11-1-1979

Faculty Senate Monthly Packet November 1979

Portland State University Faculty Senate

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MEMORANDUM

TO Senators and Ex-Officio Members of the Senate  
FROM Ulrich H. Hardt, Secretary to the Faculty  

DATE October 18, 1979

The Senate will hold its regular meeting on Monday, November 5, 1979, at 3:00 p.m. in 150 CH.

AGENDA

A. Roll
*B. Approval of Minutes of the October 1, 1979 meeting
C. Announcements and Communications from the Floor
D. Question Period
   1. Questions for Administrators
   2. Questions from the Floor for the Chair
E. Reports from the Officers of Administration and Committees
   1. Registration up-date -- President Blumel
F. Unfinished Business -- none
G. New Business
   *1. Curriculum Committee Program Proposals -- Lehman
   *2. Graduate Council Program Proposals -- Bentley
H. Adjournment

*The following documents are included in this mailing:

B. Minutes of October 1, 1979 meeting
G1. Curriculum Committee Program Proposals**
G2. Graduate Council Program Proposals**

**Included for Senators and Ex-Officio Members only

REMINDERS

-- Senators unable to attend the meeting should pass this mailing on to their alternate.

-- All Senators are required to name an alternate. Please do so below and return the slip to the Secretary to the Faculty, Ulrich H. Hardt, President's Office.

My alternate for the 1979-80 year is _______________________

Signed (please print) _______________________

UHH: kms
Minutes: Faculty Senate Meeting, October 1, 1979
Presiding Officer: Steven Brenner
Secretary: Ulrich H. Hardt
Alternates Present: Cox for Breedlove, Burgess for Grimes, Reece for Limbaugh, Stern for Manning, McBride for Piper, Kosokoff for Sugarman.
Members Absent: Bingham, Cawthorne, Dreyer, Halley, Muller, Passell, Streeter
Ex-Officio Members Present: Blumel, Butler, Corn, Dobson, Hardt, Harris, Heath, Hoffmann, Howard, Jorgensen, Grimes for Morris, Rauch, Schendel, Todd, Toulan, Trudeau, Van't Slot

INTRODUCTIONS

Steven Brenner, Presiding Officer
James Bentley, Presiding Officer Pro Tem and Parliamentarian
Ulrich H. Hardt, Secretary to the Faculty
Kathy Smith, Secretary to the Secretary

APPROVAL OF MINUTES

The minutes of the June 4, 1979, Senate meeting were approved following the correction of the name of the Association of Oregon Faculties (AOF).

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Brenner announced the following:
-- Standing invitation by K-House for sherry following each Senate meeting.
-- Steering Committee meeting schedule for the year will be published in the minutes of the October meeting (see p.3)
-- Senators must turn in name of their alternate to the Secretary to the Faculty
-- Senators unable to attend a meeting should pass on the Senate mailing to their alternate
-- Senators should identify themselves by name and department when speaking on the Senate floor
-- Motions and amendments must be handed to the Secretary to the Faculty in writing
-- Persons arriving after the roll call should register their presence in writing with the Secretary
Newhall, chief AAUP negotiator in collective bargaining, reported on the procedures which began in August '78, were concluded in August '79 and ratified by the AAUP members in September '79. Copies of the agreement were distributed to the members of AAUP and within 60 days, after the formal signing, will be available to all faculty.

Newhall views the agreement as a positive enhancement for the institution and said that both parties seem to be satisfied with the result. The achievements fall into three general areas: 1) clarification of roles and procedures, especially in grievances, promotion and tenure, and retrenchment/exigency; 2) division of labor, which locates responsibility and strengthens both faculty and administration; and 3) means of cooperation, preserving the instruments of the past and providing others (e.g., the Senate still has power and approves policies, peer review still exists, the faculty constitution is in tact).

A number of things have not been achieved yet. The money issue seems foremost, as faculty salaries fall further behind the cost of living increase. Newhall reminded Senators that statutory limitations curtail what can be bargained for and also that bargaining is done with the State Board of Higher Education and not with the legislature. Agreement was achieved without demeaning academic values, and bargaining took place within the framework of truthfulness, respect for persons, and fairness.

Blumel responded that Newhall's was a fair and sober assessment. Both sides have been careful and deliberate in the bargaining process which had been a long one, partly because it had been the first. PSU faculty will receive the same economic package as the other state institutions, because that is a legislative matter. However, other items have been clarified. Blumel believes that this agreement, for instance, has the best provision for retrenchment of any institution in the U.S.; it requires consultation between the two parties involved before, during, and subsequent to declarations of exigency or retrenchment.

Blumel identified the following two areas where negotiations will continue: 1) post-tenure review and career support procedures are required, and the bargaining unit and administration will bring proposals to the Senate, 2) an up-dated grievance procedure for non-contractual matters will be developed and brought to the Senate.

The University now is moving from negotiations to a contract-administration period. Blumel observed that no document is unambiguous and totally clear, that patience will be required, but that this agreement is as good as possible at this time. Both teams are to be complimented.

**QUESTION PERIOD**

1. Questions for Administrators -- none.

2. Questions from the Floor to the Chair -- none.

**REPORTS FROM OFFICERS OF THE ADMINISTRATION**

Blumel reported that through Friday, September 28, registration was up ca. 3.5 percent from the previous year. This represents an increase of ca. 4 percent in pre-registration headcount and a 3 percent student-
credit-hour growth. Since a 2 percent increase was needed to maintain the budget, Blumel was cautiously optimistic as he indicated that some departments were up as high as 20 percent and some had dropped below last year.

Other schools in the system have published the following:

<table>
<thead>
<tr>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of O</td>
</tr>
<tr>
<td>OSU</td>
</tr>
<tr>
<td>SOSC</td>
</tr>
<tr>
<td>OIT</td>
</tr>
<tr>
<td>OCE</td>
</tr>
</tbody>
</table>

System-wide the enrollment is up 2 to 2.2 percent.

Heath explained the new reciprocity agreement with five southwest Washington counties, allowing upper-division (not graduate or post-bac) students with 90 hours or more to attend PSU for in-state tuition, if students carry seven hours or more. As of September 28, 104 applications have come in and 79 students have been admitted; more will become eligible. Students can save ca. $2200 annually, and the program is well received. The next step is to take the full reciprocity program to the Oregon and Washington legislatures.

UNFINISHED BUSINESS -- none.

NEW BUSINESS -- none.

ADJOURNMENT 3:53 p.m.

Senate Steering Committee Meeting Schedule, 1979 - 80

Mondays, 3:00 p.m. 341 CH

<table>
<thead>
<tr>
<th>September 17</th>
<th>for the October 1 Senate Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 15</td>
<td>&quot; &quot; November 5 &quot; &quot;</td>
</tr>
<tr>
<td>November 19</td>
<td>&quot; &quot; December 3 &quot; &quot;</td>
</tr>
<tr>
<td>December 10</td>
<td>&quot; &quot; January 7 &quot; &quot;</td>
</tr>
<tr>
<td>January 14</td>
<td>&quot; &quot; February 4 &quot; &quot;</td>
</tr>
<tr>
<td>February 11</td>
<td>&quot; &quot; March 3 &quot; &quot;</td>
</tr>
<tr>
<td>March 10</td>
<td>&quot; &quot; April 7 &quot; &quot;</td>
</tr>
<tr>
<td>April 14</td>
<td>&quot; &quot; May 5 &quot; &quot;</td>
</tr>
<tr>
<td>May 12</td>
<td>&quot; &quot; June 2 &quot; &quot;</td>
</tr>
</tbody>
</table>
UNIVERSITY CURRICULUM COMMITTEE REPORT TO THE FACULTY SENATE.

Committee Members: Alice Lehman (Chair), Alma Bingham, Thomas Morris, Darrell Millner, Gwen Newborg, Rudi Nussbaum, Sam Oakland, Walter Shold, Nancy Tang.

October 17, 1979

The Curriculum Committee recommends the Faculty Senate approve the following:

<table>
<thead>
<tr>
<th>CHANGES IN EXISTING PROGRAMS</th>
<th>MAJOR NATURE OF CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. BA/BS in Art and Architecture</td>
<td>Deletes weaving option. Changes design option to applied design option which would include textiles.</td>
</tr>
<tr>
<td>b. BA/BS in Biology</td>
<td>Changes course requirements to more structured areas and requires more breadth in the program.</td>
</tr>
<tr>
<td>c. BA/BS in Mathematics, Option I</td>
<td>Changes two course requirements and increases hours from 51-2 to 54-5.</td>
</tr>
<tr>
<td>d. BA/BS in Political Science</td>
<td>International Comparative Politics is divided into separate areas. Courses required in all four political science areas. Political Theory reduced from 4 to 2 courses.</td>
</tr>
<tr>
<td>e. Certificate in Black Studies</td>
<td>Changes required hours from 51 to 36. Changes lower division required hours and specifies core courses. Allows for specialization in upper division courses.</td>
</tr>
<tr>
<td>f. BA/BS in Administration of Justice</td>
<td>Deletes Law Enforcement and Corrections option. Changes upper division Social Science and AJ requirements.</td>
</tr>
<tr>
<td>g. BA/BS in Social Work</td>
<td>Specifies upper division courses which meet human behavior, social environment and the research and statistics component. Adds one new course in Social Work.</td>
</tr>
</tbody>
</table>

(see reverse side)
NEW OPTION IN EXISTING PROGRAM

a. BS in Civil Engineering

Engineering Department currently offers an option in Structural Engineering. With required addition of courses in transportation, project management, hydrology and sanitary engineering (courses already taught), students could qualify for a degree option in Civil Engineering. This option would enhance job opportunities of graduates.
PORTLAND STATE UNIVERSITY

Request for the following change in B.A. and B.S. degrees in Art.

The existing catalog statement is as follows:

B.A., B.S. - concentration in ceramics, design, drawing, graphic design, metalsmithing, painting, printmaking, sculpture, weaving
B.A. only - concentration in art history
Preprofessional programs - architecture, interior and landscape architecture
Secondary Education Program
M.F.A.
M.A.T., M.S.T.

The proposed catalog statement is as follows:

B.A., B.S. - concentration in applied design, ceramics, drawing, graphic design, metalsmithing, painting, printmaking, sculpture
B.A. only - concentration in art history
Preprofessional programs - architecture, interior and landscape architecture
Secondary Education Program
M.F.A.
M.A.T., M.S.T.

Rationale for the proposed program change: For years this department has offered a concentration in "Weaving" with but one part-time lecturer teaching weaving. Students were hard put to get the necessary classes and hours to fulfill requirements for that concentration. On May 11, 1979 the Art Department recommended that the concentration identified as Design be changed to Applied Design. In the meeting of May 29, 1979 they recommended that the studio concentration identified as Weaving be deleted and that Textiles be offered as one of the options under "Applied Design". In this manner, the student interested in textiles, including weaving, can fulfill the requirements for the B.A. or B.S. degrees in Art without having to resort to make-shift arrangements. Their training can also be stronger since it will be based upon a strong, design-oriented foundation. Students in photography, metalsmithing, ceramics and graphic design may also benefit.

In addition to the attached change of title from "Weaving" to "Textiles", the department will ask that our catalog offering of "Weaving" will be changed to "Textiles" and that on an upper division level. No new funds or faculty will be needed. In fact, this request for changes is designed better to use our present faculty and respond to student need. The program for a concentration in Applied Design in an art major will be as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Design</td>
<td>9</td>
</tr>
<tr>
<td>Introduction History of Art</td>
<td>9</td>
</tr>
<tr>
<td>Upper Division History of Art</td>
<td>9</td>
</tr>
<tr>
<td>Drawing</td>
<td>12</td>
</tr>
<tr>
<td>Design</td>
<td>18</td>
</tr>
<tr>
<td>One of the following: Ceramics, Graphic Design, Metallurgy, Photography, Textiles</td>
<td>18</td>
</tr>
<tr>
<td>Upper division art elective</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
</tr>
</tbody>
</table>

Of the total credits in art at least 36 hours must be upper division work.
Please note these proposed changes:

1. The Design option is dropped.
2. An Applied Design option is added.
3. The Weaving option is dropped.
4. Weaving will be subsumed under Textiles in the Applied Design option.
5. Applied Design and Art History both require 36 credit hours.

This is a realistic approach to tightening up, clarifying and tidying up our offering in line with our present capabilities.

Request prepared by [Signature] Date 5-31-79
Approved by Department Curriculum Committee [Signature] Date 5-31-79
Approved by Department Head [Signature] Date 5-31-79
Approved by College/School Curriculum Committee [Signature] Date 6/1/79
Approved by College/School Dean [Signature] Date 7/5/79
PORTLAND STATE UNIVERSITY

Request for the following changes in B.A. and B.S. degrees in Art.

The existing catalog statement is as follows:

**REQUIREMENTS FOR MAJOR**

In addition to the general University requirements for a degree, the student who majors in art is expected to meet the following departmental requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA 195, 196, 197 Basic Design</td>
<td>9</td>
</tr>
<tr>
<td>AA 204, 205, 206 Introduction to the History of Art</td>
<td>9</td>
</tr>
<tr>
<td>Drawing (including 9 credits AA 291)</td>
<td>12</td>
</tr>
<tr>
<td>(art history concentration requires only 9 credits AA 291)</td>
<td></td>
</tr>
<tr>
<td>Lower division approved art electives</td>
<td>6-9</td>
</tr>
<tr>
<td>Upper division art history</td>
<td>9</td>
</tr>
<tr>
<td>Upper division approved art electives</td>
<td>6-9</td>
</tr>
<tr>
<td>Area of concentration: ceramics, design, drawing, graphic design,</td>
<td>33</td>
</tr>
<tr>
<td>metalsmithing, painting, printmaking, sculpture</td>
<td></td>
</tr>
<tr>
<td>(art history concentration requires 36 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>84-90</strong></td>
</tr>
</tbody>
</table>

Of the total credits in art at least 36 must be in upper division work.

The proposed catalog statement is as follows:

**REQUIREMENTS FOR MAJOR**

In addition to the general University requirements for a degree, the student who majors in art is expected to meet the following departmental requirements:

<table>
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<th>Course</th>
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<td>9</td>
</tr>
<tr>
<td>Upper division approved art electives</td>
<td>6-9</td>
</tr>
<tr>
<td>Area of concentration: applied design, art history, ceramics, design,</td>
<td>33</td>
</tr>
<tr>
<td>graphic design, metalsmithing, painting, printmaking, sculpture</td>
<td></td>
</tr>
<tr>
<td>(applied design and art history concentrations require 36 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>84-90</strong></td>
</tr>
</tbody>
</table>

Of the total credits in art at least 36 must be upper division work.
Rationale for the proposed program change: This merely brings the catalog copy into conformity with the addition of the Applied Design concentration and the deletion of the Weaving concentration. For clarity art history has been included in the list of concentrations.

Request prepared by [Signature] Date 5-31-79

Approved by Department Curriculum Committee [Signature] Date 5-31-79

Approved by Department Head [Signature] Date 5-31-79

Approved by College/School Curriculum Committee [Signature] Date 6/1/79

Approved by College/School Dean [Signature] Date 7/5/79
The Department of Biology requests that the following change be made in the undergraduate program.

**Existing Catalog statement in full:**

**REQUIREMENTS FOR MAJOR**

The biology major is required to take a minimum of 50 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bi 101, 102, 103 General Biology</strong></td>
<td>9</td>
</tr>
<tr>
<td>Bi 335, Principles of Physiology or Ch 350 Introductory Biochemistry</td>
<td>3-4</td>
</tr>
<tr>
<td>Bi 422 Introduction to Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Biology Electives (upper division)</td>
<td>33-34</td>
</tr>
</tbody>
</table>

Total in Biology (minimum) 50

College mathematics to include one of the following: 12

- Mth 106 Finite Mathematical Structures
- Mth 201 Integral Calculus
- Mth 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 100

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 50 credits required in Biology, at least 36 credits must be in courses other than Research, Reading and Conference and Seminar. The remaining 14 credits may include 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.
REQUIREMENTS FOR MAJOR:

The biology major is required to take a minimum of 50 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:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>9-12</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td>4-6</td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>4-19</td>
<td></td>
</tr>
</tbody>
</table>

1. A 1 year introductory Biology course for majors with laboratory
2. Bi 335 Principles of Physiology
3. Bi 341 Introduction to Genetics
4. Bi 357 General Ecology
5. At least one of the following courses including laboratory:
   - Bi 420 Introductory Microbiology
   - Bi 422 Plant Physiology
   - Bi 410 Microbial Physiology Lecture and Lab
   - Bi 437 Cell Physiology and Bi 439 Cell Physiology Laboratory
   - Bi 438 Cell Physiology and Bi 440 Cell Physiology Laboratory
5. At least one of the following courses including laboratory:
   - Bi 418 Comparative Animal Physiology and Bi 419 Comparative Physiology Laboratory
   - Bi 417 Mammalian Physiology and Bi 419 Comparative Physiology Laboratory
   - Bi 441 Plant Physiology
   - Bi 410 Invertebrate Physiology
6. At least one of the following courses including laboratory:
   - Bi 426 Comparative Vertebrate Embryology
   - Bi 428 Comparative Vertebrate Anatomy
   - Bi 332 Plant Morphology
   - Bi 437 Plant Anatomy
   - Bi 353 Entomology
   - Bi 455 Histology
   - Bi 461 Invertebrate Zoology
   - Bi 462 Invertebrate Zoology
7. Biology electives

Total in Biology (minimum) 50

9. The student must have at least one course each in botany, zoology and microbiology chosen from biology courses approved for Biology major credit, which may include courses listed above.

10. College mathematics to include one of the following:
    - Mth 106 Finite Mathematical Structures
    - Mth 201 Calculus
    - Mth 356 Statistical Methods
11. College Chemistry to include the following:
   Ch 204, 205, 206, 207: General Chemistry or equivalent
   Not less than 8 credits in organic chemistry
   including a minimum of 2 quarters of laboratory

12. Ph 201, 202, 203: General Physics or equivalent and
   Ph 204, 205, 206: Physics Laboratory

The department will not accept courses taken under the Pass/No pass option,
with the exception of Bi 401, 405, 505 which are offered only a Pass/No pass
basis. Of the 50 credits required in Biology, at least 36 credits must be in
courses other than Research, Reading and Conference, and Seminar. The remaining
14 credits may include no more than a total of 6 credits in Research and Reading
and Conference. A minimum of 35 of the required 50 credits in Biology must be
upper division. 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.

JUSTIFICATION

The Department of Biology is currently trying to upgrade and increase
the breadth of its undergraduate program. Each of the suggested changes
is in pursuit of this goal.

Individual Changes

1. We have changed from Bi 101, 102, 103 to a statement concerning
   1 year of intro Biology for majors with laboratory. This is done
   for transfer students and because we may as a department begin
   offering Bi 251, 252, 253 for our majors.

2. We have dropped Ch 350 as a way of satisfying the Bi 335 requirement.
   Since we have no control over what is taught in Ch 350 and Bi 335 is
   an upper division requirement for Biology majors as a Biology course,
   we feel justified in dropping Ch 350 as an equivalent course.

3. The number has been changed from Bi 422 to Bi 341. The course is
   exactly the same, but a 300 number more correctly portrays the level
   and prerequisites of the course. Dr. Newman is submitting the course
   number change request.

4. We are adding Bi 357 as a required course after careful departmental
   review of deficiencies in Biology major backgrounds.

5. We are adding an upper division lecture/laboratory experience in
   molecular/cell biology with this requirement. Again departmental
   review has determined a deficiency in laboratory and breadth of
   many of our current graduating majors.

6. We are adding an upper division lecture/laboratory experience in
   organismic physiology with this requirement. The last 2 faculty hired
   into the department were to add expertise in this field. The course
   proposals for Comparative Animal Physiology (Bi 418) and Comparative
   Animal Physiology Laboratory (Bi 419) are being concurrently submitted
   by Dr. Hillman.
7. We are adding an upper division lecture/laboratory-experience in structural biology in an attempt to broaden our majors. All courses in this section are offered currently by the department.

8. Biology electives have changed obviously as a result of providing more structure to the program from 34-39 to 10-19.

9. The one additional course in zoology, botany, and microbiology again is an additional stressing breadth, but recognize it can be satisfied by various options in requirements under 5, 6 and 7 so it need not impinge on any elective credits.

10. The math requirements have not changed.

11. We have added the phrase "including a minimum of 2 quarters of laboratory" to the organic chemistry requirement. Since chemistry has added recitation sections to its Organic Chemistry series, students are escaping the spirit of the requirement (2 quarters of lecture and laboratory) by taking recitation in lieu of laboratory.

12. The physics requirement has not changed.

We have also added a sentence to the paragraph that follows stating a minimum of 35 of the required 50 credits in Biology must be upper division. This is current departmental policy and was left out of the currently approved catalog as an oversight.

Request prepared by

Approved by Department Head

Approved by College Curr. Comm.

Approved by College Dean
PORTLAND STATE UNIVERSITY
PROPOSAL FOR CHANGE IN EXISTING PROGRAM

Request for the following changes in B.S. in Mathematics, Option I.

Existing catalog statement:

Mth 200, 201, 202, 203 or
Mth 204, 205, 206.........................15-16
Mth 311 Advanced Calculus................... 3
Mth 312 Advanced Multivariate Calculus..... 3
Mth 321 Differential Equations.............. 3
Mth 341 Introduction to Algebraic
Structures.................................... 3
Mth 342 Linear Algebra...................... 3
Upper division mathematics electives
chosen from Mth 313; 322; 323; 324;
331; 340; 343; 347; 411, 412, 413;
421, 422, 423, 424, 425; 431, 432,
433, 434; 437, 438; 441, 442, 443,
444, 445; 451, 452, 453; 461, 462,
463; 467, 468, 469.......................... 21

51-52

Proposed catalog statement:

Mth 200, 201, 202, 203 or
Mth 204, 205, 206 Calculus..................15-16
Mth 250 Introduction to Computer
Programming I.................................. 3
Mth 311 Advanced Calculus................... 3
Mth 312 Advanced Multivariate Calculus..... 3
Mth 321 Differential Equations.............. 3
Mth 340 Introduction to Group Theory
and Applications.............................. 3
Mth 342 Linear Algebra...................... 3
Upper division mathematics electives
chosen from Mth 313; 322; 323; 324;
331; 341; 343; 347; 411, 412, 413;
421, 422, 423, 424, 425; 431, 432,
433, 434; 437, 438; 441, 442, 443,
444, 445; 451, 452, 453; 461, 462,
463; 467, 468, 469.......................... 21

54-55

Rationale for the proposed program change:

The additional requirement Mth 250 is intended to provide a much
needed tool for the study in applied mathematics.

The change in requirements for a mathematics major from Mth 341
to Mth 340 is merely a bookkeeping change. Under the proposed course
changes Mth 340 will become the first term of a two term algebra sequence and will have a content almost the same as our current Mth 341. Of course, if the proposed course changes are not approved, we would not want to make this change in requirements.

Request prepared by [Name] Date [Date]
Approved by Departmental Upper Division Curriculum Committee Date [Date]
Approved by Department Head Date [Date]
Approved by College Curriculum Committee Date [Date]
Approved by College Dean Date [Date]
Request for the following change(s) in Bachelor of Arts/Bachelor of Science degree in Political Science.

Existing Catalog Statement: In addition to meeting the general University degree requirements, the major in political science must take a minimal of 45 credits in political science courses distributed as follows:

1. PS 201, 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 406s, PS 407s and PS 410s.
   Area II. International and Comparative Politics: PS 441 through PS 477, and appropriate PS 406s, PS 407s, and PS 410s.
   Area III. Political Theory and Methodology: PS 385, PS 484 through PS 497, and appropriate PS 406s, PS 407s, and PS 410s.

4. One PS 407 Seminar.

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

Proposed Catalog Statement: In addition to meeting the general University degree requirements, the major in political science must take a minimum of 45 credits in political science courses distributed as follows:

1. PS 101, 102 American Government; or PS 211 American Politics (upper division students may substitute PS 411 The American Political System).

2. Two courses as designated in each of the four areas listed below:
   Area I - American Government and Politics. Two courses from among the following: PS 412 - PS 439, and appropriate PS 410s.
   Area II - International Relations. PS 241 International Politics or PS 441 World Politics, plus one course from among the following: PS 442-PS 448, PS 456, PS 468, and appropriate PS 410s.
   Area III - Comparative Politics. PS 251 Comparative Politics, plus one course from among the following: PS 451 - PS 455, PS 458 - PS 467, PS 471 - PS 477, and appropriate PS 410s.
   Area IV - Political Theory. PS 481 and PS 482.
3. One PS 407 Seminar.

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

Rationale for the proposed program change: Primarily, three changes are proposed in the "Requirements for Major": (1) the International-Comparative Politics Area is divided into two separate areas; (2) specific survey courses or course combinations are required in each of the four basic areas in political science; (3) the Political Theory requirement is reduced from four to two courses. The department's reasons for recommending these changes are, first, that International Relations and Comparative Politics are really separate areas of political science and should be so treated; second, that majors at a minimum should have the exposure to the full range of political science that comes with taking basic courses in each of the four major areas of the discipline; and, third, that there is no academically defensible purpose served by requiring that majors take four courses in Political Theory.
Proposal for Changes in Existing Certificate Requirements

Request for the following changes to be made in Black Studies Certificate Requirements:

1. Reduction of required hours from 51 total hours to 36 total hours.
2. Deletion of statement saying "not more than 21 credits of which may be lower division".
3. Reduction of credit hours for Introduction to Black Studies, BST 200 from 4 credit hours to 3 credit hours.
4. Elimination of the Urban Field Research 6 credit hour requirements.
5. Add requirement of completion of 12 lower division credit hours from among the following list of core courses:
   - BST 200 Introduction to Black Studies
   - BST 202, 203, 204 Afro-American History
   - BST 205, 206, 207 Introduction to African Perspectives
   - BST 199A, 199B, 199C Psychology of the Black Experience
   - BST 221 Survey of Black Literature
   - BST 230 Introduction to Black Political Thought
   - BST 233 Black Minority and American Politics
   - BST 261, 262, 263 Black Economic Experience
6. Add requirement of 3 elective lower division credit hours with consent of adviser.
7. Add requirement of 21 upper division credit hours in the area of specialization within a program to be designed with consent of adviser. Areas of specialization would include:
   - Black Culture and Civilization
   - Black Urban Affairs
   - Black Social Development
   - General Black Studies

Existing Catalog Statement

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.

1. Completion of all requirements for a major with a B.S. or B.A. degree.
2. Completion of the following required courses:
   - Lower Division: 21 credits
   - Upper Division: 24 credits
   - Urban Field Research: 6 credits
   - Total: 51 credits
3. Black Studies Certificate Programs are individually designed to satisfy the particular interests and objectives of the student and are constructed with the consent of their program adviser. The following are suggested core area courses which are recommended in all certificate programs:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST 200</td>
<td>Introduction to Black Studies</td>
<td>4</td>
</tr>
<tr>
<td>BST 202</td>
<td>Afro-American History</td>
<td>3</td>
</tr>
<tr>
<td>BST 203</td>
<td>Black Minority &amp; American Politics</td>
<td>3</td>
</tr>
<tr>
<td>BST 261</td>
<td>Black Economic Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Proposed Catalog Statement

Certificate Requirements: Candidates for the Black Studies Certificate must satisfy the requirements outlined below as well as meet the general requirements for a degree in any field. Completion of 36 credits is required for certification in Black Studies. Twenty-one (21) credits will be upper division courses within an area of specialization constructed with the consent of the adviser.

1. Completion of all requirements for a major with a B.S. or B.A. degree.
2. Completion of 12 credit hours from among the following list of lower division core courses:
   - BST 200 Introduction to Black Studies
   - BST 202, 203, 204 Afro-American History
   - BST 205, 206, 207 Introduction to African History
   - BST 199A, 199B, 199C Psychology of the Black Experience
   - BST 211 Survey of Black Literature
   - BST 230 Introduction to Black Political Thought
   - BST 233 Black Minority and American Politics
   - BST 261, 262, 263 Black Economic Experience
3. Completion of 3 elective lower division credit hours with consent of adviser.
4. Completion of 21 credits of upper division hours in an area of specialization within a program constructed with consent of adviser. Areas of specialization include:
   - Black Culture and Civilization (History, Art, Music, Literature, etc.)
   - Black Urban Affairs (Urban Studies, Administration of Justice, etc.)
   - Black Social Development (Sociology, Political Science, Psychology, etc.)
   - General Black Studies (Individualized program)

Justifications for Proposed Changes

Brief History of Black Studies Certificate Program: At the inception of Black Studies course work at Portland State there were two primary options in terms of structure and format. One approach was the "centralized autonomous unit", the other was the "dispersed coordinated approach". The centralized option was preferred by blacks who sensed a strong sentiment among some elements of the university which opposed any Black Studies presence at all and which might have worked to sabotage those efforts. Given the track records and past practices of the traditional academic units in terms of hiring policies, courses taught, subject matter interpretation and general social and intellectual atmosphere, it is indisputable that prior to the establishment of the Black Studies Program, Portland State
University exhibited a consistent pattern of neglect, if not outright malfeasance in the area of Black Studies (indeed, all minority studies). Blacks were understandably skeptical about placing the responsibility for correcting past inadequacies in the hands that had created those inadequacies. On the other hand, the school and departmental administrations and others preferred the "coordinated" structure with traditional departments offering new course work in this area. Probably both a concern for the quality of the Black Studies offerings and a desire to retain control over activities in this area related to Budget, hiring, FTE, and other administrative matters contributed to this preference. A latent lack of faith in the ability of blacks to conduct an "independent" quality program undoubtedly contributed as well.

In the area of the nature of the program, two options were available as well. Blacks were interested in a B.A. degree program, the University community in a Certificate Program approach. Ultimately the compromise which emerged combined elements of all structural and academic models to the complete satisfaction of neither side but in a way that appeared workable given the circumstances at PSU. This compromise created a centralized administrative unit for Black Studies, adopted a certificate format and staffed the unit in such a way that coordination with other academic units was mandatory for its continued existence. The limited resources allocated to the new unit made cross listing of courses and shared hiring of faculty nearly imperative. More significantly, the political climate in the academic community at the time made it necessary to develop a certificate with rather extreme requirements to quiet the claims by opponents that the certificate would undercut academic standards. The result was a certificate which in effect defeated the very intentions which had called for its development. The primary motivations behind the calls for a Black Studies certificate were dual in nature:

1. to provide an opportunity and curriculum for minority students to learn about and become expert in the conditions and circumstances of their role and place in the evolution of the American and/or world experience.

2. To provide an opportunity and curriculum for majority cultural students to gain knowledge and understanding of minority problems and perspectives.

Given the overwhelming majority culture presence at PSU and the career needs of minority students at PSU it was correctly perceived that a Certificate which would function much as a minor, was more appropriate at this institution on the undergraduate level than a Black Studies major would be. It was hoped that both minority and majority culture students would take the opportunity of rounding out their degree programs with Black Studies offerings. Theoretically, this was both a politically necessary compromise and a desirable educational advance for the PSU academic community. Realistically, this complimentary format was sabotaged in subsequent years through a combination of direct and indirect influences and never reached its full fruition. For example, the requirement of 51 hours for a certificate exceeded credit hour requirements for many degree programs at PSU and therefore, acted as a deterrent for many black and white students. Why take 51 hours to get a certificate when a second degree could be obtained with less work? Furthermore, from the very beginning, Black Studies courses were discriminated against in the awarding of distribution credit satisfying power. Even when
the Black Studies Program was within the School of Social Science, Black Studies courses did not carry automatic distribution credit. This second class status was solidified when the Program was moved to the School of Urban Affairs. As a member of a professional school, Black Studies courses could not be applied at all towards distribution requirements although in fact many remained interdisciplinary and not professional in nature. Added to these structural problems was a general reluctance on the part of many individuals and departments at PSU to consider Black Studies courses as academically valid. As a result, students, both majority culture and minority were counseled and advised to avoid the Certificate Program. In recent years, the certificate program has proven its academic validity through solid course work and the acquisition of credentialed and well-qualified faculty. Evidence of a new confidence within the university community about the value of Black Studies courses can be seen in the recent departmental designation conferred on the unit by the university president, the increased willingness of other departments to cross-list courses and share faculty with Black Studies, and the steady increase in the last four years of student FTE within the program. This current request to reduce the required hours for the Black Studies Certificate is the attempt to fulfill the original intent of the Certificate to function as a minor area of focus available to both majority and minority students at PSU by creating a more realistic structural relationship between Black Studies and other academic units at PSU.

This request is also a part of a larger effort to solidify and systematize the overall Black Studies curriculum. The current requirements are not only distinguished by their relative severity in terms of hours required, but by the extreme lack of specificity in terms of individual program structure. When the certificate was originally designed, this "non-structure" was a product both of the political compromise and the newness of the very concept of Black Studies. No one really knew what Black Studies should be with certainty. Blacks were willing to accept the large number of credits required in exchange for flexibility within the program itself. In the decade since this original bargain was struck, the Black Studies faculty through experience has evolved a much more concrete understanding of what a Black Studies curriculum and program should entail. This new knowledge is reflected in our current request. In the early years of Black Studies at PSU, structuring a program was made difficult by the lack of permanent courses. Building a comprehensive curriculum through regular university channels takes years to achieve. Over the last four years the Black Studies Department has devoted considerable energy and time to the development of a comprehensive curriculum foundation for the department. This objective has now been achieved with the approval of over 24 courses with permanent course designations which are supplemented by special omnibus numbered courses when appropriate. Therefore, Black Studies is now in a position curriculum wise to specify what kinds and quantities of experience a student should complete to receive certification in Black Studies in much more detail than was possible when the original program was designed. The current request for program changes in the Black Studies Certificate will retain a desired degree of flexibility to construct specialized individual student programs while at the same time guarantee that each student who receives a Black Studies Certificate will have successfully completed study in a well-rounded program of exposure to the various elements within that discipline through the core course offerings. This new structure will not only benefit students but make faculty advising more manageable as well.
Finally, it should be noted that the National Council of Black Studies has instituted a program of accreditation for Black Studies Program. This proposed structure will fulfill the expectations and standards established by that body.

**Specific Justifications for Each Request**

1. **Reduction of hours from 51 to 36** - the 51 credit requirements for a Black Studies Certificate is extreme and deters both minority and majority culture students from pursuing the Certificate Program. Originally, the certificate was envisioned as a compliment to a student's major area. This 51 credit requirement makes that relationship impossible. For example, the following degree programs require fewer credit hours than the Black Studies Certificate:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Languages</td>
<td>39 (UD)</td>
</tr>
<tr>
<td>2 majors in Language</td>
<td>48 (UD)</td>
</tr>
<tr>
<td>Philosophy</td>
<td>45 (LD &amp; UD)</td>
</tr>
<tr>
<td>Speech</td>
<td>46 (Min. 24 UD)</td>
</tr>
<tr>
<td>Theatre Arts (1 hour more than BST)</td>
<td>52</td>
</tr>
<tr>
<td>Mathematics (Option one)</td>
<td>51 - 52</td>
</tr>
<tr>
<td>Anthropology</td>
<td>42</td>
</tr>
<tr>
<td>Geography</td>
<td>45</td>
</tr>
<tr>
<td>History</td>
<td>42</td>
</tr>
<tr>
<td>Political Science</td>
<td>45</td>
</tr>
<tr>
<td>Psychology</td>
<td>36 + 9 hours Math</td>
</tr>
<tr>
<td>Sociology</td>
<td>50</td>
</tr>
</tbody>
</table>

In addition, other certificate programs at PSU generally require far fewer hours than the Black Studies Certificate as shown below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Business Studies</td>
<td>39</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>60</td>
</tr>
<tr>
<td>Central European Studies</td>
<td>39 + 2 yrs. Language</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>43 + Language</td>
</tr>
<tr>
<td>Middle East Studies</td>
<td>33 + 2 yrs. Language</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>42</td>
</tr>
</tbody>
</table>

The only certificate which requires more than the Black Studies Certificate is Urban Studies. All others require significantly less. The language requirements, of course, are appropriate in the other certificates - but not necessary in the framework and purpose of the Black Studies Certificate.

2. **Deletion of statement saying "not more than 21 credits of which may be lower division"** - the new requirement would specify 15 hours of lower division work required and make this statement unnecessary.

3. **Reduction of credit hours for Introduction to Black Studies** - currently this is the only course in the Black Studies curriculum offered for 4 credit hours. The original rationale for this larger credit hour course designated it as a place in which students would receive the panoramic view of the Black Studies discipline thus requiring more time and student contact. In the
proposed program this function would be performed by the core courses consequently making this additional hour unnecessary.

4. Elimination of the Urban Field Research 6 credit hour requirement - the Black Studies program has never effectively achieved a uniform definition of what Urban Field Research entails nor has the department constructed a workable system for monitoring this requirement. Originally, this requirement was designed to guarantee students involvement in the community outside the university. This objective will henceforth be incorporated into the course work of the upper division specializations.

5. Completion of 12 lower division credit hours selected from 48 hours of core course work - this requirement will provide exposure of students to the various perspectives within Black Studies and distribute their study within Black Studies more broadly. It will also function as a prerequisite to prepare students for more demanding upper division course work in their Black Studies specialization.

6. Add requirement of 3 elective lower division hours - this is intended to provide a degree of flexibility in lower division student programs.

7. Requirement of 21 upper division credit hours in area of specialization - prior requirements did not specify any particular order or logic for upper division course work. Under this proposal, a student with the assistance and consent of an adviser will design a program directed towards achieving expertise in a specific discipline or aspect of Black Studies.

Request Prepared By [Name] Date 2/8/79
Approved by Program Curriculum Committee [Name] Date 2/8/79
Approved by Department Head [Name] Date 2/8/79
Approved by School Curriculum Committee [Name] Date 2/12/79
Approved by School Dean [Name] Date 2/12/79
PROPOSAL FOR CHANGES IN EXISTING DEGREE REQUIREMENTS

Request that the following changes be made in the core courses section:

1. **DELETE** the Law Enforcement and Corrections options.
2. **DROP** SOC 204, 205 as required Core Courses.
3. **DROP** PSY 204 as a required Core Course.
4. **DROP** SOC 463 and three credits of sociology credits as required for the Corrections Option.
5. **DROP** PSY 350 as a required course for the Corrections Option.
6. **DROP** ten hours of upper-division elective political science courses as required for the Law Enforcement Option.
7. **ADD** fifteen hours of upper-division elective social science courses to required Core Courses.
8. **ADD** fifteen hours of elective administration of justice courses to required Core Courses.

**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:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJ 111, 112, 113. Introduction to Administration of Justice</td>
<td>9</td>
</tr>
<tr>
<td>AJ 334. Prevention and Control of Crime in Urban Areas</td>
<td>3</td>
</tr>
<tr>
<td>AJ 318. Criminal Justice Strategies: Research</td>
<td>3</td>
</tr>
<tr>
<td>AJ 401. Research: Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>AJ 409. Criminal Justice Practicum</td>
<td>3</td>
</tr>
<tr>
<td>AJ 444. Criminal Law: Introduction to Legal Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>AJ 446. Criminal Law: Fifth Amendment Issues and Court Procedures</td>
<td>3</td>
</tr>
<tr>
<td>SOC 204, 205. General Sociology</td>
<td>6</td>
</tr>
<tr>
<td>SOC 337. Minority Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOC 416. Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>SOC 417. Criminology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 204. Psychology as a Social Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY 434. Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>US 202. The Urban Environment</td>
<td>3</td>
</tr>
</tbody>
</table>
Law Enforcement Option (22)
AJ 302. Police in Society .......................... 3
AJ 461, 462, 463. Police Organization and Administration .......... 9
Upper division political science courses with prior consent of advisor .......... 10

-or-

Corrections Option (21)
AJ 360. Correctional Counseling .......................... 3
AJ 454. Community Based Treatment of Offenders ............. 3
AJ electives ........................................ 3
SOC 463. Correctional and Therapeutic Communities, and three credits of upper division sociology to be taken with consent of advisor ............. 6
PSY 350. Counseling .................................. 3

Proposed Catalog Statement (Changes in italics)

Requirement for major. In addition to meeting the general university degree requirements, students who are admitted as majors in the administration of justice must complete the following special degree core courses:

Core Courses
AJ 111, 112, 113. Introduction to Administration of Justice .................. 9
AJ 334. Prevention and Control of Crime in Urban Areas ............... 3
AJ 318. Criminal Justice Strategies: Research ..................... 3
AJ 401. Research: Senior Project ................................ 3
AJ 409. Criminal Justice Practicum .. 3
AJ 444. Criminal Law: Introduction to Legal Reasoning .............. 3
AJ 446. Criminal Law: Fifth Amendment and Court Procedures ............. 3
Upper-division AJ electives, six credits of which must be earned in AJ 407 or AJ 410, and none of which can be earned in AJ 409 ...................... 15
US 202. The Urban Environment ................................ 3
SOC 337. Minority Groups .................................. 3
SOC 416. Juvenile Delinquency ................................ 3
SOC 417. Criminology ..................................... 3
PSY 434. Abnormal Psychology .................................. 3
Upper-division social science electives, selected with approval of AJ advisor .................. 15

75
Justification for Proposed Changes

Deleting the two professional options will affect several beneficial changes in our curriculum, e.g., (1) it will reflect the generalist-system philosophy of our faculty, rather than the distorted image presented by the current specialist-component structure; (2) it will provide greater flexibility in planning career-oriented study programs for individual students; and (3) it will lessen the administrative time currently required to handle student petitions for course substitutions and waivers.

At first glance it may appear that the proposed change will reduce the number of social science credits in the core curriculum. This is not the case. The number of required AJ credits will increase by only three to a total of forty-five, while the number of required social science credits will increase by six to a total of thirty-six—assuming that majors complete Soc 204, 205 as prerequisites to Soc 416, 417; and Psy 204 as part of the prerequisites to Psy 434.

The heads of the Psychology, Sociology, and Political Science Departments have been advised of these proposed changes and the possible implications for their departments has been discussed with each of them.

Request prepared by Charles A. Tracy Date 2/21/79
Approved by Dept. Curriculum Committee Robert W. Lackwood Date 2/28/79
Approved by Department Head Charles A. Tracy Date 2/21/79
Approved by School Curriculum Committee Robert Lack Date 3/16/79
Approved by School Dean Charles A. Tracy Date 3/21/79
PORTLAND STATE UNIVERSITY

PROPOSAL FOR CHANGE IN EXISTING PROGRAM

INSTRUCTIONS

The Dean of Undergraduate Studies (DUS) and Dean of Graduate Studies (DCS), in their respective areas, have the responsibility to provide direction to the institutional consideration of program changes under discussion in various academic units. Proposed changes in existing instructional programs should be communicated to the respective Dean for review prior to the preparation of a formal document. The formal document should follow the format given below.

Twenty-five copies of each proposal must be forwarded to the Office of Academic Affairs. Departments, Colleges or Schools generating proposals should prepare enough additional copies to satisfy their own internal procedures.

(Name of Institution) Portland State University

Request for the following change(s) in Social Work Undergraduate Major (degree or certificate program)

(academic area or specialty)

Reproduce existing catalog statement in full:

See attached.

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

See attached. (The specific courses required to meet the requirements in upper division social science and statistics and research methodology are listed in the attached and are not in the University bulletin.)

Rationale for the proposed program change: (A statement of justification detailing the academic soundness of the proposal, projected development of supporting curricula, budgetary support and availability of faculty and other resources:)

See attached.

Request prepared by [Signature] Date 10/8/79

Approved by Unit (i.e., Department) Curriculum Committee [Signature] Date 10/8/79

Approved by Department Head [Signature] Date 10/8/79

Approved by College/School Curriculum Committee [Signature] Date 10/8/79

Approved by College/School Dean [Signature] Date 10/8/79
EXISTING CATALOG STATEMENT

Upper Division
Foundation Courses

The following content areas and credit distributions are required as a minimum. For a list of specific course options consult an undergraduate adviser at the School of Social Work.

| Social/Political/Economic Problems and Processes | 6 |
| Psychological Development | 6 |
| Social Organization and Group Relations | 6 |
| Socio/Cultural Systems | 6 |
| Statistics and Research Methods | 11-12 |

**total** 35-36

Professional Courses

| SW 300 Field Observation | 6 |
| SW 350 Social Welfare as a Social Institution | 3 |
| SW 351, 352 Social Work Practice I | 6 |
| SW 400 Field Instruction | 12 |
| SW 451, 452 Social Work Practice II | 6 |
| Social Work Electives | 9 |

**total in social work** 45

**total for major** 80-81
PROPOSED CATALOG STATEMENT

UPPER DIVISION SOCIAL SCIENCE*

The following content areas and credit distribution are required as a minimum.

- **Human Behavior and Social Environment** 15 credits
- **Social Work Practice** 3 credits
- **Social Welfare Policy and Services** 3 credits

**Statistics and Research Methodology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 330 Human Behavior and the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SW 350 Social Welfare as a Social Institution</td>
<td>3</td>
</tr>
<tr>
<td>SW 351, 352 Social Welfare Practice I</td>
<td>6</td>
</tr>
<tr>
<td>SW 400 Field Instruction</td>
<td>12</td>
</tr>
<tr>
<td>SW 450 Social Services: Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>SW 451, 452 Social Work Practice II</td>
<td>6</td>
</tr>
<tr>
<td>Social Work Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total in Social Work** 48 credits

**Total for Major** 80 credits

* A list of approved courses offered each year is available at the School of Social Work office.

RATIONALE

The recommended program changes are intended to more clearly define the content in the Human Behavior and Social Environment, and in the Research and Statistics components of the program. At present, students are given a lengthy list of courses through which these requirements can be met. The restructuring of the requirements would guarantee that necessary theory for social work intervention is offered, both from the social sciences and from mathematics. This change is consistent with standards of the Council on Social Work Education, the accrediting body which will be examining the entire program during the next academic year.

The new course (SW 330, Human Behavior and the Social Environment) will require no additional resources from the School of Social Work or the University since existing personnel can teach the new course. The specifying of requirements in the social sciences and research areas has been discussed with appropriate departments and can be accommodated. The recommended changes refocus one aspect of the program but call for only minor reallocations of faculty.
PORTLAND STATE UNIVERSITY

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE BACHELOR OF SCIENCE DEGREE IN CIVIL ENGINEERING AS AN OPTION IN ENGINEERING AND APPLIED SCIENCE.

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 professional preparation for careers in civil engineering. The Civil Engineering curriculum includes studies in Sciences (Physics, Chemistry, Geology), Mathematics, Engineering Sciences, Engineering Analysis and Design. The proposed curriculum is a logical extension of the currently operative Structural Engineering program.
   b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?
      Areas of civil engineering as described in 5.a, which are integral parts of the proposed program, will be included. Because of its current strength, Structural Engineering, a major branch of civil engineering, would be given primary emphasis.
   c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?
      No.
   d. Are there subspecialties that you intend to avoid, in developing the program?
      The program essentially will be developed in its initially proposed form.
   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 Department of Engineering and Applied Science of the College of Science would offer the proposed 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?

Primarily, to provide students in the Portland metropolitan area an opportunity to pursue an ECPD (1) accredited program in Civil Engineering. More specifically,

(i) To provide students, especially those who are place-bound, with a well rounded basic education in civil engineering.

(ii) To offer the opportunity for engineering students to develop their professional interest in civil engineering.

(iii) To prepare graduates of the program for professional careers in government and private industry primarily in the Portland metropolitan area.

(iv) To provide graduates with the appropriate preparation for the study in advanced professional degree programs.

(v) To provide persons employed by Portland area industries, governmental agencies, and consulting firms an opportunity to obtain a professional education in civil engineering while remaining employed.

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.

This program will be submitted for ECPD accreditation which inherently reflects post-approval monitoring procedures and outcome indicators. These include evaluation of curricular content, quality of faculty, adequacy of facilities as well as the placement record of graduates and their success rate in obtaining professional registration.

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

The mission of the Department of Engineering and Applied Science is to meet the university-level engineering education needs of the people and the engineering community in the Portland metropolitan area by providing selected high quality programs. The proposed program, therefore, is consistent with the University's commitment to professional education in areas of demonstrated interest and need.

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?

Parallel to the national and regional employment opportunities projected for the foreseeable future (2), the Portland metropolitan area, as the center of consulting and construction firms and governmental agencies, provides excellent employment outlets and opportunities for civil engineering graduates.

---

(1) Engineers' Council for Professional Development

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 Structural Engineering program, accredited by Engineers’ Council for Professional Development (ECPD), would provide a sound basis and substantial resources for launching the proposed undergraduate program in Civil Engineering. The proposed program would also draw support from common engineering core courses as well as curricular offerings in the Departments of Mathematics, Physics, Chemistry, Earth Sciences and Economics.

5. Course of Study

a. Describe the proposed course of study.

It is envisioned that most upper division courses currently offered in support of the Structural Engineering program (Table I) will be utilized in the proposed curricular norm for Civil Engineering shown in Table II. It is important to note that the proposed program would consist of course work essentially similar to that in Structural Engineering, except that it will require courses in transportation, project management, hydrology and sanitary engineering which are currently taught as electives for Structural Engineering majors.

To meet the requirements for a B.S. degree in Civil Engineering option the student must complete the engineering core curriculum (see 1979-80 PSU Catalog, p. 89) supplemented by the following required and elective civil engineering courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASE 231</td>
<td>Plane Surveying and Mapping</td>
<td>3</td>
</tr>
<tr>
<td>ASE 234</td>
<td>Field Problems in Plane Surveying</td>
<td>1</td>
</tr>
<tr>
<td>ASE 381</td>
<td>Elementary Structural Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ASE 382</td>
<td>Indeterminate Structures I</td>
<td>3</td>
</tr>
<tr>
<td>ASE 384</td>
<td>Design of Steel Structures</td>
<td>4</td>
</tr>
<tr>
<td>ASE 444</td>
<td>Engineering Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ASE 461</td>
<td>Fluid Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>ASE 462</td>
<td>Hydraulics</td>
<td>4</td>
</tr>
<tr>
<td>ASE 469</td>
<td>Engineering Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>ASE 481</td>
<td>Principles of Reinforced Concrete</td>
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<tr>
<td>ASE 483</td>
<td>Soil Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>ASE 485</td>
<td>Foundation Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ASE 488</td>
<td>Sanitary Facilities: Planning &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>ASE 479</td>
<td>Unit Operations of Sanitary Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ASE 489</td>
<td>Transportation Systems: Planning &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>ASE 445</td>
<td>Urban Transportation Systems</td>
<td>3</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

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

All courses listed in 5.a above are presently in operation at PSU as approved catalog courses.

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

None
6. Admission Requirements

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

Current admission requirements for engineering majors will be applied.

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?

None proposed.

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?

The institutional long-term goal is to establish basic engineering disciplines. The proposed program is a curricular step toward the achievement of this goal.

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, because the proposed program meets the basic curricular requirements for an undergraduate program in civil engineering.

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 proposed program will seek accreditation by the Engineers' Council for Professional Development (ECPD) which sets national standards in terms of curricular content, quality of faculty and graduates, and adequacy of facilities.

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?

The proposed program is designed to meet accreditation criteria published by ECPD in cooperation with the American Society of Civil Engineers. The accreditation of the currently operative Structural Engineering program by ECPD in 1975 provides a good basis of expectation for success in accrediting the Civil Engineering program.

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.

The need for a Civil Engineering program in the Portland metropolitan area can be documented in terms of student interest and professional need. More specifically,

(i) The number of students enrolled in engineering has increased at about 15% compounded growth rate since 1973 when engineering programs were authorized at PSU.

(ii) Many PSU engineering students who aspire to become civil engineers have no alternative but to pursue a degree program in Structural Engineering.

(iii) Graduates of the Structural Engineering program, though ECPD accredited, are not accorded eligibility for many jobs which specifically require a Civil Engineering degree.

(iv) The Department of Engineering and Applied Science is receiving an increasing number of inquiries concerning a Civil Engineering program from high school and community college students. In addition, persons employed by engineering concerns are interested in obtaining a Civil Engineering degree through department's substantial evening course offerings.

(v) The demand for civil engineers both nationally and regionally is to exceed the supply in the foreseeable future. In the same vein, the Portland metropolitan area, with a large number of consulting and construction firms and governmental agencies, has an increasing need for civil engineers.

10. Student Interest

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

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<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>145</td>
<td>160</td>
<td>180</td>
<td>200</td>
<td>220</td>
</tr>
<tr>
<td>Graduates</td>
<td>28</td>
<td>30</td>
<td>33</td>
<td>37</td>
<td>42</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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>159</td>
<td>192</td>
<td>215</td>
<td>250</td>
<td>295</td>
</tr>
</tbody>
</table>

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 proposed program is intended primarily to provide another program option to students who are already being attracted to the institution (see 9.a (ii) above). However, some students will be attracted to PSU because of it.
11. Manpower Needs

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

In 1977, the U.S. average for undergraduate engineering degrees was 185 graduates per million population. In contrast, Oregon institutions conferred only 142 degrees per million, 23% below the national average. In terms of job opportunities, while engineering job offers accounted for 55% of all offers made (3), engineering graduates comprised only 3.9% of all bachelor degrees granted in Oregon (4). Local manpower needs are also substantiated by the Portland Advisory Committee on Engineering Education (PACEE)(see letter presented as Exhibit A).

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?

The U.S. Bureau of Labor Statistics estimates that the annual average of job openings for civil engineers to 1985 will be 8900 (5). Recent data indicate a shortfall of about 1300 graduates or 15% existed in 1975-76. A recent USDL publication (6) lists a large number of job openings in civil engineering with opening gains of at least 50%. The College Placement Council report of March 1979 states that for the 1978-79 season "engineering continued to dominate the survey, accounting for 61% of all bachelor's offers, and topping both last year and 1976-77 which were considered boom years." In particular, "Civil engineering discipline accounted for 7% of the total bachelor's volume and experienced a 25% increase."

12. Special Interest and Other Needs

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

Residents who live in the most populated area of the state should have access to major professional engineering degree programs offered locally.

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

Portland Advisory Committee on Engineering Education (PACEE) has played an active role in documenting the need for such program and has helped to formulate the proposed curriculum through its Civil Engineering Subcommittee. A letter by PACEE is attached as Exhibit A. Additionally, members of professional organizations related to civil engineering have demonstrated special interest in our courses which fill an important continuing education need.

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

Yes. The Department of Engineering and Applied Science routinely offers almost one half of its courses in the evening for the benefit of part-time students who are unable to take courses during the day.

(3) College Placement Council, July 1977
Duplication of Effort

13. Similar Programs in the State

a. List any similar programs in the state.
   Oregon State University - B.S. in Civil Engineering (accredited by ECPD)
   University of Portland - B.S. in Civil Engineering (not accredited by ECPD)

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 is not intended to supplement, complement, or duplicate any existing or developing programs at other institutions. Its purpose is
   (i) To provide another program option to a large number of students enrolled in the Structural Engineering program (see 10.b above).
   (ii) To serve place-bound students in the state's major center of population.
   (iii) To streamline PSU's currently operative engineering curricula in line with the Department's long-range plan.

c. In what way, if any, will resources of any other institutions be utilized in the proposed program?
   Not applicable.

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.

   The courses in the proposed program are identical to those offered in support of the present Structural Engineering program. This may be ascertained by a comparison of Tables I and II. Their implementation requires the participation of all full-time members of the civil-structural engineering faculty.

Civil-Structural Engineering Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Erzurumlu, P.E.,* Professor &amp; Department Head (1962)</td>
<td>Structural Analysis and Design, Earthquake Engineering</td>
</tr>
<tr>
<td>Ph.D., U. of Texas at Austin</td>
<td></td>
</tr>
<tr>
<td>F. N. Rod, P.E., Assoc. Professor &amp; Section Head (1971)</td>
<td>Reinforced and Pre-stressed Concrete, Timber Design</td>
</tr>
<tr>
<td>Ph.D., U. of Texas at Austin</td>
<td></td>
</tr>
<tr>
<td>B. Lall, P.Eng., Assoc. Professor (1977)</td>
<td>Transportation, Highways, Pavement Design</td>
</tr>
<tr>
<td>Ph.D., U. of Nottingham, England</td>
<td></td>
</tr>
</tbody>
</table>

*Registered Professional Engineer
R. E. Miller, P.E., Assistant Professor (1976)
Ph.D., U. of Colorado

W. H. Mueller, P.E., Assoc. Professor (1973)
Ph.D., U. of Missouri-Rolla

T. L. Neff, P.E., Assistant Professor (1979)
Ph.D., U. of Illinois

In addition to the above there are other qualified individuals in the professional community who have contributed and will continue to contribute in the instruction of civil engineering courses.

Other Support Faculty (Engineering)

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. I. Chen, Ph.D., P.E.</td>
<td>Mechanical Engrg.</td>
</tr>
<tr>
<td>C. G. Fanger, M.S., P.E.</td>
<td>Mechanical Engrg.</td>
</tr>
<tr>
<td>N. T. Hsu, Ph.D.</td>
<td>Mechanical Engrg.</td>
</tr>
<tr>
<td>F. Tergaglio, Ph.D.</td>
<td>Mechanical Engrg.</td>
</tr>
<tr>
<td>G. Tsongas, Ph.D., P.E.</td>
<td>Mechanical Engrg.</td>
</tr>
<tr>
<td>D. Jannsen, B.S.</td>
<td>Mechanical Engrg.</td>
</tr>
<tr>
<td>H. Migliore, D.Eng., P.E.</td>
<td>Mechanical Engrg.</td>
</tr>
<tr>
<td>M. Heneghan, Ph.D., P.E.</td>
<td>Electrical Engrg.</td>
</tr>
<tr>
<td>D. Kellas, B.S., P.E.</td>
<td>Electrical Engrg.</td>
</tr>
<tr>
<td>T. Schubert, Ph.D.</td>
<td>Electrical Engrg.</td>
</tr>
</tbody>
</table>

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?

None.

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

No additions required.

15. Library

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

Evaluations of the engineering collection are conducted periodically to assess the adequacy and guide the development of the engineering collection. An evaluation completed in March, 1975, is based on The Reference Collection of the Engineering Societies Library (1970) and the Guide to Literature on Civil Engineering published by the American Society for Engineering Education. A more recent survey, based on Mil-
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).

The standard monographic guide for undergraduate collections is Books for College Libraries. The library owns 77% of the suggested holdings in civil engineering including engineering mathematics, applied mechanics and transportation engineering.

In terms of reference works the civil engineering collection is about 63% complete. However, most of the sources lacking are out of date or obviously too sophisticated for an undergraduate program. In addition to general engineering reference sources (i.e., Applied Science and Technology Index, British Technology Index, Engineering Index) the library owns several specialized sources (e.g., Concrete Abstracts, Rock Mechanics Abstracts, etc.). The ASCE Cumulative Index is supplemented by a card index of updated information compiled by the Science Library staff.

The library subscribes to 70% of the journals recommended for a comprehensive civil engineering collection. Among our holdings are all the journals of the American Society for Civil Engineers, Engineering News Record, etc. Finally, it should be noted that the library is a federal government depository library. As such we receive publications of the U.S. Bureau of Standards, Highway Research Board, etc.

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?

The current average cost for engineering monographs purchased by Portland State is ca. $21. At this rate ca. $300 is necessary to bring the collection into line with the recommendations of Books for College Libraries. An additional $500 for reference materials and monographs to upgrade the collection is desirable.

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

Built into the budget model by which the library allocates its monographic resources is a factor for enrollment increase. Because of the current and projected disproportionate growth in engineering enrollment the engineering department's share of the total book budget will increase.

This past year the bulk of the engineering-book budget has been used to strengthen the electrical/electronics collection. It may be appropriate in the next fiscal year to divert more of the engineering-book budget to the undergraduate civil engineering collection.
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? See 16b.

b. What of these facilities does the institution presently have on hand?
Teaching laboratories necessary to the offerings of a program in civil engineering are currently operational at PSU as shown below.

<table>
<thead>
<tr>
<th>Teaching Laboratories</th>
<th>Floor Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Structures/Materials</td>
<td>3400 ft²</td>
</tr>
<tr>
<td>*Fluid Mechanics/Hydraulics</td>
<td>1100 ft²</td>
</tr>
<tr>
<td>Concrete</td>
<td>1600 ft²</td>
</tr>
<tr>
<td>Soil Mechanics</td>
<td>1100 ft²</td>
</tr>
<tr>
<td>*Environmental/Sanitary Engrg</td>
<td>1100 ft²</td>
</tr>
<tr>
<td>*Structural Design</td>
<td>1100 ft²</td>
</tr>
<tr>
<td>Surveying/Transportation</td>
<td>1100 ft²</td>
</tr>
</tbody>
</table>

*Serve both Civil-Structural Engineering and Mechanical Engineering

A machine shop (1100 ft²), which also serves as the manufacturing processes laboratory for mechanical engineering, enables the construction of laboratory equipment and student projects.

A Honeywell 66/20 digital computer, capable of both batch and time-share service, has been purchased by the University in 1979 and is now operational. Over fourteen computer terminals are available in Science Buildings I and II, providing convenient student access to the computer.

c. What facilities beyond those now on hand would be required in support of the program? See 16d.

d. How does the institution propose these additional facilities and equipment shall be provided?
Needed improvements and equipment additions can be accomplished within the level of current support.
SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

Portland State University  Department of Engineering and Applied Science
Program B.S. in Civil Engineering as an option in Engineering and Applied Science
Effective Date Immediately

1. Personnel
   a. Faculty
   b. Graduate Assistants
   c. Support Personnel
   d. Fellowships & Scholarships
   TOTAL
   Percentage of Total from State Funds

2. Other Resources
   a. Library
   b. Supplies & Services
   c. Movable Equipment
   TOTAL
   Percentage of Total from State Funds

3. Physical Facilities
   Construction of New Space or Major Renovation
   Percentage of Cost from State Funds

4. Sources of Funds
   a. State Funds - Going level Budget
   b. State Funds - Special Appropriations
   c. Federal Funds
   d. Other Grants
   e. Fees, Sales, etc.
   f. Other
   TOTAL

<table>
<thead>
<tr>
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<th>First Year</th>
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<tr>
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<td>$800</td>
<td>$800</td>
</tr>
<tr>
<td>Percentage</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</tr>
</tbody>
</table>

16. SEQUENCE OF ACTION:
Approved by Library  
Approved by Dept. Curriculum Committee  
Approved by Dept. Head  
Approved by College Curriculum Committee  
Approved By College Dean
# TABLE I

PORTLAND STATE UNIVERSITY
DEPARTMENT OF ENGINEERING AND APPLIED SCIENCE

## STRUCTURAL ENGINEERING OPTION
(Civil-Structural Engineering)

<table>
<thead>
<tr>
<th>Fr.</th>
<th>So.</th>
<th>Jr.</th>
<th>Sr.</th>
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<tr>
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Total credits: 202
January 31, 1978

Dr. Joseph Blumel, President
Portland State University
P. O. Box 751
Portland, Oregon 97207

Dear President Blumel:

As you know, the Portland Advisory Committee on Engineering Education, in representing the engineering educational needs of the majority of the major Portland businesses and industries, has supported the development of engineering at Portland State University. In the past three years PACEE has formed sub-committees on Civil-Structural, Electrical-Electronic, and Mechanical Engineering. These sub-committees, in consultation with the faculty and administration of the College of Science and the Department of Engineering and Applied Science, were responsible for PACEE's adoption of the following objectives:

(1) Development of a high-quality engineering program at Portland State University - a program which should ultimately lead to an accreditation of all the aforementioned (Civil-Structural, Electrical-Electronics, and Mechanical Engineering) disciplines, would be of recognizable benefit to the citizens of the State of Oregon and provide a necessary resource for the orderly expansion of local industry and government.

(2) This same program would be of benefit to a significant number of potential engineering students in the area who might otherwise be denied access to engineering undergraduate degrees.

(3) A program, based upon these objectives, must result in a coordinated effort among all disciplines and necessarily involve a phased plan of development which recognize resource limitations through proper assignment of priorities.

(4) The program must consider and recognize that contemporary engineering education consists of three principal parts; basic science, liberal studies and engineering studies with the understanding that engineering education should prepare a student to function effectively as a practicing engineer by preparing students to deal with the design process in itself.

(5) To recognize the commonality of our own program objectives and basic accreditation policies advanced by ECPD.
(6) Students be given more and better advice on the specific characteristics of major industries and that PACEE provide the interface for communicating these needs by mechanisms such as promoting co-op education programs, visitations and summer employment.

In pursuing these objectives, PACEE has focused its efforts this year on a goal of assisting the development of mechanical engineering laboratories by providing $60,000. The program proposals for options in civil and mechanical engineering are an integral part of the plan for achieving these objectives and are therefore enthusiastically supported by PACEE.

Sincerely,

D. R. Miller,
Chairman, PACEE

DRM:mm

c: Dr. Karl Dittmer, PSU
    Dr. Fred Young, PSU
    Mr. Dale Walhood
MEMORANDUM

October 15, 1979

TO: FACULTY SENATE
FROM: James Bentley, Chairman, GRADUATE COUNCIL

The Graduate Council recommends Senate approval of two minor program changes from the College of Arts and Letters and the College of Social Science.

**College of Arts and Letters**

Department of Foreign Languages - addition of GL 540--Introduction to Germanistik--as a course requirement to be taken during the first year of graduate studies in the M.A. and M.A.T. in German programs.

Such a requirement is common to graduate programs in German in many universities. GL 540 is a new course, for which we have a course proposal to be brought to the Senate in December with a recommendation for adoption.

**College of Social Science**

Department of Geography - to change the requirements in the non-thesis option for the M.S. degree by increasing the required credits under the non-thesis option to 54, an increase of nine credits over the present 45-credit requirement.

The purpose is to more clearly distinguish between the thesis and non-thesis options for the M.S. degree and to bring the amount of time and effort required under a non-thesis option more in line with the thesis option. There is no non-thesis option for the M.A. degree.
PROPOSAL FOR CHANGE IN EXISTING PROGRAM
PORTLAND STATE UNIVERSITY

Request for the following change in M.A. in German.

Reproduce existing catalog statement in full:

1. A minimum of 45 credit hours, of which 30 credits are completed in residence after admission to the degree program.

2. Graduate credits earned through Deutsche Sommerschule am Pazifik (DSAP, see p. 196) can be accepted as in-residence credit after admission to the degree program if approved by the adviser appointed by the Department of Foreign Languages.

3. A maximum of 24 credits earned through DSAP can be accepted for the degree program. Graduate credit earned through DSAP prior to admission to the program is limited by the university transfer credit regulations. Acceptance of any or all of the credits is subject to the approval of the adviser appointed by the Department of Foreign Languages.

4. Completion of GL 514, 515 Middle High German.

5. Completion of a thesis in German.

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

1. A minimum of 45 credit hours, of which 30 credits are completed in residence after admission to the degree program.

2. Graduate credits earned through Deutsche Sommerschule am Pazifik (DSAP, see p. 196) can be accepted as in-residence credit after admission to the degree program if approved by the adviser appointed by the Department of Foreign Languages.

3. A maximum of 24 credits earned through DSAP can be accepted for the degree program. Graduate credit earned through DSAP prior to admission to the program is limited by the university transfer credit regulations. Acceptance of any or all of the credits is subject to the approval of the adviser appointed by the Department of Foreign Languages.

4. Completion of GL 514, 515 Middle High German. Completion of GL 540, "Introduction to Germanistik," during the first year of graduate studies.

5. Completion of a thesis in German.

Rationale for the proposed program change: (A statement of justification detailing the academic soundness of the proposal, projected development of supporting curricula, budgetary support and availability of faculty and other resources:)

GL 540 is to be an important part of upgrading graduate degree programs in German. Heretofore, students were offered only an optional 1 credit course in bibliography, but received no broad introduction to research in their field.
This course requires no supporting curriculum; on the contrary, it is to be a vital support course for the rest of the German curriculum. No budgetary reallocation is needed. Current staff will teach the course.

Request prepared by [Signature] Date 3/1/79

Approved by Unit (i.e., Department) Curriculum Committee [Signature] Date 3/2/79

Approved by Department Head [Signature] Date 3/2/79

Approved by College/School Curriculum Committee [Signature] Date 5/18/79

Approved by College/School Dean [Signature] Date 5/10/79
PROPOSAL FOR CHANGE IN EXISTING PROGRAM
PORTLAND STATE UNIVERSITY

Request for the following change in M.A.T. in German.

Reproduce existing catalog statement in full:

University master's degree requirements are listed on page 36. In addition, students must meet the following departmental requirements: the student must complete at least 6 credits at the 500 level in language courses, including one graduate seminar in the major field, and must complete a course in Applied Linguistics in the major language.

For advancement to candidacy, the student must demonstrate by examination a reading knowledge of a second foreign language regularly taught in Oregon high schools.

Students must submit two scholarly papers involving research. The subject of research, the length and the format of each paper, must be approved by the department adviser prior to submission. One paper must deal with linguistics, and the other with a literary problem. The student will take oral and written examinations on linguistics, literature, pedagogy, and culture. Successful completion of the written examination is a prerequisite for admission to the oral. In the oral examination, the student must demonstrate proficiency in English as well as in the major language.

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

University master's degree requirements are listed on page . In addition, students must meet the following departmental requirements: the student must complete at least 6 credits at the 500 level in language courses, including one graduate seminar in the major field, and must complete a course in Applied Linguistics in the major language.

For advancement to candidacy, the student must demonstrate by examination a reading knowledge of a second foreign language regularly taught in Oregon high schools. Candidates for the M.A.T. in German must also complete GL 540, "Introduction to Germanistik," during their first year of study.

Students must submit two scholarly papers involving research. The subject of research, the length and the format of each paper, must be approved by the department adviser prior to submission. One paper must deal with linguistics, literature, pedagogy, and culture. Successful completion of the written examination is a prerequisite for admission to the oral. In the oral examination, the student must demonstrate proficiency in English as well as in the major language.

Rationale for the proposed program change: (A statement of justification detailing the academic soundness of the proposal, projected development of supporting curricula budgetary support and availability of faculty and other resources.)

GL 540 is to be an important part of upgrading graduate degree programs in German. Heretofore, students were offered only an optional 1 credit course in bibliography, but received no broad introduction to research in their field.
This course requires no supporting curriculum; on the contrary, it is to be a vital support course for the rest of the German curriculum. No budgetary reallocation is needed. Current staff will teach the course.

Request prepared by [Signature] Date 3/1/79
Approved by Unit (i.e., Department Curriculum Committee) [Signature] Date 3/2/79
Approved by Department Head [Signature] Date 3/2/79
Approved by College/School Curriculum Committee [Signature] Date 5/8/79
Approved by College/School Dean [Signature] Date 5/8/79
PORTLAND STATE UNIVERSITY

Request for the following change(s) in MASTER OF ARTS OR MASTER OF SCIENCE in Geography.

Existing Catalog statement:

The student will plan a program of study with an adviser and other members of the supervisory committee during the first term of residence.

The program of study must include a minimum of 30 graduate credits in geography, of which at least 15 credits must be in 500-level courses, including the following three seminars: Proseminar in Geography, History of Geographic Thought, and Research Design. All graduate students are required to attend the department's noncredit colloquia.

After a student has completed at least 12 credits in residence in geography with an average grade of B or higher and has satisfied any deficiencies noted at the time of admission, the student is eligible to take the required comprehensive examination, which is provided and graded by the student's committee. Upon successful completion of this examination, the student is advanced to candidacy. If failed, the student may be allowed to retake portions of the examination or may be advised to take additional course work.

Students in the M.A. degree program must complete a thesis. Those in the M.S. program may choose between thesis and research paper options. Candidates who choose the research paper option take up to 3 credits in Geog 501 Research. Candidates who elect the thesis option take up to 6 credits of Geog 503 Thesis. The thesis option requires the presentation of the student's independent research into a topic approved by the student's graduate committee. It must be an original contribution to knowledge in the field of geography. The M.S. research paper also requires independent investigation but it may take the form of an applied study, such as the successful use of an existing research method to solve a geographic problem that would not meet the test of "original contribution" required of a thesis. The topic requires approval of the student's adviser. Generally, the research paper option is designed for students who are preparing for careers in such areas as government service or private consulting. The thesis option would normally be more appropriate for students intending to pursue Ph.D. studies. A final oral examination by the student's committee will include a defense of the thesis or research paper.

Students seeking the M.A. degree must demonstrate their competence in the use of a foreign language for geographic research; those preparing for an M.S. degree must show proficiency in advanced quantitative methods in geography or an equivalent research technique.

Foreign students for whom English is a second language must present a score of at least 500 in the Test of English as a Foreign Language (TOEFL) examination with their application for admission.

Proposed catalog statement:

The student will plan a program of study with an adviser and other members of the supervisory committee during the first term of residence.

The program of study must include a minimum of 30 graduate credits in geography, of which at least 15 credits must be in 500-level courses, including the following three seminars: Proseminar in Geography, History of Geographic Thought, and Research Design. All graduate students are required to attend the department's noncredit colloquia.
After a student has completed at least 12 credits in residence in geography with an average grade of B or higher and has satisfied any deficiencies noted at the time of admission, the student is eligible to take the required comprehensive examination, which is provided and graded by the student's committee. If failed, the student may be allowed to retake portions of the examination or may be advised to take additional course work. Students seeking the M.A. degree must demonstrate their competence in the use of a foreign language for geographic research; those preparing for an M.S. degree must show proficiency in advanced quantitative methods in geography or an equivalent research technique. Upon successful completion of the comprehensive examination and successful demonstration of the required competence, the student is advanced to candidacy.

Students in the M.A. program must complete a thesis. Those in the M.S. program may choose between thesis and non-thesis options. The thesis option is appropriate for students intending to pursue Ph.D. studies, whereas the non-thesis option is designed for students who are preparing for careers in such areas as government service or private industry. Candidates who elect to write a thesis take a minimum of 45 credits including 6 credits in Geog. 503 Thesis. The thesis option requires the presentation of the student's independent research into a topic approved by the student's graduate committee. It normally involves field work and is an original contribution to knowledge in the field of geography.

Candidates electing the non-thesis option take a minimum of 54 credits including the presentation of a research paper. The M.S. research paper is normally the outgrowth of a geography seminar, in which case up to 3 credits may be taken in Geog. 501 Research. The research paper is submitted to the student's graduate committee. A final oral examination by the student's committee includes defense of the thesis or research paper.

Foreign students for whom English is a second language must present a score of at least 550 in the Test of English as a Foreign Language (TOEFL) examination with their application for admission.

Rationale for the proposed program change:

We are changing the requirements on the non-thesis option to bring the amount of time and effort required more in line with the thesis option. The way we had it was also confusing since it was difficult to distinguish clearly for students just what the difference was between a thesis and a research paper. The changes we have made remove this confusion and clearly distinguish between the two options.

Request prepared by Larry W. Price ___________________________ Date 12-29-78

Approved by Unit (i.e., Department) Curriculum Committee D. JohnsonDate 12-29-78

Approved by Department Head James G. Ashbaugh _________________ Date 1-3-79

Approved by College/School Curriculum Committee _________________ Date

Approved by College/School Dean _______________________________ Date