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Faculty Senate Monthly Packet December 1986

Portland State University Faculty Senate

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MEMORANDUM

November 17, 1986

To: Senators and Ex-officio Members of the Senate
From: Ulrich H. Hardt, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on December 1, 1986, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

A. Roll
*B. Approval of the Minutes of the November 3, 1986, 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. Curriculum Committee, Annual Report -- Sestak
   *2. Graduate Council, Annual Report -- Savery
   *3. Library Committee, Annual Report -- Stipak
   *4. Scholastic Standards Committee, Annual Report -- Rodich
F. Unfinished Business
   1. Curriculum Committee and Graduate Council Course and Program Changes -- Sestak & Savery
      PLEASE BRING NOVEMBER MAILING
   *2. School of Engineering Program Changes -- Sestak
   *3 Changes in BA/BS in Administration of Justice Program -- Sestak
   *4. Post-baccalaureate Certificate in Accounting -- Savery
   *5. Changes in Master of Urban Studies Degree -- Savery
G. New Business
H. Adjournment -- This Senate meeting will be continued on December 15.

*The following documents are included with this mailing:

B Minutes of the November 3, 1986 Senate Meeting
E1 Curriculum Committee Annual Report**
E2 Graduate Council Annual Report**
E3 Library Committee Annual Report**
E4 Scholastic Standards Committee Annual Report**
F2 School of Engineering Program Changes**
F3 Changes in BA/BS in Administration of Justice Program**
F4 Post-baccalaureate Certificate in Accounting**
F5 Changes in Master of Urban Studies Degree**

**Included for Senators and Ex-officio Members only

Senators unable to attend the meeting are asked to pass these materials to their alternates.
To: Senators and Ex-officio Members of the Senate  
From: Ulrich H. Hardt, Secretary to the Faculty

The Faculty Senate will continue its December meeting on December 15, 1986, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

A. Roll

B. Approval of the Minutes -- None

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 -- None

F. Unfinished Business
   *1. Curriculum Committee and Graduate Council Course and Program Changes -- Sestak & Savery  
      PLEASE BRING NOVEMBER MAILING
   *2. Proposed Changes in the BA in Foreign Languages
   *3 Proposed Changes in the MA in Foreign Languages

G. New Business

H. Adjournment

*The following documents are included with this mailing:

   F1  Summary Sheet of Proposed Changes**
   F2  Proposed Changes in the BA in Foreign Languages**
   F3  Proposed Changes in the MA in Foreign Languages**

**Included for Senators and Ex-officio Members only

Senators unable to attend the meeting are asked to pass these materials to their alternates.
Minutes: Faculty Senate Meeting, December 1 and 15, 1986
Presiding Officer: Rod Diman
Secretary: Ulrich H. Hardt


Alternates Present: Harrington for Boyle, Holloway for Limbaugh, Tracy for Lockwood, Moseley for Rodich.

Members Absent: Cogan, R. Johnson, Rose, Sampson, Solie, Steward.

Ex-officio Members Present: Dobson, Erzurumlu, Hardt, Miller, Paudler, Pfingsten, Reardon, Ross, Schendel, Sheridan, Toulan, Williams.

Attendance on December 15, 1986

Members Present: Alberty, Beeson, A. Bennett, Bowlden, Burns, Cumpston, Cox, Cogan, Diman, Dressler, Edner, Ellis, Finley, Grimes, Hammond, Heflin, Horowitz, Ingersoll-Dayton, A. Johnson, Kimmel, Kimbrell, Kosokoff, Matschek, L. Nussbaum, R. Nussbaum, Rodich, Ronacher, Sampson, Scheans, Scruggs, Solie, Sommerfeldt, Soohoo, Stuart, Swanson, Tayler, Thompson, Weikel, West, Westover.


Ex-officio Members Hardt, Reardon, Sheridan.

APPROVAL OF THE MINUTES

The minutes of the November 3, 1986, meeting were approved with the following changes: p. 4, paragraph two, should read "Educational Policies Committee" for "Budget Committee," on p. 5, paragraph three, Bjork preferred "would effect enrollment patterns in CLAS."
ANNOUNCEMENTS

It was announced that the Committee on Effective Teaching still had money for funding worthy proposals. Interested persons were urged to submit requests to chairperson BOWLDEN.

REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. SESTAK presented the annual report of the Curriculum Committee. A. JOHNSON asked about "the shift of many courses from 100 level to 200, and from the 300 level to 400" and was told that the Committee would deal with that in January and February and would bring it to the Senate following that.

2. SAVERY presented the annual report of the Graduate Council. LALL inquired about the two recommendations, approved by the Council, to be sent to the President. He wanted to know if the recommendations would be discussed at a wider level than the Council. DIMAN pointed to the phrase "after Senate action" to underscore that the Faculty Senate would have a chance to debate the issues of hiring PSU's own doctoral-degree students on tenure-track positions.

   A. JOHNSON wanted to know the current OGSR practice of the timing of the appointment of the OGSR representative on thesis and dissertation committees. SAVERY explained that the representative was to make sure that procedures were followed and to serve as quality controller. An early appointment would make this possible at the stage of the development of the proposal. He concluded, however, that no final decision had been made. ROSS said that in recent times appointments have been at the time theses and dissertations were at beginning stages; OGSR representatives must report back both on the procedures used as well as on the research and should give input to students and other committee members. BEESON recalled that two graduate students who finished their work last week did not have their OGSR representatives appointed until the time of the oral defense. PAUDLER thought it important to talk about the function of the OGSR committee member; if the function is to have impact on the scholarship, appointments have to be made earlier. ROSS reiterated that it was a multiple function, such as supervision of procedures used; achievement of standards; protection of all rights, including the student's; and making contributions to student and other committee members. A. JOHNSON wanted to know if departments would be offered an opportunity to give input in this discussion. DIMAN thought that both issues raised in the Graduate Council annual report would probably be on the March Senate agenda.

3. The annual report of the Library Committee, prepared by STIPAK, was accepted.

4. DIMAN announced that the Scholastic Standards Committee annual report would appear in January.
UNFINISHED BUSINESS

1. SESTAK reported that department heads of Speech Communication and English had both been contacted regarding the requirement of SP 100 and WR 227 in the programs of civil and electrical engineering and in computer science and computer engineering and that all parties were satisfied and had come to agreements.

A. JOHNSON moved to approve the BA/BS degree programs in the departments of civil engineering, computer science, electrical engineering, and in computer engineering. The motion was seconded and passed unanimously.

2. SAVERY reported that all courses in Social Work have the same prerequisite and that the four new ones requested were electives; the registration system used limits admission to those having met the prerequisite. FINLEY added that all courses had been taught for a number of years under omnibus numbers. He also said that the last sentence of the SW 546 course description would be dropped.

A. JOHNSON moved acceptance of four new courses in Social Work, SW 535, 546, 547 and 548. The motion was seconded and passed unanimously.

3. Following examination of the expanded "Proposal for Changes in BA/BS in Administration of Justice," as requested by the Senate in November, SWANSON moved acceptance of the proposal, and the motion was passed unanimously. A. JOHNSON moved the approval of 5 new courses, 11 course changes, and the deletion of 7 old courses in Administration of Justice, and the motion was passed unanimously.

NEW BUSINESS

1. VISSE moved approval of a program leading to a Post-baccalaureate Certificate in Accounting, and the motion was passed.

2. ELLIS moved approval of changes in the Master of Urban Studies degree, and the motion was passed.

3. A. JOHNSON moved acceptance of program changes in the Master of Urban Planning, and the motion was passed.

4. The School of Urban and Public Affairs requested changes in its "Ph.D. in Urban Studies: Regional Science," the most significant of which was the change in title to "Ph.D. in Regional Science." ABBOTT explained that there is a well established sub-discipline in regional science, regional science associations with scholarly journals, and that there are about 12 universities with doctoral programs in regional science, among them Texas A & M and Ohio. He said that changing the degree title met the needs of our students, especially international students, for whom the new title is important. A. JOHNSON recalled that the changed looked peculiar at first but seems to be the appropriate name for the degree. He moved acceptance of the change, and the motion was passed.
5. The proposal for changes in the "Ph.D. in Urban Studies: Public Policy and Administration" was presented, the new degree title to be "Ph.D. in Public Administration and Policy." WALKER felt that the program should include work in revenue, which is half of public budget. TOULAN pointed out that doctoral programs do not list all courses to be taken; this program has 51 hours of undisclosed courses. WALKER shot back that he wanted to see disclosure. ELLIS explained that a large portion of every program will be economics courses; there is much latitude for working out balanced programs with advisors, programs that must be approved by a graduate committee. WALKER was still uneasy, because a whole field of study—and what should be an important component of this degree—was missing. He pointed out that PSU had several well qualified faculty teaching in this area.

GOSLIN and ALBERTY wanted to know if the proposal had been checked for overlap of courses, and SAVERY said it had. KIMBRELL wanted to know how many Ph.D. degrees in Urban Studies had been issued and how many students would opt for the new Ph.D. TOULAN said that 77 doctoral degrees will have been given by the end of Fall 1986. He estimated that there would be 4 or 5 new Ph.D.s per year. ELLIS added that PSU is losing good students right now; dropping the wrong title would help and would reflect the dominant need of students in the field. SWANSON moved, A. JOHNSON seconded, "that the Ph.D. in Public Administration and Policy be approved." The motion was passed.

6. ALBERTY moved acceptance of the BA/BS in Business Administration by adding SP 220 and EC 428. The motion was passed.

7. M. BENNETT moved acceptance of proposed changes by the Department of Finance and Law in the BA/BS in Business Administration—Finance Option. The motion was passed.

8. GOSLIN moved acceptance of the Department of Marketing proposal to add an Advertising Management Option to its BA/BS degree. The motion was passed.

9. New courses, course changes, and course deletions in the following departments were approved as recommended by the Curriculum Committee and Graduate Council:

   Art, Accounting, Business Education, Finance and Law, Management, Marketing, Biology, Chemistry, Economics, and English.

ADJOURNMENT OF THE DECEMBER 1 MEETING

After reminding Senators that the meeting would be continued on December 15, DIMAN adjourned the session at 16:10.

MINUTES OF DECEMBER 15

NEW BUSINESS

ANDREWS-COLLIER and SAVERY, speaking for the Curriculum and Graduate Council, reported that the committees had met and had approved all course and program changes being submitted.
The new courses, course changes, and course deletions, as well as the B.A.
and M.A. degree changes in Foreign Languages were approved as proposed.

The new courses, course changes, and course deletions in geography were
approved.

A new course and course changes in Geology were approved.

The new courses in Mathematical Sciences were approved.

Course changes of PHL 304, 424, 425, 426, and 474G and the deletion of PHL
342 were approved. A. JOHNSON asked about the discrepancy between the list
of course requests in Philosophy circulated in November and today's list.
SAVERY responded that the other courses were all associated with the
request for an M.A. in Philosophy, and that request has been deferred until
January.

The changed pre-requisite for PS 443G was approved. A. JOHNSON wanted to
know how a course could be offered for variable credit of 3-5. DIMAN
explained that Political Science some years ago shifted all of its courses
to 5 credits. The new system, however, was not popular, and the department
has generally offered courses for 3 credits. REARDON added that this al­
lowed the department the option of giving the course either way. JOHNSON
objected, and TANG wanted to know how one course description could serve
both options; she also wondered what students would have to do to earn 5
credits and graduate credit--write two term papers? BEESON asked if vari­
able credit would be possible for the class during any term, or would the
class be offered in two different time slots. DIMAN suggested that the
Department Head be asked to explain the system at the January Senate meet­
ing.

New courses in Sociology were approved.

The program change, new courses and course changes in Speech Communication
were approved. SWANSON asked how variable credit could be given in certain
speech courses. KOSOKOFF explained that it depended on how many hours stu­
dents spent in the Speech Clinic with clients.

A course change in Women's Studies was approved.

The request for new designations of linguistics courses--i.e., LING 585A
(Anthropology), LING 585E (English), and LING 585F (Foreign Language)--was
deferred, after the following discussion. SWANSON wanted to know how we
could offer LING classes when there was no such department, and he asked if
there were any graduate classes offered without a program. REARDON gave
tESOL as an example. KIMBRELL wanted to know who had proposed the new
courses if we had no department. SAVERY replied that the proposal had come
from CLAS and Nattinger. Questions were raised regarding the scheduling of
the course(s), who would have authority to schedule it, whether students
could take the course more than once, who would staff the course and which
department would receive the SCH. A. JOHNSON asked why this proposal was
being made. Was it a forerunner of a new department? A. BENNETT observed
that the LING prefix has been used for two years. Others agreed and added
that it was important for students to have the LING designation on trans­
cripts.
HAMMOND moved "to defer action on the Linguistics request until a full explanation was made to the Senate." The motion was passed.

In closing, DIMAN observed that a PSU institution was coming to an end with this meeting, namely Leonard Kimbrell's membership in the Faculty Senate. Senators gave Prof. Kimbrell a rousing round of applause, wishing him well in his retirement.

ADJOURNMENT

The meeting was adjourned at 15:45.
University Curriculum Committee
Annual Report to the Faculty Senate, 1986
December 1, 1986

Committee Members

Sarah Andrews-Collier (Theatre Arts)
Bruce Baldwin (Business Administration) Fall '86
Jim Bentley (Business Administration) Winter/Spring '86
Gerald Blake (Urban Studies)
Marjorie Burns (English)
Lee Casperson (Electrical Engineering)
Eugene Hakanson (Counseling and Testing) Winter/Spring '86
Margaret Heyden (Physical Education)
Gordon Kilgour (Chemistry) Fall '86
Eric Kimmel (Education) Fall '86
Craig Magwire (Mathematics) Winter/Spring '86
Thomas McLean (Economics)
Linda Parshall (Foreign Languages) Winter/Spring '86
Jean Peterson (Social Work) Winter/Spring '86
Barbara Sestak (Art), Chair
Maxine Thomas (Education) Winter/Spring '86
Robert Van Atta (Geology) Fall '86
Robert Walker (TV Service)
Judy Witt (Special Services) Fall '86

Consultants: Forbes Williams (Dean of Undergraduate Studies)
Linda Devereaux (Research Assistant)
Mary Ricks (Director of Institutional Research)

During calendar year 1986, the University Curriculum Committee reviewed and made recommendations to the Faculty Senate on ten program changes, one new option within an existing program, one certificate change, 75 new courses, 158 course changes, and 24 course deletions. In several cases, modifications on submitted material were made in consultation with the affected departments. The committee also reviewed 70 program changes initiated by the Oregon Teacher Standards and Practices Commission.

The Curriculum Committee is a calendar year committee. It functions most effectively if it begins work on program and course proposals in the spring, in anticipation of reporting to the Faculty Senate in early November and December. In order to do so, it is vital that departments meet proposal deadlines and provide the required information established by the Office of Academic Affairs.

There is increasing concern among the committee members about the shift of many courses from 100 level to 200, and from the 300 level to 400, and about the lack of prerequisites for 400 level courses. Other issues that have developed from the committee's current work concern monetary issues as part of the Curriculum Committee's tasks and the question of how much change to a course is allowed before it becomes a new course. The committee members hope to take up these issues during the Winter Term.
TO: Faculty Senate

FROM: The Graduate Council

Ex-officio: Bernard Ross, Robert Tufts, Robert Nicholas

The entire Graduate Council met fourteen times, to date, during the calendar year. In addition, members served on subcommittees to read petitions and to prepare recommendations for these petitions and other policy matters.

Early in Fall term William Savery replaced Wilma Sheridan as chair of the Council.

The Council reviewed and acted upon sixty-one petitions of which thirty-five were approved, nineteen denied, and seven sent back to departments.

The Council studied the feasibility of establishing a limit upon the number of terms that a student may be eligible for financial aid. Because of the varying number of hours in programs and the lack of uniformity in the point of advancement to candidacy, the Council has not been able to arrive at an equitable number of terms for all programs. This issue will remain before the 1987 Council.

The Council will continue to study the implications of the timing of appointment for the OGSR representative on the graduate thesis and dissertation committees.

The Council acted to clarify the meaning of a "P" grade awarded for graduate work. This clarification is reflected on p. 55 of the PSU Bulletin.

The Council approved two recommendations to be forwarded to the President for possible implementation after Senate action:

"The Council recommends that a policy prohibiting PSU's tenured or tenure track faculty from pursuing a terminal degree at PSU be sent to the President."

"The Council recommends that a general policy not to offer tenure-track positions to persons who are immediately out of PSU doctoral programs be sent forward."

The Council reviewed and made recommendations to the Faculty Senate on:

-- 5 proposed changes in graduate programs
-- 87 new graduate courses
-- 94 changes in existing graduate courses
-- 11 graduate courses to be eliminated
To: Faculty Senate
From: University Library Committee
Subject: Annual Report, 1986

The Library Committee is an advisory committee that makes recommendations on library budget allocations and on other matters of library policy. The current committee chair is Brian Stipak, PA. The outgoing chair is Ann Roseberry, ED. The current committee members are:

Larry Crawshaw  BIO  Brian Stipak  PA
Carlton Fanger  EAS  Dan Passell  PHL
Myron Hulen  BA  Maureen Sorrell  student rep.
Gil Latz  GEOG

Serving as ex-officio consultants are Tom Pfingsten, Director of the Library, and Ken Butler, Assistant Director of the Library.

Report on Committee Activities

The committee reviewed the departmental book budget allocations. All funds were increased by 10%, representing the inflation increase authorized by the legislature. Small additional amounts were added to departmental allocations based on departmental enrollment increases. Available program improvement funds were distributed primarily to doctoral programs.

The committee reviewed the progress made on the system-wide library automation proposal. The committee reviewed, and commented on, the technical requirements study for this proposal.

The committee continued to be concerned about the lack of library space. The committee kept informed about the implications of the increasingly critical space problem and about the measures being taken by the library to deal with the problem.

Several members of the committee served on the temporary Library Addition Committee, which provided guidance to the architects developing plans for the second phase addition to the Millar Library.

Future Committee Activities

The committee intends to continue to be involved in budgetary planning and to review as well the implications of the BAS budgetary allocation model.

The committee intends to review, when it becomes available, the RFP that is currently being prepared to solicit proposals for system-wide library automation.

The committee intends to continue to monitor the problems stemming from inadequate library space. If funding for the new library addition is approved, the committee will be involved in monitoring the problems caused by construction of the addition, and in planning for the transition to the expanded library.
The University Curriculum Committee and The Graduate Council recommend approval of the following new program, program changes, new courses, course changes and course deletions.

**CURRICULUM COMMITTEE**

**SCHOOL OF FINE AND PERFORMING ARTS**

Art

New Courses: Art 430, 431, 432, 486, 487, 488


**SCHOOL OF URBAN AND PUBLIC AFFAIRS**

Program changes as submitted

**SCHOOL OF BUSINESS ADMINISTRATION**

Program change as submitted

Accounting

New program as submitted

New Course: Actg 399

Business Education

Course Change: BEd 418

Course Deletions: BEd 416, 417

Course Changes: BEd 536, 537

Finance and Law

Program change as submitted

New Course: FinL 399

Course Changes: FinL 359, 369, 419, 425, 439, 456

FinL 422, 440, 443, 457 (prereq. FinL 419 only)

FinL 444 (prereq. FinL 443 only)

Course Deletion: FinL 447

Course Changes: FinL 439G, 444G, 456, 457G

Management

New Courses: Mgmt 399; ISQA 399, 401, 405, 407, 410

Course Changes: ISQA 414, 415

Program change as submitted

New Course: Mktg 399

Course Change: Mktg 422

Marketing

Course Change: Mktg 422G
CURRICULUM COMMITTEE

COLLEGE OF LIBERAL ARTS AND SCIENCES

Biology
New Courses: Bi 260, 337, 355, 411, 416, 445
Course Changes: Bi 301, 302, 303, 421, 471

Chemistry
Course Changes: Ch 160, 161, 162, 163, 250, 355, 440, 441, 442, 443

Economics
Course Change: Ec 450

New Courses: Ec 524, 525
Course Changes: Ec 450G, 523, 572

English
Course Changes: Eng 204, 205, 206
TO: Faculty Senate
FROM: University Curriculum Committee
DATE: November 14, 1986
RE: Engineering program changes

At the request of the Faculty Senate, the Committee asked that the School of Engineering and Applied Science contact the English and Speech Communication Departments to resolve the budgetary issues raised at the November Senate meeting. Richard Morris, Assistant Dean of EAS, wrote to both departments stating the number of students enrolling from each Engineering Department and the anticipated year in which they would enroll. John Cooper, Head of the English Department, stated that this information was very helpful in his department's planning and that he had received assurances from his dean that the monetary issue would be resolved. Mary Gordon, Acting Head of the Speech Communication Department, also stated that she had received the information from EAS which was helpful to her department's planning and that she was meeting with Dean Paudler on November 18 to work on resolving the monetary issue.
Request for the following changes in BA/BS in Administration of Justice.

**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. Some of these courses have prerequisites and students should read course descriptions in the current PSU Bulletin before registration.

Majors are also required to complete a scholarly paper that presents the details of a research project conducted in conjunction with a practicum.

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<th>Core Courses</th>
<th>Credits</th>
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<td>AJ 111 Police and Justice</td>
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<td>AJ 112 Courts and Justice</td>
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<td>AJ 113 Corrections and Justice</td>
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<td>AJ 318 Criminal Justice Research</td>
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<td>AJ 334 Crime Control Strategies</td>
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<td>AJ 401 Senior Research Project</td>
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<td>AJ 409 Criminal Justice Practicum</td>
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<tr>
<td>AJ 444 Criminal Law and Legal Reasoning</td>
<td>3</td>
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<tr>
<td>AJ 445 Legal Aspects of Arrest, Search, and Seizure</td>
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<tr>
<td>AJ 446 Fifth Amendment and Court Procedures</td>
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Upper-division AJ electives, 6 credits of which must be earned in AJ 407 or AJ 410, and none of which can be earned in AJ 409

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USP 202 The Urban Environment
SOC 337 Minority Groups
SOC 416 Juvenile Delinquency
SOC 417 Criminology
PSY 434 Abnormal Psychology

Upper-division social science electives, selected with approval of AJ adviser

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Proposed catalog statement (changes in italics):

Requirements for Major. In addition to meeting the general University degree requirements, students who major in administration of justice must complete a set of special degree core and supporting courses. Some of these courses have prerequisites and students should read course descriptions in the current PSU Bulletin before registration.

Core Courses

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<td>AJ 200</td>
<td>Criminal Justice Process</td>
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<td>AJ 210</td>
<td>Juvenile Justice Process</td>
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<td>AJ 220</td>
<td>Crime Literacy</td>
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<td>AJ 330</td>
<td>Crime Control Strategies</td>
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<td>AJ 380</td>
<td>Criminal Justice Research</td>
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<td>AJ 409</td>
<td>Senior Practicum</td>
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<td>AJ 410</td>
<td>Special Topics (selected from a variety of three-credit courses designed to meet professional interests)</td>
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<td>Criminal Law and Legal Reasoning</td>
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<td>AJ 440</td>
<td>Constitutional Criminal Procedures</td>
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<td>Court Procedures</td>
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Supporting Courses

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<td>MTH 102</td>
<td>Introductory College Mathematics</td>
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<td>CS 150</td>
<td>Computing Fundamentals</td>
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<td>SP 100</td>
<td>Basic Speech Communications</td>
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<td>SP 140</td>
<td>Introduction to Intercultural Communication</td>
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<td>WR 222</td>
<td>Writing Research Papers</td>
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<td>Practical Logic</td>
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<td>PS 231</td>
<td>Community Politics</td>
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<td>PSY 210</td>
<td>Improving Cognitive Skills</td>
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<td>PSY 434</td>
<td>Abnormal Psychology</td>
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<td>EC 314</td>
<td>Urban Economics</td>
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<tr>
<td>SOC 417</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>USP 430</td>
<td>Urban Studies Research Methods</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Supporting Credits</strong></td>
<td>53</td>
</tr>
<tr>
<td></td>
<td><strong>Total Major Requirements</strong></td>
<td>98</td>
</tr>
</tbody>
</table>

Rationale for the proposed change

Academic soundness. The proposed changes are the result of an in-depth review of the complete undergraduate administration of justice curriculum by the faculty, and representatives from its student body, alumni, and professional community. The changes involve: adding 4 new courses, dropping 7 courses, changing the titles and
descriptions of 4 courses, changing the prerequisites of 10 courses, and changing the numbers of 8 courses. The collective effect of these changes considerably strengthens the academic integrity of the program by:

- clearly linking all required AJ courses together into a coherent body of knowledge by numbering them according to their progressively advanced levels of knowledge and skill;
- requiring realistic prerequisites to insure that students have acquired the necessary skills and knowledge to fully benefit from courses before enrolling in them;
- creating a previously missing academic link between the freshman and junior levels within the program by providing new lower division courses;
- creating a clear beginning and ending to the program by providing an orientation course for entering freshman and an integrative seminar course for graduating seniors;
- broadening the liberal arts and sciences foundation of the required major curriculum by adding 22 credits of new coursework in philosophy, computer science, mathematics, speech, writing, political science, psychology, and economics—all of which are directly related to skills and knowledge that will enhance the professional skills of AJ graduates; and
- removing several courses from the curriculum whose content can best be covered by either other existing courses or through consolidation into a single course.

Projected development of supporting curricula. Almost all proposed course requirements are fully developed and part of the authorized curriculum of the various departments. The heads of each department that currently offers the new supporting courses in the proposed AJ required curriculum have been informed of their inclusion in the program. The proposed new AJ courses have either been taught several times before with omnibus numbers or are based on the consolidation of previously authorized courses that have been taught regularly for the past several years.

Projected development of budgetary support. No new budgetary support is needed at this time because the proposed changes do not increase the total number of required AJ credits. However, it is difficult to predict whether or not there will be fiscal impact on other departments that may experience increased enrollments in some of their courses as a result of the new CLAS supporting courses.

Availability of faculty and other resources. The current three full-time AJ faculty are available to teach all of the required 15 AJ core courses at least once each academic year. Existing service and supplies budget allocation meets a minimal level of instructional needs.

Request prepared by Charles A. Tracy Date 4-8-86
Approved by AJ Curriculum Committee Date 4-9-86
Approved by AJ Department Head Charles A. Tracy Date 4-9-86
Approved by SUPA Curriculum Committee Date 10/31/86
Approved by SUPA Dean Date 10/31/86
The Department of Accounting proposes the establishment of a program leading to a Post-baccalaureate Certificate in Accounting. As a unit of an urban university, the Department is currently serving many students who seek an accounting education as part of a planned career change. These are students who hold baccalaureate degrees that did not involve any specialized accounting education.

Most of the post-baccalaureate students who come to PSU to study accounting are seeking the opportunity to enter public accounting. They wish to prepare for an accounting career and for the CPA examination. These students currently have these choices as to their course of study: (1) to seek a second baccalaureate degree, (2) to seek an advanced degree, or (3) to pursue accounting studies with no expectation of a degree.

The second undergraduate degree is not a popular option because of the large number of credits required in the typical case. There is no master's degree in accounting. The MBA degree allows too little specialization to be a viable alternative. Most post-baccalaureate students now complete enough courses to meet requirements to take the examinations for Certified Public Accountant (CPA) or Certificate in Management Accounting (CMA). Both examinations require bachelor's degrees but neither specifies that the degree must be in accounting. Each requires a minimum number of accounting credits to qualify to sit for the examination. The Certificate in Accounting is designed to serve a single group of students, namely post-baccalaureate students who are primarily interested in acquiring a specific competence in accounting.

The 45 credits of course work are a combination of undergraduate accounting and other business administration courses. All candidates will be required to meet the requirements for admission to the School of Business Administration. Although undergraduates will be eligible to take the courses that are required for the certificate, undergraduates are not eligible for the certificate because there is an undergraduate degree program in accounting. The certificate is intended neither to compete with nor replace the degree program for undergraduates.

The Certificate in Accounting is unique in that it is reserved to candidates who already possess a baccalaureate degree but it does not involve any graduate course requirements. Its purpose is to appeal to a specific group of students who may be interested in PSU's accounting program but who may not pursue their studies here because there is neither a certificate nor an advanced degree in accounting.

No new resources are needed to establish the program.
CERTIFICATE IN ACCOUNTING

Admission Requirements

1. Possess a baccalaureate degree
2. Be admitted to Portland State University and the School of Business Administration

Course Requirements

Required Accounting Core:

- Actg. 383,384,385,386 - Accounting Theory - 12 credits
- Actg. 314 - Prin. of Mgmt. and Cost Actg. - 3 credits
- Actg. 335 - Accounting Information Systems - 3 credits
- Actg. 482 - Survey of Tax Statutes - 3 credits
- Actg. 492 - Auditing Concepts & Practices - 3 credits
- Actg. 430 - Municipal and Governmental Actg. - 3 credits

One additional course chosen from:

- Actg. 483 - Survey of Tax Statutes - 3 credits
- Actg. 493 - Auditing Concepts & Practices II - 3 credits
- Actg. 315 - Prin. of Mgmt. and Cost Actg. - 3 credits

Total Required Accounting Core - 30 credits

Other Business Administration Courses: Each candidate will elect 15 upper division credits in Business Administration of which 9 credits must be outside the Department of Accounting. An accounting adviser should be consulted to evaluate elective options.

At least 30 of the 45 credits for the Certificate and at least 21 of the credits in Accounting must be taken in residence at Portland State University. Candidates must achieve at least a grade of C in each course presented for the Certificate. No new courses are proposed for the Certificate in Accounting.
Request for the following changes in the Master of Urban Studies degree.

EXISTING REQUIREMENTS

MASTER OF URBAN STUDIES

The Master of Urban Studies provides training for students seeking employment in public and private urban research organizations. For some students, employment opportunities can be found in colleges offering two-year degree programs.

Training includes a core of courses which exposes the student to diverse approaches to the study of urban phenomena. The development of a specialized area is also required.

Core-Area Requirements. The urban core-area requirements for the M.U.S. degree include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>USP 510</td>
<td>Urban Economics and Spatial Structure</td>
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<tr>
<td>USP 510</td>
<td>Urban Social Structure</td>
<td>3</td>
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<tr>
<td>USP 510</td>
<td>Urban Political Structure</td>
<td>3</td>
</tr>
<tr>
<td>USP 569</td>
<td>History of Urban Development</td>
<td>3</td>
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</tbody>
</table>

Minimum of three field distribution courses selected from two areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td>USP 511 Urban Social Structure</td>
</tr>
<tr>
<td>Policy Analysis</td>
<td>USP 510 Policy Formation</td>
</tr>
<tr>
<td>Urban and Regional Structure</td>
<td>USP 572 Regional Economic Structure</td>
</tr>
<tr>
<td>Urban Social Patterns and Human Development</td>
<td>USP 581 Environmental Psychology</td>
</tr>
<tr>
<td>Plus two of the following Applications seminars:</td>
<td></td>
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<tr>
<td>USP 515 Economics: Applications in Urban Studies</td>
<td>4</td>
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<tr>
<td>USP 516 Political Science: Applications in Urban Studies</td>
<td>4</td>
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<tr>
<td>USP 577 Sociology: Applications in Urban Studies</td>
<td>4</td>
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<tr>
<td>USP 518 Psychology: Applications in Urban Studies</td>
<td>4</td>
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<tr>
<td>USP 519 Geography: Applications in Urban Studies</td>
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</tbody>
</table>

Total hours upon completion of core area: 20-22

Soon after the completion of the core courses, each student is required to take the common core examination. This examination is offered each year during fall and spring terms.

In addition to the urban studies core courses, M.U.S. students are required to complete two statistical methods courses:

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>USP 530</td>
<td>Research Design</td>
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<tr>
<td>USP 512</td>
<td>Urban Data Systems</td>
<td>3</td>
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</table>

Total credits upon completion of required courses: 26

PROPOSED CHANGES

The M.U.S. degree requires a total of 53 credits. M.U.S. students pursue a common core of courses dealing with the analysis of urban phenomena (26 credits). Each student also defines a field area which is pursued through course work (21 credits) and individual research leading to a thesis or research paper (6 credits). In addition, the degree provides for a specialized option in Social and Policy Research.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>USP 511</td>
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<td>USP 512</td>
<td>Urban Political Structure</td>
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<tr>
<td>USP 513</td>
<td>Urban Economic and Spatial Structure</td>
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</table>
EXISTING REQUIREMENTS

Field-Area Requirements. Under the M.U.S. the student is expected to engage in a pattern of field-area study involving work exposure to urban applications of social science theory and methods. Those parts of social science theory having applicability to the analysis of urban problems and processes should be stressed in the development of M.U.S. fields. Similarly, the student should focus on empirical methods with demonstrated applicability to the analysis of urban processes and problems. Social science departments and other schools within the University offer a diversity of courses in urban-related theory and methods. Students need not limit field-area training to urban studies course offerings.

The student, with the approval of the field-area advisor, selects a pattern of course work that equips the student for research in areas of applied interest. Field areas may involve an exclusive focus on social science theory and method, may involve extended study in one of the fields emphasized in the Urban Studies Ph.D. program (criminal justice, policy analysis, urban and regional structure, urban social patterns and human development), or a pattern of course work designed to facilitate the student's urban research interests. Eighteen credits of field-area course work are required. In addition, the student will be required to take 6 to 12 elective credits.

Research Requirements. Students in the M.U.S. must register for 3 to 6 credits in directed research (USP 501). It is expected that in the course of the student's seminar training, opportunities for extensions of research initiated as a part of the seminar will develop. The M.U.S. requirement permits the student further to develop topics that are suggested by seminar experiences under the direction of an individual faculty member.

Comprehensive Examinations. The final phase in completing the M.U.S. degree requirements is to take a final written comprehensive field examination. Each student is expected to select a graduate committee consisting of two persons from his field area (one to act as chairperson). At the completion of field course work, the student must schedule an individual field examination to be administered by his graduate committee. This examination normally covers the substantive content of the chosen field along with relevant theories and methods.

PROPOSED REQUIREMENTS

Field-Area Requirements: The student selects a pattern of course work that equips him for research in areas of applied interest. Field areas may focus on urban aspects of social science theory, in one of the fields emphasized in the Urban Studies Ph.D. program (criminal justice, policy analysis, urban and regional structure, urban social patterns and human development), or on a substantive field of particular concern to the student. Related courses are available within the Department of Urban Studies and Planning and in many departments within the University. Twenty credits of field-area course work are required.


Social and Policy Research Option: Students with a primary interest in advancing their urban research skills may choose a special field area in Social and Policy Research. This field requires completion of the following:

USP 534 Data Analysis
USP 539 Ethics in Urban Research
USP 536 Policy Evaluation Methods
USP 563 Program Evaluation
Additional courses within the field...

Students selecting this option must prepare a thesis.
Rationale for the proposed program change: These program changes accomplish the following major goals:

A. Make thesis option available: Although a research-oriented degree, the Master of Urban Studies has not offered a thesis option to its students. The proposal makes the thesis option available. It also makes clear that the present research requirement entails preparation of a substantial research paper.

B. Define field in Social and Policy Research: Definition of a field option that emphasizes a broad range of quantitative and qualitative research methods rather than a substantive area of urban development or policy responds to student demand. The goal is to train students who can pursue careers within the wide range of public agencies and private organizations that engage in research on urban issues.

C. Reduce total credits and focus student efforts: When the M.U.S. degree was established in 1974, it included Urban Planning as a major subfield. Because of professional recognition for the Urban Planning area, the degree was established with 72 credits. The Master of Urban Planning is now a separate, fully accredited degree. In consequence, the historical reason for a 72 credit M.U.S. degree no longer holds.

The proposal for a 53 credit degree eliminates a general electives category and the requirement for several courses from a "field distribution" list. We believe that the 20 credits of substantive core courses provide adequate depth and breadth in introducing students to Urban Studies. We have used some of the credits made available by eliminating general requirements to expand the depth of work in the field area.

The overall proposed requirement for 53 credits including thesis or a research paper plus field examination brings the M.U.S. approximately in line with research oriented master's degrees in the related social sciences at Portland State University. Similarly, Master of Urban Studies programs at other universities typically require 45-54 credits (30-36 semester hours).

Request prepared by Dr. Carl Abbott
Approved by Unit (i.e., Dept.) Curriculum Committee
Approved by Department Head
Approved by College/School Curriculum Committee
Approved by College/School Dean
Request for the following changes in the Ph.D. in Urban Studies.

Reproduce existing catalog statement in full:

Ph.D. IN URBAN STUDIES: REGIONAL SCIENCE

Regional Science focuses on the economic and spatial aspects of metropolitan areas and regions. It is a field specialization open to Ph.D. students only.

Students offering a regional science field are required to fill their optional core courses in the following manner: USP 515 and 519 for their Applications to Urban Studies Seminars; USP 510 Foundations of Regional Science, USP 510 Regional Science Theory, USP 568 Economic and Political Decision Making, and USP 572 Regional Economic Structure for their field distribution courses. Regional Science students must take a Regional Science Augmentation Seminar of one credit concurrently with USP 572.

Substantive emphases for a first field include: Development and Planning; Location Theory and Analysis; and Transportation. In special circumstances, student-nominated fields may be pursued with the prior approval of the faculty. Among the courses in the substantive field must be three one-hour augmentation seminars. These seminars are taught concurrently with selected regular offerings. Augmentation seminars are directed at regional science students and have technical prerequisites beyond those of the paired regular course.

All students electing a regional science first field must also offer Regional Science Methods as their second field. This field includes three required courses: USP 533 Models of Urban Systems, Ec 464g Econometrics I and a three-hour USP 507 seminar in applied regional science methods. The remaining nine credits may be selected from: USP 574 Spatial Analysis; Ec 465g Econometrics II; Ec 490g Third World Economic Development, Ec 481g Mathematical Economics II; SySc 520/521/522 Operations Research I, II, III; SySc 526/527/528 Modeling and Simulation I, II, III; and USP 502 and 510 methods courses approved by the appropriate faculty.

Ph.D. IN URBAN STUDIES: REGIONAL SCIENCE

Required
History of Urban Development
Urban Economic & Spatial Structure
Urban Social Structure
Urban Political Structure

Three Required
Economics: Applic. in Urban Studies
Political Science Applications
Sociology: Applic. in Urban Studies
Psychology: Applic. in Urban Studies
Geography: Applic. in Urban Studies

Prerequisite: USP 407, Urban Studies Research Methods or equiv.
Research Design
Urban Data Systems
Data Analysis

Economic and Political Decision Making
Foundations of Regional Science
Regional Science Theory
Regional Economic Structure

21 credits required
Field Areas in Regional Science:
Development and Planning
Location Theory and Analysis
Transportation

18 credits required courses
Regional Science Methods
Models of Urban Systems
Econometrics I
Seminar: Applied Regional Science Methods
9 additional credits (See text)
Proposed catalog statement in full:

**Ph.D. in Urban Studies: Regional Science**

Regional Science focuses on the economic and spatial aspects of metropolitan areas and regions. It is a field specialization open to Ph.D. students only.

Students offering a regional science field are required to fill their optional core courses in the following manner: USP 515 and 519 for their Applications to Urban Studies Seminars; USP 510 Regional Science Theory, USP 568 Economic and Political Decision Making, and USP 572 Regional Economic Structure for their field distribution courses. Regional Science students must take a Regional Science Augmentation Seminar of one credit concurrently with USP 572.

Substantive emphases for a first field include: Development and Planning; Location Theory and Analysis; and, Transportation. In special circumstances, student-nominated fields may be pursued with the prior approval of the faculty. Among the courses in the substantive field must be three one-hour augmentation seminars. These seminars are taught concurrently with selected regular offerings. Augmentation seminars are directed at regional science students and have technical prerequisites beyond those of the paired regular course.

All students electing a regional science first field must also offer Regional Science Methods as their second field. This field includes three required courses: USP 533 Models of Urban Systems, Ec 464g Econometrics I and a three-hour USP 507 seminar in applied regional science methods. The remaining nine credits may be selected from: USP 578 Impact Assessment; USP 533 Models of Urban Systems; USP 578 Impact Assessment; USP 533 Models of Urban Systems; Ec 465g Econometrics II; Ec 481g Mathematical Economics II; Sc 520/521/522 Operations Research I, II, III; Sc 526/527/528 Modeling and Simulation I, II, III; and USP 507 and 510 methods courses approved by the appropriate faculty.

Rationale for the proposed program change: Regional Science is an established interdisciplinary. There are international, national, and regional Regional Science Associations with scholarly journals. The curriculum we offer conforms to those for regional science degrees at other universities. Hence, acknowledging students' study with a Regional Science degree is appropriate and more correctly communicates to the academic and research community, the nature of our graduates' qualifications than the Urban Studies rubric. This name change also allows future curriculum development here to proceed in direct reference to developments in Regional Science without the constraint of maintaining conformance to the broader multidisciplinary goals of the Urban Studies requirements.
PORTLAND STATE UNIVERSITY

PROPOSAL FOR CHANGE IN EXISTING PROGRAM

Request for the following changes in the Ph.D. in Urban Studies: Public Policy and Administration.

Existing catalog statement:

PH.D. IN URBAN STUDIES: PUBLIC POLICY AND ADMINISTRATION

The Ph.D. in Urban Studies: Public Policy and Administration is a three-dimensional program containing two related concentrations. The three dimensions are the political, economic, and organizational aspects of policy formation, implementation, and evaluation processes. Concentrations in evaluation research and the role of evaluative knowledge in the policy process; and in administrative/organizational issues in formation and implementation are grounded in the theories and methods embedded in the three dimensions.

The Ph.D. in Urban Studies: Public Policy and Administration allows the student to more effectively utilize the faculty resources of the Department of Public Administration while developing a stronger research emphasis in policy analysis and/or public administration. This field is designed for students interested in a public sector career which requires a stronger skill and proficiency in research as well as a broad knowledge of policy implementation and management techniques. This emphasis also provides suitable training for a college teaching career in the areas of public management, public affairs, policy analysis and other related areas.

This more structured Ph.D. program emphasizes policy and administration. In the Advanced Field Seminars requirement, four courses in the areas of policy or administration are required, in lieu of four courses in three areas of specialization. The first field area consists of a structured set of courses in public policy analysis and administration. A second field area in Administration and Public Policy is intended to provide flexibility in putting together a course of studies to acquire more specialized knowledge in a substantive area of personal interests. Course work taken in this second field may be selected from the departments of the School and other academic units of the University, as appropriate. Students are required to develop a field of specialization relating to substantive concerns in public administration and/or public policy. Examples of appropriate concentrations are:

- Personnel Administration and Labor Relations
- Administration of Human Resources and Organization Development
- Health Policy and Administration
- Financial Management and Budgetary Process
- Aging
- Transportation Policy and Management
- Criminal Justice Policy and Administration
- Systems Analysis and Management Science
- Natural Resources Policy and Administration
- Administration of Not-for-Profit Organizations

Students are expected to work closely with faculty advisors in the development of their specialized field of study. In addition, each student program will be reviewed by the appropriate faculty.
Proposed catalog statement:

Ph.D. IN PUBLIC ADMINISTRATION AND POLICY

The Ph.D. in Public Administration and Policy focuses PSU's intellectual resources on the creation of new knowledge about the governance of societies, the amelioration of public sector problems, and the enhancement of public service at local, state, national, and international levels. The program creates a unique learning community that eliminates the unproductive distinctions between scholars and practitioners by providing an opportunity to develop competence in both roles.

The objectives of the program include: (1) advanced graduate education that provides a thorough understanding of the relevant theoretical knowledge, and operational and research skills needed for a wide variety of positions in public affairs and administration, including a college level teaching; (2) the conduct of basic and applied research; and (3) a broad range of public service outreach and continuing professional education. Mastery of knowledge, research skills, and an ability to make effective application of the acquired knowledge and skills is tested through rigorous course work, examinations, professional projects, scholarly research, and professional placement.

The six Foundation Courses must be completed before students are permitted to develop their field area programs. At the conclusion of these first-year courses, students must pass a comprehensive examination designed to allow those with the greatest intellectual and scholarly potential to move forward in the program. Passage of this screening examination does not guarantee success, but it does carry the weight of the faculty's judgment that a student has the capability for successful completion of the degree program.

After successful first-year evaluation, the student may form a graduate committee and begin required supporting core courses and the methodology sequence. The committee will assist in the development of the two substantive field areas within the general framework of administration and policy. Examples of field areas include: health care administration, human resources, criminal justice, personnel and collective bargaining, not-for-profit organizations, natural resources, land use, aging, and transportation. Field area courses may be selected from departments throughout the University, with advice of the committee.
Ph.D. IN PUBLIC ADMINISTRATION AND POLICY

Core Area: Foundation Courses (18 credits)
- Research Design and Strategies
- Research Utilization and Impact
- Institutional Context of Public Administration and Policy
- Organizational Theory and Behavior
- Administrative Theory and Policy
- Understanding Political and Organizational Change

Supporting Courses (10 credits)
- Cultural and Comparative Systems
- Economics: Applications in Urban Studies; and one additional doctoral-level economic course, selected with approval of adviser

Methodology: 9 credits
- Research Design
- Urban Data Systems
- Data Analysis

Field Areas: 51 total credits divided between two substantive areas composed of administration and policy courses, selected with approval of a graduate committee.
Justification for changes

The proposed change of degree title and requirements considerably strengthens the existing program by correcting the following problems:

1. **The current title and urban studies/policy analysis focus does not adequately attract public administration students, who are the major source of potential doctoral students.** The few students who are presently in the program have either an MPA degree or a degree in urban-regional planning, which reflects their concern for the analysis and management of public-centered activities. Future students will most likely come from a broad array of staff administrative/management/policy positions in government, not-for-profit organizations, and other public institutions. International students will be seeking advanced training and education in management, technical administrative support functions, contextual issues, and methods of analysis. A Ph.D. program which clearly emphasizes public administration in its title and curriculum will attract quality students with these sorts of backgrounds and career interests.

The 1983 policy statement on doctoral education in public affairs/administration of the National Association of Schools of Public Affairs and Administration states that “the doctorate should be seen as a research degree in public administration. The titles of similar programs across the country reflect this policy--of the 28 Ph.D. programs within this subject area, listed in the 1985 Peterson's Graduate Programs in the Humanities and Social Sciences, 10 use the single designation of Public Administration, while the next largest group of 4 use the single designation of Public Policy. Only one university uses Public Policy Analysis and Administration, the closest title to the current one at PSU.

2. **The current degree requires too many urban studies courses and not enough substantive administration and policy courses.** This imbalance does not satisfy the academic and professional needs of potential students, nor properly use the teaching and research resources of the two graduate instructional units within the School. The proposed changes drop the traditional urban studies core area and social science application courses, replacing them with an integrated set of foundation courses supported by several social science courses. The addition of expanded substantive field areas provide a much more productive balance between existing resources in public administration and policy analysis.

Projected development of supporting curricula

Most of the proposed course requirements are currently being offered. Seven new core courses will need to be developed—the six foundation courses and the supporting cultural/comparative course. These courses will be offered with omnibus numbers for at least the first two years, after which time discrete numbers will be requested.

Projected budgetary needs

A minimum of an additional 1.00 FTE faculty will be required to implement the first-year set of foundation courses. This position is related to the 1987-89 Program Enhancement: Ph.D. in Urban Studies proposal recently submitted by PSU to the Chancellor's Office. At least three .30 FTE graduate assistants will also need to be allocated to the program.
Availability of faculty and other resources

At least the following ten full-time faculty are either currently or potentially associated with the proposed program:

**Public Administration**
- Ron Cease
- Walter Ellis
- Dan O'Toole
- Brian Stipak

**Political Science**
- Charles White

**Administration of Justice**
- Charles Tracy

**Urban Studies and Planning**
- Sy Adler
- Sheldon Edner
- Jerry Lansdowne
- Tony Rufolo

All are currently teaching full-time in their respective departments, and their availability for new and/or additional assignments is limited at best.

Request prepared by Charles A. Tracy  Date 4-7-86
Approved by Dept. Curriculum Committee  Date 4-10-86
Approved by Department Head  Date 4-10-86
Approved by School Curriculum Committee  Date 4-11-86
Approved by School Dean  Date 4-11-86
December 5, 1986

TO: Faculty Senate

FROM: University Curriculum Committee and The Graduate Council

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

**Curriculum Committee**

**College of Liberal Arts and Sciences**

**Foreign Languages and Literatures**

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<th>Program change</th>
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<tr>
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<td>FL/Ling 493, 498</td>
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<tr>
<td></td>
<td>GL 360, 419-Prose, 420-Poetry</td>
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<td>Span/Ling 486</td>
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**Graduate Council**

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<th>Course Changes:</th>
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</thead>
<tbody>
<tr>
<td>GL 424g, 425g, 426g, 540</td>
</tr>
<tr>
<td>GL/Ling 482g</td>
</tr>
<tr>
<td>Chn 424g, 425g, 426g</td>
</tr>
<tr>
<td>Jpn 410g, 424g, 425g, 426g</td>
</tr>
<tr>
<td>Fr 467g, 468g, 469g</td>
</tr>
<tr>
<td>Fr/Ling 484g, 494g, 495g</td>
</tr>
<tr>
<td>Span 461g, 462g, 463g</td>
</tr>
<tr>
<td>Span/Ling 486g</td>
</tr>
<tr>
<td>SL 405Rg, 407Rg, 410Rg, 411g, 412g, 413g, 420g, 421g, 422g, 424g, 425g, 426g, 461g, 462g, 463g, 494g, 495g, 497g</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Deletions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GL/Ling 483g; Fr 485g; Span 487g</td>
</tr>
</tbody>
</table>

**Geography**

<table>
<thead>
<tr>
<th>New Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geog 315, 349, 403</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Changes:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Deletions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geog 435, 452, 456</td>
</tr>
</tbody>
</table>

**Geology**

<table>
<thead>
<tr>
<th>New Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>G 300 (Field Studies)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Changes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>G 111, 393, 418, 423</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Changes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>G 418g, 423g, 526</td>
</tr>
</tbody>
</table>

(over)
Mathematical Sciences
New Courses: Mth 490, 491, 492, 493, 494, 496, 497 (add CI 360 to prereqs. except 497) (approved by a vote of 7 to 3)

Philosophy
Course Changes: Phl 304, 424, 425, 426, 474
Course Deletions: Phl 342

Political Science
Course Change: PS 443

Sociology
New Courses: Soc 482, 483

Speech Communication
Program change
New Courses: Sp 423, 447, 485
Course Changes: Sp 477, 493, 497

Women's Studies
Course Change: WS 409 (delete description)

Linguistics
New Courses: Ling 585A, 585E, 585F
A - This course is offered for Anthropology credit only.
E - This course is offered for English credit only.
F - This course is offered for Foreign Language credit only.
PORTLAND STATE UNIVERSITY

PROPOSAL FOR CHANGE IN EXISTING PROGRAM

Request for the following change(s) in the B.A. in One Foreign Language and the B.A. in Two Foreign Languages:

<table>
<thead>
<tr>
<th>Existing Catalog Statement in Full:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.A. in One Foreign Language.</strong> A major in foreign languages shall complete 39 upper division credits in the area of one foreign language. A minimum of 39 credits must be completed in upper division courses including:</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>survey of literature ............................................</td>
</tr>
<tr>
<td>literature courses on the 400 level ................................</td>
</tr>
<tr>
<td>advanced composition and conversation ..................................</td>
</tr>
</tbody>
</table>

In addition, majors must satisfy the department that they are qualified in composition and conversation by passing a special departmental examination unless they have completed the final quarter of advanced composition and conversation with a grade of B or better.

**B.A. in Two Foreign Languages.** A combination major in foreign languages shall earn 30 upper division credits in French, German, Russian, or Spanish, and 18 upper division credits in any one of the other three.

The 30 upper division credits in the first language must include:

| **Credits** |
| survey of literature ............................................. | 9 |
| literature courses on the 400 level ................................... | 9 |
| advanced composition and conversation ....................................... | 9 |

The 18 upper division credits in the second language area must include:

| **Credits** |
| survey of literature ............................................ | 9 |
| composition and conversation ......................................... | 9 |

In addition, a major must satisfy the department as qualified in composition and conversation in the first language by passing a special departmental examination, unless the student has completed the final quarter of advanced composition and conversation with a grade of B or better.

<table>
<thead>
<tr>
<th>Proposed Catalog Statement in Full:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.A. in One Foreign Language.</strong> A major in one foreign language must complete 50 upper-division hours, to include the following:</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>Introduction to Literary Studies (in major language) .............................................</td>
</tr>
<tr>
<td>Survey of Literature (in major language) ...............................................................</td>
</tr>
<tr>
<td>Additional 400-level literature courses (in major language) ........................................</td>
</tr>
<tr>
<td>Two advisor approved Literature in Translation courses (one may be in the major language) ..................................</td>
</tr>
<tr>
<td>An introductory Linguistics course (through Foreign Languages, Anthropology, or English) ................................</td>
</tr>
<tr>
<td>Advanced Composition and Conversation (in major language) ...........................................</td>
</tr>
<tr>
<td>Advisor approved upper-division electives (in major language) ..................................</td>
</tr>
</tbody>
</table>
Students majoring in a single foreign language must demonstrate a level of oral proficiency in that language, as prescribed by the Department, before completing the first term of Advanced Composition and Conversation.

Foreign Language majors are advised to fulfill their distribution requirements by taking courses in history, geography, and/or in other related areas that are relevant to their language study.

The major languages that may currently be selected are: French, German, Russian and Spanish.

B.A. in Two Foreign Languages. A combination major in foreign languages must earn a total of 52 upper-division credits to include the following:

29 credits in the major language:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Literary Studies</td>
<td>2</td>
</tr>
<tr>
<td>Survey of Literature</td>
<td>9</td>
</tr>
<tr>
<td>Additional 400-level literature</td>
<td>9</td>
</tr>
<tr>
<td>Advanced Composition and Conversation</td>
<td>9</td>
</tr>
</tbody>
</table>

20 credits in the minor language:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Literary Studies</td>
<td>2</td>
</tr>
<tr>
<td>Survey of Literature</td>
<td>9</td>
</tr>
<tr>
<td>Intermediate or Advanced Composition and Conversation</td>
<td>9</td>
</tr>
</tbody>
</table>

Plus:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introductory Linguistics course</td>
<td>3</td>
</tr>
<tr>
<td>(thru Foreign Languages, Anthropology, or English)</td>
<td></td>
</tr>
</tbody>
</table>

Students majoring in two foreign languages must demonstrate a level of oral proficiency in both languages, as prescribed by the Department, no later than the beginning of their senior year.

Foreign Language majors are advised to fulfill their distribution requirements by taking courses in history, geography, and/or in other related areas that are relevant to their language study.

The major and minor languages that may currently be selected are: French, German, Russian and Spanish.

Rationale for the proposed program change:

The proposal gives greater breadth and depth to both major programs. Both single- and double-language majors will now have an introductory literature course and a preparatory linguistics course; single-language majors will also be exposed to readings, lectures and research in English—at least 3 hours of this will be outside of their major language—which will significantly expand their knowledge of literary criticism and history as well as their understanding of literary studies in general.
Oral proficiency is substituted for the previously undefined "departmental exam" and "grade of B or better." Specifying an early date for this testing allows time for corrective study, if necessary.

The changes do not represent an unmanageable burden on the Department of Foreign Languages and Literature, since from 3-9 hours of the requirements can be taken outside the Department.

The changes do represent a significant improvement in the quality and rigor of the program.

Request prepared by ____________ Linda Parshall ____________ Date 6/26/86

Approved by Dept. Curriculum Committee ____________ Date 7/17/86

Approved by Department Head ____________ Date 7/17/86

Approved by College Curriculum Committee ____________ Date 7/22/86

Approved by College Dean ____________ Date 7/22/86
Request for the following changes in the Master of Arts in German.

Reproduce existing catalog statement in full:

**GRADUATE PROGRAMS**

The Department of Foreign Languages and Literatures offers graduate programs leading to the degrees of Master of Arts in Teaching, with options in French, German, and Spanish, and to the Master of Arts in German.

**MASTER OF ARTS IN GERMAN**

The Department of Foreign Languages and Literatures provides graduate work in German language and literature leading to the award of the Master of Arts in German.

Admission to the Program. Applicants for admission must meet the University admissions requirements (page 50) as well as additional requirements imposed by the Department of Foreign Languages and Literatures.

Degree Requirements

1. A minimum of 45 credits, of which 30 credits must be completed in residence after admission to the degree program.
2. Graduate credits earned through Deutsche Sommerschule am Pazifik (DSAP, see page 274) 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 and Literatures.
3. Graduate credit earned through DSAP prior to admission to the program is limited by University transfer regulations. Acceptance of any or all of the credits is subject to the approval of the adviser appointed by the Department of Foreign Languages and Literatures.
4. Completion, during the first year of studies, of GL 540 Introduction to Germanistik.
5. Completion of GL 514, 515 Middle High German.
6. Demonstration of reading competence in a second foreign language.
7. A final examination and completion of a thesis in accordance with University requirements specified in the Graduate Adviser's Handbook.
Reproduce proposed catalog statement in full noting changes:

GRADUATE PROGRAMS

The Department of Foreign Languages and Literatures offers graduate programs leading to the degrees Master of Arts in Teaching, with options in French, German, and Spanish, and to the Master of Arts in Foreign Literature and Language.

MASTER OF ARTS IN FOREIGN LITERATURE AND LANGUAGE

The Department of Foreign Languages and Literatures provides graduate work in French, German, Japanese, Russian, and Spanish leading to the award of the Master of Arts in Foreign Literature and Language. The candidate for this degree will take specified course work in a primary and a secondary language. At present Japanese and Russian may only serve as a secondary language.

Admission to the Program. Applicants for admission must meet the University admissions requirements (page 50) as well as the following additional entrance requirements imposed by the Department of Foreign Languages and Literatures:

1) In the primary language: A Bachelor of Arts in the language with a 3.0 GPA in the literature courses, or its equivalent as determined by the Department Graduate Committee.

An oral proficiency exam with a minimum rating of 2+ ILR (Interagency Language Roundtable); written proficiency of 2+ ILR based on a written essay; and the ETS test (Graduate School Foreign Language Test).

2) In the secondary language: University language courses completed through the third-year level.

Degree Requirements

A minimum of 60 credits distributed among the following areas:

1) In the primary language: 27 graduate credits to include:
   - History of the Language (3)
   - Fundamentals of Literary Research (3)
   - 21 graduate credits of literature

2) In the secondary language: 21 credits to include:
   - Phonetics (3)
   - Advanced Composition and Conversation (9) grad
   - 9 graduate credits chosen from:
     - 400 grad &/or 500-level literature courses
     - &/or, if secondary language is French or Spanish:
       - Romance Linguistics (3)
       - Stylistics (3)
     - &/or, if secondary language is German:
       - Germanic Linguistics (3)
       - Germanic Stylistics (3)
Note: If upper division courses in Phonetics and/or Advanced Composition and Conversation have been successfully completed at the undergraduate level (with a grade of B or better), they can be waived, reducing the total credits required by a maximum of 12.

In Linguistics & Methods: 12 graduate credits chosen from the following:
- Methods of Teaching Foreign Languages (3)
- Applied Linguistics (in Foreign Languages & Literatures &/or other departments)
- Romance Linguistics
- Germanic Linguistics
- Language Proficiency Testing & Teaching
- Sociolinguistics
- Other advisor-approved courses

Final comprehensive oral and written examinations in the literature of the primary language.

Oral and written proficiency exams in the secondary language. The minimum proficiency level is set at 2 ILR for French, German or Spanish. For Japanese and Russian the level is set at 1+ ILR.

The candidate will also submit two revised research papers (originally submitted as part of graduate level courses) to a graduate committee for review and discussion.

Rationale for the proposed program change:

This change of degree option will provide a program of study for students seeking the Master of Arts degree in several languages, all of which are currently available within the Department of Foreign Languages & Literatures. There will be no need to request any additional faculty or other resources; department resources are sufficient for the degree program described above. This proposal is accompanied by the appropriate requests for new courses and changes in existing courses.

Prepared by: Linda Forrest
Date 7/17/86

Approved by Department Curriculum Committee
Date 7/21/86

Approved by Department Head
Date 7/21/86

Approved by College Curriculum Committee
Date 7/22/86

Approved by College Dean
Date 7/22/86