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

The Faculty Senate will hold its regular meeting on April 6, 1998, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll

*B. Approval of the Minutes of the March 2, 1998, Meeting

C. Announcements and Communications from the Floor

Provost's Report

D. Question Period

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

E. Reports from the Officers of Administration and Committees

*1. Academic Requirements Committee Annual Report - Rosengrant

F. Unfinished Business

None

G. New Business

*1. Graduate Council Courses and MA/MS in Writing Program Proposals - Terdal

*2. Curriculum Committee Course Proposals - Molander

*3. Scholastic Standards Proposal to Extend the Drop/Withdraw/Grading Option Change Deadline to the 5th Week of Term - Barham

H. Adjournment

*The following documents are included with this mailing:

  B Minutes of the March 2, 1998, Senate Meeting
  E1 ARC Annual Report
  G1 Graduate Council Courses and MA/MS in Writing Program Proposals
  G2 Curriculum Committee Course Proposals
  G3 Scholastic Standards Comm. Deadline Change Proposal

Secretary to the Faculty
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PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, March 2, 1998

Presiding Officer: Ulrich H. Hardt
Secretary: Sarah E. Andrews-Collier


Alternates Present: Lendaris for Perrin, Holloway for Westbrook, Smallman for Wollner.

Members Absent: Benson, Cabelly, Goldberg, Gurтов, Hunter, Ketcheson, Lowry, Mandaville, Manning, Olmsted, Ozawa, O'Toole, Franks for Reece, Sindell, Skinner, Van Dyck-Kokich, Wattenberg, Williams, Zelick.

Ex-officio Members Present: Andrews-Collier, Diman, Dryden, Feyerherm, Kenton, Nunn, Pernsteiner, Pfingsten, Reardon, Toulan, Vieira.

A. ROLL

B. APPROVAL OF THE MINUTES

The meeting was called to order at 3:03 p.m. The Minutes of the February 2, 1998 meeting of the Faculty Senate were approved with the following correction:

p. 40, Second sentence. After "Rosengrant noted that...", Replace remainder with, "omnibus-numbered courses may be used to meet the new B.S. Degree Requirement."
C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

ADDITIONS TO/CHANGES IN TODAY’S AGENDA:

The Steering Committee proposes a change in the wording of the B.S. Degree Requirement as approved at the February Senate Meeting. Corrected text is distributed on the floor.

President Bernstine, in accordance with normal governance procedures, has approved the actions of the February Faculty Senate:

1) Change in the B.S. Degree Requirement.

2) Course and program proposals of the Graduate Council and the University Curriculum Committee.

The Secretary has recorded the following changes in Senate and Committee appointments:

Martha Works has resigned from the Chair of the Library Committee. Rudolph Barton has been appointed Chair and Friedrich Schuler has been appointed to fill her position.

Patricia Wetzel has been appointed to the Academic Requirements Committee, to fill the position held by Martha Hickey who will be on leave Spring term.

Kevin Corcoran has been appointed to fill a vacant position on the University HIV Committee.

ROSENGRANT, Chair of Academic Requirements, announced that there will be a discussion of Liberal Education and the B.A. Requirement, co-sponsored by the University Studies Program, in SMC 329 on Thursday, March 12, 1:00-3:00 p.m.

Provost’s Report

As of February 24, Applications are up 5% over last year at that time. There is particular growth in the case of Freshmen, where applications are currently up 56%. Total Undergraduate applications are up 29%. There is, however, some decline in Graduate applications from last year. Admissions are up 98% in first-time freshmen from this time last year, and, whereas transfer admissions did not increase at first, total Undergraduate admissions are now up 132%. These trends indicate that we continue to
see growth in admission of first-time Freshmen and Transfers, but some overall decline in Graduate activity.

CONSTANS asked if these increases will allow departments to add more class sections for Fall. REARDON stated that would be conditional, based on funding increases which as yet, have not been secured.

DRISCOLL asked the Provost to provide some rationale for these gains. REARDON stated that the admissions process has improved which would account for the reduction of pending application. For Undergraduate, and particularly Freshmen applications, there is an increase, regardless.

KARANT-NUNN asked if there was a ceiling on admissions. REARDON stated there has been no limit on admissions for some time.

D. QUESTION PERIOD

There were no questions.

E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. Interinstitutional Faculty Senate

CEASE presented the report for Wollner. He also described the joint meeting of IFS, AOF, statewide AAUP, and OSA, held Saturday morning, to discuss common approaches to planning for the next legislative session. There will be continued efforts to freeze tuition and improve faculty salaries. The faculty associations, including the system, continue to have excellent lobbyists. In all cases, they will be the same individuals next year.

2. University Planning Council

BODEGOM presented the report, after Item "E3" and highlighted several issues regarding Intellectual Property, which the committee is investigating. Patent issues are covered in the "OAR's." Software issues are murkier, especially in the area of technology transfer. Copyright issues are of concern. On paper, the Board and university owns everything, but in fact, faculty and universities routinely ignored that detail until the recent advent of issues surrounding TV-based courses. There are also issues emerging regarding ownership rights of universities versus private parties making research investments.
BRENNER asked a question regarding patent issues and recent faculty action at another institution. BODEGOM stated that several sub-committee members were chosen deliberately, including Randy Zelick and Tony Midson, to participate in discussions addressing patent issues. The committee plans to report to Senate on Intellectual Property by the May meeting.

HARDT accepted the report for Senate.

3. Clarification of the B.S. Degree Requirement

HARDT noted that the Steering Committee proposes a clarification of the language passed by the Senate on February 2, 1998, to prevent confusion regarding the mathematics/statistics requirement.

DAASCH/CUMPSTON MOVED the B.S. Degree Requirement language read as follows:

"For the Bachelor of Science Degree: Student must complete a minimum of 12 credits in the science academic distribution area (excluding mathematical sciences/statistics), a minimum of 12 credits in the arts and letters and/or the social sciences distribution areas, and 4 credits in mathematical sciences/statistics. A minimum of 8 of the 12 credits in the science distribution area must be in course work with integrated or associated laboratory or field work."

MOOR asked for a clarification regarding statistics versus mathematics courses. ENNEKING noted that statistics courses are taught by Mathematics, but they have a separate prefix.

THE MOTION PASSED by unanimous voice vote.

F. UNFINISHED BUSINESS

1. University Studies Task Force

BEESON/CONSTANS MOVED THE SENATE APPROVE the Steering Committee Proposal for the University Studies Task Force("F1").

THE MOTION PASSED by unanimous voice vote.
2. Discussion of University Studies Report

HARDT opened the floor for discussion, and recognized Assoc. Dean Chuck White to answer further questions regarding the report, which was presented at the February Senate Meeting.

BULMAN stated she had several unanswered questions after the last Senate meeting, but that it would be most productive to allow the Task Force to include these in their inquiries. DAASCH asked if Bulman could elaborate on her questions, however, so that their task could be refined. BULMAN stated she asked: 1) what are the funding sources for University Studies; 2) what is the cost of the mentoring program; 3) are UnSt mentors rated as more or less productive and cost effective than the use of "TA’s" in other areas; and, 4) is the content of UnSt courses, vis a vis writing, etc., meeting the General Education goals.

NOTE: There are significant gaps in the transcript of the meeting from this point to the conclusion of this agenda item.

KARANT-NUNN asked, regarding the budget summary, how was the 4% for last year and the 3.8% for this year calculated, especially as this applied to faculty remuneration for team teaching, teaching in or out of load, or teaching gratis. WHITE stated the costs were included only if instructional funds were allocated to departments.

BULMAN requested a list of faculty teaching in University Studies. WHITE stated Freshman and Sophomore courses were published in the October 1997, report to the Senate. Junior and Senior are not completed.

DAASCH asked a question regarding relative stability of costs. WHITE stated he does not anticipate any significant increase in costs.

MOOR stated that the Senate would like to know the real costs each, for FRINQ(Freshman Inquiry), SOPHQ(Sophomore Inquiry), and Cluster Courses. WHITE stated there are issues of budgetary allocation versus cost of instructional time.

MOOR stated that people want the overall costs. Cost won’t show up under the formula that White suggests. Does White concede that all the components belong in the computations.
TOULAN stated it is important to talk about productivity, not cost. We should be concerned with benefits of program, all of which may not cost out in real dollars.

BEESON asked if the budget figures cited in the Report include grant funding, and if so, will PSU have to assume these costs when the grants expire. WHITE stated no, the program is not dependent on grant funding, and that support of related activities will terminate with the expiration of grant funding.

GOUCHER asked if measurements can be made of the impact of the program on faculty, for example, teaching roles, Clusters, P&T Guidelines, etc. In addition, there is the significance of the impact on the program on the community. WHITE stated that some work has been done on the impact on faculty.

DAASCH noted that Computer Sciences is not in the College of Arts and Sciences.

JOHNSON stated that we can’t compare with other institutions what is useful to us.

Discussion was concluded.

G. NEW BUSINESS

1. System Science Ph.D. Program Changes

TERDAL/CEASE MOVED THE SENATE APPROVE the Systems Science Ph.D. Program Changes.

The MOTION PASSED by unanimous voice vote.

2. Curriculum Committee Course and Program Proposals

PRATT introduced the proposals for Molander, who was out of town.

PRATT/DRISCOLL MOVED THE SENATE APPROVE the proposals("G2"), except for five(5) Physics courses, which still have questions outstanding.

TERDAL noted that of these 5, PHY 679 and MTH 614 have already been approved by the Graduate Council and Senate.
KARANT-NUNN stated the History Department continues to have concerns about FLL "culture" courses, taught in English. PRATT stated that Foreign Language and Literature proposals in this area should show evidence of consultation.

THE MOTION PASSED by unanimous voice vote.

3. **Naming Guidelines**

WAMSER presented the proposed guidelines for Advisory Council, noting that they had been reviewed by the Deans, and called the Senate's attention to the typographical error in III., B., 1., on page 2, first line. The next item should be labeled "d" not "e".

JOHNSON/BURNS MOVED THE SENATE APPROVE the Naming Guidelines, as corrected("G3").

**NOTE**: There are significant gaps in the transcript from this point to the conclusion of this agenda item.

MOOR noted, for clarification, that the Advisory Council cited is the same as that in the Constitution.

SHIREMAN asked how far down into units would this policy would apply. For example, Social Work is planning to name a laboratory for Robert Holloway. WAMSER stated, yes, this would apply to such a naming.

BULMAN asked for a rationale for item III., B., 1. WAMSER stated the Development Office must be apprised before donors are approached.

TOULAN stated the assumption is that this excludes scholarships.

DAASCH noted that, in III., B., 2., c., it would be more appropriate to cite the title of the department rather than the name of Melinda Grier. WAMSER agreed and stated he will add that to the afore mentioned correction.

JOHNSON/DeCARRICO MOVED to amend "Naming Guidelines" to exclude scholarships and fellowships for student financial support.

KENTON stated most of those gifts come through the foundation, regardless. KARANT-NUNN stated the issue of programs, versus parts of programs, is
murky. PRATT noted the recent External Gift policy specifies that the Board controls the naming of programs, therefore, they should not be excluded here.

CUMPSTON stated the Naming Guidelines should specify what is covered. DRISCOLL suggested removing the word, "program."

MOOR asked how the community composition is determined. KARANT-NUNN stated the Advisory Council desired flexibility on this issue.

CUMPSTON stated she would vote against this amendment. DRISCOLL agreed.

THE QUESTION was called.

THE MOTION TO AMEND THE GUIDELINES FAILED by unanimous voice vote.

DRISCOLL/BULMAN MOVED TO AMEND NAMING GUIDELINES AS FOLLOWS:

1) In Purpose, first sentence, "programs" be replaced with "properties."
2) In Guidelines, I., add between "campus namings" and the comma, "of buildings, spaces and properties."
3) In Guidelines, II., A., add at the end of the first sentence, "as designated by the President."

JOHNSON stated he disagreed with removing programs. DRISCOLL stated there is already program naming procedures. JOHNSON stated he still disagreed.

KARANT-NUNN suggested the Senate pass the motion. BRENNER urged that the Senate pass the Guidelines as they stand and see how these relatively small disagreements play out.

THE AMENDMENT PASSED by unanimous voice vote.

THE QUESTION was called.

THE MOTION PASSED by unanimous voice vote.

H. ADJOURNMENT
Academic Requirements Committee

Annual Report to the Faculty Senate

April 6, 1998

Committee Members: Daphne Allen, Rod Diman (consultant), Amy Driscoll, Angela Garbarino (consultant), Dan Fortmiller (consultant), Martha Hickey (fall, winter), Robert Lockwood, Robert Mercer, Sandra Rosengrant (chair), Robert Tufts (consultant), Chien Wei Wern, Patricia Wetzel (spring)

1. During the period 9/15/97 to 3/4/98 ARC processed 268 petitions. Of them, 254 were granted, and 14 denied. We have developed a new petition form reflecting the new University requirements and are now working on a new cover attachment to guide students through the petition process.

2. ARC has brought to the Senate a proposal for amending requirements for a Bachelor of Science degree (2/2/98). We have hosted open discussions of the BS requirement, and in the future will also co-sponsor with University Studies a discussion of the Baccalaureate Degree and Liberal Education. We expect that these discussions will result in a proposal regarding the requirements for a Bachelor of Arts degree before the end of the academic year.

3. ARC has developed a policy for placing re-admitted students within the University Studies program.

4. ARC has worked with the Directors of Writing and Admissions on developing a mechanism for mandatory testing of the writing skills of incoming freshmen and placement in appropriate writing classes.

5. ARC is working with the Director of the Challenge Program to develop a policy for admitting students who are under the age of 16 who have not yet graduated from high school.

6. ARC is working with Disability Services for Students on admission procedures for students with disabilities.

7. ARC is reviewing a number of proposals regarding the admission of transfer students. We expect to bring a recommendation to the Senate by the end of the academic year.

8. ARC continues to collaborate with University Studies in refining the process of delivering general education to the students of Portland State University.

Sandra F. Rosengrant
Foreign Languages and Literature
DATE: March 13, 1998
TO: Faculty Senate
FROM: Marjorie Terdal, Chair Graduate Council
RE: Recommendation of Program and Course Proposals

The following new and modified courses and new program proposals were reviewed by the University Graduate Council and are recommended for approval by the Faculty Senate.

Department of Economics
Change in credit hours from 3 to 4 for existing courses
EC 512 Public Finance
EC 514 Money, Financial Markets, and the Economy
EC 524 Seminar in Monetary Theory and Policy (also change in prerequisites)
EC 527 Seminar in Industrial Organization (also change in prerequisites)
EC 534 Regional Economic Structure (also change in prerequisites)
EC 537 Seminar in Public Finance
EC 544 Seminar in International Economics (also change in prerequisites)
EC 554 Seminar in Third-World Issues (also change in prerequisites)
EC 567 Seminar in Labor Economics
EC 570 Econometrics
EC 571 Advanced Econometrics
EC 573 Seminar in Quantitative Economics
EC 575 Advanced Macroeconomics
EC 576 Advanced Microeconomics
EC 582 Poverty, Welfare, and Income Distribution
EC 583 Impact Assessment
EC 585 Cost-Benefit Analysis
EC 586 Project Evaluation
EC 587 Economic Planning
EC 595 Research Methods
EC 596 Research Project
EC 675 Advanced Macroeconomics II
EC 676 Advanced Microeconomics II

Program change to reflect change in course credits

Students must complete a minimum of 52 credits (13 courses in which a maximum of six 400/500 level courses are allowed: (1) A three-course core requirement, (2) A five-course field requirement, and (3) Major elective courses. * indicates courses offered only at the 500 level or above.

(1) The Core Course Requirements consist of completing:
EC 570 Econometrics*
EC 575 Advanced Macroeconomics*
EC 576 Advanced Microeconomics*
(2) The Field Requirements consist of completing:

(A) A minimum of 12 credit hours (three courses) with at least four credit hours of a graduate seminar,
(B) *EC 595 Research Methods and EC 596* Research Project, and submitting a written research project on the chosen field subject, supervised by the faculty members specialized in the field and methodology.

Fields must be chosen from the following:

(no change from current catalog listing of fields)

(3) The Elective Requirement consists of completing 20 elective graduate credits (five courses). These elective courses must include at least one course offered only at the 500 level or above.

(No other change from current catalog description of the elective requirement)

Rationale for the proposed change from Economics:
The proposed revision of the MA/MS program in Economics is designed to (1) strengthen the program by increasing the contact hours required from 3 to 4 hours a week, (2) strengthen the program by increasing the proportion of graduate-only credit hours for the degree from a minimum of 15 credit hours to a minimum of 20 credit hours, and (3) be consistent with the change to four-credit courses by the System Science Ph.D, in which Economics participates, and be consistent with the four-credit 400/500 classes required by the graduate program.

Although the required credit hours for the degree increases from the minimum of 45 to 52, the required number of courses declines from 15 to 13. In addition, in the current program it has been practically impossible for an economics student to graduate with the minimum of 45 credit hours. Most students fulfill their field requirement by completing two 400/500 level 4-credit courses and one graduate seminar and fulfill their elective requirement by completing five to six 400/500 level 4-credit courses. Under the present requirements, master’s degree candidates typically complete a total of 49 credit hours, so the change is, in practice, an increase of just three credits, not seven.
Department of Geology

Proposal for change in existing courses--change in credit hours from 3 to 4

- G 512/612 Advanced Igneous and Metamorphic Petrology
- G 518/618 Clay Mineraology
- G 519/619 Advanced Geochemistry
- G 541/641 Groundwater Modeling
- G 571/671 Advanced Engineering Geology
- G 592/692 Advanced Stratigraphy
- G 593/693 Volcanic Stratigraphy
- G 594/694 Advanced Structural Geology

Program change to reflect change in credit hours and one new requirement

(Total credits required for the program continue to be 45.)

Specific requirements for the M.S./M.A. in Geology and in Geology-geohydrology that have changed are:

- Students must take G 523 Computer Application in Geology, unless already taken as G 423.
- Students must take at least 8 credits in geology courses numbered 610 or higher.
- Students must take at least another 15-12 credits (16 credits if G 423 Computer Application in Geology was completed as an undergraduate) in the field of geology from 510 or higher level courses.

(All other requirements remain the same.)

Rationale for the proposed program change:

The Geology Department wishes to move to the 4 credit model at the graduate level. The course change proposals have been submitted separately. We believe the extra treatment for each course will provide more depth. The addition of the G 523 Computer Application in Geology represents the requirement that students from outside PSU must have this course (required for the PSU B.S. Geology Degree). Outside students are at a disadvantage in competition with our students without this course. We have reduced the additional G 510 or above courses from 15 to 12 to account for the added 4 credits required for Computer Applications. We need to require 16 extra credits if the student has taken G 423 as an undergraduate.
PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM 
LEADING TO THE MASTER OF ARTS/SCIENCE IN WRITING: 
A SUMMARY 

Portland State University 
College of Liberal Arts and Sciences 
Department of English 
CIP Code 230-401 

1. Program Purpose 

a. Program objectives. The proposed Master of Arts/Master of Science in Writing would build on the strengths of the existing writing program at Portland State, draw upon the large pool of established writers in the region to complement the offerings of tenure-line faculty, and meet growing demand from area students seeking graduate-level work in writing. 

The MA/MS in Writing would feature three separate emphases, or strands, and would allow students to take courses from more than one strand. In conjunction with the proposed Center of Excellence in Writing, the program’s objectives include (i) preparing students for successful careers as writers, whether in professional/technical, creative, or freelance writing, or in some combination of these, (ii) meeting the region’s demand for skilled communicators, (iii) supporting the urban mission of Portland State University by establishing and maintaining community contacts and enhancing Portland State’s community presence and impact, and (iv) establishing Portland State as a national model of excellence in the delivery of higher education in writing. 

b. Students to be served. Though writers enjoy a variety of opportunities in the regional economy, no graduate program yet exists in the Metropolitan area to meet this need. Yet preliminary investigation suggests that each emphasis in this program could attract a significant cohort of students. Approximately 35 individuals have formally expressed an interest in graduate work in professional and technical writing. Another 20 per year opt for the concentration in rhetoric/composition within the MA in English, demonstrating interest in graduate work in writing. Already, the department approves four to six graduate students annually for the concentration in creative writing within the MA in English. These numbers do not include the many inquiries we receive from all over the country. Nor do they address the presence in our classes of non-traditional students including senior citizens and employed professional/technical writers seeking opportunities to hone their skills or develop new ones. The proposed program would, therefore, increase options for students currently attending the university while also drawing students who otherwise would not attend—especially so with an aggressive marketing campaign drawing upon our thirty years’ experience with the highly successful summer Haystack Writing Program. 

c. Meeting Oregon’s needs. The State of Oregon in general and the Portland metro area in particular need graduate programs in writing of all kinds in support of the burgeoning high-technology industry, area journalism outlets, and the continuing demands of a city already boasting a community of established writers and more bookstores per capita than New York City. This program will position Portland State to realize its potential as the intellectual hub of the region with regard to advanced literacy. 

2. Relationship to Strategic Direction 

a. Relationship to Portland State mission, strategic directions. The proposed program is a natural extension of Portland State’s urban mission. It is first and foremost an “indigenous” program that will both draw upon and feed into the local community. Nationally known writers will complement the offerings of our tenure-line staff. Advisory Boards comprised of area writers will help to provide direction for the program, assess outcomes, and locate internships for students—much as the Advisory Board of local corporate representatives does now for the minor in professional/technical writing. (Advisory Boards and area writers have already had a good deal of input in the design of this program.) The program will feed back into the community trained writers with skills ranging from the belieristic to the technical and thus will serve as a magnet and focal point for the community of writers in the region. 

b. Access, productivity, quality. Presently there are hundreds of writers at various stages of development who cannot afford the time or money to travel downstate for graduate work, or afford the high tuition at Lewis and Clark, WSU Vancouver, or the Portland-based program planned by Eastern Washington State (whose interest in Portland speaks eloquently to the question of demand in the area). The proposed program would provide much-needed access to these students, would address interests created by Portland State’s existing writing programs, and would be especially suited to part-time, evening, and place-bound students, whose needs have been an integral part of the planning for the proposed program. Because Portland State serves a typically diverse urban population, including many returning students with careers underway, the existing program already seeks to accommodate their schedules. The proposed program will also participate in the University’s Degree Completion Program at remote sites including the Capital Center in Beaverton. Moreover, the existing writing program already has pioneered distance learning alternatives in composition courses. The benefit of this experience will be valuable as the proposed program seeks to accommodate place-bound students through distance learning and
other technological innovations in the delivery of writing instruction.

Faculty productivity will be stimulated by the “conference-like” ambience created, in part, by the presence of many established authors of regional and/or national stature. A significant number of student credit hours will be generated relatively inexpensively through courses taught by local authors, paid as adjuncts, and by innovatively packaged (weekend, week-long, etc.) workshops conducted by visiting poets and novelists. Increased faculty productivity translates fairly directly into enhanced institutional quality. A commitment to excellence at the graduate level will also have a “trickle-down” effect, strengthening the already high quality of existing writing programs and furthering institutional attempts to integrate writing instruction into a broad array of courses, including those in our University Studies and Writing-Intensive Course programs.

3. Needed Resources

a. Resources needed Existing resources provide a good foundation, but additional faculty will ultimately be required. In the creative writing and freelance emphases, planning includes provisions for hiring nationally recognized writers on a rotating basis as writers-in-residence. This strategy will allow Portland State to attract high-profile artists who might wish to teach in the area briefly but do not intend to pursue a long-term employment opportunity. In the professional/technical writing emphasis, the primary pool of teachers includes managers and executives in the local area who will engage in a consulting relationship with the program by teaching classes--avoiding the need to commit limited resources to full-time, tenure-line positions during the program’s early life and creating valuable networking opportunities for students, who will learn their craft from the people who actually hire technical writers in the local community. Additional needs include modest increases to library journal holdings and staff to manage clerical matters with primary focus on data collection, analysis, and reporting for assessment purposes.

In sum, costs over the first four years of the program are estimated at $1,140,315. Reallocation of existing program resources will provide $927,977 of this amount in support of instruction and program administration. The remaining $212,338 will be sought through a variety of entrepreneurial activities and from external donors.

The College of Liberal Arts and Sciences (CLAS) has identified the Center of Excellence in Writing and the related MA/MS in Writing as suitable for a large-scale private fund-raising campaign. The CLAS Advisory Council of business leaders and community members has adopted as one of its high priorities the identification of a lead gift to this campaign. Potential donors include English alumni, philanthropists interested in nurturing the arts, successful authors connected to the department, foundations, and corporations. Once a lead gift is secured, the campaign will become the top fund-raising priority of the Dean, the CLAS Advisory Council, and the CLAS Development Officer.

In addition, faculty in the professional/technical writing strand are actively developing relationships with local business and industry needing educational multimedia products. Through internships and through collaboration with the University Studies Capstone Program, the proposed writing program has the potential to establish income earning opportunities with outside organizations. The Office of the Vice President of Finance as well as the University’s Business Manager are assisting with the planning process.

b. Collaboration involved This program, though not a collaboration with graduate writing programs at the University of Oregon or Oregon State University, complements those programs, presenting different options at a different location. Collaboration within PSU is, however, involved in that each of the strands—most notably the professional/technical writing strand—will be interdisciplinary.

4. Student Outcomes

a. Student outcomes and employment The program emphasizes writing to earn a living; therefore, all graduates will be prepared to succeed in writing careers within their areas of interest. Graduates of professional and technical writing will understand and be able to implement strategies for the persuasive and ethical production and management of publications in business and industrial settings. Graduates of creative writing will understand creative genres and forms and will be able to produce book-length examples at a professional level within their chosen concentration in either fiction or poetry. Graduates of the freelance strand will understand and be able to write effective text for the dissemination of information in a variety of popular media including magazines, newspapers, newsletters, and the Internet.

5. Time line for Implementation

Assuming favorable review of this pre-proposal by the Board of Higher Education at its February 1998 meeting and an expeditious internal review process, we would expect the Provost to be able to forward the full program proposal to the Vice Chancellor well before October 1998 in order to allow the OSSHE Board to review the complete proposal at its meeting that month. Our ultimate objective would be to begin implementation of this program fall term of 1999.
New Courses Proposed in Conjunction with the MA/MS in Writing:
Course Descriptions*

Writing 514 Poetry Writing (4 credits). Traditional workshop format in which students write, revise and respond to the poems of others. May be repeated for credit.

Writing 515 Poetry Writing II (4 credits). Advanced poetry writing at the graduate level. Builds on Writing 514, assumes students will submit their work for publication. Traditional workshop format in which students write, revise, and respond to the poems of others. May be repeated for credit. Prerequisite: Writing 514 or consent of instructor.

Writing 516 Screenwriting (4 credits). Students will be introduced to the process of conceiving, structuring, writing, rewriting, and marketing a screenplay for the contemporary American marketplace. “Screenplay paradigms” will be discussed, and a variety of movies will be analyzed. May be repeated for credit.

Writing 552 Writing About Lives (4 credits). This course examines theories, methodologies, and issues of composing personal narrative throughout the life span. Forms to be considered may include: biography, autobiography, memoir, the personal essay, and the recording and transcribing of oral narrative. Following an introduction to appropriate theories and methodologies, the course focuses on writing and response to the chosen form in a workshop atmosphere. May be repeated for credit.

Writing 553 Writing About Places (4 credits). This course examines theories, methodologies, and issues involved with writing about place. Topics include strategies for writing about place ranging from travel writing to nature writing, from traditional journalistic approaches to creative nonfiction. Following an introduction to appropriate theories and methodologies and examination of professional models, this course centers on writing and response to the chosen form in a workshop atmosphere. May be repeated for credit.

Writing 554 Writing About Events (4 credits). This course examines theories, methodologies, and issues involved with writing about events. Topics include strategies for writing about history and strategies for relating current events through various forms of journalism. This course focuses on writing to foster inquiry into topical issues in nonfiction. Following an introduction to appropriate theories and methodologies, the course centers on writing and response to the chosen form in a workshop atmosphere. May be repeated for credit.

Writing 555 Writing About Ideas (4 credits). This course focuses on writing to foster inquiry into topical issues in nonfiction, whether scientific, philosophical, or ethical. Following an introduction to appropriate theories and methodologies, the course centers on writing and response to the chosen form in a workshop atmosphere. May be repeated for credit.

*Formal course proposals on file with the Graduate Council.
NEW COURSES AND COURSE CHANGES
Part 3 and Final
Effective Fall 1998

Economics

Ec 512 PUBLIC FINANCE (4)
Ec 514 MONEY, FINANCIAL MARKETS, AND THE ECONOMY (4)
Ec 524 SEMINAR IN MONETARY THEORY AND POLICY (4)
Ec 527 SEMINAR IN INDUSTRIAL ORGANIZATION (4)
Ec 534 REGIONAL ECONOMIC STRUCTURE (4)
Ec 537 SEMINAR IN PUBLIC FINANCE (4)
Ec 544 SEMINAR IN INTERNATIONAL ECONOMICS (4)
Ec 554 SEMINAR IN THIRD-WORLD ISSUES (4)
Ec 567 SEMINAR IN LABOR ECONOMICS (4)
Ec 570 ECONOMETRICS (4)
Ec 571 ADVANCED ECONOMETRICS (4)
Ec 573 SEMINAR IN QUANTITATIVE ECONOMICS (4)
Ec 575 ADVANCED MACROECONOMICS (4)
Ec 576 ADVANCED MICROECONOMICS (4)
Ec 582 POVERTY, WELFARE, AND INCOME DISTRIBUTION (4)
Ec 583 IMPACT ASSESSMENT (4)
Ec 585 COST-BENEFIT ANALYSIS (4)
Ec 586 PROJECT EVALUATION (4)
Ec 587 ECONOMIC PLANNING (4)
Ec 595 RESEARCH METHODS (4)
Ec 596 RESEARCH PROJECT (4)
Ec 675 ADVANCED MACROECONOMICS (4)
Ec 676 ADVANCED MACROECONOMICS (4)

[CHANGE CREDIT AND LECTURE HRS FROM (3) TO (4)]

English

Wr 514 POETRY WRITING (4)--Traditional workshop format in which students write, revise, and respond to the poems of others. May be repeated for credit. [NEW]

Wr 515 POETRY WRITING II (4)--Advanced poetry writing at the graduate level. Builds on Wr 514, assumes students will submit their work for publication. Traditional workshop format in which students write, revise, and respond to the poems of others. May be repeated for credit. Prerequisite: Wr 514. [NEW]

Wr 516 SCREENWRITING (4)--Students will be introduced to the process of conceiving, structuring, writing, rewriting, and marketing a screenplay for the contemporary American marketplace. "Screenplay paradigms" will be discussed, and a variety of movies will be analyzed. May be repeated for credit. [NEW]

Wr 552 WRITING ABOUT LIVES (4)--Examines theories, methodologies, and issues of composing personal narrative throughout the life span. Forms to be considered may include: biography, autobiography, memoir, the personal essay, and the recording and transcribing of oral narrative. Following an introduction to appropriate theories and methodologies, the course focuses on writing and response to the chosen form in a workshop atmosphere. May be repeated for credit. [NEW]
Wr 553 WRITING ABOUT PLACES (4)--Examines theories, methodologies, and issues involved with writing about place. Topics include strategies for writing about place ranging from travel writing to nature writing, from traditional journalistic approaches to creative nonfiction. Following an introduction to appropriate theories and methodologies and examination of professional models, this course centers on writing and response to the chosen form in a workshop atmosphere. May be repeated for credit. [NEW]

Wr 554 WRITING ABOUT EVENTS (4)--Examines theories, methodologies, and issues involved with writing about events. Topics include strategies for writing about history and strategies for relating current events through various forms of journalism. This course focuses on writing to foster inquiry into topical issues in nonfiction. Following an introduction to appropriate theories and methodologies, the course centers on writing and response to the chosen form in a workshop atmosphere. May be repeated for credit. [NEW]

Wr 555 WRITING ABOUT IDEAS (4)--Focuses on writing to foster inquiry into topical issues in nonfiction, whether scientific, philosophical, or ethical. Following an introduction to appropriate theories and methodologies, the course centers on writing and response to the chosen form in a workshop atmosphere. May be repeated for credit. [NEW]

Geology

G 351 INTRODUCTION TO OCEANOGRAPHY (4)
G 430 LIFE OF THE PAST (4)
G 432/532 STRATIGRAPHIC PALEONTOLOGY (4)
G 448/548 CHEMICAL HYDROGEOLOGY (4)
G 455 MINERALS IN WORLD AFFAIRS (4)
G 484/584 FIELD GEOPHYSICS (4)
G 512/612 ADVANCED IGNEOUS AND METAMORPHIC PETROLOGY (4)
G 518/618 CLAY MINERALOGY (4)
G 519/619 ADVANCED GEOCHEMISTRY (4)
G 541/641 GROUNDWATER MODELING (4)
G 571/671 ADVANCED ENGINEERING GEOLOGY (4)
G 592/692 ADVANCED STRATIGRAPHY (4)
G 593/693 VOLCANIC STRATIGRAPHY (4)
G 594/694 ADVANCED STRUCTURAL GEOLOGY (4)

[CHANGE CREDIT HRS FROM (3) TO (4), ADD RECITATION SECTIONS TO ALL EXCEPT 518/618 ADD LABORATORY, 571/671 ADD MORE CASE HISTORIES, 593/693 ADD FIELD TRIPS]

G 447/547 ENVIRONMENTAL SEDIMENT TRANSPORT (4)

Prerequisites: ESR 202 or G 202 and Mth 251. [CHANGE TITLE, PREREQUISITES]

Physics

Ph 375 THE EARTH'S ENVIRONMENT: GLOBAL CHANGE AND HUMAN LIFE (4)--A non-mathematical introduction to the global environment and how human activities are causing climatic changes, ozone depletion, deforestation, and acid rain. Emphasizes the interrelationship between environmental processes. Deals with the qualitative aspects of how the earth's climate works, how it can be altered by burning of fossil fuels (emissions of carbon dioxide) and by the increasing concentrations of methane and other "greenhouse gases"; how the ozone layer can be depleted by man-made chemicals, and what is being done, or can be done to avert the undesirable consequences of these global changes. [NEW]
Ph 471/571 ATMOSPHERIC PHYSICS (4)--Cycles of trace gases in the earth's atmosphere and their role in the environment. Emission, dispersal and removal of natural and man-made trace constituents in the atmosphere that determine the earth's climate and the stratospheric ozone layer. Mass Balance Models for quantitative analysis of atmospheric composition and trends. Climate change and perturbations of stratospheric ozone in modern times. Lays a foundation for the understanding of the complex issues of climatic change and its many linkages and feedbacks. Questions regarding environmental policy and action are examined in the light of current model results, their predictions and uncertainties. Prerequisites: one year each of calculus and calculus-based physics, introductory course in differential equations. [NEW]

Ph 477/577 AIR POLLUTION (4)--Air pollution meteorology needed to understand air pollution, atmospheric dispersion models, K-theory, box models and receptor models. Use of simple computer models. This course is a foundation for the quantitative understanding of air pollution: At any point in the environment (receptor), how much pollution is caused by a known source? If there are many sources, how much pollution does each source contribute at a receptor? Prerequisites: Ph 213 or 223, one year of calculus, introductory course in differential equations. [NEW]

Ph 478/578 APPLICATIONS OF AIR POLLUTION MODELING (4)--Students work in teams to solve an air pollution problem using dispersion and receptor modeling techniques. It teaches the complementary nature of receptor and dispersion modeling. Teaches the advantages and disadvantages of the two approaches to air pollution modeling when either approach is applicable. Students use established computer models and become proficient in their use. Prerequisite: Ph 477/577. [NEW]

Ph 679 ADVANCED ATMOSPHERIC PHYSICS (4)--Advanced course to provide a working knowledge of base models for studying global change including the greenhouse effect, global warming, stratospheric ozone depletion from man-made chemicals, tropospheric chemistry of HO and O3 and transport modeling. Prerequisite: Ph 578. [NEW]

Science Education

Sci 351 NW WETLANDS: CONSERVATION, RESTORATION, AND MITIGATION (4)--Focus on science and public policy issues in wetland conservation, restoration, and mitigation, especially in Oregon and the Pacific Northwest. [NEW]

Sociology

Soc 465/565 ENVIRONMENTAL SOCIOLOGY (4)--Survey and analysis of the types of social forces which frame the nature of environmental problems concerning natural resource use and distribution as they emerge in public consciousness within the United States and globally. Examination of the social forces which lead to the consideration and implementation of mechanisms to solve these issues once they have emerged. [NEW]
March 2, 1998

TO: PSU Faculty Senate

FROM: Scholastic Standards Committee

The Committee recommends that the deadline for students to drop a class, to withdraw from school without the instructor's approval, or to make a change in their grading option be changed from the end of the 4th week to the end of the 5th week of each term. The rationale for this is twofold:

a) Students would be able to drop a course after they have received a grade for a midterm exam or assignment, rather than dropping the course without any substantive indication of their performance in the course.

b) Student credit hours for students who drop courses during the fifth week of the term would still be included in the enrollment count for the term, tabulated at the end of the 4th week.

The deadline to enroll in classes, add a class, or make section changes would remain at the end of the 2nd week.

NOTE: The Deadline Appeals Committee receives a large number of student petitions requesting an exception to this deadline. According to 1997 DAC chair, the majority of petitions received within the 5th week of the term are approved. Thus, this change would also decrease the workload of the Deadline Appeals Committee.