADUATE PROGRAMS

The biology program is designed to give students preprofessional training in medicine, nursing, agriculture, forestry and other applied fields; and to provide the necessary background for advanced study leading to graduate degrees in the specialized fields of the biological sciences.

A student planning to enter medicine, dentistry, or other professional fields should consult the catalog of the professional school to which the student intends to apply. Preprofessional work in biology and other sciences at Portland State.

Biology is also a teaching major in the program of secondary education.

The Oregon State System of Higher Education maintains an interinstitutional Institute of Marine Biology near Coos Bay on the Oregon coast during the summer months. In addition, a consortium of state and private schools of higher education runs summer programs at the Malheur Field Station south of Burns in the desert and arid mountain areas of south central Oregon and in the Malheur Wildlife Refuge. Biology majors are encouraged to spend at least one summer at these institutions, or at some comparable field laboratory, during the break between their sophomore and junior or senior years.

REQUIREMENTS FOR MAJOR

The biology major is required to take a minimum of 45 credits in the field in addition to certain prescribed course sequences in mathematics, chemistry and physics.

In addition to meeting the general University requirements the major in biology must meet the following departmental requirements:

Bi 101, 102, 103 General Biology
Bi 335, Principles of Physiology or
Ch 350 Introductory Biochemistry
Bi 422 Introduction to Genetics
Biology electives (upper division)

total in biology (minimum)

College mathematics to include one of the following:

Math 106 Finite Mathematical Structures
or Math 201 Integral Calculus
or Math 365 Statistical Methods
Proposed Catalog Statement in Full: (Italicized statements mark the requested changes; italics should not be carried over to catalog copy. Likewise, major changes are footnoted; these footnotes should not be carried to catalog copy.)

B.A., B.S.
Secondary Education Program

M.A., M.S.
M.A.T., M.S.T.
Ph.D.-participating department in environmental science doctoral program

UNDERGRADUATE PROGRAMS

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Biology is also a teaching major in the program of secondary education.

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In addition to meeting the general University requirements the major in biology must meet the following departmental requirements:

Bi 101, 102, 103 General Biology
Bi 335, Principles of Physiology or
Ch 350 Introductory Biochemistry
Bi 422 Introduction to Genetics

Biology electives (upper division) 28 total in biology (minimum)

College mathematics to include one of the following:

Phi 106 Finite Mathematical Structures
or Phi 201 Integral Calculus
or Phi 365 Statistical Methods
Ch 204, 205, 206, 207 General Chemistry or equivalent .......................... 15
Ph 201, 202, 203 General Physics and
Ph 204, 205, 206 Physics Laboratory ................................................... 15
Not less than 8 credits in organic chemistry ........................................ 8

Program total 95

The department will not accept courses taken under the Pass/No Pass option, with the
exception of Bi 401, 405, 407, 505 which are offered only on a Pass/No Pass basis.
Of the 45 credits required in Biology, at least 36 credits must be in courses other
than Research, Reading and Conference and Seminar. The remaining 9 credits may in-
clude no more than a total of 6 credits in Research and Reading and Conference. An
undergraduate student will be admitted to a 500-numbered course in Biology only with
the express written consent of the instructor of that course.

SECONDARY EDUCATION PROGRAM

advisers: Richard Forbes, Robert Tinnin.

Students may qualify to teach biology in the secondary schools by completing the
education requirements on page XX and by completing one of the options listed below:

Biology Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 101, 102, 103 General Biology</td>
<td>9</td>
</tr>
<tr>
<td>Bi 321 Introductory Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>Bi 335 Principles of Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 357 General Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Bi 422 Introduction to Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Bi 426 Evolution</td>
<td>3</td>
</tr>
</tbody>
</table>

Biology Electives 17

Biology Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 101, 102, 103 General Biology</td>
<td>9</td>
</tr>
<tr>
<td>Bi 311, 303, 303 Human Biology</td>
<td>12</td>
</tr>
<tr>
<td>Bi 321 Introductory Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>Bi 334 Systematic Botany</td>
<td>4</td>
</tr>
<tr>
<td>Bi 357 General Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Bi 422 Introduction to Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Bi 426 Evolution</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition, students must have 18 credits in physical sciences and earth sciences, as
approved by adviser.

GRADUATE PROGRAMS

The Department of Biology offers graduate study leading to the Master of Arts or
Master of Science, the Master of Arts in Teaching or Master of Science in Teaching
degrees. The department also participates in the Environmental Sciences and Resources
doctoral program. Specialized studies in the basic principles and techniques of
the discipline when combined with interdisciplinary environmental sciences courses
and seminars will partially fulfill the requirement for the Ph.D. in Environmental
Sciences and Resources. For information relative to the Ph.D. program in Environ-
mental Sciences and Resources, see page XX.
In addition to the instructions for admission to the graduate program as they appear on page xx, we require the following information from each applicant to the MS/MA program in Biology and to the Ph.D. program in Environmental Sciences/Biology:

1. Scores on the Graduate Record Examination (GRE), to include the advanced biology exam.
2. Two letters of evaluation from persons qualified to assess your promise as a graduate student.

The student should contact the department for a statement of current admission policy.

The prospective graduate student should realize that a high GPA and acceptable GRE scores do not guarantee admission to the graduate programs in biology. This is because of the many departmental factors which must be taken into consideration during the admission process, such as availability of appropriate advisors and research space.

Required Requirements

University master's degree requirements are listed on page XX. Specific departmental requirements are listed below.

**Master of Arts or Master of Science**

The student must complete at least 30 credits in the field of biology, of which at least 22 credits must be in 500-level courses. No more than six credits may be in 300 Thesis. No more than a total of 15 credits may be in seminar, reading and conference, research and thesis. A maximum of 15 credits may be programmed as electives in fields related to biology in consultation with the degree adviser. Successful completion of a final oral examination and a thesis is required.

**Master of Arts in Teaching or Master of Science in Teaching**

The student should, in consultation with the departmental adviser, establish his degree program before the completion of 15 credits of coursework. The program must include no less than nine credits nor more than 15 credits in education courses; a minimum of 24 credits in the field of biology and at least 12 credits in 500-level courses. In order to fulfill requirements for the degree, the student must complete satisfactorily the degree program and pass both a written and a final oral examination.

In order to meet the standard (five-year) teaching norm in biology, the student must complete 60 credits in science, including 42 credits in biology. Preparation must include work in the areas of genetics, evolution, microbiology and ecology.
JUSTIFICATION

The Department of Biology is currently trying to upgrade its graduate and graduate programs and to clarify the catalog descriptions of these programs. Each of the suggested changes is in pursuit of this goal. Some of the changes are simply editorial in nature. The following are specific changes. (The numbers refer to footnotes in the proposed catalog descriptions)

1) This is an editorial change necessary if BI 505 is changed to P/NP only.
2) These changes establish a minimum level of content courses for the degree while at the same time they establish a maximum number of P/NP courses which can be applied to the major.
3) This change establishes a minimum number of regular courses which students may apply to their graduate program.

Request prepared by Richard John

Approved by Department Head: W.B. Taylor

Approved by College Curriculum Committee: A.C. Johnson

Approved by College Dean: Karl V. Dittmer
Existing catalog statement:

Requirements for Major

In addition to meeting the general University degree requirements, the major in economics must meet the following departmental requirements:

Credits

Ec 201, 202, 203 Principles of Economics..............9
Ec 375 Macro-economic Theory............................5
Ec 376 Micro-economic Theory............................5
Ec 487, 488, 489 American Economic History............6
(any two terms)

A total of 18 credits of 400 level courses excluding Ec 419 and including not more than one course numbered Ec 401 to 410. Ec 321 and Ec 350 may be counted toward these 18 credits.

________________________
Total in economics (minimum) 43

Actg. 211 Introduction to Financial Data

Mth 114 Mathematics in Business Applications, Mth 199C Elements of Calculus, Mth 364, 365 Elements of Statistical Methods; Mth 366 Elements of Statistical Methods or Mth 350 FORTRAN Programming; or equivalent

________________________
Total in other fields 18

Proposed catalog statement:

Requirements for Major

In addition to meeting the general University degree requirements, the major in economics must meet the following departmental requirements:

Credits

Ec 201, 202, 203 Principles of Economics...............9
Ec 375 Macro-economic Theory............................5
Ec 376 Micro-economic Theory............................5
Ec 487, 488, 489 American Economic History or Ec 455, 456 European Economic Development (any two terms)........6

A total of 18 credits of 400 level courses excluding Ec 419 and including not more than one course numbered Ec 401 to 410. Ec 321 and Ec 350 may be counted toward these 18 credits.

________________________
Total in Economics (minimum) 43
Actg. 211  Introduction to Financial Data ........................................... 3

Mth 114  Mathematics in Business Applications, Mth 190  Elements of Calculus, Mth 364, 365 Elements of Statistical Methods, Mth 366 Elements of Statistical Methods or Mth 350 FORTRAN Programming; or equivalent. ........................................................................... 15

Total in other fields ................................... 18

Justification:

The department wishes to add the Ec 455, 456 European Economic Development sequence to the choice of courses offered to fulfill the history requirement. Courses in either of these sequences fulfill the requirement equally well, and this gives students a wider choice in filling the requirement.

Sequence of action:

Request prepared by ______________________________________________________________________ Date 1/27/76

Apprvd. by Dept. Curricu. Com. ______________________________________________________________________ Date 1/27/76

Apprvd. by Dept. Head ______________________________________________________________________ Date 12/22/76

Apprvd. by College Curric. Com. ______________________________________________________________________ Date __________

Apprvd. by College Dean ______________________________________________________________________ Date __________

* Note: statement given as existing statement was proposed and has been approved for the 1977-78 catalog, and thus is not actually in print as yet.
PORTLAND STATE UNIVERSITY
POLITICAL SCIENCE DEPARTMENT

PROPOSAL FOR CHANGE IN EXISTING COURSE

Request for the following change in course number ____ N/A (existing major requirements)

____ Change course number ____ Drop course ____ Change laboratory hours
____ Change course title ____ Change prerequisites ____ Change to P/HP
____ Change course description ____ Change lecture hours ____ Change to letter grade
____ Change credit hours ____ Change recitation hrs ____ Other: Proposed change

Existing catalog statement in full:

See attached copies. (Xerox, duplicated).

Proposed catalog statement in full:

See attached copies. (Blue ditto).

Justification for proposed course change:

The proposed change in requirements is being put forward for three reasons: (1) it accommodates the major requirements to a return to a primarily 3-credit course pattern; (2) it makes provision for the proposed new 300-level courses; and (3) it reflects the department's dissatisfaction with its experiment of making the basic political theory courses optional by returning to the old practice of having them required.

Request prepared by  [Signature] Date 1-27-77

Approved by Unit (i.e., Department) Curriculum Committee [Signature] Date 1-28-77

Approved by Department Head [Signature] Date 1-28-77

Approved by College/School Curriculum Committee Date

Approved by College/School Dean Date
Requirements for Major

In addition to meeting the general University degree requirements, the major in political science must meet the following departmental requirements:

1. PS 211 American Politics (or PS 411 The American Political System, for upper division students).

2. Two courses in each of the three areas listed below. Of these six courses, no more than three may be lower division courses. The courses specified in requirements 1 and 3 may be used where appropriate to meet this requirement.

   AREA I—American Political Systems and Processes: PS 211, PS 214, PS 231, PS 411 through PS 418, and appropriate PS 406's, PS 407's and PS 410's.

   AREA II—International and Comparative Politics: PS 241, PS 251, PS 441, through PS 477, and appropriate PS 406's, PS 407's and PS 410's.

   AREA III—Political Theory and Methodology: PS 481 through PS 495, and appropriate PS 406's, PS 407's and PS 410's.

3. One PS 407 Seminar.

4. Additional upper division electives to make a total of at least 45 credits in political science.

Political science majors are expected to plan their program in consultation with a faculty adviser. Departmental majors are also urged to take Mth 364, 365 Elements of Statistical Methods and PS 496 Applications of Quantitative Methods to Political Research. All students are advised to take PS 211 American Politics (or PS 411 The American Political System, or their equivalents) before taking upper division political science courses.
Requirements for Major

1. PS 201, PS 202 American Government and one additional lower division political science course; or PS 211 American Politics and one additional lower division course (upper division students may substitute PS 411 The American Political System and one additional 200 or 300-level political science course).

2. PS 481, 482 Political Theory

3. Two courses in each of the three areas below:
   
   **Area I - American Political Systems and Processes:** PS 412 through PS 439, and appropriate PS 406's, PS 407's and PS 410's.
   
   **Area II - International and Comparative Politics:** PS 441 through PS 477, and appropriate PS 406's, PS 407's, and PS 410's.
   
   **Area III - Political Theory and Methodology:** PS 385, PS 484 through PS 497, and appropriate PS 406's, PS 407's, and PS 410's.

4. One PS 407 Seminar.

5. Additional electives to make a total of at least 45 credits in political science.
PORTLAND STATE UNIVERSITY

PROPOSAL FOR CHANGE IN EXISTING CERTIFICATE REQUIREMENTS

Request to change the requirements for the Certificate in Central European Studies.

Existing catalog statement:

Requirements for the Certificate in Central European Studies are as follows: 39 credits
Area courses selected from:

AL 199 Colloquium in Central European Affairs
AL 407 Central Europe Peoples and Cultures
ANTH 490 Peoples and Cultures of Europe
EC 407 Economic Problems of Central Europe
EC 450 Comparative Economic Systems
GEOG 241, 242, 243 Geography of Central Europe
HST 407 History of the Hapsburg Empire
PS 458, 459 Governments of Central Europe, and Politics and International
    Relations of Central Europe
SOC 407 Central European Societies
SSC 407 Colloquium in Central European Affairs
Any 199, 401, 403, 405, 408, or 409 in any discipline approved by the student's
    adviser.

Language - ability equal to that gained in two years. This is done by:
    Exam in Czech, Hungarian, Polish, Romanian, or Serbo-Croatian or by
    passing third-term of second year in one of the languages listed above.

Proposed catalog statement:

Requirements for the Certificate in Central European Studies are as follows:

Language courses:
    2 years or the equivalent of a Central European Language--German, Polish,
    Czech, Hungarian, Serbo-Croatian, Romanian, or Russian. The language
    requirement may be satisfied by examination.

Area courses:
    39 credits in Central European courses taken from at least three departments.
    Among regularly offered courses meeting these requirements are:

GEOG 241, 242, 243 Geography of Central Europe
HST 454, 455, 456 History of Eastern Europe
HST 444, 445, 446 History of Germany
HST 432 History of the Byzantine Empire
PS 458 Governments and Politics of Central Europe
PS 459 Politics and International Relations of Central Europe

Seminars and special courses are occasionally offered; these include:

EC 407 Economic Problems of Central Europe
HST 407 History of the Hapsburg Empire
HST 410 Extermination of the Jews
SOC 407 Central European Societies

Such courses, including individually arranged reading and conference courses, can
meet area course requirements when approved by the CESC director.
Students may also take up to six credits of 335.195 and 335.199 "Con spiration in Central European Affairs" toward meeting area course requirements.

Justification of the proposed change in certificate requirements:

The revised statement removes ambiguities contained in the previous description of requirements. Language requirements and area course requirements remain the same. German is accepted as meeting language requirements not only because of the significance of the German Democratic Republic in Central Europe, but also because of its continuing role as an international language within the other Central European countries. Russian plays a similar role as an international language.

Submitted to CAA October 7, 1976
PROPOSAL FOR CHANGE IN EXISTING DEGREE REQUIREMENTS

The Administration of Justice Department requests the following change be made:

- Change major core course requirements by replacing the six credits of unspecified administration of justice electives with three credits of AJ 401-Research: Senior Project, and three credits of AJ 409-Criminal Justice Practicum.

Existing Catalog Statement

Requirements for major. In addition to meeting the general University degree requirements, students who major in administration of justice must complete the special degree core courses. After achieving upper division status, each degree candidate will be further required to select one of the two sets of special professional course concentrations and complete all requirements as outlined in the law enforcement or corrections option:

Core courses:

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td>Introduction to Administration of Justice</td>
<td>9</td>
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<tr>
<td>AJ 334</td>
<td>Prevention and Control of Crime in Urban Areas</td>
<td>3</td>
</tr>
<tr>
<td>AJ 444, 445</td>
<td>Criminal Law Process</td>
<td>6</td>
</tr>
<tr>
<td>AJ 451</td>
<td>Criminal Law: The Defense Side</td>
<td>3</td>
</tr>
<tr>
<td>AJ electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Soc 204, 205</td>
<td>General Sociology</td>
<td>6</td>
</tr>
<tr>
<td>Soc 337</td>
<td>Minority Groups</td>
<td>3</td>
</tr>
<tr>
<td>Soc 370</td>
<td>Sociology of Deviancy</td>
<td>3</td>
</tr>
<tr>
<td>Soc 416</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>Soc 417</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 204</td>
<td>Psychology as a Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Psy 318</td>
<td>Applied Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 434</td>
<td>Abnormal Psychology</td>
<td>3</td>
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</tbody>
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Proposed Catalog Statement (changes in italics)

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<tr>
<td>AJ 401</td>
<td>Research: Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>AJ 409</td>
<td>Criminal Justice Practicum</td>
<td>3</td>
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</tr>
</tbody>
</table>
Justification for Proposed Change

Both new requirements are designed to enhance the effectiveness of the core curriculum in achieving the program's objective—to prepare students for entry into, or advancement within, public service careers.

AJ 409 practicums have been available to majors as elective credits since 1972; however, experience has convinced the department's faculty that all upper division majors should perform a minimum amount of supervised work in a criminal justice agency to not only help relate their classroom instruction to professional reality, but also to provide them with the competitive advantage of gaining some practical experience prior to graduation. (AJ 409 guidelines are available for review, if necessary.)

The AJ 401 senior research project will provide an assessment of the ability of individual senior students to synthesize the various academic and professional concepts related to the complex process of administering justice in our society, as well as offering them with an opportunity to demonstrate their communication skills through written presentations and oral defenses. (AJ 401 research guidelines are available for review, if necessary.)

Request prepared by: Charles A. Tracy Date 1-20-77
Approved by AJ Curriculum Committee: C. A. Tracy Date 1-24-77
Approved by Department Head: C. A. Tracy Date 1-28-77
Approved by SUA Curriculum Committee: Date 1-6-77
Approved by School Dean: Date 4/2/77
Undergraduate Programs

URBAN STUDIES / 229-4015

Certificate in Urban Studies

Portland State University offers an undergraduate Urban Studies Certificate Program which a student may take while working toward a baccalaureate in any major field. In addition to providing the opportunity to gain a broad understanding of the interdisciplinary nature of the urban field, a careful selection of courses for the certificate, in conjunction with an academic major, can provide the student with a background oriented to post-baccalaureate employment or graduate work in a professional or academic field.

The program is designed to give the student a familiarity with disciplinary views of the field, some basic research tools, an interdisciplinary focus, and the opportunity to begin to develop an area of special interest to the individual. As a major element of the program, a wide variety of field placement/intern opportunities are available throughout the year. Each student is required to spend at least part of one term in the field.

The program does not emphasize any one academic or professional view, but rather, encourages a wide range of interests. Previous students, for example, have pursued interests in administration, urban planning, policy analysis, community services, urban education, urban design, urban transportation, environmental affairs and program planning, development and evaluation.

Advisers work with students and with faculty and staff in other departments to plan the most effective programs for individual students. The certificate program requirements are intentionally flexible to permit the individual to build upon his or her interests and career goals.

Certificate Requirements

Urban Studies Courses: Twelve credits in urban studies. US 411 and US 412 are required for all certificate students. The remaining six hours can be selected, with adviser's consent, from any other urban studies course.

Courses and Sequences: Thirty credits in the social science disciplines selected from courses related to urban economics or public finance, urban sociology, urban geography, urban politics and governmental structure or public administration, or community psychology. Of the thirty required credits, at least nine credits must be taken in two different social science departments. Courses must be selected from regularly scheduled offerings. Decisions on course selections should be made with adviser's consent.

Research Tools: Students are expected to take six credits aimed at developing a basic familiarity with tools or methods related to their area of interest. Courses can be selected from programming (MTH 135, 151, 352), statistics (MTH 144, 363), social research methods (SOC 384, 385), geography methods (GEOG 115, 317) or other courses acceptable to the program adviser.

Practicum: 13 credits. To be arranged with the adviser for the Urban Studies Certificate Program. This requirement can be waived for students who have participated in a relevant work/service experience. Such students will still be required to complete 60 credits for the certificate.

Electives: Nine credits to be arranged with the adviser for the Urban Studies Certificate Program. Courses selected to satisfy this requirement must have clear urban content. Students will be counseled in developing a focus in a specific urban-oriented field. Courses specifically required for elective requirements for a major field cannot be used as Certificate Program electives.

The following are suggested as examples of regularly scheduled class offerings which can be selected to meet the thirty credits of "courses and sequences" requirements in the social sciences.

Economics
EC 314 Urban Economics
EC 414, 415 Regional and Urban Economics
EC 319 Public Finance
EC 429 Public Spending and Debt Policy
EC 410 Taxation and Income Policy

Geography
GEOG 425 Geography of Protection
GEOG 434 Principles of Urban Geography
GEOG 435 Historical Geography of the City
GEOG 436 Contemporary World Cities
GEOG 490 Geography of Manufacturing
GEOG 490 Geography of Transportation

Political Science
PS 411 State and Local Governments and Politics
PS 412 Metropolitan Government and Politics
PS 414 Intergovernmental Relations
PS 417 Bureaucracy, Democracy, and the Workers
PS 416 Politics, Administration and Public Policy

Psychology
PSY 461 Psychology of Adult Development and Aging
PSY 481, 482 Community Psychology
PSY 507 Quantitative Methods I, II, III, or IV
PSY 507 Contemporary Social Psychology
PSY 507 Death and Dying
PSY 507 Social Facilitation and Imitative Behavior
PSY 524 Methods of Psychological Assessment

Sociology
SOC 420 Urbanism and Urbanization
SOC 426 Social Ecology
SOC 434 Social Stratification
SOC 457 Complex Organizations
SOC 472 Contemporary Social Theory
SOC 507 Theoretical Perspectives of Sociology
SOC 507 Theory Construction
SOC 507 Contemporary Issues of Sociology
SOC 507 Analytical Problems of Social Theory
SOC 517 Advanced Methods
SOC 507 Advanced Social Psychology
SOC 517 Advanced Quantitative Methods
SOC 517 Experimental Sociology I and II
SOC 517 Sociology of Age Status
SOC 517 Social Change
SOC 507 Theories of Deviance
SOC 507 Politics, Poverty and the City

In addition to the urban related courses offered in these five departments, students may also take urban related courses from other departments in the College of Social Science or courses which are cross-listed with the Systems Science D. Program. In certain instances, students may also register for courses in the College of Arts and Letters, the College of Science, the School of Business Administration, the School of Education and the School of Social Work.
most critical issues confronting American cities.
Large group sessions combining lectures, films, and guest speakers. Student participation through small group discussions and studio sessions, gaming and other techniques. Each course emphasizes different sets of issues and may be taken as an independent unit.
US 201: the urban physical environment—problems of transportation, pollution, or land use and development.
US 202: the urban social environment—problems of housing, community development, welfare, health or education.
US 203: the nature of urban institutions as these relate to a specific issue.

US 401 Research
Credit to be arranged
Consent of instructor required.

US 405 Reading and Conference
Credit to be arranged
Consent of instructor required.

US 407 Seminar
Credit to be arranged

US 408 Workshop
Credit to be arranged
Metropolis Workshop. Land Use Workshop.

US 409 Practicum
Credit to be arranged
Pass/No Pass only. Consent of instructor.

US 410 Selected Topics
Credit to be arranged
Consent of instructor.

US 411 Urban Planning: Introduction
An interdisciplinary perspective on planning theories, principles, and practice. Focuses on the planning process, particularly at the local level. Explores the political, economic, social and legal forces that influence the planning function and the roles of planners. Changing concepts in practice are also considered. Prerequisite: upper division standing or consent of instructor.

US 412 Urban Planning: Housing and Development
The problems of housing, development, and redevelopement in an urban setting are analyzed from a planning perspective. An introduction to the nature and complexity of housing problems with their associated economic, social, physical, and racial aspects. The roles and responsibilities of the public sector—governmental institutions—in establishing policies and implementing programs. Prerequisite: US 411 recommended.

US 413 Urban Planning: Environmental Issues
Environmental issues and problems are evaluated in the context of planning alternatives. Particular emphasis on the economic and social implications of environmental problems. The planning concern for achieving balance between these factors is explored through an analysis of various planning approaches e.g., environmental impact studies, land use controls and resource analysis. Prerequisite: US 411 recommended.

US 421 Urban Design: History and Concepts
An overview of the field of urban design including:
1) historical perspectives on the physical organization and structural forms of cities from ancient to modern times using examples from man-made environments and from utopian concepts; 2) presentation of concepts and practical examples related to urban design as a process; and 3) a review of methods used in analyzing the design elements of the city intended for students with or without design backgrounds.

US 422 Urban Design: Elementary Problems Studio
An investigation of elementary design problems for students with or without design backgrounds. Addresses a series of design problems at different scales—a block, street, and city in a studio setting. The relationship between the physical environment and the image of the city and the nature of the urban design process is emphasized. Prerequisite: US 421 recommended.

US 423 Urban Design: Team Project Studio
An urban design studio intended for students with or without design backgrounds. Emphasizes one design problem within an identifiable area such as a downtown or a neighborhood, students work in teams stressing the interdisciplinary nature of problem solving and the design process within a political context. Teams develop a work program, undertake some research and analysis, and work toward a design solution. Prerequisites: US 421 and 422 recommended.

US 431 Urban Transportation
This course is concerned with what might truly be called the urban transportation crisis, the nature of the problem, its relationship to housing, race, shopping patterns, business and social logistics, comparative costs of transportation modes, the search for accommodations, and the role of public policy. This is a joint listing with the Department of Marketing. Credit will not be given for both Mkng 431 and US 431.

US 442 Community Development: Principles and Practice
The practice of community development includes models and case studies of community development, definitions of the change process, the roles of professionals, organizations, and citizens as change agents, and specific change strategies. Prerequisite: US 411 recommended; consent of instructor.

US 445 Land Use: Legal Aspect
Land use and planning from the legal perspective. Includes a historical review of attitudes toward private property and ownership, the relationship between local planning and regulations, and current issues and perspectives on land use including emerging state and federal roles intended primarily for upper division and graduate students.

Certificate in Black Studies
The Black Studies Program is an academic interdisciplinary unit within the Urban Studies Program. Its primary focus is to bring into perspective the Black experience as part of the total human environment. At Portland State University the Black Studies Program relates to the urban environment and its impact upon Black Americans.

The Black Studies Program is designed to provide background and experience for careers in teaching, counseling and social work, politics and government, law enforcement, health planning, urban planning, and research. Significantly, the Black Studies Program works to fill the void in the Black Community created by the need for well-trained Blacks in all the above areas.

The Black Studies Program faculty works closely with students to plan the program most suitable to accomplish individual student needs and career goals.

The goal of the Black Studies Program is to bring into perspective the Black experience as part of the total human environment. At Portland State the Black Studies Program relates to the urban environment and its impact upon Black Americans. The intent of the program is to provide a basis for community leadership, appreciation of human values, and potential, and problem solving skills.

The certificate is granted by the University by the authority of the Oregon State Board of Higher Education. The program of required and elective courses is designed for students who plan to seek careers related to urban affairs, especially those of the innercity. The program also offers courses useful for those students intending to pursue graduate study in urban studies and social science.

Certificate Requirements
Candidates for the Black Studies Certificate must satisfy the requirements outlined below as well as meet the general University requirements for a degree in any field. Completion of 51 credits is required for certification in Black Studies, not more than 21 credits of which may be lower division.

A. Completion of all requirements for a major with a B.S. or B.A. degree.
B. Completion of the following required course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>US 407 Black Community field work</td>
<td>6</td>
</tr>
</tbody>
</table>
C. Completion of lower division courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>US 199 introduction to Black Studies</td>
<td>3</td>
</tr>
<tr>
<td>US 199 Urban Education Problems</td>
<td>3</td>
</tr>
<tr>
<td>US 199 Blacks in Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>US 199 Afro-American History I, II, III</td>
<td>9</td>
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</tbody>
</table>
PROPOSED

Undergraduate Programs

URBAN STUDIES / 229-4015

Certificate in Urban Studies

Portland State University offers an undergraduate (upper division) Urban Studies certificate program which a student may take while working toward a baccalaureate in any major field. In addition to providing the opportunity to gain a broad understanding of the interdisciplinary nature of the urban field, a careful selection of courses for the certificate, in conjunction with an academic major, can provide the student with a background oriented to postbaccalaureate employment or graduate work in a professional or academic field.

The program is designed to give the student a familiarity with disciplinary views of the field, some basic research tools, an interdisciplinary focus, and the opportunity to begin to develop an area of special interest to the individual. As a major element of the program, a wide variety of field placement/intern opportunities is available throughout the year. Each student is required to spend at least part of one term in the field.

The program does not emphasize any one academic or professional view, but rather, encourages a wide range of interests. Previous students, for example, have pursued interests in administration, urban planning, policy analysis, community services, urban education, urban design, urban transportation, environmental affairs, urban journalism, program planning, development and evaluation.

Advisors work with students and with faculty and staff in other departments to plan the most effective programs for individual students. The certificate program requirements are intentionally flexible to permit the individual to build upon his or her interests and career goals.
Certificate Requirements

Urban Studies Courses. Fifteen credits in urban studies. US 411 and 412 are required for all certificate students. The remaining nine hours can be selected, with advisor's consent, from any other urban studies courses.

Courses in Related Subject Areas. Twenty-four credits in selected disciplines related to urban affairs, such as urban economics or public finance, urban sociology, urban and economic geography, science or technology, urban politics, governmental structure, public administration, real estate, community and social psychology, urban or applied anthropology, administration of justice, social work, black studies, and related courses in arts and letters---film, journalism and communications.

Of the twenty-four credits, at least nine credits each must be taken in two different departments, and at least one of those departments must be in the College of Social Science. Courses must be selected from regularly scheduled offerings with the Urban Studies advisor's consent. (See the following list for recommended courses.)

Administration of Justice
AJ 302 Police-Community Relations
AJ 334 Prevention and Control of Crime in Urban Areas
AJ 454 Community Based Treatment of Offenders

Anthropology
Anth 460 Applied Anthropology
Anth 461 Urban Anthropology

Applied Science and Engineering
ASE 301, 302, 303 Technology, Environment and Man

Black Studies
(To be decided with advisor's consent)

Center for the Moving Image
AL 357 Film and Society

Economics
Ec 314 Urban Economics or
Ec 414, 415 Regional and Urban Economics
Ec 319 Public Finance or
Ec 429 Public Spending and Debt Policy and
Ec 430 Taxation and Income Policies

Finance/Law
FinL 414 Real Estate Law
FinL 436 Real Estate Practices
FinL 437 Real Estate Finance
FinL 439 Real Estate Appraisal
Geography

Geog 312 Geography of Economic Systems
Geog 425 Natural Resource Management
Geog 434 Principles of Urban Geography
Geog 435 Historical Geography of the City
Geog 436 Contemporary World Cities
Geog 488 Resource Development Problems
Geog 489 Activity Location
Geog 490 Geography of Transportation

Journalism

J 450 Press and Society

Political Science

PS 431 State and Local Governments and Politics
PS 432 Metropolitan Governments and Politics
PS 434 Intergovernmental Relations
PS 438 Politics, Administration and Public Policy

Psychology

Psy 334, 335 Social Psychology
Psy 480, 481, 482 Community Psychology

Social Work

SW 350 Social Welfare as a Social Organization
SW 450 The Social Services: Their Organization and Administration

Sociology

Soc 341 Population Trends and Policy
Soc 419 The Modern Community
Soc 420 Urbanism and Urbanization
Soc 421 Social Change
Soc 426 Social Ecology
Soc 457 Complex Organizations

Speech

Sp 440 Intercultural Communication

Tools and Methods. Students are expected to take six credits aimed at developing a basic familiarity with tools or methods related to their area of interest. Courses can be selected from programming (Mth 350, 351, 352), statistics (Mth 364, 365), social research methods (Soc 384, 385), map design and geography methods (Geog 335, 337, 487), accounting (Actg 430), anthropological methods (Anth 412), political research methods (PS 495, 496), speech (Sp 321, 326), or other courses acceptable to the program advisor.

Field Experience. A minimum of three credits to be arranged with the advisor for the Urban Studies Certificate Program. This requirement can be waived for students who have participated in a relevant work/service experience. Such students will still be required to complete sixty hours for the certificate, substituting additional elective hours for the waived field experience.
Electives. Twelve credits to be arranged with the advisor for the Urban Studies Certificate Program. Courses selected to satisfy this requirement must have a clear urban content. Students will be counseled in developing a focus in a specific urban-oriented field. Courses "specifically" required (as opposed to elective requirements) for a major field cannot be used as Certificate Program electives.
JUSTIFICATION FOR CHANGES IN CERTIFICATE PROGRAM DESCRIPTION AND REQUIREMENTS:

A. Changes in the program description are minimal—adding the phrase "upper division" and expanding the list of interests usually pursued by urban studies students. These changes are descriptive only to reflect current program realities.

B. Certificate Requirements

1. Urban Studies Courses. Based on discussion with past and present Certificate program students, the most consistent criticism was that not enough opportunity was available to include urban studies courses in the certificate program. An addition of three hours is recommended, bringing the minimum number of urban studies hours to eighteen (including the practicum requirement).

2. Courses in Related Subject Areas. At one time, the Program required students to take thirty-six hours in specifically designated social science courses, with no choice permitted. At that time, sixty-six hours were required for the Certificate.

About four years ago, the number of hours for the Certificate was reduced to sixty and the present program was approved. With that change to sixty hours and the designation of specific areas to be included, the number of "courses and sequences" hours were reduced to thirty and additional courses were included to give the students more choice.

At this time, in line with discussions with past and present Certificate students, we are recommending that a) the title of this area be changed from "courses and sequences" to "courses in related subject areas"; b) that the number of hours be reduced from thirty to twenty-four, with the six hours being assigned to "urban studies courses" and "electives" (three to each area); and c) that additional departmental options be provided which relate to student interest in the Certificate Program.

The reasons for these changes are as follows: the title change reflects the fact that for the most part sequences are not offered in many departments, and many of the courses we recommended were due to the subject matter of the courses, rather than sequencing. We feel that the new title more clearly reflects our intent.
The reduction in hours is somewhat unavoidable since this is the largest set of hour requirements in the Program. The only other option is to increase the total hour requirement for the Certificate if we wish to require more urban studies courses or more electives. The impact is minimal since this leaves a maximum of forty-two hours possible outside of the urban studies courses. Additionally, it should be noted that in many instances, the elective hours could still be chosen from these related courses if they fit into the student's area of interest.

In adding other departmental offerings we are trying to recognize several factors. First, Urban Studies should not be limited entirely to the social sciences, though we have added some social science options not previously available. Second, we wish to make it easier for students to meet requirements in Arts and Letters and the Sciences, as well as the Social Sciences. Third, the new description and list of courses acceptable to meet the requirements in this area more clearly describes the interdisciplinary focus of Urban Studies.

The list of courses is fairly self-explanatory. The proposed additions have been discussed with departmental chairpersons or representatives in all cases. The list includes some of the courses which have been used as "electives" in the past and which seem to reflect actual student interests.

We have checked with departments to determine future availability of courses, problems that may be encountered with registration, and their interest in participating with us. Some courses were not added and some were removed because they are not being offered, even though they are listed in the catalog.

(Note: The Black Studies program does not presently have regular course numbers which we feel fit within our criteria for addition to this list. They will be seeking additional numbers this year and we will add selected course numbers to our list after they receive approval for discrete numbers.)

(Note: Changes in Geography course titles and several course additions are in the process of being approved. Once approved, we will modify our list to reflect title changes and we plan to add one additional Geography course.)

3. Tools and Methods. The new title is changed to be more descriptive of the purpose of having these requirements. This listing has added several new courses as a comparison with the old list will show. Again, the goal is to permit more choice to the students in selecting the most relevant tools and methods, depending on their individual interests. All additions have been discussed with departmental chairpersons or representatives.
4. **Field Placement.** Change of title only to clarify what was previously meant by the term "practicum".

5. **Electives.** Three hours, as previously described, have been added to the electives.

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Request prepared by [Signature] Date 11/18/76

Approved by Unit Curriculum Committee [Signature] Date 11/18/76

Approved by Department Head [Signature] Date 11/22/76

Approved by College/School Curriculum Committee [Signature] Date 11/30/76

Approved by College/School Dean [Signature] Date 12/3/76
School of Health and Physical Education

PROPOSED CHANGES IN MAJOR REQUIREMENTS

Change in the core requirement for Physical Education and Health Education majors.

Delete from the requirements PE 244, Physical Growth (2 cr.) and substitute Psy 311, Human Development (3 cr.). The two courses cover the same material, and Psy 311 is required of all teacher education candidates. This now results in subject matter duplication for 90% of the major students.

Change in the core requirement for Physical Education majors.

Delete from the requirement PE 410, Sports Knowledge (2) and PE 410, Sports Proficiency (1). These courses were intended to assure that all physical education majors have a high level of performance ability in one activity and an in-depth knowledge of two other activities. We find that 100% of our majors have demonstrated that they possess these competencies. Thus, a great deal of faculty and student time has been devoted to work that appears to have been unnecessary.

Change in the Teacher Education option for Physical Education majors.

Delete from the requirements PE 294, Modern Dance (2). The teaching of modern dance requires a more extensive background than is provided in this course. Students who wish to prepare for this specialized area of teaching may do so through existing courses in dance taken as electives.

Delete from the requirement PE 295, Weight Training/Wrestling (2). Principles of weight training will be covered in PE 194-195, Physical Fitness Concepts (1) for both men and women. Wrestling may be taken as an elective from the approved list of PE 190 service courses mentioned in the following.

Add to the requirement three (3) credits of elective PE 180-185-190 service courses from a list approved by the department. This provision will allow more flexibility in meeting the needs of major students preparing to teach.

Change in Research and College Teaching Option for Physical Education majors.

Add to the requirements three courses in PE 194-5, 294-5, 394-5 professional activity courses in addition to PE 194-5, Fundamentals of Human Movement and PE 194-5, Physical Fitness Concepts. (3 to 6 credits) Deletion of PE 410, Sports Knowledge and PE 410, Sports Proficiency from the core requirements leaves the students in this program extremely deficient in the activity area. This could be detrimental to their chances of securing graduate teaching assistantships.
### Old

#### HEALTH EDUCATION MAJOR

<table>
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<tr>
<td>Bi 101, 102, 103 General Biology</td>
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<tr>
<td>Bi 251, 252, 253 Principles of Biology</td>
<td>12</td>
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<tr>
<td>Ch 104, 105, 106 Introductory Chemistry</td>
<td>15</td>
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<tr>
<td>HE 123 Introduction to Health Education</td>
<td>2</td>
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<tr>
<td>Sci 214 Nutrition</td>
<td>3</td>
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<tr>
<td>HE 252 First Aid</td>
<td>4</td>
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<tr>
<td>Bi 301, 302, 303 Human Biology</td>
<td>12</td>
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<tr>
<td>Psy 311 Human Development</td>
<td>3</td>
</tr>
<tr>
<td>Bi 321 Introductory Microbiology</td>
<td>5</td>
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<tr>
<td>HE 326 Social Health Problems</td>
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<tr>
<td>HE 359 Safety Education</td>
<td>3</td>
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<td>HE 363 Communicable and Noncommunicable Diseases</td>
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<td>HE 367 Personal and Community Health; or</td>
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<td>HE 361 and HE 362</td>
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<td>Soc 339 Courtship and Marriage, or HE 231</td>
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<tr>
<td>Discussions in Human Sexuality</td>
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<tr>
<td>HE 409 Practicum: Field Experience</td>
<td>3</td>
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<tr>
<td>PHS 443 Principles of Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PHS 446 Public Health Principles and Practices</td>
<td>3</td>
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<tr>
<td>PHS 450 Epidemiology</td>
<td>3</td>
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<tr>
<td>HE 465 School Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HE 467 Administration of School Health Plans</td>
<td>3</td>
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<tr>
<td>Ed 467 Mental Hygiene</td>
<td>3</td>
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#### Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>101, 102, 103 Principles of Biology</td>
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<td>104, 105, 106 Introductory Chemistry</td>
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<tr>
<td>123 Introduction to Health Education</td>
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<td>214 Nutrition</td>
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<td>252 First Aid</td>
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<td>301, 302, 303 Human Biology</td>
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<td>311 Human Development</td>
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<td>321 Introductory Microbiology</td>
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<td>326 Social Health Problems</td>
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<td>367 Personal and Community Health; or</td>
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<td>361 and 362</td>
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<td>339 Courtship and Marriage, or 231</td>
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<tr>
<td>Discussions in Human Sexuality</td>
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<td>409 Practicum: Field Experience</td>
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<tr>
<td>443 Principles of Environmental Health</td>
<td>3</td>
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<tr>
<td>446 Public Health Principles and Practices</td>
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<tr>
<td>450 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>465 School Health Services</td>
<td>3</td>
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<tr>
<td>467 Administration of School Health Programs</td>
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<td>467 Mental Hygiene</td>
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### New

<table>
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<th>Course</th>
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<tr>
<td>Bi 101, 102, 103 General Biology</td>
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</tr>
<tr>
<td>Bi 251, 252, 253 Principles of Biology</td>
<td>12</td>
</tr>
<tr>
<td>PE 131 Introduction to Physical Education</td>
<td>2</td>
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<tr>
<td>PE 194-5 Fundamentals of Human Movement</td>
<td>2</td>
</tr>
<tr>
<td>PE 194-5 Physical Fitness Concepts</td>
<td>1</td>
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<tr>
<td>PE 212 Aesthetics of Human Movement</td>
<td>2</td>
</tr>
<tr>
<td>HE 252 First Aid</td>
<td>4</td>
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<tr>
<td>Bi 301, 302, 303 Human Biology</td>
<td>12</td>
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<tr>
<td>Psy 311 Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PE 341 Physical Education and Humanity</td>
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<tr>
<td>PE 370 Motor Learning</td>
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<tr>
<td>PE 409 Practicum</td>
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<td>PE 472 Kinesiology</td>
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<tr>
<td>PE 473 Physiology of Exercise</td>
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</tbody>
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**PROPOSED CHANGES REFLECTED IN BULLETIN COPY**
## Old

### Teacher Education Option

Students pursuing a degree in physical education who want an Oregon Basic Teaching Certificate must complete the core requirements listed previously, plus the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 194-5, 294-5, 394-5</td>
<td>Professional Activities</td>
<td>16</td>
</tr>
<tr>
<td>PE 232</td>
<td>Rhythms</td>
<td>1</td>
</tr>
<tr>
<td>PE 190</td>
<td>Stunts, Tumbling, Games, and Sport Skills</td>
<td>1</td>
</tr>
<tr>
<td>PE 233</td>
<td>Lead-up Games and Sports Skills</td>
<td>1</td>
</tr>
<tr>
<td>PE 194 or 195</td>
<td>Physical Education Techniques</td>
<td>2</td>
</tr>
<tr>
<td>PE 196</td>
<td>Organization and Administration of Physical Education</td>
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</tr>
<tr>
<td>PE 201</td>
<td>PE in the Grades</td>
<td>1</td>
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<tr>
<td>PE 244</td>
<td>Adapted Physical Education</td>
<td>1</td>
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<tr>
<td>PE 245</td>
<td>The School Program</td>
<td>1</td>
</tr>
<tr>
<td>PE 246</td>
<td>Tests and Measurement</td>
<td>1</td>
</tr>
</tbody>
</table>

## New

### Teacher Education Option

Students pursuing a degree in physical education who want an Oregon Basic Teaching Certificate must complete the core requirements listed previously, plus the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PE 194-5, 294-5, 394-5</td>
<td>Professional Activities</td>
<td>12</td>
</tr>
<tr>
<td>PE 180, 185, 190</td>
<td>PE Activity (from approved department list)</td>
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<tr>
<td>PE 232</td>
<td>Rhythms</td>
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<tr>
<td>PE 234</td>
<td>Stunts, Tumbling, and Sport Skills</td>
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<td>PE 235</td>
<td>Lead-up Games and Sports Skills</td>
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<tr>
<td>PE 333 or 334 or 335</td>
<td>Physical Education Techniques</td>
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<tr>
<td>PE 343</td>
<td>Organization and Administration of Physical Education</td>
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<tr>
<td>PE 420</td>
<td>PE in the Grades</td>
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<td>PE 444</td>
<td>Adapted Physical Education</td>
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<td>PE 445</td>
<td>The School Program</td>
<td>3</td>
</tr>
<tr>
<td>PE 446</td>
<td>Tests and Measurement</td>
<td>3</td>
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</tbody>
</table>

### Man Community Physical Education Option

This option is designed to allow the physical education major the opportunity to be exposed to the field of education. It is not designed to be a major, but allows the student to develop some proficiency in the practice of physical education in a recreational setting. This track combines courses in physical education with a variety of courses from supportive disciplines within the university. The student may use elective electives to gain an area of specialization.

In addition to the core courses listed previously, the student in the urban community physical education option must take the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PE 180, 185, 190</td>
<td>PE Activity (from approved department list)</td>
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<td>PE 194-5, 294-5, 394-5</td>
<td>Professional Activities</td>
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<td>PE 232</td>
<td>Rhythms</td>
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<tr>
<td>PE 241</td>
<td>Game and Recreation Counseling</td>
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<tr>
<td>PE 242</td>
<td>PE Activity (from approved department list)</td>
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<td>PE 243</td>
<td>Theory and Practice in Recreation Leadership</td>
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<td>PE 244</td>
<td>Adapted Physical Education Techniques</td>
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<td>PE 245</td>
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<tr>
<td>PE 246</td>
<td>Adapted Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 343</td>
<td>Organization and Administration of Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 420</td>
<td>PE in the Grades</td>
<td>1</td>
</tr>
<tr>
<td>PE 444</td>
<td>Adapted Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 445</td>
<td>The School Program</td>
<td>1</td>
</tr>
<tr>
<td>PE 446</td>
<td>Tests and Measurement</td>
<td>1</td>
</tr>
</tbody>
</table>

**NO CHANGE**
Old

Research and College Teaching Option

This option is for students who early have the capability and interest in pursuing graduate study and research in physical education. It is designed to provide such a student with the freedom to select from a broad field of supportive subjects.

In addition to the core courses listed previously, the student in the research and college teaching option must take the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 194-5, 294-5, 394-5 Professional Activity</td>
<td></td>
</tr>
<tr>
<td>(3 different courses from approved department list)</td>
<td>3-6</td>
</tr>
<tr>
<td>Mth 364, 365 Elements of Statistical Methods</td>
<td>6</td>
</tr>
<tr>
<td>Two additional measurement courses (from an approved list)</td>
<td>6</td>
</tr>
<tr>
<td>PE 405 Research Literature in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Science related studies (from an approved department list) or</td>
<td>30</td>
</tr>
<tr>
<td>Social Science related studies (from an approved department list)</td>
<td>39</td>
</tr>
</tbody>
</table>

Quest prepared by ____________________________ Date ________________________

Approved by Unit (i.e., Department) Curriculum Chairman _____________________ Date 3/11/77

Approved by Department Head ___________________________ Date 3/14/77

Approved by College/School Curriculum Committee ________________________ Date ________________________

Approved by College/School Dean ____________________________ Date ________________________
OFFICE OF GRADUATE STUDIES AND RESEARCH
October 10, 1977

REPORT
October 10, 1977

TO: The Faculty Senate
FROM: Graduate Council
SUBJECT: Changes in existing graduate programs.

Requests for changes in existing graduate programs were received from the following departments: Anthropology, Biology and Economics.

The attached graduate programs were reviewed by the Graduate Council and are recommended for approval by the Faculty Senate.

Respectfully submitted,

Harold C. Jorgensen
Chairperson

HCJ/1b
Attachments
Request for the following change(s) in Anthropology M.A. requirements.

Reproduce existing catalog statement in full: (from 76-77 Bulletin, page 107, under degree requirements (1):

(1) "A minimum of one graduate credit course in each of the subject fields of physical anthropology, archeology, social-cultural anthropology, and linguistics exclusive of courses numbered 505, 507 and 510."

Reproduce proposed catalog statement in full:

(1) "A minimum of one graduate credit course in each of the subject fields of physical anthropology, archeology, social-cultural anthropology, and linguistics exclusive of courses numbered 501, 503 and 505."

(Changes underlined)

Justify the proposed change: When the program was changed in 1974-75, we inadvertently excluded all courses numbered graduate seminars and lecture courses from this requirement while permitting students to fill it using research and thesis hours. The proposed change will correct this oversight.

Request prepared by

Marc E. Feldman

Date 6 January 1977

Approved by Unit (i.e., Department) Curriculum Committee

Date

Approved by Department Head

Shirley M. Kennedy

Date 1-7-77

Approved by College/School Curriculum Committee

HELEN ROBINS

Date 1-11-77

Approved by College/School Dean

Date APR 17 1977
Request for change of requirements in the Applied Economics Option.

Existing catalog statement:

Applied Economics Option

This option is an alternative to the program and degree requirements described above and is designed for those students who wish to prepare for employment by government or business in the areas of economic research and quantitative analysis. A total of 45 credits is required, of which a minimum of 30 credits (including core requirements) must be in economics and a maximum of 15 credits may be in related and approved course work outside of economics. The core requirements are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 464, 465 Quantitative Economic Analysis</td>
<td>6</td>
</tr>
<tr>
<td>EC 520 Survey of Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>EC 521 Survey of Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>EC 507 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EC 501 Research Workshop</td>
<td>6</td>
</tr>
</tbody>
</table>

Course work in addition to the core requirements must include two fields of specialization (e.g., Government and Business Relations, Public Finance) consisting of at least 9 credits per field. Courses outside of economics may be used to meet field requirements. Student programs must be approved by a faculty adviser.

Proposed catalog statement:

Applied Economics Option

This option is an alternative to the program and degree requirements described above and is designed for those students who wish to prepare for employment by government or business in the areas of economic research and quantitative analysis. A total of 45 credits is required, of which a minimum of 30 credits (including core requirements) must be in economics and a maximum of 15 credits may be in related and approved course work outside of economics. The core requirements are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 464, 465 Econometrics</td>
<td>6</td>
</tr>
<tr>
<td>EC 575 Advanced Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 576 Advanced Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 507 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EC 501 Research Workshop</td>
<td>6</td>
</tr>
</tbody>
</table>

Course work in addition to the core requirements must include two fields of specialization (e.g., Government and Business Relations, Public Finance) consisting of at least 9 credits per field. Courses outside of economics may be used to meet field requirements. Student programs must be approved by a faculty adviser.
Justification:

We have requested that Ec 520 and 521 be dropped from our program, and therefore wish to substitute Ec 575 and 576 for the theory requirement. These courses were approved in last year's curricular proposals. Also, the change in the title of Ec 464, 465 was approved last year, and thus this change is simply to bring the listing up to date.

Sequence of action:

Request prepared by

Approved by Dept. Curric. Com.

Approved by Dept. Head

Approved by College Curric. Com.

Approved by College Dean

Date

Date

Date

Date

D. Question Period

1. Questions for Administration - None submitted

2. Questions from the Floor by the Chair

E. Report from Officers of Interim Senate and Committees

*1. Curriculum Committee - Hochstetler

*2. Graduate Council - Farnsworth

*3. Library Committee - Walker

*4. Scholastic Standards - Hochstetler

*5. Interinstitutions Faculty Senate - Walker

F. Unfinished Business

G. New Business

*1. Curriculum Committee Course Proposals - Hochstetler

*2. Graduate Council Proposals - Farnsworth

a. Masters in Public Administration Program

b. Course Proposals

*3. Faculty Senate Consideration of Revised Student Conduct Code

H. Adjournment

The following documents are included with this mailing:

Regarding Agenda Items:

E1 - Annual Report of Curriculum Committee**

E2 - Annual Report of Graduate Council**

E3 - Annual Report of Library Committee**

E4 - Annual Report of Scholastic Standards Committee**

G1 - Curriculum Committee Course Proposals**

G2 - Graduate Council Proposals (a and b)**

G3 - Student Conduct Code**

**Included for Senators and Ex-officio members only