

Faculty Senate

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1990 Agendas

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REPORTS TO THE FACULTY SENATE

Thursday, January 11, 1990

LaSells Stewart Center

2:30 p.m. - 3:00 p.m.; New Senator Reception

3:00 p.m. - 5:00 p.m.; Faculty Senate Meeting

AGENDA

The agenda for the January Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the December Senate meeting, as published and distributed to the faculty.

A. ACTION ITEMS

1. Install Elected Officials

Installation of Senate President, President-Elect, newly-elected Senators, and Executive Committee Members.

2. OSU - Kiev Polytechnic Exchange Program (Jack Van de Water)

Attached is the "Academic Cooperation Agreement" pertaining to a proposed student/faculty exchange program between Oregon State University and Kiev Polytechnic Institute. As an academic program to be newly instituted, Faculty Senate approval is required. (pp. 1 -6)

B. SPECIAL REPORTS

1. Senator Mike Thorne, Chair of the Oregon Senate's Ways and Means Committee, will be our special guest. Senator Thorne will discuss issues of funding for higher education (including faculty salaries) and will respond to questions. We have allotted up to one hour for this valuable opportunity for exchange of ideas with Senator Thorne.

2. D. S. Fullerton, Associate Vice President for Academic Affairs, and Tony White, Banner/SIS Project Manager for the Computer Center, will provide an informational update concerning the status of OSU's new Banner registration system.

C. INFORMATION ITEMS

1. Report from Advancement of Teaching Committee

Attached is a report from the Faculty Senate Advancement of Teaching Committee. This report concerns (1) analysis of data collected thus far through the Student Assessment of Teaching Survey and (2) recommendations regarding future policy and procedure for evaluation of teaching. This is an "information only" item at this point; no discussion or action is intended or required. (pp. 7 - 32)

D. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Provost & Vice President for Academic Affairs.

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

F. NEW BUSINESS

I.
RECEIVED DEC 14 1989



International Education

Snell Hall 444
Corvallis, OR 97331-1642

(503) 737-3006
FAX: (503) 737-3447

December 13, 1989

MEMO TO: Executive Committee, Faculty Senate

SUBJECT: Student Exchange with Kiev Polytechnic

FROM: Jack Van de Water

The attached brochure describes a new exchange program between OSU and the Kiev Polytechnic in the U.S.S.R.. In the past, new exchange proposals have been reviewed and approved by the Faculty Senate. We need to coordinate in regard to this program and its formal approval.

As you know, we invited three KPI students to enroll here this year and we sent three OSU students to KPI. This was done without benefit of a formal agreement. We are now ready to initiate the formal exchange program as described in the brochure. An exchange agreement has been reviewed and approved by OSU and the OSSHE.

Please let me know if you have any questions or concerns. Vice President Keller is well informed regarding this program and visited KPI in the early stages of developing the exchange. Also, Scott Samuel and Vreneli Farber in Foreign Languages have been involved in developing the program.

I have attached the relevant documents.

cc: G. Keller
B. Smart

A handwritten signature in black ink, appearing to read "Jack Van de Water".

AGREEMENT

(Based on original document prepared in Kiev and revised to meet Oregon requirements)

September 14, 1989

ACADEMIC COOPERATION AGREEMENT

BETWEEN

THE STATE OF OREGON ACTING BY AND THROUGH THE STATE BOARD OF HIGHER EDUCATION ON BEHALF OF OREGON STATE UNIVERSITY ("OSU"), CORVALLIS, OREGON, 97331, USA

AND

THE KIEV POLYTECHNIC INSTITUTE ("KPI"), PROSPECT POBEDY 37, KIEV - 56, UKR.SSR 252056, USSR AND ITS U.S. REPRESENTATIVE, LINK-UP INTERNATIONAL, INC., 2202 FRIENDLY STREET, EUGENE, OREGON, USA 97405

KPI and OSU hereby agree on the following provisions of this Academic Cooperation Agreement:

1. The purpose of the Agreement is:

- The exchange of students for study as outlined in this document;
- the exchange of professorial teaching staff for presentation of lectures;
- the conduct of joint scientific research, the exchange of scientific personnel and the dissemination of scientific-technological findings for their use in USA and USSR industry.

2. The student exchange will be carried out according to the following provisions:

- The first exchange will begin in September, 1989 with three students from KPI at OSU for the academic year and three students from OSU at KPI for the academic year.
- Beginning with the 1990-91 academic year, exchange of students will be as follows: OSU will send up to 20 students per academic year to KPI for a study period of three months each (maximum number of person-months per year = 60); KPI will send three students to OSU for an academic year of nine months (total number of person-months per year = 27); the number of OSU person-months above 27 will be paid to KPI by OSU on a commercial basis according to section 5 of the Agreement.

- In subsequent years any changes in the size of the student groups will be agreed upon not later than 1 March of the preceding academic year.

3. Living conditions are agreed upon as follows:

- OSU students will be housed in student dormitories at KPI. They will live in rooms with and under equal conditions as KPI students.

- OSU will provide funds to KPI exchange students equivalent to the cost of room and board in a double room at an OSU dormitory. KPI students may opt for a dormitory room with board or they may use the funds to make alternate arrangements. (In 1989-90, special arrangements for the KPI students will be made by OSU).

4. The academic program provided by KPI to OSU students will include:

- an intensive course in the Russian language (50% of class time), with programs available at three levels (beginning, intermediate, advanced).

- courses to aid understanding of the culture, Soviet society, history, politics and economy of the Ukraine and the USSR, in particular:

- history of Soviet society
- culture and art of the Ukraine
- contemporary politics and economy of the USSR.

KPI will provide to OSU syllabi of the courses taught and short written information concerning each course and the qualification of the professorial staff teaching courses in the exchange program.

OSU students arriving at KPI will be given a Russian language test to determine their appropriate level of language study.

OSU students with sufficient Russian language ability may attend lecture classes together with Soviet students.

KPI will provide OSU a list of the courses completed by the OSU students and the grades received.

The academic program provided to KPI students at OSU will include:

- study of English up to 50% of class time and,
- assuming sufficient language proficiency, study of the students' academic speciality, in regular classes with OSU students and,
- study of subjects in the humanities, such as:

- US history
- law

- foundations of business
- American art and culture.

KPI students at OSU must have intermediate or upper level competence in English. Upon arrival at OSU, an English exam will be administered to KPI students to determine the level of proficiency and to select the appropriate English courses.

OSU will provide KPI syllabi for the courses taken by KPI students, a short description of the courses, and information on the qualifications of the faculty teaching the courses.

Upon completion of each OSU course, OSU will provide KPI with a record of the courses completed and the grades received.

5. The financial conditions related to this exchange will be as follows:

- The sending side provides for the transportation expenses for the students and any accompanying professor; for OSU, from Corvallis to Moscow, Leningrad or Kiev and return; for KPI, from Kiev to Washington, DC, New York or nearest port of entry and return. (When Aeroflot service begins to Seattle, Seattle will become the point of entry).
- The receiving side provides for related expenses according to estimates agreed upon by both sides. Each side will provide transit from the point of arrival given above to the university location.
- OSU will pay in dollars to KPI or its U.S. agent, Link-up International, the costs for any students above 27 person months per year, according to the agreed expense estimate and as permitted by the laws of each country, and as transmitted through Link-up International, Inc.

6. Other conditions include the following:

- Whenever possible, the receiving side provides for steady contact of the guest students with families of the host country.
- The receiving side will organize a meeting of the visiting students with the administration of the university.

7. The students arriving for study may be accompanied by a professor (lecturer) of the sending side, who will give lectures in his or her special field for those students desiring to take this special course.

- whenever possible, each side will send an accompanying professor (lecturer) and, by advance agreement, each professor (lecturer) will attempt to exchange living accommodations.

- the receiving side will provide to the professor (lecturer) of the sending side a courtesy appointment and

support such as library facilities during the time of his or her stay.

- these arrangements will be kept in balance through correspondence between the signators of this agreement or their delegated representatives.

8. This agreement encourages the exchange, on an equivalent non-currency basis, of scientists and scholars engaged in joint research projects in fields of common interest, resulting in joint publications or joint products.

9. Each side agrees to assist the other in advertising the scientific-technological findings of specialists and, whenever possible, initiating contact with industrial companies or enterprises of the USA, USSR, or third countries interested in the commercial application of the findings.

10. Each side will make arrangements to encourage the exchange, on a mutually advantageous and equivalent basis, of scientific literature, programs and services as permitted by the laws of each country.

11. All disagreements between KPI and OSU related to this document will be solved by negotiations.

12. Both KPI and OSU students and scholars will be subject to local laws and regulations. Any violation of local law committed by the student or scholar in the host country may result in immediate withdrawal of the immigration and academic sponsorship and expulsion from the host country.

13. The agreement takes effect at the date of execution of signature by both sides. The text of the agreement is executed in English and Russian, with each being equally valid.

14. Each side will designate an appropriate official to serve as the primary contact and responsible person for the administration of the Agreement.

STATE OF OREGON ACTING BY
AND THROUGH THE STATE BOARD
OF HIGHER EDUCATION ON BEHALF
OF OREGON STATE UNIVERSITY

KIEV POLYTECHNIC INSTITUTE,
REPRESENTED BY ITS RECTOR

JOHN V. BYRNE, PRESIDENT

P.M. TALANCHUK, RECTOR

DATE: _____

DATE: _____

LINK-UP INTERNATIONAL, INC.,
ACTING AS THE U.S.

GEORGE H. KELLER, VICE
PRESIDENT

REPRESENTATIVE OF KPI

DATE: _____

DATE: _____

RICHARD S. PERRY, ASSOCIATE
VICE CHANCELLOR AND CONTRACT
OFFICER, OSBHE

JANET ANDERSON, EXECUTIVE
DIRECTOR, LINK-UP INTERNAT-
IONAL, INC.

DATE: _____

DATE: _____

Department of English



Moreland Hall 238
Corvallis, OR 97331-5302

(503) 737-3244

14 December 1989

TO: Executive Committee, Faculty Senate
Graham Spanier, Vice President for Academic Affairs

FROM: Advancement of Teaching Committee
Robert Schwartz, Chair
Mary Powelson, Botany and Plant Pathology
Norman Lederman, Science Education
Patrick Hayes, Crop Science

SUBJECT: Committee Report on Evaluation of Teaching Data
Committee Recommendations on Evaluation of Teaching

The Advancement of Teaching Committee intends this to be the first of a series of annual reports designed to keep the University community informed about procedures used in evaluation of instruction and the data that are collected in conducting the Student Assessment of Teaching Survey. The Committee will also take this opportunity to make recommendations requested by Provost Spanier about future practice in the evaluation of instruction with an eye toward elevating the status of teaching at OSU. It is important to point out from the start that this is a preliminary report based on limited data gathered over only two terms. In the future, as the sample size increases and there is a history of data spread out across all terms for several years, our conclusions will perhaps be less tentative. The results of analyzing the data gathered so far, however, do show some clear, statistically significant and consistent results; and it is the desire of the Committee to share these in a responsible way as soon as possible.

In making recommendations on the evaluation of teaching the Committee will not seek to prescribe a rigid routine that presupposes what constitutes good teaching, but rather will suggest possible strategies for evaluation and expect Colleges and Departments to determine what mixture of methods works best for them.

The Committee thanks Provost Spanier for his financial support of the statistical analysis of survey data, his interest in the status of teaching, and his willingness to work with the Advancement of Teaching Committee to arrive at a reasonable procedure for evaluation. The Committee also applauds the emphasis that President Byrne has placed on the importance of teaching at OSU in recent remarks.

Daniel Anstine, a graduate student conducting research on teaching evaluation, has provided much useful information for the Committee and is responsible for the summary of Advantages and Disadvantages of evaluation methods at the end of this report. We gratefully acknowledge his help.

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Recommendations

1. If evaluations are to be used in promotion and tenure decisions, then the university must consider the process as formative and not entirely summative. If a faculty member is not receiving quality evaluations, the university should provide support services and staff development in an effort to help improve this individual's classroom instruction. The university should supply the same support services for instruction as it does for scholarship.

2. The Advancement of Teaching Committee disagrees with the policy of student evaluation of all courses, all terms. This greatly exaggerates the value of any one form of evaluation in general and of student evaluation in particular. Furthermore, it is expensive and time consuming. Student evaluations should comprise only one component of a teaching evaluation "package." This "package" should also include peer evaluation and self evaluation. The committee cautions against the use of each type of evaluation in each course every term. Such an approach would become tedious from the students' perspective and might result in the evaluations being viewed in a perfunctory manner. Courses to be evaluated should be randomly selected and representative of each faculty member's instructional assignment. The selection of courses for evaluation should be performed by the appropriate administrators. OSU can remain accountable to students in all courses by stressing that students desiring to comment on any teacher's performance are invited to do so verbally, or in writing, to the appropriate department or college. The offices of Academic Affairs, Student Affairs, and ASOSU should be encouraged to publicize this form of input.

3. Peer evaluation should be performed by individuals from the instructor's "home" department and by a college or university team of consultants. Each department should be given the freedom to decide upon the specific logistics of "peer" evaluations, but evaluations should be made by each of the aforementioned groups. It is critical that "peer" review be performed frequently and randomly. In particular, a representative sampling of the faculty member's courses should be observed and the observations should be both announced and unannounced.

4. "Reflecting" upon one's teaching has been shown to be an extremely powerful technique for the improvement of instruction. Faculty should be encouraged to, at some time, pursue an evaluation which can be discussed with students prior to the end of the term. The nature of the procedure should lead to some level of self reflection.

If the results of the evaluations can be made available to both instructor and students, in a timely manner, such a procedure may significantly improve instruction.

5. Many college faculty have received no formal training or experience in teaching prior to accepting their first university position. Therefore, the evaluation process should be intensive until the faculty member has received tenure and/or his/her first promotion in rank. It seems reasonable that after a faculty member has "proven" his/her instructional competence (during the initial intensive evaluation stage just described), only periodic evaluations will be needed. Therefore, the tenured and experienced faculty members should only be evaluated periodically and on a representative sampling of courses. For those faculty for whom teaching constitutes an especially important commitment, regular review should be an option and this, coupled with awards and exceptional teaching service, should constitute the basis for determining merit.

ADVANTAGES AND DISADVANTAGES OF VARIOUS AVAILABLE METHODS OF EVALUATION

SELF-EVALUATION

ADVANTAGES: Serves as a reference point to compare results with other components of a summative/formative evaluation process, e.g. evaluation by colleagues, student ratings, review by faculty or a professional committee, administrators, etc. It is a logical first step toward pedagogical improvement through identification of strengths and weaknesses. The greater the gap between self-evaluation (perceptions) results and data from other sources, the greater the impetus to make appropriate changes (Centra 1973, Blackburn & Clark 1975). Student-rating data when compared with self-evaluation data provides solid evidence on which comparisons can be made, especially when professors use the same student rating forms to assess their own teaching. This method is cost effective, requiring approximately 20 minutes per quarter to accomplish.

DISADVANTAGES: Unless the professor is provided the actual data set for review and reflection followed by "expert" consultation on how to interpret the results, and suggestions on how to translate it into teaching behaviors, self-evaluation is of minor importance in the enhancement of instructional effectiveness. The corpus of research findings on this subject reports little if any instructional improvement can be expected when additional help in correlating self-evaluations with student evaluative data is absent (Cohen 1981, Stevens & Aleamoni 1985).

Fear of self-incrimination in the presence of unsympathetic administrators and colleagues, and over exaggeration of actual teaching ability have been reported. Probably for these reasons, self-evaluation is not highly regarded in making promotion and tenure decisions; the risks are too high. The credibility of faculty evaluation systems utilizing student input is largely dependent on how credible it is with both faculty and administration (Aleamoni 1976, Piper 1983).

RECOMMENDATIONS: Self-evaluation is indispensable in formative evaluation processes, but questionable in summative evaluations. It should not be the primary source in which promotion and tenure decisions are made. It should be used for the purpose of corroborating and/or substantiating other findings. Emphasis should be placed on the potential to promote reflection on teaching and bringing into coincidence those perceptions held by students and faculty on actual teaching effectiveness.

PEER EVALUATION

ADVANTAGES: Colleagues have a more accurate picture of the overall competence of another faculty member than is possible with students and administrators. This is especially true in areas of research and publication. Peer review provides additional frames-of-references, and if done in an atmosphere of collegiality, positive and rewarding gains can be made in classroom teaching effectiveness. Studies attempting to find a relationship between colleague ratings of instructional effectiveness and student ratings discovered it to be quite high. Aleamoni & Yimer (1973) report correlation coefficients at 0.70. Investigations by Stallings & Spencer (1967) noted the same magnitude, 0.70. These same magnitudes were also reported in replicated studies by Linsky & Straus (1975) and March (1984).

DISADVANTAGES: Peer evaluations may not be cost-effective in terms of additional time required from already burdened faculty. A number of researchers, e.g. Seldon (1984), Centra (1975, 1976), and Aleamoni (1987), recommend multiple classroom observations, both announced and unannounced, before an accurate assessment can be made. Suggested number of visitations ranged from 3-5 per semester to no fewer than 10 per academic year. In several investigations the findings indicated that when given an option faculty preferred student evaluation results over those of colleagues (Centra 1975, Grash 1977, Piper 1983). This sometimes betrayed lack of confidence in colleagues' ability to evaluate teaching and may in part reflect the fact that student evaluations are often more positive [see student ratings below].

RECOMMENDATIONS: Individuals and committees assigned the task of evaluating the teaching skills and effectiveness of faculty should be knowledgeable of research on the practice of teaching. Content expertise and years of teaching experience alone do not automatically confer the ability to teach effectively in a wide range of situations (AAHE 1984, Baldwin 1983, Becker 1981, Bergquist & Phillips 1975, Centra 1978, Eble & McKeachie 1985, Gaff 1976, Hoffman 1975, Lindquist 1978).

STUDENT RATINGS

This component is the most controversial in the entire research literature base. Currently there are approximately 328 publications that, to varying degrees address the issue of student ratings.

ADVANTAGES: When properly developed and implemented student ratings provide the most reliable and cost effective means of obtaining evaluation information (Stevens 1985, 1987). Educational researchers in a number of comprehensive studies report high

correlation coefficients (0.70 and higher) between colleague and student ratings of the same faculty members (Aleamoni & Yimer 1973, Stallings & Spencer 1967, Linsky & Straus 1975, Marsh 1984, and others).

Students make consistent and mature judgments. Guthrie (1954) & Costin et al (1971) using reliable (0.91 and 0.96 respectively) and valid instruments conclude that student judgments tend to be pretty stable. Cooper & Petrosky (1976) found that even secondary students tend to be fairly consistent in what they say about instructors and instruction. Abrami et al (1982) investigated the influence of instructor personality on student ratings. Students are very adept at discriminating between various aspects of teaching ability and the "nice, friendly, humorous" atmosphere generated by the instructor in the classroom.

In studies where alumni five to ten years after graduation were asked to rate their former instructors who still happened to be at Purdue University high correlations were reported between the two assessments (Drucker & Remmers 1950, 1951). Marsh (1977) at the University of California in Los Angeles and Aleamoni & Yimer (1974) at the University of Illinois replicated the above studies using graduating seniors and report similar results.

Cohen & Berger (1970), Frey (1973, 1975), White et al (1973) and others report a fairly high positive relationship between objective measures of learning and the way students rate teaching performance of their professors. Student ratings of faculty teaching performance can lead to improved instruction. McKeachie (1980), Aleamoni (1978), Eble & McKeachie (1985), Stevens & Aleamoni (1985), Aleamoni & Hexner (1980), Centra (1979, 1980), Cohen (1980), Kulik & Kulik (1974), Marsh (1980), Millman (1981), Overall & Marsh (1979), and others demonstrated that feedback from a consultant in conjunction with standard computerized output data from student ratings significantly improved classroom teaching effectiveness.

A number of studies provide evidence that course evaluations in mid-semester can bring about changes in teaching practices (Centra 1972, Gage 1974, McKeachie & Lin 1975, Whitman & Schwenk 1982, and Pambookian 1976). Positive feedback and evaluation reduces anxiety and improves a professor's self-concept.

DISADVANTAGES: The low cost and expedience in which student ratings can be acquired may result in over reliance on this data set precluding other components from entering the summative evaluation process. Aleamoni (1987) argues that most instructional evaluation systems currently in existence consist of only one component: student evaluations. A preoccupation with the reliability and validity of rating instruments, including well established instruments from the Educational Testing Service, hinders development of effective evaluation systems.

The enormous variability in the implementation of university-wide student evaluation programs reduces the reliability of the data set generated. Variables like student knowledge of whether their evaluations of instructor teaching performance will have an

impact on decision-making processes, if the instructor is present or absent during the evaluation, when the evaluation is given in the semester, behavior of the instructor prior to an evaluation, etc., have a significant effect on evaluation results.

Administration has no better idea of the teaching effectiveness of their professorate than do students and faculty, yet most promotion and tenure decisions are made by administration exclusively. Correlation coefficients generated from administrators, colleagues and student ratings of faculty performance were in the neighborhood of .26 to .35 when administrator evaluations were compared with the other two groups.

NOTE: Bibliography available upon request to the Committee for the Advancement of Teaching.

Statistical Comparisons Winter & Spring Evaluations

A series of ANOVA's were used to determine statistical differences among course evaluations for the total, undergraduate, and graduate data sets. Comparisons among course evaluations were performed with respect to the following variables:

1. Reason for Taking Course (i.e., required, not required)
2. Expected Grade
3. Class Standing
4. Course in Major/Not in Major
5. Frequency of Class Attendance
6. Overall Grade Point Average
7. Gender of Student
8. Class Size
9. College of Enrollment
10. Course Level
11. Gender of Instructor (beginning Fall, 1989)

Course Evaluations Winter, 1989

The following is a summary of the most salient aspects of the course evaluation data for the Spring Term, 1989:

Overall Analysis

1. n = approx. 32,491
2. all Anova's yielded significant differences
3. Other than "by college," "expected grade," and "attendance" comparisons, all significant differences were < 0.25 on a 5 point scale. Only those mean differences of 0.5 or higher were considered to be meaningful.

4. Comparisons by college

- a) range was 2.89 - 3.64
- b) overall mean was 3.10
- c) mean scores by college of enrollment:

<u>College</u>	<u>Mean Evaluation</u>
Engineering	2.89
Science	2.97
Pharmacy	3.02
Oceanography	3.07
Business	3.10
Liberal Arts	3.17
Home Economics	3.20
Agriculture	3.32
Education	3.42
Health and PE	3.45
ROTC	3.64

5. Comparisons by frequency of attendance

- a) range was 2.64 - 3.12
- b) the higher the frequency of attendance, the higher the course evaluation

6. Comparisons by expected grade

- a) range was 2.59 - 3.52
- b) the higher the grade, the higher the evaluation

c) "audit" yielded the highest course evaluation

Undergraduate Analysis

1. n = approx. 30,671
2. all ANOVA's yielded significant differences
3. Other than "by college," "expected grade," and "attendance" comparisons, all significant differences were < 0.25 on a 5 point scale. Only those mean differences of 0.5 or higher were considered to be meaningful.

4. Comparisons by college

- a) range was 2.86 - 3.64
- b) overall mean was 3.10
- c) mean scores by college of enrollment:

<u>College</u>	<u>Mean Evaluation</u>
Engineering	2.86
Science	2.96
Pharmacy	3.02
Oceanography	3.07
Business	3.11
Liberal Arts	3.17
Home Economics	3.19
Agriculture	3.29
Education	3.42
Health and PE	3.45
ROTC	3.64

5. Comparisons by frequency of attendance

- a) range was 2.62 - 3.12
- b) the higher the frequency of attendance, the higher the course evaluation

6. Comparisons by expected grade

- a) range was 2.58 - 3.52
- b) the higher the grade, the higher the evaluation
- c) "audit" yielded the highest course evaluation

Graduate Analysis

1. n = approx. 1393
2. anova's yielded significant differences for:
 - a) expected grade
 - b) class status
 - c) college

4. Comparisons by college

- a) range was 2.52 - 3.69
- b) overall mean was 3.22
- c) mean scores by college of enrollment:

<u>College</u>	<u>Mean Evaluation</u>
Liberal Arts	2.52
Business	2.90
Science	3.17
Engineering	3.17
Health and PE	3.34
Education	3.37
Agriculture	3.53
Home Economics	3.69

5. Comparisons by expected grade

- a) range was 2.51 - 3.51
- b) the higher the grade, the higher the evaluation
- c) "audit" yielded the highest course evaluation

6. Comparisons by class status

- a) range was 2.95 - 3.78
- b) "juniors" provided the highest course evaluation
- c) "seniors" provided the lowest course evaluation

Overall Summary of Data/Findings

1. Required vs. Elective Courses

Although there were statistically significant differences between evaluations (in total and undergraduate data sets), such differences were not considered to be

meaningful:

a) Total Data Set:

1. range was 3.02 (required) - 3.22 (elective)
2. mean was 3.10

b) Undergraduate Data Set:

1. range was 3.04 (required) - 3.21 (elective)
2. mean was 3.10

c) Graduate Data Set:

1. range was 3.18 (required) - 3.24 (elective)
2. mean was 3.21

2. Expected Grade

In contrast to most investigations performed across the nation, there was a statistical and meaningful difference in evaluations based upon the expected grade of the evaluator. The higher the expected grade, the higher was the course evaluation:

a) Total Data Set:

1. range was 2.59 - 3.52
2. mean was 3.10

b) Undergraduate Data Set:

1. range was 2.58 - 3.52
2. mean was 3.10

c) Graduate Data Set:

1. range was 2.51 - 3.51
2. mean was 3.20

3. Class Status

Although statistically significant differences were found between the evaluations made by students with different class standings, only those differences within the graduate data set were considered to be meaningful. However, it is important to note that undergraduate students enrolled in graduate courses were included in

the graduate data set. Consequently, it does not appear that there is a meaningful difference in evaluations related to the students' class standing:

a) Total Data Set:

1. range was 3.06 - 3.22

2. mean was 3.10

b) Undergraduate Data Set:

1. range was 3.05 - 3.23

2. mean was 3.09

c) Graduate Data Set:

1. range was 2.95 - 3.78

2. mean was 3.21

4. Academic Major (Was course in major?)

Although there were statistically significant differences in evaluations (in the total and undergraduate data sets) with respect to whether the course was in one's major, none of the differences can be considered to be very meaningful:

a) Total Data Set:

1. range was 3.08 (in major) - 3.12 (not major)

2. mean was 3.10

b) Undergraduate Data Set:

1. range was 3.07 (in major) - 3.12 (not major)

2. mean was 3.09

c) Graduate Data Set:

1. range was 3.19 (in major) - 3.14 (not major)

5. Frequency of Class Attendance

There were statistical and meaningful differences between course evaluations based upon students' level of attendance. However, these findings do not apply to the graduate data set. Thus, it appears that course evaluations are related to class attendance among undergraduate students. In general, the higher the level

of attendance, the higher the course evaluation:

a) Total Data Set:

1. range was 2.64 - 3.12

2. mean was 3.10

b) Undergraduate Data Set:

1. range was 2.62 - 3.12

2. mean was 3.10

c) Graduate Data Set:

1. range was 3.03 - 3.67

2. mean was 3.21

6. Overall Grade Point Average

Although statistically significant differences were found in the total and undergraduate data sets, there does not appear to be a meaningful relationship between course evaluations and the students' grade point averages:

a) Total Data Set:

1. range was 3.07 - 3.15

2. mean was 3.10

b) Undergraduate Data Set:

1. range was 3.07 - 3.15

2. mean was 3.09

c) Graduate Data Set:

1. range was 2.83 - 3.25

2. mean was 3.20

7. Gender of Student

Although there were statistically significant differences between male and female evaluations (in the total and undergraduate data sets), these differences were very small and should not be considered to be meaningful. Contrary to popular belief, there does not appear to be a meaningful difference between the evaluations provided by males and females:

a) Total Data Set:

1. range was 3.06 (males) - 3.16 (females)
2. mean was 3.10

b) Undergraduate Data Set:

1. range was 3.05 (males) - 3.15 (females)
2. mean was 3.09

c) Graduate Data Set:

1. range was 3.20 (males) - 3.28 (females)
2. mean was 3.22

8. Class Size

A statistically significant relationship was found between course evaluations and class size (in the total and undergraduate data sets). However, in each case, differences were quite small and most likely the result of large sample sizes. In short, contrary to popular belief, there was no meaningful relationship between evaluations and class size:

a) Total Data Set:

1. range was 2.97 - 3.19
2. mean was 3.10

b) Undergraduate Data Set:

1. range was 2.96 - 3.18
2. mean was 3.09

c) Graduate Data Set:

1. range was 3.13 - 3.22
2. mean was 3.20

9. College Enrollment

Statistically significant and meaningful differences were found among the evaluations with respect to academic college. Such differences were found in all data sets:

a) Total Data Set:

1. range was 2.89 - 3.64

2. mean was 3.10

b) Undergraduate Data Set:

1. range was 2.86 - 3.64

2. mean was 3.10

c) Graduate Data Set:

1. range was 2.52 - 3.69

2. mean was 3.22

10. Course Level

Although statistically significant differences were found among evaluations when courses were grouped by level, none of these differences were considered to be meaningful:

a) Total Data Set:

1. range was 3.07 - 3.20

2. mean was 3.10

b) Undergraduate Data Set:

1. range was 3.07 - 3.13

2. mean was 3.09

c) Graduate Data Set:

Since all graduate courses were considered to be 500 level or higher, statistical comparisons could not be made.

Course Evaluations Spring, 1989

The following is a summary of the most salient aspects of the course evaluation data for the Spring Term, 1989:

Overall Analysis

1. n = approx. 23,870
2. all Anova's yielded significant differences
3. Other than "by college" and "expected grade" comparisons, all significant differences were < 0.3 on a 5 point scale. Only those mean differences of 0.5 or higher were considered to be meaningful.
4. Comparisons by college
 - a) range was 2.99 - 3.59
 - b) overall mean was 3.15
 - c) mean scores by college of enrollment:

<u>College</u>	<u>Mean Evaluation</u>
Engineering	2.99
Forestry	3.06
Pharmacy	3.06
Business	3.06
Science	3.10
Home Economics	3.11
Oceanography	3.18
Agriculture	3.20
Liberal Arts	3.25
Education	3.48
Health and PE	3.51
ROTC	3.59

5. Comparisons by expected grade
 - a) range was 2.54 - 3.47
 - b) the higher the grade, the higher the evaluation
 - c) "audit" yielded the highest course evaluation

Undergraduate Analysis

1. n = approx. 22,508

2. all ANOVA's yielded significant differences
3. Other than "by college" and "expected grade" comparisons, all significant differences were < 0.4 on a 5 point scale. Only those mean differences of 0.5 or higher were considered to be meaningful.
4. Comparisons by college
 - a) range was 2.97 - 3.59
 - b) overall mean was 3.15
 - c) mean scores by college of enrollment:

<u>College</u>	<u>Mean Evaluation</u>
Engineering	2.97
Business	3.06
Forestry	3.06
Pharmacy	3.06
Home Economics	3.09
Science	3.10
Agriculture	3.17
Oceanography	3.18
Liberal Arts	3.25
Health and PE	3.51
Education	3.52
ROTC	3.59

5. Comparisons by expected grade
 - a) range was 2.24 - 3.48
 - b) the higher the grade, the higher the evaluation
 - c) "audit" yielded the highest course evaluation

Graduate Analysis

1. $n = \text{approx. } 1332$
2. Anova's yielded significant differences for:
 - a) expected grade
 - b) class status
 - c) class size
 - d) college
3. Other than "by college" and "expected grade" comparisons, significant differences were < 0.4 on a 5 point scale. Only those mean differences of 0.5 or higher were considered to be meaningful.

4. Comparisons by college

- a) range was 3.03 - 3.58
- b) overall mean was 3.24
- c) mean scores by college of enrollment:

<u>College</u>	<u>Mean Evaluation</u>
Health and PE	3.03
Business	3.12
Science	3.13
Engineering	3.21
Agriculture	3.36
Education	3.41
Home Economics	3.58

5. Comparisons by expected grade

- a) range was 2.75 - 3.50
- b) the higher the grade, the higher the evaluation
- c) "E" yielded the highest course evaluation, followed by "audit"

Overall Summary of Data/Findings

1. Required vs. Elective Courses

Although there were statistically significant differences between evaluations (in total and undergraduate data sets), such differences were not considered to be meaningful:

a) Total Data Set:

- 1. range was 3.11 (required) - 3.24 (elective)
- 2. mean was 3.15

b) Undergraduate Data Set:

- 1. range was 3.11 (required) - 3.25 (elective)
- 2. mean was 3.15

c) Graduate Data Set:

- 1. range was 3.20 (elective) - 3.27 (required)

2. mean was 3.24

2. Expected Grade

In contrast to most investigations performed across the nation, there was a statistical and meaningful difference in evaluations based upon the expected grade of the evaluator. The higher the expected grade, the higher was the course evaluation:

a) Total Data Set:

1. range was 2.54 - 3.47

2. mean was 3.15

b) Undergraduate Data Set:

1. range was 2.24 - 3.48

2. mean was 3.15

c) Graduate Data Set:

1. range was 2.75 - 3.50

2. mean was 3.24

3. Class Status

Although statistically significant differences were found between the evaluations made by students with different class standings, none of these differences were considered to be meaningful. It does not appear that there is a meaningful difference in course evaluations related to students' class standing:

a) Total Data Set:

1. range was 3.10 - 3.27

2. mean was 3.15

b) Undergraduate Data Set:

1. range was 3.10 - 3.32

2. mean was 3.15

c) Graduate Data Set:

1. range was 3.03 - 3.26

2. mean was 3.24

4. Academic Major (Was course in major?)

Although there were statistically significant differences in evaluations (in total and undergraduate data sets) with respect to whether the course was in one's major, none of the differences can be considered to be very meaningful:

a) Total Data Set:

1. range was 3.14 (major) - 3.18 (not major)
2. mean was 3.15

b) Undergraduate Data Set:

1. range was 3.13 (major) - 3.17 (not major)
2. mean was 3.15

c) Graduate Data Set:

1. range was 3.23 (not major) - 3.25 (major)
2. mean was 3.25

5. Frequency of Class Attendance

Although there were statistically significant differences between course evaluations with respect to students' level of attendance (in the total and undergraduate data sets), these differences were too small to be meaningful. Therefore, it appears that there is no meaningful relationship between course evaluations and attendance patterns:

a) Total Data Set:

1. range was 2.81 - 3.17
2. mean was 3.15

b) Undergraduate Data Set:

1. range was 2.81 - 3.17
2. mean was 3.15

c) Graduate Data Set:

1. range was 3.05 - 3.50
2. mean was 3.24

6. Overall Grade Point Average:

Although statistically significant differences were found in the total and undergraduate data sets, there does not appear to be a meaningful relationship between course evaluations and students' grade point averages:

a) Total Data Set:

1. range was 3.12 - 3.20
2. mean was 3.15

b) Undergraduate Data Set:

1. range was 3.12 - 3.19
2. mean was 3.15

c) Graduate Data Set:

1. range was 3.05 - 3.81
2. mean was 3.23

7. Gender of Student

There were statistically significant differences between male and female evaluations in the total and undergraduate data sets. However, these differences were extremely small in magnitude and should not be considered to be meaningful. Contrary to popular belief, there does not appear to be a meaningful relationship between course evaluations and gender of students:

a) Total Data Set:

1. range was 3.12 (male) - 3.19 (female)
2. mean was 3.15

b) Undergraduate Data Set:

1. range was 3.12 (male) - 3.19 (female)
2. mean was 3.15

c) Graduate Data Set:

1. range was 3.23 (male) - 3.27 (female)
2. mean was 3.25

8. Class Size

Statistically significant relationships were found between course evaluations and class size in each of the data sets. However, in each case, differences were quite small and significance was most likely the result of large sample sizes. Contrary to popular belief, there was no meaningful relationship between evaluations and class size:

a) Total Data Set:

1. range was 3.11 - 3.19
2. mean was 3.15

b) Undergraduate Data Set:

1. range was 3.10 - 3.18
2. mean was 3.15

c) Graduate Data Set:

1. range was 3.02 - 3.26
2. mean was 3.23

9. College Enrollment

Statistically significant and meaningful differences were found among the evaluations with respect to academic college. Such differences were found in all three data and it is clear that there is a relationship between course evaluations and academic college :

a) Total Data Set:

1. range was 2.99 - 3.59
2. mean was 3.15

b) Undergraduate Data Set:

1. range was 2.97 - 3.59
2. mean was 3.15

c) Graduate Data Set:

1. range was 3.03 - 3.58
2. mean was 3.24

10. Course Level:

Although statistically significant differences were found among evaluations when courses were grouped by level, none of the differences were of a magnitude which was meaningful. There does not appear to be a meaningful relationship between course level and course evaluation:

a) Total Data Set:

1. range was 3.09 - 3.23

2. mean was 3.15

b) Undergraduate Data Set:

1. range was 3.10 - 3.19

2. mean was 3.15

c) Graduate Data Set:

Since graduate courses were considered to be 500 level or higher, statistical comparisons were not possible.

Some Preliminary Committee Observations

1. There is a wide discrepancy between the number of students completing evaluation forms in Winter and Spring Terms (i.e., approx. 10,000). In addition, the noted differences based on School of Enrollment may be the result of a lack of uniformity, concerning the evaluation process, among the various schools. If comparisons are to be made "across campus," it is critical that the process of evaluation be standardized with respect to:
 - a) frequency of evaluation in each course
 - b) time at which evaluation form is administered
 - c) procedures (e.g., is professor in room during the evaluation process?)
2. Given the discrepancies between graduate and undergraduate evaluations, it may be useful to consider the composition of each faculty member's teaching load. For example, overall evaluations may differ based upon whether the faculty member teaches only graduate courses, undergraduate courses, or some combination.
3. The most accurate use of the evaluation form may be with respect to the same individual over time. For example, it may be valuable to note any trends within the same individual's evaluations term-to-term or year-to-year.
4. The following statistical comparisons may provide useful information:
 - a) number of courses taught - The amount of preparation time and the number of lesson preparations which an instructor must make may significantly affect instruction and, consequently, course evaluations.
 - b) gender of instructor - There is some empirical evidence that female instructors are rated lower than male instructors (overall and in specific subject areas). This data will be collected beginning Fall, 1989.

REPORTS TO THE FACULTY SENATE

Thursday, February 1, 1990; 3:00 pm - 5:00 pm
LaSells Stewart Center

AGENDA

The agenda for the February Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the January Senate meeting, as published and distributed to the faculty.

A. SPECIAL REPORTS

1. Myles Brand, University of Oregon President, will be our special guest. Dr. Brand will join us to discuss issues of mutual concern to U of O and OSU. These will include funding for Higher Education, faculty salaries, programs in the Portland area and opportunities for joint educational, research and service initiatives.
2. Dutch Baughman, Senior Associate Athletic Director, will report on recent and impending changes in the Athletic Department including personnel actions, the impacts of the recent NCAA meetings, the Department's long-range plan, budgets, etc.

B. INFORMATION ITEMS

1. Attached are recently amended and adopted Oregon Administrative Rules concerning the Sabbatical Leave Policy. (pp. 1 - 11)
2. Attached is the "Guide to Oregon State University Faculty Grievance Procedures" and procedures recently adopted by the Grievance Committee concerning "Submission of Documentary Evidence and Exhibits by Parties Involved in a Grievance." (pp. 12 - 17)

C. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Provost & Vice President for Academic Affairs.

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

E. NEW BUSINESS



1.
RECEIVED JAN 11 1990

December 6, 1989

Secretary of State's Office
Administrative Rules Division
143 Capitol Building
Salem, OR 97310

ATTN: Dorothy Horton

Enclosed is a report of action by the Oregon State Board of Higher Education at its meeting on November 16, 1989. It relates to the amendment of OAR 580-21-200 through 580-21-240 and the adoption of OAR 580-21-245, all relating to Sabbatical Leave Policy.

Sincerely,

A handwritten signature in cursive script that reads "Wilma L. Foster".

Wilma L. Foster
Secretary of the Board

Enc.
cc: Legislative Counsel

**CERTIFICATE AND ORDER
FOR FILING
PERMANENT
ADMINISTRATIVE RULES WITH THE SECRETARY OF STATE**

I HEREBY CERTIFY that the attached copy is a true, full and correct copy of PERMANENT rule(s) adopted on November 16, 1989
(Date)

the Oregon State Board of Higher Education
(Department) (Division)

become effective January 1, 1990
(Date)

The within matter having come before the Oregon State Board of Higher Education after
(Department) (Division)

procedures having been in the required form and conducted in accordance with applicable statutes and rules and being fully advised in the premises:

Notice of Intended Action published in Secretary of State's Bulletin: NO ☐ YES ☒ Date Published: October 15, 1989

NOW THEREFORE, IT IS HEREBY ORDERED THAT the following action be taken: (List Rule Number(s) or Rule Title(s) on Appropriate Lines Below)

opted:
New Total Rules)

OAR 580-21-245 -- Relating to Sabbatical Leave Policy

ended:
Existing Rules)

OAR 580-21-200 through 580-21-240 -- relating to Sabbatical Leave Policy

pealed:
Total Rules Only)

Administrative Rules of the Oregon State Department of Higher Education
(Department) (Division)

DATED this 6th day of December, 19 89

By:

Wilma L. Foster
(Authorized Signer)

Title: Secretary of the Board

Statutory Authority: ORS ORS 351.070 or

Chapter(s) _____, Oregon Laws 19 _____ or

House Bill(s) _____, 19 _____ Legislature; or Senate Bill(s) _____, 19 _____ Legislature

Subject Matter: The amended rules and the new rule set forth the sabbatical leave policy for staff members in the institutions of the Department of Higher Education

For Further Information Contact: Wilma L. Foster

(Rule Coordinator)

Phone: Eugene 686-5796

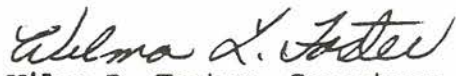
BEFORE THE STATE BOARD OF HIGHER EDUCATION
OF THE STATE OF OREGON

In the Matter of the Proposed)
Amendment of OAR 580-21-200 through)
580-21-240 and adoption of)
OAR 580-21-245, all relating to)
Sabbatical Leave Policy)

Statutory Authority
Statement of Need
Principal Documents Relied Upon
Statement of Fiscal Impact

1. Citation of Statutory Authority: ORS 351.070 authorizes the State Board of Higher Education to administer the institutions under its jurisdiction.
2. Need for the Rule: It is necessary to modify existing rules in order to facilitate various problem areas of administration of the current rules and to allow for consistent interpretation and administration of the rules on sabbatical leave. The amendments also will delegate the approval of sabbatical leaves to the institutions from the Chancellor. The new rule will provide that the policy on sabbatical leaves should be uniform for all department institutions insofar as possible.
3. Documents Relied Upon: Existing OAR 580-21-200 through 580-21-240.
4. Fiscal Impact: The fiscal impact will result in only minor adjustments because the salary percentages and length of sabbatical leave have not been modified.

Dated: October 5, 1989


Wilma L. Foster, Secretary
Oregon State Board of Higher
Education

Sabbatical Leave

Purposes of Sabbatical Leave

580-21-200 [(1)] Sabbatical leave is granted to ~~[staff members of]~~ unclassified employees having academic rank for purposes of research, writing, advanced study, travel undertaken for observation and study of conditions in our own or in other countries affecting the applicant's field or related scholarly or professional activities. ~~[Since s]~~ Sabbatical leave is a privilege and not a right~~[, i]~~. It is granted only when it can be shown that the applicant is capable of using this period in a manner which will ~~[provide greater service]~~ thereafter increase the applicant's effectiveness to the institution and to the state.

~~[(2) The policy on sabbatical leaves shall be uniform for all Department institutions insofar as possible.]~~

Eligibility for Sabbatical Leave

580-21-205 (1) ~~[An academic staff may be considered for sabbatical leave only after having been continuously employed in the Department of Higher Education at half time or more for six academic or fiscal years at the rank of instructor or above.]~~ An unclassified employee appointed at .5 FTE or more, with the rank of Senior Instructor, Assistant Professor, Associate Professor, Professor, Research Associate, or Senior Research Associate may be considered for sabbatical leave:

(a) After having been continuously appointed without interruption by a sabbatical leave for eighteen (18) academic quarters (excluding Summer Session) or, in the case of twelve-month faculty, seventy-two (72) months; or

(b) After having accumulated the equivalent of 6.0 FTE years over an indefinite period of nine-month or twelve-month appointments uninterrupted by a sabbatical leave.

(c) Prior service at the ranks of Instructor, Lecturer or Research Assistant, when leading to a promotion to a higher rank, may be considered by an institution president as part of the period of accumulated service for the purposes of the time requirement for sabbatical eligibility.

(2) A series of ~~[annual]~~ appointments shall be considered continuous whether or not interrupted by one or more authorized leaves of absence other than a sabbatical leave. A one-year period of appointment at less than .5 FTE will count as a period of accumulated service for purposes of the time requirement for sabbatical eligibility. ~~[However, a]~~ An authorized leave of absence ~~[does]~~ will not ~~[count as a year of service for purposes of the six year requirement for sabbatical eligibility, nor does it]~~ prejudice the staff member's ~~[right to consideration]~~ eligibility for sabbatical leave. Academic staff members ~~[employed on academic year appointments]~~ may be considered for subsequent sabbatical leaves after ~~[completing six years of continuous service following return from the last sabbatical leave.]~~ again satisfying the conditions specified in 580-21-205(1)(a) or (b). ~~[Academic staff members employed on a twelve month~~

~~appointment may be considered for a second or subsequent sabbatical (limited to four months) after four and one half years of continuous service following return from the last sabbatical leave; or, in the alternative, may be considered for any one of the three types of sabbatical leave listed in rule 580-21-230 after six years of continuous service following return from the last sabbatical leave.]~~

Cases involving mixed terms of service [~~or other irregular conditions~~] may be adjusted by [~~administrative officers~~] the institutional president or the president's designee, in accordance with the principles set forth in this [~~division~~] rule.

(3) For institutional convenience, and at the initiative and sole discretion of the institution, a sabbatical leave may be delayed by up to two years. In such instances, the academic staff member will become eligible for a succeeding sabbatical leave after an equivalently reduced period of years. This subsection applies to a maximum of fourteen (14) consecutive years, covering two possible sabbatical leaves. The same agreement may be negotiated, again for institutional convenience, in subsequent fourteen-year periods.

[~~(2)~~] (4) Sabbatical leave privileges may be granted to [~~staff members~~] unclassified employees in special positions of responsibility and trust, even though [~~those staff members~~] they do not hold academic rank. Eligibility for this class of employees will be determined in the manner described in 580-21-205(1). Recommendations for sabbatical leave for [~~persons~~] the above-referenced unclassified staff members not otherwise qualified may be made in exceptional cases only at the discretion of [~~individual~~] institution Presidents.

~~[(3)]~~ (5) For purposes of determining eligibility for sabbatical leave, time spent ~~[by a staff member]~~ on an authorized military leave from a Department institution shall be considered as institutional service ~~[, with the understanding that during the military leave the staff member is considered to have the same academic rank held at the commencement of the leave].~~

~~[(4)]~~ (6) Salary received by an academic staff member during a sabbatical ~~[leave will]~~ shall be calculated as follows:

(a) Salary under OAR 580-21-205(1)(a) shall be a percentage (determined by OAR 580-21-225 or 580-21-230) of the academic staff member's annual rate multiplied by the average FTE at which the academic staff member was appointed during the [eligibility] 6.0 FTE years immediately [preceding] prior to the sabbatical leave. Presidents shall have the authority and discretion to interpret special circumstances in this regard. For purposes of [this rule] OAR 580-21-205(6)(a), eligibility years are the [years] eighteen (18) academic quarters (excluding Summer Session) or in the case of twelve-month faculty, seventy-two (72) months of continuous employment at half-time or more that result in the academic staff member's eligibility for sabbatical leave under OAR 580-21-205(1)(a).

(b) Salary under OAR 580-21-205(1)(b) shall be a percentage (determined by OAR 580-21-225 or 580-21-230) of the academic staff member's annual rate in effect at the time the sabbatical leave begins.

(c) If during the period of sabbatical leave the institution allocates salary increases to its academic staff members, the annual rate of the academic staff member on sabbatical leave will be increased by the appropriate amount effective on the date that the salary increase was granted.

Approval and Revisions of Sabbatical Leave Agreements

580-21-210 (1) Sabbatical leave shall be granted only if approved by the President [~~and the Chancellor~~] or designee.

(2) Revision of the sabbatical leave program or other terms and conditions of the agreement shall be approved by all parties to the original agreement.

Sabbatical Leave Reports

580-21-215 [~~During the period of sabbatical leave the staff member shall inform the President in writing if any change is made in the program for sabbatical leave as outlined in the application.~~]

(1) At the end of the sabbatical leave, the staff member shall submit a report of the accomplishments and benefits resulting from the leave, filing copies with the Department Head, the Dean, and the President.

(2) Institutional presidents shall submit an annual report describing sabbatical leave activity in the manner required.

Obligation to Return

580-21-220 Each academic staff member in applying for sabbatical leave shall sign an agreement to return to the institution for a period of at least one year's service on completion of the leave. If an academic staff member fails to fulfill this obligation, the academic staff member shall repay the full salary paid during the leave plus the health care and retirement contribution paid by the institution on behalf of the academic staff member during the leave. This amount is due and payable three months following the date designated in the sabbatical agreement for the faculty member to return to the institution.

Length of Leave for Academic Year Staff

580-21-225 Staff members employed on an academic year basis are eligible for one of the following types of leave:

- (1) Academic year staff other than the University of Oregon School of Law faculty;
 - (a) One academic year (three terms) on 60% salary during the period of sabbatical leave;
 - (b) Two-thirds of an academic year (two terms) on 75% salary during the period of sabbatical leave;
 - (c) One-third of an academic year (one term) on 85% salary during the period of sabbatical leave.
- (2) Academic year staff at the University of Oregon School of Law:

(a) One academic year (two semesters) on 50% salary during the period of sabbatical leave;

(b) One-half academic year (one semester) on 100% salary during the period of sabbatical leave.

Length of Leave for Fiscal Year Staff

580-21-230 Staff members employed on a fiscal-year basis are eligible for one of the following types of leave:

(1) One year (twelve months) on 60% salary during the period of sabbatical leave;

(2) Two-thirds of a year (eight months) on 75% salary during the period of sabbatical leave;

(3) One-third of a year (four months) on 85% salary during the period of sabbatical leave.

Cost of Sabbatical Leaves

580-21-235 The cost of granting sabbatical leaves shall be financed within the funds allotted to the institutions.

Supplementing of Sabbatical Incomes

580-21-240 Staff members on sabbatical leave may supplement their sabbatical salaries to a reasonable degree, provided that such supplementation [~~does not interfere with the objectives of the sabbatical leave.~~] strictly conforms to the stated and approved purposes of the sabbatical leave.

Policy Regarding Sabbatical Leave

[~~580-21-200(2)~~] 580-21-245 The policy on sabbatical leaves shall be uniform for all department institutions insofar as possible.

Guide to Oregon State University
Faculty Grievance Procedure

Any faculty member who believes he/she was wronged in connection with compensation, tenure, promotion, and/or other conditions of employment, or that his or her rights of reappointment were denied, may utilize the grievance procedure. "Other conditions of employment" shall include, but not be limited to, violations of academic freedom; nondiscriminatory employment practices and discriminatory employment practices including sexual harassment; and laws, rules, policies, and procedures under which Oregon State University operates.

There are both formal and informal grievance channels available to a faculty member. A faculty member considering a grievance action should obtain a copy of the formal Faculty Grievance Procedure from the office of the Faculty Senate. This paper is intended to clarify some of the more critical elements of the procedure and to assist faculty in developing an effective grievance case.

- Prior to filing a formal grievance a faculty member is encouraged to discuss the grievance with his or her supervisor.
- The Affirmative Action office will investigate, if requested, any allegation of discrimination or sexual harassment.
- The Faculty Mediation Committee may be requested to convene and attempt to resolve all other grievances, including those

claims of discrimination the Affirmative Action office determines not to be valid. The office of the Faculty Senate can assist a faculty member to contact the Faculty Mediation Committee.

- Informal grievance procedures need not be followed before filing a formal written grievance - except that a faculty member must notify the Affirmative Action Office of all claims of unlawful discrimination, including sexual harassment, before filing a written complaint.
- A faculty member considering a grievance may discuss appropriate procedures with the Chair of the Faculty Grievance Committee.
- Disciplinary sanctions are not subject to any grievance procedure.

Formal Procedures

- If a faculty member elects to bypass informal procedures, or if informal procedures do not result in satisfaction to the faculty member, a formal written grievance may be filed. This grievance should be filed with the Dean, Director, or Vice-President in charge of the Administrative unit, except where the grievant is an department chair, in which case the grievance is filed with the Provost and Vice-President for Academic Affairs.
- Faculty members deciding to file a formal grievance may wish to consider consulting legal counsel. Counsel is not

required, but may be useful (1) if the grievance centers on questions of law and/or (2) if the grievant would like assistance in preparation of the written grievance and appearance at a possible grievance hearing.

- The written grievance should have three elements:

- A - the date and nature of the act or omission which gave rise to the grievance,
- B - any law, rule, policy, or procedure alleged to have been violated or misapplied, and
- C - the remedy requested by the grievant.

Written material submitted as an attachment to the formal grievance should be limited. Any attachment would have to be offered into evidence at the preliminary meeting.

- If the decision by the recipient of the formal grievance is not satisfactory, the faculty member has two further options:

- A - to appeal to the Faculty Grievance Committee or
- B - to appeal directly to the President.

- If the faculty member elects to appeal to the Faculty Grievance Committee, he or she should send the written grievance to the Chair of the Faculty Grievance Committee. This written grievance should contain the same elements as the initial grievance to the administrative supervisor, plus a copy of the reply to the grievance by the administrative supervisor. Again, no supplemental written materials should be submitted.

- Upon receipt of the written grievance, the Faculty Grievance Committee will schedule a hearing. Generally, the hearing will be limited to three hours, although the committee may continue the hearing if necessary.
- Prior to the hearing, a meeting will be scheduled at which the grievant and/or his/her representative (who may be legal counsel), the person to whom the grievance is directed (and/or his/her representative), a legal advisor to the FGC, and the Chair with one or more members of the Faculty Grievance Committee will attend. This meeting is to review written submissions for the official record of the hearing. Procedures relating to this meeting and to the written submissions are outlined in a separate document available at the office of the Faculty Senate.
- The Faculty Grievance Committee's recommendation to the President, following the hearing, must be based only upon evidence presented at the hearing. The written record developed at the pre-hearing meeting will be considered as evidence at the hearing and in Committee deliberations.
- It is important to an effective grievance that the evidence presented in the record be carefully determined, clearly identified, and relevant to the allegations made in the formal grievance. Specific evidence to support each specific element of the grievance is desirable.
- If a grievant had previously utilized the Faculty Mediation Committee but elected to pursue a formal grievance, he/she may

not introduce evidence arising from decisions or actions of those parties. Also, the person whose action is being challenged may not introduce such evidence. Witnesses who testify at the hearing will not be permitted to testify about prior informal procedures, except to the extent that they did occur. The Faculty Grievance Committee hears a grievance de novo and also finds that informal procedures will be effective only if they remain as confidential as possible.

- If the grievant wishes a sound recording of the hearing, he or she must provide for it. The Faculty Grievance Committee neither records a hearing nor prepares a written transcript.
- At the hearing, the grievant should summarize the grievance, indicate evidence in the record that supports specific elements of the grievance, and introduce witnesses to speak to specific elements of the grievance and/or to clarify and reinforce evidence accepted into the record. Grievants are encouraged to present this summary in writing as well as orally.
- The grievant should expect members of the Faculty Grievance Committee to have read the record prior to the hearing. Thus, it should be neither necessary nor useful to expend valuable time in explaining all evidential entries in the record. Brief reiteration of the evidential support for specific allegations in the grievance is preferable. Members of the committee may question both parties about evidential entries when they have questions about meaning or relevance.

Procedures concerning submission of documentary evidence and exhibits by parties involved in a grievance.

1. Once the date of the grievance hearing has been set, the Chair of the Faculty Grievance Committee will set a meeting to determine the admissability of documents and exhibits into the hearing record.
2. This preliminary hearing meeting will be held at least 10 days prior to the date of the hearing.
3. Attending the meeting will be (a) the Chair and one or more members of the FGC, (b) each party and/or his/her representative, who may be legal counsel, and (c) a legal advisor designated by the FGC.
4. Parties to the grievance shall bring to the meeting one copy of all documentary evidence and exhibits that they wish to be included in the record of the hearing. Each party will have an opportunity to review the proposed submissions of the other party and to object to specific documents and/or exhibits. Those items either not objected to or objected to but ruled as admissable by the Chair of the FGC will be included in the official record of the hearing, subject to reversal by the FGC.
5. Following this preliminary meeting, each party will prepare six copies of all accepted documents/exhibits that he/she wishes to include in the official record of the hearing. A copy of all accepted documents will be given to each member of the FGC and to the other party involved in the grievance.
6. Copies of the accepted documents/exhibits will be given to FGC members and the other party at least five (5) days prior to the grievance hearing. Copies may be distributed in person, by campus mail, or by U.S. mail. Fax or electronic mail should not be utilized for this distribution.
7. If either party wishes to submit supplemental documents/exhibits following the preliminary hearing meeting, he/she should notify the Chair of the FGC of intent to submit supplemental documents/exhibits, and bring six (6) copies of all proposed supplemental items to the grievance hearing.
8. At the beginning of the grievance hearing and after the other party has had an opportunity to review the supplemental materials, the FGC will rule on their admissability.
9. It is not expected that submission of supplemental documents/exhibits following the preliminary meeting will be routine, nor that the number of documents so submitted will be large. The purpose of sections 7 and 8 above is to accommodate availability of relevant documents that were unknown or unavailable at the preliminary meeting.
10. Either party may submit documents at or immediately after the hearing to rebut testimony from the other party.

Adopted by Faculty
Grievance Committee
December, 1989

REPORTS TO THE FACULTY SENATE

Thursday, March 1, 1990; 3:00 pm - 5:00 pm
LaSells Stewart Center

AGENDA

The agenda for the March Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the February Senate meeting, as published and distributed to the faculty.

A. SPECIAL REPORTS

1. Thomas Bartlett, OSSHE Chancellor, will be our special guest. Dr. Bartlett will join us to discuss issues of emerging importance to Oregon Higher Education and OSU, including funding, Portland initiatives and Board personnel changes. He will also summarize the findings of the recent performance evaluation of President Byrne.
2. Interinstitutional Faculty Senate Report
John Dunn will report on the IFS meeting held February 2 and 3 in Eugene.

B. ACTION ITEMS

1. Attached are proposed changes to the Bylaws submitted by the Bylaws Committee. (pp. 1 - 2)
2. Attached is a memo and resolution from the Executive Committee regarding parking. (pp. 3 - 4)

C. INFORMATION ITEMS

1. Executive Office Response

Attached are Provost Spanier's responses to the Faculty Senate actions of January 11, 1990. (p. 5)

D. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Provost & Vice President for Academic Affairs.

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

F. NEW BUSINESS

Department of
Political Science



Social Science 307
Corvallis, OR 97331-6206

(503) 754-2811

February 20, 1990

Memorandum

To: Executive Committee of the Faculty Senate
Michael V. Martin, President

From: James C. Foster, Chair 
Faculty Senate Bylaws Committee

Re: Response to Committee Assignment

In a memorandum dated 20 November 1989 (see enclosed), Gary H. Tiedeman, immediate past President of the Faculty Senate, asked the Bylaws Committee to consider modifying the Faculty Senate Bylaws to remedy two situations.

We have met and discussed these situations. Our recommended modifications are as follows:

In response to assignment number 2, **Article IV, Sec. 1.** should be amended to read "The Faculty Senate shall consist of (a) elected members, (b) officers of the Senate, and (c) ex-officio members. **Article VI Sec. 1** should be amended to read "The officers of the Faculty Senate shall consist of the following: (a) Senate President, who has served as Senate President-Elect during the preceding term, and (b) Senate President-Elect, an elected member of the Faculty who is now or has been a Senator."

ARTICLE IV, SEC. 1

The Faculty Senate shall consist of (a) elected members ~~(b) officers of the Senate,~~ and (c) ex-officio members.

ARTICLE VI SEC. 1

The officers of the Faculty Senate shall consist of the following: (a) Senate President, ~~a member of the faculty Senate who has served as Senate President-Elect during the preceding term, and who, upon assuming the Presidency, becomes a member of the Senate for the duration of the position;~~ (b) Senate President-Elect, an elected member of the Faculty who is now or has been a Senator.

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107
February 20, 1990

MEMORANDUM

TO: OSU Faculty Senators

FROM: Executive Committee of the Faculty Senate *Mike*
Michael Martin, President, OSU Faculty Senate

RE: Attached Resolution to the University's Traffic Committee

As part of our on-going monitoring of activities on campus, the Faculty Senate Executive Committee requested a meeting with Professor Clarence Calder, Chairman of the University's Traffic Committee. The purpose of the meeting was to update the status of parking decisions and prospective future parking fee increases. During this meeting it came to our attention that there are a large number of parking spaces on campus which are being funded from user fees paid by faculty, staff and students, but which are being provided free to non-paying users. These spaces include those designated for Physical Plant vehicles, spaces being taken by cars checked out from the Motor Pool on a long-term basis, reserve spaces assigned to individuals and departments on campus and spaces being used by federal vehicles. We further discovered that we are one of the few campuses in the Pacific Northwest that provide this income transfer from fee payers to others who do not pay fees. The attached resolution addresses this issue.

vln
Attachment

PARKING ON OREGON STATE UNIVERSITY CAMPUS

WHEREAS all parking on campus is supported exclusively by user fees and fines...

WHEREAS the revenues for creating and maintaining parking spaces come from permit fees paid by faculty, staff and students, while enforcement is paid for by parking fines...

WHEREAS free access to reserved spaces and those spaces used by government vehicles on long term loan (over 48 hours) result in a loss of approximately \$20,000/year in potential permit fees which have to be made-up by those paying for permits...

WHEREAS, the cost of developing parking spaces for those not currently paying for parking spaces is estimated at a half million dollars...

BE IT RESOLVED that the Faculty Senate request the Traffic Committee and Administration require that all parking spaces in the central core be used only by individuals, departments, or agencies purchasing parking permits. This resolution does not change current practices relative to handicapped parking.

BE IT FURTHER RESOLVED that parking fees should be assessed in proportion to use.

PROVOST AND
VICE PRESIDENT FOR
ACADEMIC AFFAIRS

RECEIVED JAN 25 1990

Office of the Provost

January 24, 1990

MEMORANDUM

TO: Michael Martin, President, Faculty Senate

FROM: Graham B. Spanier *Graham Spanier*
Provost and Vice President for Academic Affairs

RE: Faculty Senate Actions of January 11, 1990 as
Pertinent to Executive Office



OREGON
STATE
UNIVERSITY

Administrative Services
A624
Corvallis, Oregon
97331-2128

1. The OSU-Kiev Polytechnic Exchange Program proposal is approved.

2. The proposal to change the name of the Management Science Department to "Information Systems and Decision Sciences" will be forwarded to the Chancellor's Office following further consultation with the University of Oregon. We wish to assure ourselves that such a name change would not conflict with their related efforts.

GBS/nrh

c: John Byrne
D.S. Fullerton

503-737-2111

Fax

503-737-2400

International Education



Snell Hall 444
Corvallis, OR 97331-1642

(503) 737-3006
FAX: (503) 737-3447

February 15, 1990

TO: Faculty Senators

FROM: Subcommittee of the Executive Committee of the Faculty Senate: Bill Smart, Chair; Doug Brodie; Henry Sayre

RE: Nomination for 1990 D. Curtis Mumford Faculty Service Award

The Executive Committee and its subcommittee recommend that the Senate confirm THURSTON DOLER, Professor Emeritus of Speech Communications, as the 1990 recipient of the D. Curtis Mumford Faculty Service Award.

Dr. Thurston Doler has served the faculty of Oregon State University in many capacities on campus and state-wide. He is certainly well known and respected for keeping the Faculty Senate and the Faculty Senate Office running smoothly from its formative years to now. He lent the organization a sense of continuity and direction on a year-to-year basis and a day-to-day basis. Long recognized as an authority on Robert's Rules, he served as Parliamentarian from 1972-77, 1984-86, and 1988 to present and as Executive Secretary from 1978 to 1988. Throughout his tenure as a senator from 1977 to 1983, he served on numerous committees, drafted by-laws, and encouraged his peers to serve on committees. An articulate advocate for a collegial environment and for faculty rights, governance, and salaries and benefits, Dr. Doler was selected by his peers as the Faculty Senate President for the 1988 year.

Dr. Doler went on to pursue the agenda of faculty concerns at a higher level, working cooperatively with OSSHE faculty, Oregon legislators, legislative lobbyists, and political figures for the good of Oregon faculty members. His tireless advocacy of faculty rights and responsibilities were evident in his efforts as the OSU representative to the Interinstitutional Faculty Senate from 1980 to 1983 and his role as chairman of the IFS in 1982. Subsequently he provided invaluable leadership in another state-

wide capacity as one of the founding members and as the President of the Association of Oregon Faculties from 1984 to 1986. He worked tirelessly in meetings and behind the scenes to achieve a consensus and to put forward a united, effective front to the State System and the State Legislature.

The quality and import of his service to the OSU faculty can be found in a supporting letter from six past Presidents of the Faculty Senate: "He was a consensus builder. Thurston made one feel good about joining him in service to the University. Whether working with students or Student Lobby, with Triad, or Model UN, with University Cabinet or CLA policy, Thurston brought to each activity a loyalty to OSU and concern for the well-being of the University. No area of faculty governance escaped his concern or involvement."

Because of his extraordinary dedication to faculty affairs and his long, unselfish service to the faculties of Oregon State University and his colleagues in the State System, we are pleased to present to the Senate this recommendation that Dr. Thurston Doler be selected as the 1990 D. Curtis Mumford Faculty Service Award.

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107
February 22, 1990

MEMORANDUM

TO: Faculty Senators

FROM: Executive Committee of the Faculty Senate *Mike*
Michael Martin, President, OSU Faculty Senate

yes - ~~58~~
61
No - 2

B A L L O T

D. CURTIS MUMFORD FACULTY SERVICE AWARD

The Faculty Senate Executive Committee upon a review and recommendation from an Executive Committee subcommittee (Doug Brodie, Henry Sayre, and Bill Smart) is nominating Thurston Doler for this important award. The subcommittee's recommendation voted that over the years Thurston has affectively devoted untold hours and considerable energies to faculty governance (see attached biographical information).

Because Thurston regularly attends our Senate meetings, we have decided to seek your response to this nomination via mail. Please indicate your vote on this nomination.

_____ I support this nomination for the Mumford Award

_____ I oppose this nomination for the Mumford Award

RETURN THIS BALLOT VIA CAMPUS MAIL TO THE FACULTY SENATE OFFICE
BY FEBRUARY 28, 1990.

BYLAWS BALLOT

3/1/90

Article IV, Sec. 1 and Article VI Sec. 1

_____ I support the proposed amendments regarding Senate membership for the Senate President-Elect.

_____ I oppose the proposed amendments regarding Senate membership for the Senate President-Elect.

ARTICLE IV, SEC. 1

The Faculty Senate shall consist of (a) elected members (b) ~~officers of the Senate,~~ and (c) ex-officio members.

ARTICLE VI SEC. 1

The officers of the Faculty Senate shall consist of the following:
(a) Senate President, ~~a member of the faculty Senate who has served as Senate President-Elect during the preceding term, and who, upon assuming the Presidency, becomes a member of the Senate for the duration of the position;~~ (b) Senate President-Elect, an elected member of the Faculty who is now or has been a Senator.

REPORTS TO THE FACULTY SENATE

Thursday, April 5, 1990

3:00 pm - 5:00 pm

MU FORUM

AGENDA

The agenda for the April Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the March Senate meeting, as published and distributed to the faculty.

A. SPECIAL REPORTS

1. Ed Coate, Vice President for Finance and Administration, will update us on a variety of topics including: The new phone system, centralized travel, privatization of campus services, the University's financial situation, the Campus Plan, etc.
2. Bob Barr, College of Education Dean, will outline the forthcoming Category I proposal aimed at creating a fifth year Masters of Arts in Teaching (MAT) program in the College of Education. (4:30 pm)

B. ACTION ITEMS

1. Standing Rules Revision - Attached are revised Standing Rules for the following committees: Academic Deficiencies, Administrative Appointments, Curriculum Council and Faculty Recognition and Awards. (pp. 1 - 8)
2. Bylaws Revision - Attached are proposed changes to the Bylaws submitted by the Bylaws Committee. (pp. 9 - 10)

C. INFORMATION ITEMS

1. Executive Office Response

Attached is Provost Spanier's response to the Faculty Senate actions of March 1, 1990. (p. 11)

2. Faculty Panels for Hearing Committees

The Executive Committee is beginning the preparations for selection of a new Faculty Panel to replace the Panel retiring June 30, 1990. Senators will receive a nomination ballot and voting will take place at the June Senate meeting.

3. Faculty Senate Committee/Council Volunteers Sought

A Volunteer Form for indicating willingness to serve on University and Faculty Senate committees and councils will be distributed soon to all faculty.

During the month of May, the Executive Committee makes new appointments to the committees and councils of the Faculty Senate. Since a major portion of the Senate's work is done through its committees, we urge Senators to volunteer along with other faculty.

4. Annual Reports of Committees/Councils Due

The Faculty Senate Office is preparing to send Faculty Senate Committee/Council chairs a notice reminding them that Annual Reports are due for the Senate's information. The May and June Senate agendas will include reports both with and without recommendations for Senate actions.

D. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Provost & Vice President for Academic Affairs.

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

F. NEW BUSINESS

IN ORDER TO PROPERLY RECORD MINUTES OF THE SENATE MEETING,
ALL SENATORS ARE REMINDED TO IDENTIFY THEMSELVES
AND THEIR AFFILIATION WHEN RISING TO SPEAK.

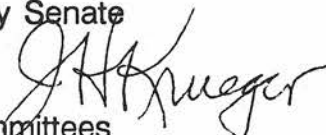
PLEASE NOTE:

THE APRIL SENATE MEETING WILL BE IN THE MU FORUM

March 20, 1990

To: Executive Committee of the Faculty Senate

From: James H. Krueger, Chair
Faculty Senate Committee on Committees



Re: Response to Committee Assignment

In a memorandum dated December 6, 1989 Gary Tiedeman, immediate Past President of the Faculty Senate, asked the Committee on Committees to revise Standing Rules for a number of Faculty Senate Committees. Our committee has discussed several of the proposals and, at this time, wishes to recommend changes in Standing Rules for the following four Committees: (attached)

ADMINISTRATIVE APPOINTMENTS COMMITTEE - The proposed changes clarify committee procedures, update the description of administrative positions to reflect the new administrative structure, and modify the statements concerning composition of Search Committees. This last change will accommodate the concerns of the AAC which, at times, has been involved in too many simultaneous searches to provide representation on each Search Committee according to current Standing Rules.

FACULTY RECOGNITION AND AWARDS COMMITTEE - Committee size is increased from (de facto) three to five members to enable the committee to handle an increased number of awards.

ACADEMIC DEFICIENCIES COMMITTEE - A minor functional change is proposed.

CURRICULUM COUNCIL - A position which no longer exists is deleted in the specification of committee composition.

OREGON STATE UNIVERSITY
OFFICE OF THE FACULTY SENATE

STANDING RULES FOR:

ACADEMIC DEFICIENCIES COMMITTEE

The Academic Deficiencies Committee reviews the academic records of all undergraduate students who are not making satisfactory academic progress and makes decisions concerning probation status or suspension of those students. In addition, the committee hears all appeals from academic suspension, and all requests for reinstatement following academic suspension. At the close of each term, the Registrar's Office submits to this Committee a report of all those students who are not making "profitable and creditable progress towards graduation," as defined by the Academic Regulations of the University. Upon consultation with the Head Advisors, the Committee then makes a determination of the appropriate status of each student. Upon request of the student, the Committee conducts a personal interview to review the decision and determine causes of unsatisfactory progress and possible remedies. Within its discretionary authority, the Committee develops Probation and Suspension Guidelines for administering the Academic Regulations and each year reports such Guidelines to the Academic Regulations Committee and the Faculty Senate. The Committee consists of five Faculty and two Student members, and the Registrar (or representative), Ex-Officio.

(7/86)

OREGON STATE UNIVERSITY
OFFICE OF THE FACULTY SENATE

STANDING RULES FOR:

ADMINISTRATIVE APPOINTMENTS COMMITTEE

~~(Currently being revised in view of the new Administrative reorganization of the University. These Standing Rules will be distributed at a later date to replace this page in your Faculty Senate Handbook. Until that time, the Standing Rules below are in use.)~~

~~The Committee on Administrative Appointments presents to the President of the University Faculty concerns about administrative appointments to vacant or newly-created positions. The Committee consults with the President prior to administrative appointments, reviews policy and procedures used to fill administrative positions, and recommends changes in such policy and procedures to the Faculty Senate and the President. Members of the Committee, representing the interests of the University and the Faculty, serve on Search Committees which recommend candidates to the President for vacant or newly-created administrative positions of Faculty concern. In addition to newly-created positions, the following positions are to be considered by the Administrative Appointments Committee:~~

~~The Administrative Appointments Committee, representing the interests of the University and the Faculty, recommends three faculty members who shall serve on each Search Committee for appointments to vacant or newly created administrative positions. The individuals so~~

recommended shall ordinarily be members of the Administrative Appointments Committee itself. The Committee monitors and reviews policy and procedures used to fill administrative positions and recommends changes in such policy and procedure to the Faculty Senate and to the President.

In addition to newly created administrative positions, the following positions are to include involvement on the part of the Administrative Appointments Committee:

- A. General Administration: Provost and Vice President for Academic Affairs; Vice President for Finance and Administration; Vice President for Research, Graduate Studies and International Programs; Vice President for Student Affairs; Vice President for University Relations; Associate Vice Presidents; ~~Dean of Faculty~~, Dean of the Graduate School; ~~Dean of International Education~~; Dean of Research; ~~Dean of Students~~; ~~Dean of Undergraduate Studies~~; ~~Vice President for Administration~~; ~~Vice President for Student Services~~; Registrar; Director of Admissions; Director of Agricultural Experiment Station; Director of ~~Computer Center~~ Computing Services; Director of Continuing Higher Education and Summer Term; Director of Extension Service; Director of Libraries; and Director of Sea Grant College Program.
- B. College and School Deans: Deans of Agriculture, Agricultural Sciences, Business, Education, Engineering, Forestry, Health & Physical Education, Human Performance, Home Economics, Liberal Arts, Oceanography, Pharmacy, Science, and Veterinary Medicine.

Whenever there is an impending vacancy, or an actual vacancy occurs, in any of the above listed positions, or when a new ~~administration~~ ~~administrative~~ position is created, the Administrative Appointments Committee shall ~~meet~~ ~~confer~~ with the President (~~or his/her designated representative~~), review the requirements of the position, and ~~provide advisement concerning composition of a Search Committee and the range and timing of its search~~ ~~advise the President concerning information and composition of a Search Committee and the range of its search.~~

The appointment of a director or administrator who reports directly to one of the administrative officers listed above does not require a Search Committee involving the ~~Committee on~~ Administrative Appointments ~~Committee~~ but, upon request, the Administrative Appointments Committee may suggest appropriate procedures.

The ~~Committee on~~ Administrative Appointments ~~Committee~~ consists of nine Faculty members appointed by the Faculty Senate's Executive Committee ~~and approved by the Faculty Senate.~~

Each Search Committee shall ~~be composed of the following:~~ ~~ordinarily consist of nine (9) to twelve (12) members. Of these members:~~

- ~~Three members of the Committee on Administrative Appointments, appointed by its Chair, after consultation with the Executive Committee of the Senate.~~

~~The majority shall be Faculty members of Oregon State University,~~

three of these selected by the Administrative Appointments Committee. A minimum of one and as many as three of the latter shall be members of the Administrative Appointments Committee itself, specific determination to be made by the Committee according to the nature of the appointment and the Committee's preexisting commitments.

- Two Undergraduate and/or graduate students shall be appointed by the Executive Committee of the Associated Students of Oregon State University. following consultation of the appropriate student governance bodies.
- Four to six Additional members (staff, students, or individuals outside the University) shall be appointed by the President, after following consultation with the Executive Committee of the Faculty Senate. Administrative Appointments Committee. At least fifty percent of the membership of a Search Committee shall be Faculty members of Oregon State University.

The Chair of a Search Committee is designated by the President appropriate administrative officer prior to or during its first meeting. and its secretary is elected by the Committee from among its Faculty members. The Search Committee solicits, receives, and screens applications and nominations, gathers pertinent information and credentials, interviews candidates, and recommends to the President one or more candidates for the vacant position. All members of a Search Committee serve until the position is filled, or until the Committee is dismissed, at which time the Chair of the Committee, if requested, reports to the Faculty Senate on the result of the search and procedures used to accomplish this result.

(09/88)

OREGON STATE UNIVERSITY
OFFICE OF THE FACULTY SENATE

STANDING RULES FOR:

CURRICULUM COUNCIL

The Curriculum Council reviews the University curricula in an effort to implement the long-range educational mission of the University. After careful study, it recommends the introduction of new programs or changes in existing ones. It makes recommendations regarding major curricular changes proposed by the Colleges and Schools of the University. It attempts by coordination to bring about a suitable and rational balance of programs. It delegates to the Committee's Executive Secretary responsibility for administering minor curricular changes and formulates policy for guidance. The Committee consists of seven Faculty, ~~and~~ two Student members, ~~and the Curriculum Coordinator, Ex-Officio, who serves as Executive Secretary.~~ A member of the Budgets & Fiscal Planning Committee, appointed by its Chair, shall serve as a Liaison member, non-voting, on the Curriculum Council.

(09/88)

OREGON STATE UNIVERSITY
OFFICE OF THE FACULTY SENATE

STANDING RULES FOR:

FACULTY RECOGNITION AND AWARDS COMMITTEE

The ~~Committee on Recognition and Awards~~ **Faculty Recognition and Awards Committee** formulates policies concerning the recognition of outstanding persons, including deserving Faculty members, solicits, and suggests candidates for recognition, and makes its recommendations to the Executive Committee of the Faculty Senate and to the Executive Office. The Committee assists the President in making presentations of awards. **The Committee consists of five faculty members.**

(7/86)

Department of
Political Science



Social Science 307
Corvallis, OR 97331-6206

(503) 754-2811

February 20, 1990

Memorandum

To: Executive Committee of the Faculty Senate
Michael V. Martin, President

From: James C. Foster, Chair *JCF*
Faculty Senate Bylaws Committee

Re: Response to Committee Assignment

In a memorandum dated 20 November 1989 (see enclosed), Gary H. Tiedeman, immediate past President of the Faculty Senate, asked the Bylaws Committee to consider modifying the Faculty Senate Bylaws to remedy two situations.

We have met and discussed these situations. Our recommended modifications are as follows:

In response to assignment number 1, **Article III, Sec. 1, Sentence 2** should be amended to read "The Faculty is defined as members of the Unclassified Academic Staff who: (1) hold one of these academic ranks, Instructor, Senior Instructor, Senior Research Assistant, Research Associate, Assistant Professor, Associate Professor, or Professor (as defined in Section 580-20-005 of the OSSHE Administrative Rules), or (2) individuals whose principal activity involves advising or counselling students."

ARTICLE III: AUTHORITY AND RESPONSIBILITY

Sec. 1. The Faculty Senate shall be representative of the entire Faculty of Oregon State University and shall have both the authority and responsibility to act for and on behalf of the Faculty in all matters encompassed within the stated Object of the Faculty Senate. The Faculty is defined as members of the Unclassified Academic Staff who: (1) hold one of these academic ranks, Instructor, Senior Instructor, Senior Research Assistant, Research Associate, Assistant Professor, Associate Professor, or Professor (as defined in Section 580-20-005 of the OSSHE Administrative Rules), or (2) ~~are advisors or counsellors without rank.~~ Individuals whose principal activity involves advising or counselling students. Faculty in administrative or support units with joint appointments in academic units shall be included in their academic unit for the purposes of apportionment.

PROVOST AND
VICE PRESIDENT FOR
ACADEMIC AFFAIRS

Office of the Provost

RECEIVED MAR 15 1990

March 14, 1990

MEMORANDUM

TO: Mike Martin, President, Faculty Senate
FROM: Graham B. Spanier *Graham Spanier*
Provost and Vice President for Academic Affairs
RE: Faculty Senate Actions of March 1, 1990

I am forwarding your resolution about campus parking to Ed Coate with the recommendation that he ask the Traffic Committee to explore the issues raised in the resolution. Vice President Coate will correspond with you directly as soon as the Traffic Committee and administration discussion has occurred.

GBS/nrh

c: Ed Coate



OREGON
STATE
UNIVERSITY

Administrative Services
A624
Corvallis, Oregon
97331-2128

503-737-2111

Fax

503-737-2400

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107
March 29, 1990

MEMORANDUM

TO: Faculty Senate

FROM: Michael Martin *hse*
President, OSU Faculty Senate

RE: Attached Category I Proposals

Two Category I proposals, which arrived at the Senate Office after the April meeting agenda was set, require Senate consideration prior to the April meeting of the Board of Higher Education. Thus, they've been added to the agenda. You'll note that both proposals have reviewed by the Curriculum Council. Please review them and be prepared to discuss them at the meeting on April 5th in the MU Forum.

vlm
Attachments

RECEIVED MAR 27 1990

27 March 1990



OREGON
STATE
UNIVERSITY

Women's Building 120
Corvallis, Oregon
97331-6802

TO: Mike Martin, President
Faculty Senate

FROM: Kathleen Heath, Chair *Kathy Imm*
Curriculum Council

RE: Category I Proposal to Rename Graduate Degree Program in
Foods and Nutrition

The attached Category I Proposal to Rename the Graduate Degree Program in Foods and Nutrition to Nutrition and Food Management has been approved by the Curriculum Council and reviewed by the Graduate Council. It is ready for Senate action.

KH:mm

attachment

c: K. Green, Dean
M. Woodburn

Telephone
503-737-3257

Fax
503-737-2400

LIAISON	
BY <u>KH</u>	DATE <u>3/5/90</u>

CATEGORY I TRANSMITTAL SHEET

REC'D

To Rename the Graduate Degree Program in Foods and Nutrition
(Title of Proposal)

To Graduate Program in Nutrition and Food Management

Submitted By: Department of Nutrition and Food Management
(Department)

College of Home Economics
(College)

Library evaluation attached? N/A

Liaison Documentation from other units attached? N/A

Summary of Estimated Costs and Sources of Funds attached? N/A

Budgets and Fiscal Planning Committee review attached? N/A

Teacher Standards and Practices Commission information attached? N/A
(applies to new teacher certification programs only)

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees.

Margy Woodhull 10-23-89
Department Chair/Head Date

Kenya B. Free 5 Feb 1990
Dean, College Date

Oregon State University
College of Home Economics
Department of Nutrition and Food Management

1. Proposed Name for graduate degrees.

The name of the degree program and degree would be:

M.S. in Nutrition and Food Management
Ph.D. in Nutrition and Food Management

2. Organizational Structure

Degrees offered by the Department of Nutrition and Food Management in the College of Home Economics, Oregon State University.

3. Objective

To continue to provide the graduate degree programs under the name consistent with the new department name: Nutrition and Food Management. Graduate degree programs for M.S. and Ph.D. were offered in the Department of Foods and Nutrition, prior to merger July 1 with the Department of Food Systems Management under the new name of Department of Nutrition and Food Management. Areas of concentration for department graduate programs currently include "human nutrition, metabolic studies, administrative dietetics, nutritional status assessment; nutrient requirements and interrelationships; nutrition education and services; physical-chemical aspects of food quality, texture studies, food microbiology; food systems management with an emphasis on foods and nutrition" (p. 38 OSU Bulletin Graduate Catalog 1988-990).

These emphases would continue. The M.A. degree is currently offered but will be dropped.

4. Resources Needed

No additional resources in personnel or facilities will be needed since this is not a change in program but only in name.

5. Funding Requirements

No additional funds are needed to implement this name change. All department informational materials have already been revised to show the new department name

6. Relationship to Mission

No change. Graduate students in subject areas related to Food Systems Management have in the years prior to the July 1 merger earned M.S. and Ph.D. degrees as students enrolled in the Department of Foods and Nutrition.

7. Long-Range Plans and Goals

Unchanged except that the goal of the merger of the two departments should result in the long-term in greater financial and program efficiencies and stronger programs of undergraduate and graduate teaching, research, and extension.

RECEIVED MAR 28 1990

27 March 1990



OREGON
STATE
UNIVERSITY

Women's Building 120
Corvallis, Oregon
97331-6802

Telephone
503-737-3257

TO: Mike Martin, President
Faculty Senate

FROM: Kathleen Heath, Chair *Kathy/mm*
Curriculum Council

RE: Category I Proposal to Merge Crop Science and Soil Science

Attached please find a Category I Proposal to merge Crop Science and Soil Science. This proposal was approved by Curriculum Council on March 26. It is ready for Senate action.

KH:mm

attachment

c: R. G. Arnold, Dean
L. Boersma
S. Ladd



c: Council



March 13, 1990



OREGON
STATE
UNIVERSITY

Strand Agriculture Hall 126
Corvallis, Oregon
97331-2212

Memo To: Dr. Graham B. Spanier, Provost
and Vice President for Academic Affairs

From: Roy G. Arnold, Dean *Roy G. Arnold*
College of Agricultural Sciences

Subject: Abbreviated Category I Proposal

Attached is the Abbreviated Category I Proposal requesting merger of the Departments of Crop Science and Soil Science. Included in this proposal are recommendations to name the new department the Department of Crop and Soil Science and to change the department codes from SLS and CRS to CSS.

Attachment
j/spa

c: CAS Associate Deans
L. Boersma
S. Ladd

Telephone
503-737-2331

Fax
503-737-3178

(RUSH PLEASE)
3/14
Curriculum Council -
AT THE BOARD'S REQUEST
WE NEED TO PROCESS THIS
PROMPTLY.
DS Fuller

Department of
Crop Science



Crop Science Building 107
Corvallis, OR 97331-3002

(503) 737-2821

March 9, 1990

TO: R. G. Arnold
Dean
College of Agricultural Sciences

FROM: S. L. Ladd *S. L. Ladd*
Department Head
Department of Crop Science

L. L. Boersma *L. Boersma*
Interim Department Head
Department of Soil Science

SUBJECT: Abbreviated Category I Proposal

Attached is the Abbreviated Category I Proposal requesting merger of the Departments of Crop Science and Soil Science. Included in this proposal are recommendations to name the new department the Department of Crop and Soil Science and to change the department codes from SLS and CRS to CSS.

The proposal has been sent to the Departments of Horticulture, Botany and Plant Pathology, Entomology, and Agricultural Engineering. Copies also have been routed to the Library and Budgets and Finance for review and comment.

attachment



CATEGORY I TRANSMITTAL SHEET

**Proposal to Combine the Departments of Crop Science
and Soil Science into One Academic Unit**

Submitted by:

Department of Crop Science
Department of Soil Science

College of Agricultural Sciences

I certify that the above proposal has been reviewed and
approved by the appropriate Department and College
committees.

A. L. Linn 3/12/90
Department Head Date

L. Boenma 3/12/90
Department Head Date

Roy G. Arnold 3/13/90
Dean Date
College of Agricultural Sciences

Proposal to Combine the Departments of Crop Science
and Soil Science into One Academic Unit

Name of Institution: Oregon State University
Name of Proposing College: College of Agricultural Sciences
Name of Proposing Departments: Department of Crop Science
Department of Soil Science

1. Title of Proposed Academic Unit.

The name of the combined department will be the Department of Crop and Soil Science. The new name will be a combination of the two existing department names, will reflect the activities of the new department, and will retain the identity of both units.

2. Location within the institution's organizational structure.

Although physically separated, the Department of Crop and Soil Science will operate under the direction of one department head who will report to the Dean of the College of Agricultural Sciences.

3. Objectives, functions, and activities of the proposed unit.

The proposed unit will have statewide responsibility for research, teaching, extension, and international programs in Crop and Soil science as they relate to agriculture, forestry, and environmental protection. To provide education and research support addressing issues in these areas, faculty will interact with undergraduate and graduate students; state, federal, and international agencies; commodity groups; and the agri-business sector.

Faculty will conduct basic and applied research through research projects funded by the Agricultural Experiment Station (AES) or by grants, gifts, or contracts. Currently, faculty of the two departments provide leadership for 30 AES projects and 150 externally funded research projects.

Extension Specialists will interact with Extension Agents and members of the agricultural community throughout the state to transfer new information and technology to end users and to keep on-campus faculty apprised of issues requiring research attention.

The merged department will offer an undergraduate degree (B.S.) in Crop and Soil Science, with options to emphasize either Crop Science or Soil Science. The proposed unit will continue to offer existing graduate degrees (M.S., Ph.D.) in both Crop Science and Soil Science. Courses will be listed in the Catalog with a CSS designation.

International activity will be an important dimension of the proposed unit. Current international activities include scientific and technical exchange, training, and on-site participation. Where appropriate, faculty may contribute to international development projects through short-term foreign assignments in an advisory, research, or extension capacity.

Self-supporting activities will include the Seed Certification Program, the Seed Testing Laboratory, Foundation Seed, and the Central Analytical Laboratory.

4. Resources needed.

No additional resources are needed to accomplish the merger. Any savings realized by the merger will be used to strengthen programs within the department.

5. Estimated annual budget.

The estimated annual budget for the combined departments will be the sum of budgeted funds for the two existing departments. The sum of the departmental budgets as of June 30, 1990 will be as follows:

	<u>Account</u>	<u>Amount</u>
Academic Programs	30-050-xxxx	\$ 534,537
Agricultural		
Experiment Station	35-050-xxxx	\$1,976,151
Extension Service	34-050-xxxx	\$ 608,592
Service Units	30-060-xxxx	<u>\$1,955,000</u>
	Sum	\$5,074,280

Amounts shown in the 050 accounts are appropriated state and federal funds. The service units are self-supporting. The amounts shown in the 060 accounts are fee generated and do not include state or federal funds.

6. Relationship of proposed unit to the institutional mission.

The proposed unit will have strong programs in education, research, service, and international programs. As of July 1, 1990 the unit will have about 40 undergraduate majors and 80 graduate students. Several faculty serve on overseas assignments and several research projects involve international cooperation. Research and Extension functions are conducted throughout the State of Oregon. Faculty serve on state-wide and national committees concerned with issues pertaining to crop production and resource conservation. These programs address the missions stated in the OSU Mission Statement:

Oregon State University serves the people of Oregon, the nation, and the world through education, research, and service. Oregon State extends its programs throughout the world, and is committed to providing access and educational opportunities to minorities and to disabled and disadvantaged persons.

Oregon State has an inherent commitment to provide a comprehensive array of high-quality educational programs in the sciences, liberal arts, and selected professions. The University encourages students, both on and off campus, to develop an enriched awareness of themselves and their global environment.

Through research, Oregon State extends the frontiers of knowledge in the sciences, liberal arts, and in all aspects of natural, human, and economic resources. Oregon State contributes to the intellectual development and the economic and technological advancement of humankind.

As a Land Grant and Sea Grant university, Oregon State has a special responsibility for education and research enabling the people of Oregon and the world to develop and utilize human, land, atmospheric, and oceanic resources. Unique programs of public service throughout Oregon supplement campus-based university teaching and research.

7. Long Range Goals and Plans.

The long range goal of the proposed unit is to sustain comprehensive, high quality teaching, research, extension, and international programs in crop and soil science. Activities in the Department of Crop and Soil Science are a blend of 1) fundamental research and education in the crop and soil science disciplines; 2) applied research and education in the areas of soil and crop productivity, weed science, plant breeding, seed production and technology, new crop development, soil biology and ecology, environmental protection, and water quality; 3) interdisciplinary cooperation with faculty in other departments in agriculture, forestry, and science; and 4) international activity appropriate to the mission of the College and the University.

The long range plan of the proposed unit is to maintain this blend of activity, to continue programs that are vital to Oregon's agriculture, forestry, and environmental quality, to increase emphasis and activity in program areas that address societal concerns regarding agricultural sustainability and environmental impact, and to respond to shifting demands for emphasis on the program areas served.

Specific long range goals are as follows:

1. Maintain a critical mass of scientific expertise in the disciplines that make up crop and soil sciences.

These disciplines include plant breeding and genetics, crop physiology, forage and potato production, biotechnology, crop production, seed science, weed science, crop quality, soil physics, soil chemistry, soil microbiology, soil fertility, soil genesis, soil mineralogy, and forest soils. Each of these disciplines must have at least one FTE position in order for the Department to carry out its mission within the context of the University's mission as a Land Grant institution.

2. Maintain existing strengths in programs on soil productivity, cropping systems, plant breeding, soil biology and ecology, seed technology, seed certification, and foundation seed.

These are traditional areas of service to Oregon's agriculture and forestry industries. Agriculture and forestry are important components of Oregon's

economic base. The department, therefore, needs to retain its commitment to provide these services.

3. Expand existing programs in the application of crop and soil science to the solution of problems in environmental protection, water quality, and agricultural sustainability.

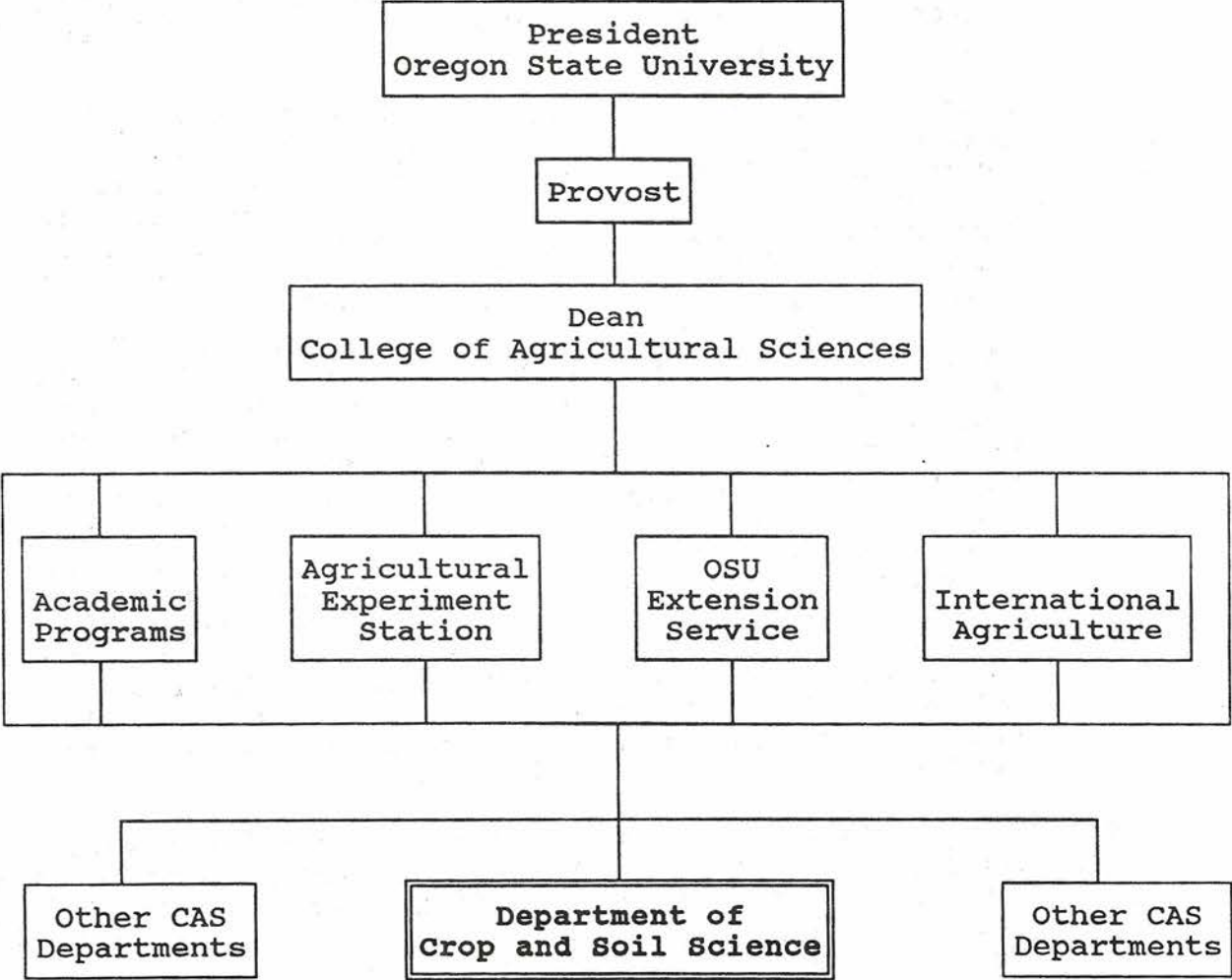
Faculty in the proposed unit are already involved in numerous research and extension programs to improve water quality and protect the environment. Studies of transport processes in soils, vulnerability to pesticide leaching, tillage methods to reduce soil erosion, pesticide degradation, crop resistance to pests, and alternative cropping systems are but a few examples. Because this is an area of rapidly growing importance, both in Oregon and at national and international levels, more research efforts are needed to solve problems such as the fate and transport of pesticides and other chemicals in soils, the development of production practices to reduce the use of pesticides in agriculture and forestry, the use of municipal and industrial wastes as soil amendments, and the definition and delineation of hydric soils in natural and man-made wetlands. More extension efforts are needed to transfer research on these issues to the public, and to develop new methods of information delivery. Student demand for training in this area is increasing, and jobs for graduates are readily available.

Although substantial effort is currently directed toward each of these long range goals, some of the disciplines and program areas now have a minimum of staffing. Two actions will be necessary in order to sustain quality programs and initiate program improvements: 1), as vacancies occur, they must be filled in ways that meet critical needs with respect to the goals identified above; 2), programs that are currently understaffed or are rapidly growing must be augmented with new positions, funding for which must come from recurring dollars. Examples of programs in which there are immediate needs are biotechnology, forage production, and soil physics/water quality. Support also must be increased for the Hyslop field research facility.

8. Relationship to programs in other institutions.

Since Oregon State University is the designated University with responsibility for agricultural issues, this merger will not impact programs at other institutions in the state system.

STRUCTURAL RELATION TO REST OF UNIVERSITY



Crop Science and Soil Science Courses

Crs101	Orientation/CareerPlanning	Sls 100	Soils and Man
Crs 201	Principles of Crop Science	Sls 199	Special Studies
Crs 301	Cereals	Sls 310	Principles of Soil Science
Crs 302	Forages	Sls 320	Nutrient Management and Cy cling
Crs 303	Mint, Potatoes, and other Crops		
Crs 401	Research	Sls 390	World Soil Resources
Crs 403	Thesis	Sls 401/501	Research
Crs 405	Reading and Conference	Sls 403	Thesis
Crs 407A	Seminar	Sls 405/505	Reading and Conference
Crs 407B	Seminar	Sls 407A	Seminar
Crs 410	Internship	Sls 407B	Seminar
Crs 420/520	Seed Science and Technology	Sls 408/508	Workshop
Crs 421/521	Seed Production	Sls 420/520	Soil Fertility Management
Crs 430/530	Plant Genetics	Sls 425/525	Sustaining Soil Productivity
Crs 431/531	Plant Breeding	Sls 430/530	Soil Ecosystem Properties
Crs 440/540	Weed Control	Sls 440/540	Soil Ecosystem Processes
Crs 450/550	Crop Growth and Culture	Sls 450/550	Modeling Soil Ecosystems
Crs 460/560	Cropping Systems	Sls 460/560	Soil Morphology and Survey
Crs 461/561	Agronomic Decision Making	Sls 470/570	Agricultural Management of Oregon Soil Resources
Crs 470/570	Agricultural Management of Oregon Soil Resources	Sls 480/580	Environmental Applications of Soil Science
Crs 532	Advanced Plant Breeding	Sls 490/590	Topics in Soil Management
Crs 560	Field-plot Technique	Sls 503	Thesis
Crs 601	Research	Sls 507	Seminar
Crs 603	Thesis	Sls 515	Practicum in Teaching
Crs 605	Reading and Conference	Sls 601	Research
Crs 607	Seminar	Sls 605	Reading and Conference
Crs 630	Advanced Plant Breeding II	Sls 608	Workshop
Crs 640	Weed Ecology and Management	Sls 620	Plant Nutrient Availability
Crs 641	Herbicide Science	Sls 630	Chemical Processes in Soil Systems
Crs 650	Physiology of Crop Yield	Sls 640	Soil Biology and Biochemistry
Crs 651	Seed Physiology	Sls 650	Plant-Water Relations
		Sls 660	Soil Genesis and Classification

Course offerings by the Department of Crop and Soil Science

CSS 100	Orientation /Career Planning	CSS 501	Research
CSS 105	Soils and Man	CSS 503	Thesis
CSS 199	Special Studies	CSS 505	Reading and Conference
CSS 200	Principles of Crop Science	CSS 507	Seminar
CSS 300	Applied Principles of Prod.	CSS 508	Workshop
CSS 305	Principles of Soil Science	CSS 515	Practicum in Teaching
CSS 310	Forage Production	CSS 590	Field-plot Technique
CSS 315	Nutrient Management and Cycling	CSS 601	Research
CSS 395	World Soil Resources	CSS 603	Thesis
CSS 401	Research	CSS 605	Reading and Conference
CSS 403	Thesis	CSS 607	Seminar
CSS 405	Reading and Conference	CSS 608	Workshop
CSS 407A/B	Seminar	CSS 615	Plant Nutrient Availability
CSS 408	Workshop	CSS 630	Advanced Plant Breeding I
CSS 410	Internship	CSS 635	Chemical Processes in Soil Sys.
CSS 415/515	Soil Fertility Management	CSS 640	Advanced Plant Breeding II
CSS 420/520	Seed Science and Technology	CSS 645	Soil Biology and Biochemistry
CSS 425/525	Sustaining Soil Productivity	CSS 650	Weed Ecology and Management
CSS 430/530	Plant Genetics	CSS 655	Plant-Water Relations
CSS 435/535	Soil Ecosystem Properties	CSS 660	Herbicide Science
CSS 440/540	Plant Breeding	CSS 665	Soil Genesis and Classification
CSS 445/545	Soil Ecosystem Processes	CSS 670	Physiology of Crop Yield
CSS 450/550	Weed Control		
CSS 455/555	Modeling Soil Ecosystems		
CSS 460/560	Seed Production		
CSS 465/565	Soil Morphology and Survey		
CSS 470/570	Livestock Grazing Mgt.		
CSS 475/575	Agri. Mgt. of Or. Soil Resources		
CSS 480/580	Crop Syst. and Decision Making		
CSS 485/585	Environ. Appl. of Soil Science		
CSS 495/595	Topics in Soil Management		

OREGON STATE UNIVERSITY

Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office

Social Science 107

April 4, 1990

MEMORANDUM

TO: Faculty Senators

FROM: Faculty Senate Executive Committee
Mike Martin, President *mm*

RE: Recycling Resolution

The attached resolution was brought to us by a faculty member and a graduate student. They asked that the Senate consider it as part of acknowledging Earth Day, April 22.

University administration is prepared to pursue recycling more energetically, but believes any campus-wide effort will be enhanced by a strong statement of faculty support.

vln
Attachment

FACULTY SENATE RESOLUTION RECYCLING

WHEREAS: The 1975 Oregon State Legislature passed Senate Bill 9 which, in summary:

Requires state agencies to emphasize recycling, procurement and use of recycled materials whenever economically feasible, to minimize solid waste and to follow procedures and systems for the separation and collection of recyclable solid waste. . . . develop procedures that will enhance paper conservation . . . ; and

WHEREAS: Oregon State University has a collection system (which began in 1974) designed to collect recyclable paper discards; and

WHEREAS: In 1989 Campus Recycling did not collect 84% of the white office paper available; and

WHEREAS: Oregon State University is the state's natural resource college and should be an example of intelligent, responsible use of these resources; and

WHEREAS: Using one ton of your waste paper instead of one ton of pulp wood in the manufacture of paper reduces air pollution by 74%; reduces water pollution by 34%; reduces water usage by 50%; saves the energy needed to power one average Oregon household for 2 weeks; and saves 17 pulp trees. Paper recycling saves valuable resources and takes very little individual effort; and

WHEREAS: April 1990 is National Recycling Month; and April 22, 1990, is the 20 year anniversary of Earth Day; and

WHEREAS: A goal of collecting at least 50% of the available white paper discard has been established.

WHEREAS: The Governor would like to encourage all Oregonians to take advantage of convenient recycling opportunities in their communities.

BE IT RESOLVED: A University committee shall be formed to examine additional and specific guidelines regarding individual and campus-wide waste reduction strategies, including, but not limited to; cardboard recycling, paper conservation and recycled paper procurement, maximum utilization of unbleached paper.

BE IT RESOLVED: That the University work toward achieving 50% white paper recycling by the end of the 1992-93 academic year.

REPORTS TO THE FACULTY SENATE

Thursday, May 3, 1990; 3:00 pm - 5:00 pm

Construction & Engineering Hall

LaSells Stewart Center

Reception for D.S. "Pete" Fullerton - 2:30 pm

Myrtle Tree Alcove

LaSells Stewart Center

(Presentations will be made at the beginning of the Faculty Senate Meeting)

AGENDA

The agenda for the May Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the April Senate meeting, as published and distributed to the faculty.

A. SPECIAL REPORTS

1. Jo Anne Trow, Vice President for Student Affairs, will update us on a variety of topics including: Enrollment management; perceptions of student conduct; campus safety programs; new positions related to Student Affairs; and Student Information System.
2. Arnold Appleby, IFS Representative, will report on the April IFS meeting at SOSC.

B. ACTION ITEMS

1. FACULTY RECOGNITION AND AWARDS COMMITTEE

The Faculty Recognition and Awards Committee's report, dated April 5, 1990 is being included with Senators' agendas and marked "CONFIDENTIAL." At the May 3 meeting, the Committee Chair, Clara Pratt, will present the report and discuss

the nominations with Senators. The Senate will meet in Executive Session to consider this report. in accordance with the Senate's Bylaws (Article IX, Section 3), the Senate president may call an Executive Session, which excludes all but elected and ex-officio members or their designated substitutes (proxies) and Senate Office staff. Before going into Executive Session, the Senate President must also announce the statutory authority for such action (Attorney General's Opinion #6996, I., D.).

The purpose of the Executive Session is to consider nominees for OSU Distinguished Service Awards for 1990. Nominees whose names are approved will be recommended to President Byrne for his final approval and conferral at the June 10 Commencement.

Balloting will be limited to Senators or their official representatives and will occur fairly early in the meeting, with the results announced to Senators before the end of the meeting, if possible. **Senators are asked to be seated near the front of the auditorium to make identification easier, since actual balloting takes place after the end of the Executive Session.** Materials distributed to Senators marked "Confidential" should be returned to the Senate Administrative Assistant before leaving the meeting.

2. NUTRITION AND FOOD MANAGEMENT CATEGORY I PROPOSAL

The proposal to rename the graduate degree program in Foods and Nutrition to Nutrition and Food Management was distributed with the April agenda but no action was taken. Please bring your copy of the proposal.

3. UNIVERSITY HONORS COMMITTEE RECOMMENDATION (pp. 1 - 7)

This proposal: (a) defines and clarifies use of the term "honors", (b) raises the GPA requirements associated with scholastic achievement, (c) specifies appropriate designations for scholastic recognition at graduation and on diplomas, (d) offers new language for the commencement program titled "Senior Honors" and (c) sets forth requirements for and recognition associated with completion of the University Honors Program.

Unless there is an objection from the Senate, this proposal will be treated as a single comprehensive motion.

C. INFORMATION ITEMS

1. Executive Office Response

Attached are Provost Spanier's responses to the Faculty Senate actions of April 5, 1990. (p. 8)

2. Faculty Panels for Hearing Committees

The Executive Committee is beginning the preparations for selection of a new Faculty Panel to replace the Panel retiring June 30, 1990. Voting, by Senators only, will take place at the June Senate meeting.

3. Faculty Senate Committee/Council Volunteers Sought

A volunteer form for indicating willingness to serve on University and Faculty Senate committees and councils will be distributed soon to all faculty. Faculty will be asked to indicate interest areas, e.g., teaching, academic procedures, safety, minority affairs, housing, research, etc.

During the latter part of May, the Executive Committee makes new appointments to the committees and councils of the Faculty Senate, using stated interest areas as a guide for best matching individuals to retitled and reformulated committees. Since a major portion of the Senate's work is done through its committees, we urge Senators to volunteer along with other faculty.

D. ANNUAL REPORTS

All Senate committees and councils are expected to report annually to the Senate and to describe their work for the year. Below is a list of reports that are attached. In most instances, the reports are for the information of the Senate, and committee chairs may not be present at the Senate meeting. These reports contain no specific recommendations, although several express views upon which further consideration could be taken. Questions regarding a report should be directed to the chair (prior to the meeting, through the departmental affiliation), or the Senate president, if appropriate.

- a. **Faculty Economic Welfare Committee**, Harold E. Kerr, Chair (p. 9)
- b. **Faculty Grievance Committee**, K. D. Patterson, Chair (p. 10)
- c. **Faculty Mediation Committee**, Ron Miller, Chair (p. 11)
- d. **Instructional Media Committee**, Ken Kingsley, Chair (p. 12)

E. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Provost & Vice President for Academic Affairs.

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

G. NEW BUSINESS

DEPARTMENT OF
GENERAL SCIENCE

1.

April 18, 1990



OREGON
STATE
UNIVERSITY

Weniger Hall 355
Corvallis, Oregon
97331-6505

TO: Executive Committee of the Faculty Senate

FROM: Robert J. Morris, Chair
University Honors Program Committee

SUBJECT: Motions for Consideration by the Faculty Senate

Enclosed are two copies of our proposal to be considered by the Faculty Senate.

If you have any questions please contact me or Gary Tiedeman, Director, University Honors Program.

cc: Gary Tiedeman

Telephone
503-737-4151

Proposed Changes in Recognition Given
Graduating Baccalaureates for Scholastic Achievement
and for Completing the University Honors Program

Introduction

The Honors Program challenges superior students academically, enriches their university educational experience, and formally recognizes and rewards their special achievement in various ways while they are students and when they graduate. The University Honors Program Committee and the Program's Director have always worked to strengthen it. Indeed, an active period of critical review has been underway since 1985 and many changes have been made to enhance the Program's visibility, to improve its academic quality, to raise the caliber of its students, and to make it more attractive to high school seniors and university undergraduates with outstanding records.

This Committee proposes additional changes to enhance further the Program's visibility and the recognition the university gives to all graduating baccalaureates for scholastic achievement and to those special graduates who complete the Honors Program.

Current Situation

All graduating seniors, including Honors seniors, having GPAs of 3.75 and above graduate and have recorded on their transcripts and diplomas "With Highest Scholarship," and those with GPAs down to and including 3.25 similarly graduate and have recorded "With High Scholarship." Graduates of the University Honors Program have in addition the phrase "Completed University Honors Program" recorded on their transcripts and diplomas.

The commencement program lists together all graduating seniors receiving formal recognition for scholastic achievement. This program section, entitled "Senior Honors," includes all graduates with GPAs of 3.25 and above. Honors graduates are grouped in a sub-section under "Senior Honors."

The term "honors" has other uses besides the "Honors Program" and "Senior Honors." Incoming Freshmen with GPAs placing them in the top 10% of the new class have "Honors at Entrance" printed on their record; and there is the well-known "Honor Roll."

Background

For many years, the University has formally recognized seniors graduating with exceptional academic achievement by listing their name in the commencement program in a section entitled "Senior Honors."

The criteria for awarding Senior Honors have changed with changes in grading system and efforts to regulate the number of students recognized. The current 3.25 minimum GPA was established in 1934. At that time, 3.25 approximated the bottom grade of the top 10% of graduating seniors and it was stipulated that the numbers of students recognized would not exceed 10% of those graduating from each school or college.

The Faculty Senate dropped the 10% limit in 1971, possibly because it unequally recognized students having the same GPAs. At the same time, the Senate divided the range of GPAs of 3.25-and-above at 3.75 creating two levels of recognition--seniors graduating with "high" and with "highest scholarship." This division is still used.

In 1971, the university average GPA had been ranging around 2.70 and the base of the tenth decile was around 3.25 or a little higher. Since 1971, however, both the average and the base of the tenth decile GPAs have risen nearly 0.3 points, and for the past decade or more these GPAs have held at somewhat below 3.0 and 3.60, respectively (see graph of GPAs). This inflation of grades caused a corresponding increase in the numbers of students recognized for scholastic achievement. Before 1971 the number of students recognized ranged around 10% or less of the graduating class. Since 1977, the percentage has exceeded 25% and one year reached nearly 30%. Last year, 1989, the number was 28.3% (see graph of percentages).

Conclusions

1. The University confusingly uses the term "honors" in several different contexts. At graduation, the term designates graduates of the Honors Program as well as all graduating seniors with GPAs of 3.25 and above, whether they completed the Honors Program or not ("Senior Honors"). It designates incoming freshmen within the top ten percent of reported GPAs ("Honors at Entrance") and all students each term who earn a 3.50 enrolled in at least twelve hours ("Honor Roll").

The phrase "Honor Roll" is ubiquitous and its meaning in this context is generally understood.

"Honors at Entrance," however, confuses the meaning of the term "honors" as it is commonly but mistakenly taken to mean automatic admission to the Honors Program. "Admitted with Academic Distinction" or some such phrase would be more informative and would avoid confounding recognition of high school GPA with admission to the Honors Program.

"Senior Honors" at graduation confuses the issue even more. Graduates of the Honors Program are listed as a subdivision of "Senior Honors" which effectively buries them within a far larger group and suggests an organizational connection which does not exist.

Graduates of the University Honors Program maintained a minimum GPA of 3.50 and at the same time successfully completed a special program of work which was in addition to the requirements of their major. This Committee strongly believes that the University can and ought to distinguish more clearly and give greater recognition to these students who took advantage of the special opportunities the Honors Program offers and did the additional work the Program requires.

2. The recognition given at graduation for scholastic achievement has lost most of the status connoted when the 3.25 GPA was adopted fifty-five years ago. The significance of this recognition ought to be restored and

the GPA requirements reviewed periodically to ensure that its significance is not debased by excessive use.

Furthermore, a three-part division of those recognized would give greater distinction to the highest achievers than does the current two-part division, "With Highest Scholarship" and "With High Scholarship."

The Motions

The Committee makes the following motions to draw attention to special achievement of baccalaureates graduating from the University Honors Program and to give all seniors graduating with superior scholastic records greater and more meaningful recognition.

We move that

- A. The phrase "Honors at Entrance" be replaced by the phrase "Admitted with Academic Distinction."
- B. The two-part division made at 3.25 and 3.75 GPA now used at graduation to recognize scholastic achievement be replaced by a three-part division made at 3.50, 3.70 and 3.85.
- C. Graduates who have been in attendance at Oregon State for at least two regular academic years and achieved GPAs placing them in the lowest division (GPAs 3.50 to less than 3.70) graduate "cum laude," those in the middle division (GPAs of 3.70 to less than 3.85) graduate "magna cum laude," and those in the highest division (GPAs of 3.85 and above) graduate "summa cum laude."
- D. The Registrar present the names of students meeting the qualifications for each scholastic division described above to the Faculty Senate for its approval prior to graduation.
- E. The appropriate phrase of recognition, such as "cum laude," as described above, be entered on the transcripts and diplomas of graduates so recognized.
- F. Graduates who complete the University Honors Program have the additional phrase "and with University Honors" entered on their transcripts and diplomas to follow the phrase recognizing their scholarship.
- G. The transcripts of those recognized contain a brief explanation of the phrases indicating scholastic achievement and graduation with University Honors.
- H. The Honors Program Committee review periodically the GPA breakpoints and recommend to the Faculty Senate changes needed to ensure that the special designations for academic achievement be reserved for the top approximately ten percent of graduating baccalaureates.

I. The Registrar maintain a record of the number of graduating baccalaureates of the university as a whole and for each college having GPAs of 3.50 to less than 3.60, 3.60 to less than 3.70, and so on for each 0.1 of a point, as a basis for this review.

J. The section in the commencement program titled "Senior Honors" be replaced by two sections:

The first section be titled "Graduation With University Honors" and include an explanation of the significance of this recognition of academic achievement followed by three subdivisions respectively entitled Summa Cum Laude, Magna Cum Laude and Cum Laude with each subdivision listing graduates of the University Honors Program having the appropriate qualifications described above along with their respective major and the title of their senior honors thesis.

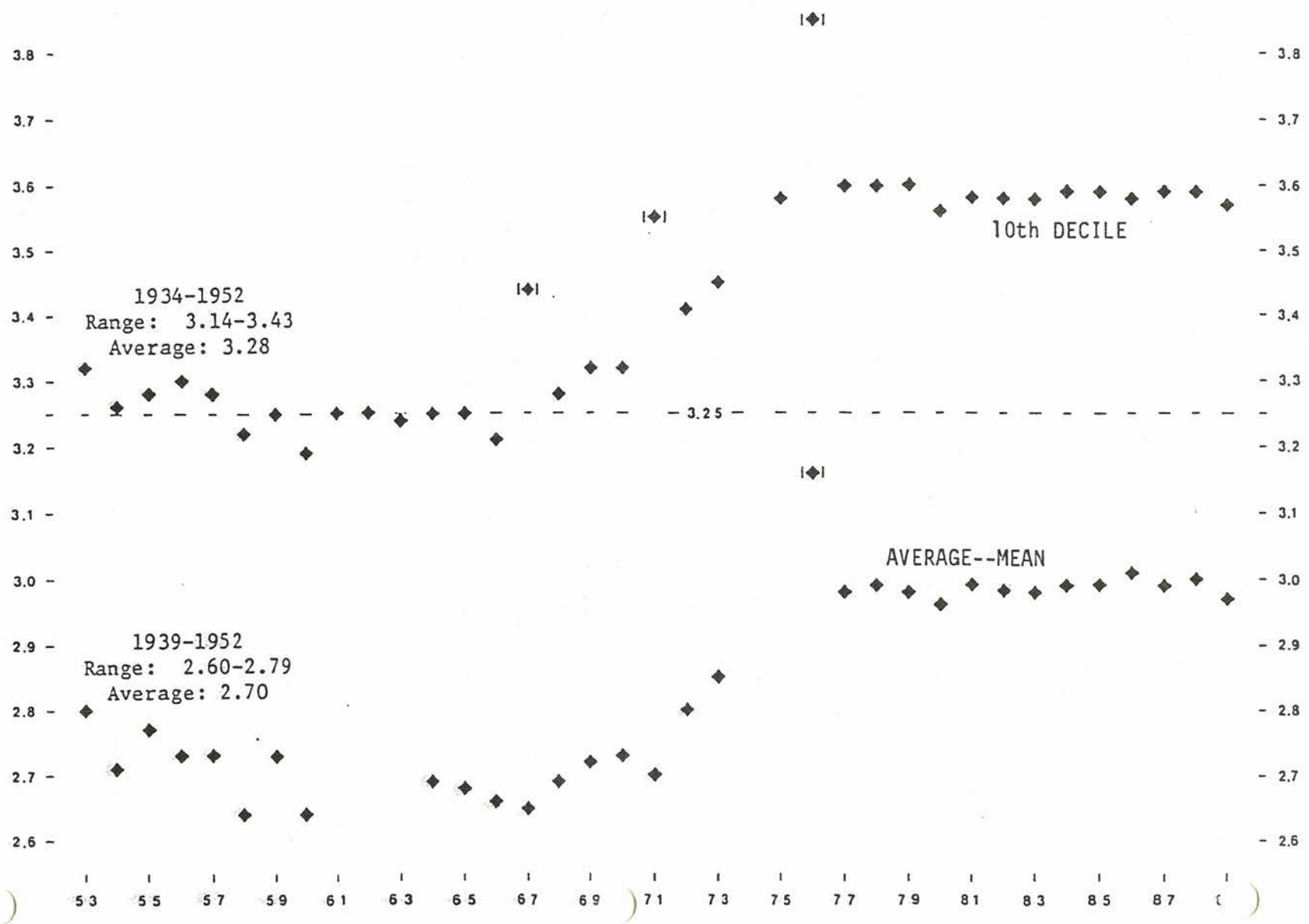
The second section be titled "Graduation With Academic Distinction" and include an explanation of the significance of this recognition followed by the same three subdivisions described above with each subdivision listing all graduates, other than graduates of the Honors Program, having the appropriate qualifications as described above along with their respective major.

K. Baccalaureates graduating with University Honors or with Academic Distinction be listed with their respective colleges with a note indicating their special recognition (e.g., "asterisk marks those graduating With University Honors or With Academic Distinction.")

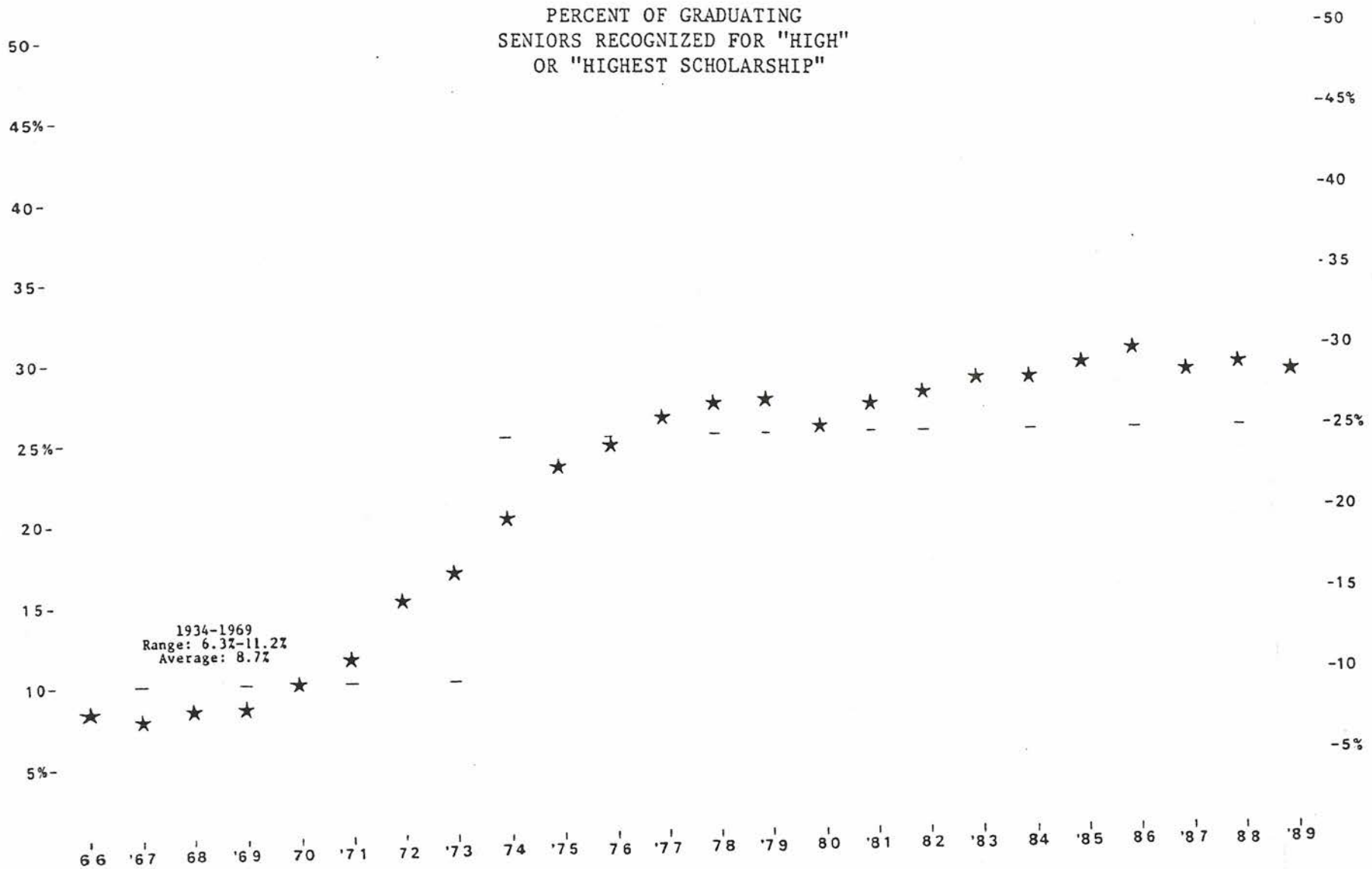
L. Graduates of the University Honors Program and those recognized for academic achievement wear at graduation distinctive cords or other regalia appropriate to their particular recognition.

M. These changes go into effect with the graduating class of 1992.

GPAs OF GRADUATING SENIORS 10th DECILE (ABOVE) & AVERAGE-MEAN (BELOW)



PERCENT OF GRADUATING
SENIORS RECOGNIZED FOR "HIGH"
OR "HIGHEST SCHOLARSHIP"

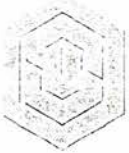


RECEIVED APR 13 1990

April 11, 1990

MEMORANDUM

TO: Mike Martin, President, Faculty Senate
FROM: Graham B. Spanier *Graham Spanier*
Provost and Vice President for Academic Affairs
RE: Faculty Senate Actions of April 5, 1990



OREGON
STATE
UNIVERSITY

Administrative Services A624
Corvallis, Oregon
97331-2128

1. The proposal to merge Crop Science and Soil Science is approved and will be forwarded to the Chancellor's Office for action by the State Board of Higher Education.
2. The resolution on recycling has the support of the administration and will be implemented by Vice President Coate and his staff.

GBS/nrh

c: President Byrne
Vice President Coate
Roy Arnold
D.S. Fullerton

Telephone
503-737-2111

Fax
503-737-2400

1990 Annual Report of the Faculty Economic Welfare Committee

Members of the Committee are Ze'ev Orzeck, Mary Ellen Phillips, Marilyn Henderson, Robert Michael, Harold Engel, Jerry O'Connor, Lois J. deGeus, Austin Walter, Pete Fullerton and Curtis Mumford.

The committee met three times during the year and dealt with the following issues relative to faculty. The first was the discussion of the new fringe benefit package and how it worked and affected faculty. Recommendation from the committee was that the State System of Higher Education consider for next year refunding the entire cost of the health benefit insurance, which totals \$106.41, if the faculty member could show proof that they carry health insurance from another carrier. The present plan only allows for a \$50 refund.

The committee also dealt with the issues of fringe benefits for faculty working less than half-time. There was support for the issue but there was also concern of the cost to the departments because of the large number of less-than-half-time faculty that are employed in some departments. A motion was made at the second meeting that the faculty who are employed for less than .5 FTE receive a portion of the benefit package in relation to the proportion to the time they work. This was supported by the committee, passed unanimously, and was forwarded on to the Faculty Senate Executive Committee.

The Faculty Economic Welfare Committee also recommended that the Faculty Senate participate in a salary equity study. At a meeting which included representatives from the President's commission on the status of women and the affirmative action office, the committee was appointed and is working with the Senate's president, Mike Martin, to facilitate a faculty equity study during this school year.

Since I will be retiring October 1, 1990 I will not be able to continue as chair of this committee for the next year. I appreciate the opportunity to serve in this capacity and hope that our work will be helpful to faculty in the future.

Respectfully submitted,



Harold E. Kerr
Chairman

Department of
Economics



Ballard Extension Hall 303
Corvallis, Oregon 97331-3612

(503) 737-2321

April 4, 1990

TO: Michael V. Martin, President, O.S.U. Faculty Senate

FROM: K.D. Patterson, Chair, Faculty Grievance Committee

RE: Annual Report: July, 1989 to date.

The Faculty Grievance Committee received two grievances since July 1, 1989. The Committee conducted hearings of both grievances and submitted recommendations to President Byrne. Since the Committee's inception in July of 1988, five grievances have been received by the Committee.

Since July of 1989 the Committee has clarified its operating procedures to conform more closely to administrative rules. The Committee has prepared a written Guide to Grievance Procedures which should be available in the Faculty Senate Office.

College of Business



Bexell Hall 200B
Corvallis, OR 97331-2603

April 11, 1990

To: Michael V. Martin
President, OSU Faculty Senate

From: Ron Miller, Chair
Faculty Mediation Committee

Re: Annual report of Faculty Mediation Committee

No matters were brought before the committee during the 1989-1990 academic year.

/kls

A handwritten signature in black ink, appearing to read "RL Miller", with a long horizontal line extending to the right.

Agricultural
Communications



Administrative Services A422
Corvallis, OR 97331-2119

(503) 737-0804

April 19, 1990

TO: Mike Martin, President
OSU Faculty Senate

FROM: Ken Kingsley
Associate Director

SUBJ: Committee Report to the Faculty Senate

Following is the **Annual Report of the Instructional Media Committee** for the 1989-90 academic year:

The Instruction Media Committee met regularly during this reporting period to review Communication Media Center (CMC) support activities, to identify opportunities to enhance CMC capabilities, and to provide counsel on budget and equipment acquisition proposals. Specific activities of the Committee included:

- Discussed implications of the Ed-Net (satellite-based, distance learning) system on the limited resources of the Communication Media Center. CMC will be responsible for both the technology and production needs of the system at OSU. Concerns will be addressed to University administration.
- Carried out initial planning for a survey of CMC users to assess quality of service and to learn if there are some instructional media needs that are not currently being met. Survey instrument is being refined and will be mailed to users during fall term 1990.
- Reviewed CMC budget and fee structure for services. Made recommendations that encourages CMC to propose revising the fee structure to insure consistency in services that are fee-based. Encouraged CMC director to develop a budget proposal that includes a line item for equipment.
- Initiated activity to develop a long-range plan for the CMC that targets the enhancement of faculty instructional performance, and responds to the growing interest in electronic (including satellite, micro-wave, and land-line) delivery of educational programming.

Submitted by: Ken Kingsley, Chair

DEPARTMENT OF
HUMAN DEVELOPMENT
AND FAMILY SCIENCES

CONFIDENTIAL

April 5, 1990

TO: Mike Martin
Faculty Senate

FROM: Faculty Awards and Recognition's Committee
Clara Pratt, Chair
Arnold Appleby
Ann Asbell
Tom McClintock

RE: Distinguished Service Award



OREGON
STATE
UNIVERSITY

Milam Hall 322
Corvallis, Oregon
97331-5102
USA

We met (Tom McClintock was not present) and have selected two outstanding persons to submit in nomination for the Distinguished Service Award. N. B. "Nat" Giustina is the elder statesman of forestry in Oregon and has contributed generously of his time and resources in support of OSU and the state. Most recently Mr. Giustina lead the efforts to construct the university's Trysting Tree public golf course. He has served on the Board for Intercollegiate Athletics and on the Board of Trustees for the OSU Foundation. His contributions of time and financial resources for the construction of LaSells Center were significant.

The committee also submits Captain R. Barry Fisher in nomination for the Distinguished Service Award. His career as a fisherman, academician and fishery diplomat has been exemplary. Among his many contributions was the development of joint venture fishery which has revolutionized the industry in the Northwest. Captain Fisher has also contributed his time and expertise in several roles: as educator with the OSU Fisheries & Wildlife Department and the Sea Grant program; as a leader in fisheries conservation; as a diplomat who has sponsored cultural and economic interchanges between the U.S. and the USSR, Japan, and Europe. Finally Captain Fisher is a generous member of his community and state who actively supports diverse social, educational, and cultural activities.

It is with great pleasure that we nominate Nat Giustina and Captain Barry Fisher for the OSU Distinguished Service Award.

CP:slw

Telephone
503-737-4765

CONFIDENTIAL

OSU Distinguished Service Award

1. Distinguished Service Awards will be granted to persons, and in some cases to organizations, who have made an exceptional contribution to society or who have rendered unusual service to mankind.
2. Persons or organizations receiving these awards need not have any connection with Oregon State University. Most of these selected previously, however, have had some connection.
3. Generally, the Distinguished Service Awards will not be given to current staff members or persons with emeritus status, except under unusual circumstances.
4. All nominations will be judged strictly on the basis of the nature of the contribution made.

OSU DISTINGUISHED SERVICE AWARD

Previous Recipients

- | | | | |
|------|---|------|---|
| 1964 | M. Lowell Edwards
Linus Pauling
Ernest H. Wiegand | 1972 | Edith Green
Richard Walter Henzel
Glenn L. Jackson
Charles Taylor Parker |
| 1965 | E. Soon Choi
Oregon Wheat Growers League
August L. Strand | 1973 | Mercedes Allison Bates
Hollis Mathews Dole
Harry August Schoth
Ernest Robert Sears |
| 1966 | Ava Milam Clark
David T. Mason
Charles A. Sprague | 1974 | Paul Hugh Emmett
Charles N. Holman
Fritz Leonhardt
Mabel C. Mack
John Holmes Martin
Phi Kappa Phi Honor Society
Clarence W. Richen
Howard Vollum |
| 1967 | Angus L. Bowmer
Ulysses G. Dubach
Helen M. Gilkey
Milton Harris | 1975 | Howard C. Belton
Robert D. Clark
Julia Butler Hansen
Spencer H. Smith
Wendell Wyatt |
| 1968 | Frank L. Ballard
Wayne V. Burt
Vernon Cheldelin*
Ava Milam Clark
Francois A. Gilfillan
George W. Gleeson
Edwin Russell Jackman*
William Jasper Kerr*
Erwin Bertran Lemon
Clifford E. Maser*
Walter F. McCullough
Herman Oliver
Frederick E. Price
Margaret C. Snell*
August L. Strand | 1976 | Charles Roberts Buxton
Charles W. Fox
Lyle W. Hammack
Mary Whitelaw Rieke
Eugene C. Starr |
| 1969 | Roland E. Dimick
Bernard Malamud
Wayne L. Morse
George W. Peavy | 1977 | Jackson Graham
James Herbert Jensen
Charles James Meechan
Phillip William Schneider |
| 1971 | Kirby Ernest Brumfield, Jr.
Jess Wayne "Bud" Forrester, Jr.
William Edmund Milne
John C. Scharff
Thurman James Starker | 1978 | Stafford Hansell
Elwood J. (Bud) Keema
Loran L. Stewart
Al Ullman |
| | | 1979 | Gordon Gilkey
Joe Klapenger
Marion T. Weatherford |

1980 Cecil B. Andrus
Isabella Holt
Fred Phillips

1981 Frank C. Tubbs
Rexford A. Resler
Norman E. Borlaug

1982 Jack R. Borsting
Bob Nixon
George Hunt Weyerhaeuser

1983 Kenneth and Joan Austin
Robert W. Lundeen
Thomas G. Scott
Levelle Wood

1984 Emery Neal Castle

1985 Crossroads International
Eugene Harland Fisher
Gene David Knudson
Roy A. Young

1986 CH2M - Holly A. Cornell
James C. Howland
Thomas B. Hayes
Fred Merryfield
Karl Heinz Oedekoven
Lyman E. Seely

1987 Betty Eileen Hawthorne
Leonard Kunzman
Robert W. Schoning

1988 Robert W. MacVicar

1989 Mary E. Abbott
Sally Hacker*

* Posthumous

RECEIVED MAR 27 1990

27 March 1990



OREGON
STATE
UNIVERSITY

Women's Building 120
Corvallis, Oregon
97331-6802

TO: Mike Martin, President
Faculty Senate

FROM: Kathleen Heath, Chair *Kathy mm*
Curriculum Council

RE: Category I Proposal to Rename Graduate Degree Program in
Foods and Nutrition

The attached Category I Proposal to Rename the Graduate Degree Program in Foods and Nutrition to Nutrition and Food Management has been approved by the Curriculum Council and reviewed by the Graduate Council. It is ready for Senate action.

KH:mm

attachment

c: K. Green, Dean
M. Woodburn

Telephone
503-737-3257

Fax
503-737-2400

LIAISON	
BY KH	DATE 3/5/90

CATEGORY I TRANSMITTAL SHEET

REC'D

To Rename the Graduate Degree Program in Foods and Nutrition
(Title of Proposal)

To Graduate Program in Nutrition and Food Management

Submitted By: Department of Nutrition and Food Management
(Department)

College of Home Economics
(College)

Library evaluation attached? N/A

Liaison Documentation from other units attached? N/A

Summary of Estimated Costs and Sources of Funds attached? N/A

Budgets and Fiscal Planning Committee review attached? N/A

Teacher Standards and Practices Commission information attached? N/A
(applies to new teacher certification programs only)

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees.

Mary Woodhew 10-23-89
Department Chair/Head Date

Kevin B. Free 5 Feb 1990
Dean, College Date

Oregon State University
College of Home Economics
Department of Nutrition and Food Management

1. Proposed Name for graduate degrees.

The name of the degree program and degree would be:

M.S. in Nutrition and Food Management

Ph.D. in Nutrition and Food Management

2. Organizational Structure

Degrees offered by the Department of Nutrition and Food Management in the College of Home Economics, Oregon State University.

3. Objective

To continue to provide the graduate degree programs under the name consistent with the new department name: Nutrition and Food Management. Graduate degree programs for M.S. and Ph.D. were offered in the Department of Foods and Nutrition, prior to merger July 1 with the Department of Food Systems Management under the new name of Department of Nutrition and Food Management. Areas of concentration for department graduate programs currently include "human nutrition, metabolic studies, administrative dietetics, nutritional status assessment, nutrient requirements and interrelationships; nutrition education and services; physical-chemical aspects of food quality, texture studies, food microbiology; food systems management with an emphasis on foods and nutrition" (p. 38 OSU Bulletin Graduate Catalog 1988-990).

These emphases would continue. The M.A. degree is currently offered but will be dropped.

4. Resources Needed

No additional resources in personnel or facilities will be needed since this is not a change in program but only in name.

5. Funding Requirements

No additional funds are needed to implement this name change. All department informational materials have already been revised to show the new department name

6. Relationship to Mission

No change. Graduate students in subject areas related to Food Systems Management have in the years prior to the July 1 merger earned M.S. and Ph.D. degrees as students enrolled in the Department of Foods and Nutrition.

7. Long-Range Plans and Goals

Unchanged except that the goal of the merger of the two departments should result in the long-term in greater financial and program efficiencies and stronger programs of undergraduate and graduate teaching, research, and extension.

REPORTS TO THE FACULTY SENATE

Thursday, June 7, 1990; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

Friday, June 8, 1990; 1:00 pm
Special Session
MU East Forum
(See C. 1.)

AGENDA

The agenda for the June Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the May Senate meeting, as published and distributed to the faculty.

A. SPECIAL REPORTS

Ray Leidich, Academic Services Center Director, will report on the mission and activities of the Academic Services Center. He will also discuss long-term plans and expectations for this unit.

B. ACTION ITEMS

1. Faculty Senate Consideration of Degree Candidates (p. 1)

Wallace Gibbs, Registrar and Director of Admissions, will present the recommended lists of degree candidates for Senior Honors, Baccalaureate Degree Candidates, and Advanced Degrees.

2. Reserve Officer Training Corps (ROTC) Discrimination Policy (pp. 2 - 3)

This resolution will record the faculty's opposition to the ROTC's policy of discriminating against homosexuals.

3. **Standing Rules Revisions** (pp. 4 - 8)

The Committee on Committees has submitted proposed Standing Rules revisions for the Academic Advising Committee and the Advancement of Teaching Committee and proposed Standing Rules for the Committee on Bylaws and Nominations which would consolidate the two existing committees.

4. **Promotion and Tenure Committee Recommendation Regarding Confidential Letters** (p. 9)

This action will endorse the recommendation of the Promotion and Tenure Committee which calls on OSU administration to abandon the optional waiver of access to promotion and tenure files.

5. **Guidelines for Development and Review of Undergraduate Certificate Programs at OSU** (pp. 10 - 11)

The Curriculum Council has submitted revisions to the existing guidelines. The proposed sections are in bold print.

6. **Category I Curricular Program Proposals** - Kathy Heath (pp. 12 - 18)

Attached is a summary of five Category I curricular proposals being recommended for approval, all involving structural reorganization and renaming. Each proposal is included as a separate enclosure.

a) College of Liberal Arts -

- Initiation of a New Instructional Program Leading to the Master of Arts in Applied Anthropology (pink enclosure)
- Initiation of a New Instructional Program Leading to the Master of Arts Degree in History - This proposal will be brought before the Senate only if it has been approved by the Curriculum Council, the Graduate Council and the Budgets and Fiscal Planning Committee prior to this meeting. Vitae of the Department of Histories faculty are available in the Faculty Senate Office. (tan enclosure)

b) College of Agricultural Sciences -

- Rename the Department of Agricultural Engineering to the Department of Bioresource Engineering (lavender enclosure)
- Rename Master of Science in Agricultural Engineering to Master of Science in Bioresource Engineering (gray enclosure)
- Initiation of a New Instructional Program Leading to the Ph.D. Degree in Bioresource Engineering (blue enclosure)

c) College of Business -

- Initiation of a New Instructional Program Leading to the Professional Certificate in Hotel and Resort Management (green enclosure)

d) College of Education -

- Renaming Existing Instructional Program in Industrial Arts Education to Technology Education (yellow enclosure)
- Initiation of a Master of Arts in Teaching - to be discussed at 1 pm on June 8 in the MU Forum; enclosed as a separate document. (yellow enclosure)

C. INFORMATION ITEMS

1. **FACULTY SENATE SPECIAL SESSION** (p. 19)

The Faculty Senate will meet in a special session on Friday, June 8, at 1 pm in the MU Forum to approve the Masters in Arts Teaching in Education. Please bring the MAT proposal included with this agenda as a separate document.

2. **Associated Oregon Faculty Campus Representative**

Past Faculty Senate President Gary Tiedeman has been appointed campus representative for the Associated Oregon Faculty.

3. **Category II Proposals** (pp. 20 - 49)

Attached is a summary of 1989-90 Category II Proposals.

4. **Interinstitutional Faculty Senate Report**

The report from the IFS meeting to be held June 1 - 2 will be available as a handout at the Senate meeting. IFS representatives will be present to answer any questions.

D. ANNUAL REPORTS

All Senate committees and councils are expected to report annually to the Senate and to describe their work for the year. Below is a list of reports that are attached. In most instances, the reports are for the information of the Senate, and committee chairs may not be present at the Senate meeting. These reports contain no specific recommendations, although several express views upon which further consideration could be taken. Questions regarding a report should be directed to the chair (prior to the meeting, through the departmental affiliation), or the Senate president, if appropriate.

- a. **Academic Advising** - No report received
- b. **Academic Deficiencies** - Debbie Hallander, Chair (p. 50)
- c. **Academic Regulations** - No report received
- d. **Academic Requirements** - Mina McDaniel, Chair (pp. 51-53)
- e. **Administrative Appointments** - Gordon Reistad, Chair (p. 54)

- f. **Advancement of Teaching** - Bob Schwartz, Chair (p. 55)
- g. **Baccalaureate Core** - Henry Sayre, Chair (pp. 56 - 57)
- h. **Budgets & Fiscal Planning** - John Dunn, Chair (pp. 58 - 59)
- i. **Bylaws Committee** - No report received
- j. **Committee on Committees** - J. H. Krueger, Chair (p. 60)
- k. **Curriculum Council** - No report received
- l. **Faculty Economic Welfare** - (published in the May Agenda)
- m. **Faculty Grievance Committee** (published in the May Agenda)
- n. **Faculty Mediation Committee** (published in the May Agenda)
- o. **Faculty Recognition and Awards Committee** - Clara Pratt, Chair (pp. 61 - 62)
- p. **Faculty Status** - E. D. McDowell, Chair (p. 63)
- q. **Graduate Admissions** - John A. Drexler, Jr., Chair (p. 64)
- r. **Graduate Council** - Logan A. Norris, Chair (pp. 65 - 66)
- s. **Instructional Media** - (published in the May Agenda)
- t. **Library Committee** - Peter List, Chair (pp. 67 - 68)
- u. **Nominations Committee** - Thurston Doler, Chair (p. 69)
- v. **Promotion and Tenure** - To be submitted upon completion of this year's work
- w. **Research Council** - Don Reed, Chair (pp. 70 - 71)
- x. **Retirement Committee** - Robert Michael, Chair (pp. 72 - 73)
- y. **Special Services Committee** - Beth Strohmeyer, Chair (p. 74)
- z. **Student Recognition & Awards Committee** - Leslie Davis/Russell Maddox, Co-Chairs (p. 75)
- aa. **Undergraduate Admissions** - R. W. Thies, Chair (pp. 76 - 77)
- bb. **University Honors Program** - No report received

E. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Provost & Vice President for Academic Affairs.

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

G. EXECUTIVE SESSION

A separate enclosure on salmon paper contains background information concerning the Faculty Panels for Hearing Committees and the list of nominees for election. Voting will take place during the Executive Session.

H. NEW BUSINESS

***FACULTY SENATE SPECIAL SESSION
FRIDAY, JUNE 8, 1990; 1:00 PM
MU EAST FORUM***



OREGON STATE UNIVERSITY

Administrative Services B102 · Corvallis, Oregon 97331 · 2130

Telephone 503 · 737 · 4331

May 11, 1990

TO: Dr. Michael V. Martin, President
Faculty Senate

FROM: Wallace E. Gibbs *WEG*
Registrar and Director of Admissions

SUBJECT: Faculty Senate Consideration of Degree Candidates

If appropriate, I will be happy to be in attendance at the Faculty Senate meeting on Thursday, June 7, 1990 to present the recommended lists of degree candidates in the following categories:

1. Senior Honor Students:

As approved by the Faculty Senate on April 1, 1971, the designation "with highest scholarship" will be conferred by the Faculty Senate upon those students graduating with a cumulative GPA of 3.75 or better and who have been in attendance at Oregon State University for at least two regular academic years. The designation "with high scholarship" will be conferred upon students with a cumulative GPA of 3.25 but less than 3.75, and who have been in attendance for at least two regular academic years. These notations will be shown on the Commencement program, the diploma, and transcripts of the student's permanent academic record.

2. Baccalaureate Degree Candidates

Those students verified as having completed all academic/college/school and departmental requirements by the academic dean, and institutional requirements by the Registrar's Office. These candidates are to be approved by the Academic Requirements Committee for recommendation to the Faculty Senate.

3. Advanced Degree Candidates

Those graduate students who have completed degree requirements satisfactory to the Graduate Council for recommendation to the Faculty Senate.

cc: Provost and Vice President Graham B. Spanier
Dean Thomas J. Maresh
Ralph H. Reiley, Jr.

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107
May 31, 1990

MEMORANDUM

TO: OSU Faculty Senators

FROM: Faculty Senate Executive Committee
Mike Martin, President *Mike*

RE: Resolution Regarding ROTC Policy on Homosexuals

As you may know, Federal policy allows Campus ROTC units to discriminate against homosexuals. University faculties around the country are going on record as opposing such practices and urging a change in Federal policy.

The attached resolution is submitted by the Executive Committee in an effort to record this faculty's concern over discrimination by ROTC and to request that our administration join us in communicating our concern to Oregon's Congressional delegation.

vln
Attachment

ROTC ON OREGON STATE UNIVERSITY CAMPUS

Whereas Oregon State University is committed to a policy of nondiscrimination against individuals on the basis of sexual orientation . . .

Whereas the Reserve Officer Training Corps (ROTC) follows a policy that discriminates against homosexuals . . .

Whereas the ROTC's policies against homosexual cadets is dictated by the Pentagon's ban against homosexuals in the armed services . . .

Be it resolved that the Faculty Senate is strongly opposed to the ROTC's policy of discrimination against individuals based upon their sexual orientation . . .

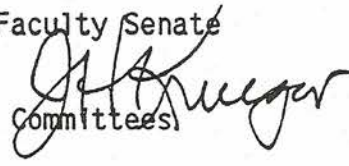
Be it further resolved that the Faculty Senate urges the University community to voice its opposition to the ROTC's policy of discrimination that stands in direct contradiction to OSU's affirmative action policies . . .

Be it Further Resolved that the Faculty Senate urges the Administration to encourage Oregon's Congressional delegation to seek changes in the Federal policy which discriminates against homosexuals in the military.

May 18, 1990

To: Executive Committee of the Faculty Senate

From: James H. Krueger, Chair
Faculty Senate Committee on Committees



Subject: Proposals for changes in Standing Rules

COMMITTEE ON BYLAWS AND NOMINATIONS. Standing Rules are proposed for creation of a new committee, formed by combining the existing Bylaws Committee and the Nominations Committee. It appears that the workload of the existing committees can be handled comfortably by a single committee. We considered, but wish to recommend against, the inclusion of the Committee on Committees with the two committees above, primarily on the grounds of maintaining a reasonable workload for the combined committee.

ACADEMIC ADVISING COMMITTEE. Revised Standing Rules are proposed for this committee for the purpose of providing more specific functions and requiring more direct involvement in monitoring advising activities and administration on the campus.

ADVANCEMENT OF TEACHING COMMITTEE. Revised Standing Rules are proposed for this committee to reflect actual practice in staffing the committee.

NOTE: Proposed revisions are highlighted and items to be deleted contain lines drawn through them. The proposed wording of the Standing Rules for the Committee on Bylaws and Nominations is all new.

COMMITTEE ON BYLAWS AND NOMINATIONS

The Committee monitors the Bylaws of the Faculty Senate, reviewing proposals for changes and recommending amendments for action by the Senate. It serves in an advisory capacity to the Senate President and to the Executive Committee in all matters related to the Bylaws.

Each Fall, the Committee shall nominate candidates for elective office in the Faculty Senate. At least two candidates shall be nominated for the position of Senate President-Elect, each of whom shall be, or shall have served as, a Senator. The Committee shall also nominate candidates from the current Senate membership for elective positions on the Executive Committee. There shall be at least two nominations for each position available. Also, the Committee shall nominate candidates from the Faculty-at-large to represent OSU on the Interinstitutional Faculty Senate (IFS). There shall be at least twice as many nominees as positions available. All nominations shall be reported to the regular November meeting of the Faculty Senate.

The Committee consists of four faculty members. Three of these shall be appointed by the Executive Committee for one-year ~~three-year~~ terms. The fourth member shall be the Immediate Past Senate President, who shall serve as Chair.

CURRENT STANDING RULES FOR:

BYLAWS COMMITTEE

The Bylaws Committee makes a continuing study of the Bylaws of the Faculty Senate, reviews proposals for changes and recommends amendments for action by the Senate. It serves in an advisory capacity to the Senate President and to the Executive Committee in all matters related to the Bylaws. The Committee consists of four Faculty members.

(10/88)

CURRENT STANDING RULES FOR:

NOMINATIONS COMMITTEE

The principal function of the Nominations Committee is to nominate candidates for elective office in the Faculty Senate. The Committee shall nominate at least two candidates for Senate President-Elect, each of whom shall be or shall have served as a Senator. The Committee shall also nominate from the Senate membership candidates for elective positions on the Executive Committee. The number of nominations shall exceed the number of elective positions by at least two. These nominations shall be reported to the regular November meeting of the Faculty Senate.

The Committee shall also nominate candidates from the Faculty-at-large to represent OSU on the Interinstitutional Faculty Senate (IFS). The number of nominations shall exceed the number of vacant positions by at least two. These nominations shall be reported to the regular November meeting of the Faculty Senate.

The Committee consists of three Faculty members, appointed by the Executive Committee for one-year terms, and the immediate past Senate President serves as Chair.

(09/88)

ACADEMIC ADVISING COMMITTEE

The Committee on Academic Advising reviews and recommends policies and programs which facilitate concerning student progress by orientation, academic advising, student record-keeping, and vocational planning. The Committee will conduct an annual review of the quality of advising activities on campus. The Committee recommends awards for advising performance. Recommended policies policy and program changes are submitted to the Faculty Senate for approval for implementation by the University administration. The Committee consists of four Faculty and four Student members. One faculty member and one student member shall serve as ex-officio members of the Advising Council.

ADVANCEMENT OF TEACHING COMMITTEE

The Committee on the Advancement of Teaching formulates and evaluates statements of policy that influence the teaching process, including (1) teaching effectiveness and efficiency, (2) support, (3) dissemination of information, (4) encouragement of innovation and experimentation, and (5) appropriate recognition of good teaching. The Committee seeks information and opinions from students, faculty, and administrators in formulating statements of policy, and presents to the Faculty Senate recommendations and perspectives useful to that body in determining appropriate actions and positions to be taken in support of the advancement of teaching. In addition, the Committee may serve in an advisory capacity to the ~~Dean of Undergraduate Instruction in the making of awards in the field of teaching~~ Faculty Recognition and Awards Committee, or to other committees or individuals as designated, in the provision of awards in the field of teaching. The Committee consists of five Faculty and ~~four~~ three Student members, one of whom must be a graduate student and one of whom must be an undergraduate student, and the VP for Academic Affairs, or designee, ex-officio.

MEMORANDUM

TO: M. V. MARTIN
PRESIDENT, FACULTY SENATE

FROM: V. J. BROOKES
CHAIRMAN, PROMOTION AND TENURE COMMITTEE

RE: CONFIDENTIAL LETTERS

The Promotion and Tenure Committee of the Faculty Senate met on Thursday April 19, 1990 to discuss the annual report and the matters noted above. The following decision was unanimously approved, by the five of six members attending:

That the Faculty Senate reaffirm its position stated in 1988 that the files of candidates for promotion and/or tenure be open and that the waiver allowing confidentiality be deleted from the guidelines.

GUIDELINES FOR DEVELOPMENT AND REVIEW OF UNDERGRADUATE CERTIFICATE PROGRAMS AT OSU

*(adopted Faculty Senate Meeting #317, April 1975;
and updated January 11, 1983, and August 6, 1986)*

Introduction

For purposes of development, review, and administration at Oregon State University, a "certificate program" is defined as "a program on a topic area or problem area providing a specified interdisciplinary program of study of less than major dimension, leading to an official certificate and an official notation on the transcript that the student has successfully completed the specified requirements of the program."

The certificate program is drawn from the applicable course offerings of two or more departments, but it is separate and apart from the major degree program. Consequently, it provides opportunities for direction of study not readily available within the structure of a formalized major degree program. In conjunction with the student's formal major degree program, the certificate will provide breadth in the general subject area of the certificate to accompany the depth of the major program. A certificate program might enhance the student's opportunities for employment by providing an official recognition not otherwise visible of a particular background or expertise, over and above the student's formal degree training, applicable to a number of professional areas. A certificate program may also serve a general education purpose rather than or as well as a vocational purpose.

A professional certificate program may be developed for a program which is not associated with the completion of a baccalaureate degree. Such a program must take advantage of unique resources available at Oregon State University. At least 1/3 of the courses must be at the upper division level. Professional certificate proposals must meet all the criteria of a certificate program with the exception of the association with a formal degree program.

A "certificate program," available to any University student, is distinguished from a departmental minor in that the courses constituting a certificate program are from more than one department rather than from a single department. It is distinguished from an "option," in that the certificate program is separate from but complementary to a specific major degree program rather than providing an alternative series of courses within the framework of a single major degree program. A "certificate program" is also distinguished from other designations in that an official certificate is issued and an official notation is entered on the student's transcript for the certificate program but not for the other designations. Furthermore, a "certificate program" is not to be confused with state teacher certification or other licensing by outside agencies based on completion of formal programs at OSU.

Within the framework of these definitions and purposes, properly planned and administered certificate programs are appropriate to Oregon State University and may provide various academic and administrative advantages. With revision, some of the presentation options or emphases now offered might fit into the certificate program described, and additional opportunities might be appropriately developed in the future. The following procedures are recommended for the development, implementation, and administration of certificate programs.

Administration

At the baccalaureate level, the certificate program must be taken in conjunction with a formal degree program of the University. An official certificate of completion is awarded after the commencement ceremony at which the student's degree has been conferred, certifying that the graduating student has successfully completed the specified requirements of the program. A student not completing a certificate program by the time of conferral of the baccalaureate degree, but who at a later time wishes to do so, must have the permission of the certificate program director/committee and satisfy the admission requirements as a special, post-baccalaureate, or graduate student.

A professional certificate may be awarded without the completion of the baccalaureate degree. The professional certificate program may be combined with an existing degree. The professional certificate program may limit enrollment of students due to space availability in the program.

The certificate program may be combined with a degree in one of the departments contributing courses to the program, or in any department in the University, with the approval of the student's major department chairman, dean of the student's college, dean of the Graduate School (if appropriate), and the director/coordinating committee of the certificate program. The dean(s) of the college(s) initiating the certificate program, and responsible for it, will be expected to demonstrate the availability of resources for the program for an initial trial period of reasonable length (e.g., four years) and to monitor it closely during the trial period.

At the time when the certificate is officially awarded, a notation to that effect will also be entered on the student's transcript. Although the procedures for notifying the Registrar of those who have met the requirements for certification may vary somewhat, according to the design of the certificate program, ordinarily the recommendation should follow the general route from the director/program committee, to the chairman of the student's major department, to the dean of the student's college, to the dean of the Graduate School (if appropriate), to the Registrar, who prepares and issues the certificate and enters the notation on the transcript.

Preparation and Review of Proposals

A formal proposal for a certificate program should be presented as a Category I item and should follow all the regular collegiate procedures for such proposals. In following the format for a Category I proposal, the discussion of the second section, "Department, School, or College Responsible," should also include statements relative to proposed organizational structure and placement within the University including designation of the responsible dean(s); plans for program implementation and administration; and procedures for authorizing the Registrar to issue the certificate and enter the notation on the student's transcript. Available and needed resources for supporting the proposed program should be clearly detailed, including funding, faculty, library, facilities, and equipment.

A professional certificate program must be presented as a Category I request in the same format as detailed above.

Depending upon whether more than one dean is responsible for the program, authorization to the Registrar should proceed according to one of the following models:

1. Chairman of Certificate Program Committee - Dean of College responsible/
Dean of Graduate School (if appropriate) - Registrar - Certificate/Transcript.
2. Chairman of Certificate Program Committee - Chairman of Student's Major Department -
Dean of Student's Major School/Dean of Graduate School (if appropriate) - Registrar -
Certificate/Transcript.

Future certificate proposals should spell out this route of authorization.



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May 22, 1990

TO: Michael V. Martin
President, OSU Faculty Senate

FROM: Kathleen Heath, Chair ~~of~~
Curriculum Council

RE: Actions of the Curriculum Council

The Curriculum Council has taken action on the following proposals. The Category I Proposals are ready for Senate action. The Category II Proposals were approved by Curriculum Council and are reported to the Senate for information.

College of Liberal Arts

Category I Proposal for the Initiation of a New Instructional Program Leading to the Master of Arts in Applied Anthropology.

College of Agricultural Sciences

Category I Proposal to Rename the Department of Agricultural Engineering. Proposed name: Department of Bioresource Engineering.

Category I Proposal to Rename Master of Science in Agricultural Engineering. Proposed Name: Master of Science in Bioresource Engineering.

Category I Proposal for the Initiation of a New Instructional Program Leading to the Ph.D. Degree in Bioresource Engineering.

College of Business

Category I Proposal for the Initiation of a New Instructional Program Leading to the Professional Certificate in Hotel and Resort Management.

Note: Before the Senate can act on this proposal, the "Guidelines for Development and Review of Undergraduate Certificate Programs at OSU" must be revised. A copy of the proposed revisions is attached. The paragraphs in the bold print are proposed for addition.

College of Education

Category I Proposal for the Renaming of an Existing Instructional Program in Industrial Arts Education to Technology Education.

Category I Proposal for the Initiation of a Master of Arts in Teaching.

Category II Summary, 1989-90. The summary of these Category II changes that have been approved by Curriculum Council and the Graduate Council (where appropriate) are reported to the Senate for information.

Category II Summary In Support of the MAT Program Proposal. The summary of the Category II requests in support of the Master of Arts in Teaching is reported to the Senate for information. These courses have been approved by the Curriculum Council and the Graduate Council.

KH:mm

COLLEGE OF
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RECEIVED
MARCH 14, 1990

TO:

Kathy Heath, Chair
Curriculum Council

FROM:

S. J. T. Owen, Dean
College of Engineering

SUBJECT: Category I Proposals Submitted by Agricultural Engineering.

This is a letter of support for the three Category I proposals (name change of the department and MS degree and a new PhD degree) submitted by the Department of Agricultural Engineering. College of Engineering administrators, including all engineering department heads, met on March 14, 1990 to discuss these proposals. After discussing the merits and potential concerns of each proposal, the College elected to support with enthusiasm the three proposals.

As discussed in the proposals, the MS and PhD degrees in Bioresource Engineering will be administered through the College of Engineering since they are considered to be engineering degrees. Financial support of the program will continue to be provided by the College of Agriculture. I believe Dean Arnold will confirm this arrangement in his letter to you on the subject. The arrangement of having Agricultural Engineering degrees administered through the College of Engineering has been in existence since the 1947-48 academic year and has proven to be a productive and mutually beneficial relationship. This duality is the standard arrangement in most Land Grant institutions.

dkb

cc: Roy Arnold
Andrew Hashimoto
Tom Maresh



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May 3, 1990

Professor Kathleen Heath, Chair
OSU Curriculum Committee
College of Health and Human Performance
WB 120
Campus

Dear Professor Heath:

I understand that the Curriculum Committee is currently reviewing the series of Category I proposals from the Department of Agricultural Engineering, as follows:

1. Proposal to change the name of the department to Bioresource Engineering
2. Proposal to rename the existing M.S. program in Agricultural Engineering, changing it to a M.S. in Bioresource Engineering
3. Proposal to establish a Ph.D. in Bioresource Engineering

As Dean of the College of Agricultural Sciences, I wish to indicate the College's full support for these proposals. The administrative team within the College has reviewed these proposals during various stages of their development. We believe that the proposals reflect and respond to changes in the science and engineering fields. They will permit Oregon State University to market and offer graduate programs in an area which is showing significant growth in student interest and demand, and in demand for graduates.

Bioengineering, and Cell and Molecular Biology were the two leading program choices among this years NSF Fellowship winners in the biological sciences. Because OSU does not market programs with these titles, none of these top students have chosen OSU to pursue their graduate study. In each instance, OSU has the faculty and other resources to offer such programs if the appropriate organizational effort was made. This has been done for Bioresource Engineering.



Professor Kathleen Heath, Chair

The Graduate Program review report for the Department of Agricultural Engineering questioned the support of the Deans for a departmental Ph.D. program. For me, the issue was one of appropriate focus for such program versus a more general Ph.D. in Agricultural Engineering. I believe that the proposed Ph.D. program in Bioresource Engineering reflects carefully chosen areas of focus in response to existing strengths and Oregon needs and opportunities.

Although the organizational and budgetary structure for the Department of Bioresources Engineering may appear unusual for many observers, it reflects long history and common practice for Departments of Agricultural Engineering in many land grant universities, including OSU. Because the application of engineering principles is so important in agricultural and natural resources fields, and because the best quality engineering programs will be those which are part of a strong College of Engineering, Colleges of Agriculture in U.S. land grant universities have been quite willing to financially support professional Agricultural Engineering programs within Colleges of Engineering. Recognizing that Bioresource Engineering more appropriately recognizes the current and future science and technology environment for agriculture and natural resources programs, our College is committed to maintaining this type of partnership arrangement with the College of Engineering at OSU for these proposed programs.

Sincerely,

Roy G. Arnold

Roy G. Arnold
Dean

j/hea

c: Mike Burke
Andy Hashimoto
John Owen



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May 27, 1990

TO: Michael V. Martin
President, Faculty Senate

FROM: John M. Dunn 
Budgets and Fiscal Planning Committee

RE.: Agricultural Engineering

The Budgets and Fiscal Planning Committee has reviewed the proposals submitted by Agricultural Engineering. Specifically this department is requesting the following: their name be changed to Bioresource Engineering, their M.S. degree reflect this name change i.e. an M.S. in Bioresource Engineering rather than Agricultural Engineering and that they be given approval to initiate a new Ph.D. degree in Bioresource Engineering.

Our committee supports these proposals with the understanding that the Ph.D. proposal will require an increase in Library support. We are uncertain as to how this increase will be funded. The Faculty Senate should also recognize that support for the Ph.D. program will require continued success in attracting external funds. While the department has shown a recent increase in their external funding support, this variable will need to be monitor carefully during the next five years.

JMD:mm

c: Andy Hashimoto
Dean Owens
Dean Arnold



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May 27, 1990

TO: Michael V. Martin
President, Faculty Senate

FROM: John M. Dunn
Budgets and Fiscal Planning Committee

RE.: MAT Proposal

The Budgets and Fiscal Planning Committee has spent a considerable amount of time reviewing the proposed MAT degree. In addition, conversations have been held with representatives from the College of Education. Our committee understands the rationale for the degree and supports the effort to improve teacher education. In this respect, we support the proposal. There are, however, some aspects of the proposal which have long-term fiscal impact. These include:

1. The OSSHE decision to charge undergraduate rather than graduate fees for graduate courses to be taken in the fifth year of the program.
2. The increase in internship stipend from \$100 to \$1000 to be paid to cooperating teachers.
3. The proposal rests on the need to develop cooperative agreements with other OSU colleges. To this date, only one agreement has been reached. All agreements will have a fiscal impact.
4. The fifth year program will shift students from a major in Education to another field of study within OSU. The costs of such a shift are difficult to determine and, therefore, the fiscal impact on other units uncertain.
5. Some aspects of the proposal are incomplete e.g. the proposed teaching field in social science is to be developed. This makes determination of budget impact difficult.
6. Although there is no projected increase in budget to accommodate the new degree, there is potential increase for faculty workload related to the nature of the internship and associated internship report.

JMD:mm

c: Charles Carpenter
Dean Barr

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107
May 31, 1990

MEMORANDUM

TO: Faculty Senators

FROM: Mike Martin *Mike*
President, OSU Faculty Senate

RE: Faculty Senate Meeting June 7, 1990 and Special Session June 8, 1990

You will note that we have a very heavy agenda for the June 7 meeting. Please carefully read all the relevant materials to insure that discussion and debate are focused and effective.

Because the College of Education's Category I proposal for creation of MAT degrees is so sweeping, we have scheduled a special session to address this proposal.

It is important that you plan to attend both meetings. The changes being proposed have important implications for the University.

vln

SPECIAL FACULTY SENATE SESSION
FRIDAY JUNE 8, 1990
1:00 PM
MU FORUM

OREGON STATE UNIVERSITY

CATEGORY II 1989-90

SUMMARY

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As of 5/17/90

LIBERAL ARTS

New Course

EC 603. THESIS.

To support newly initiated Ph.D. program.

J 220. NEWS WRITING II. 3 credits.

An introduction to the practices, procedures, techniques and organizational structures of basic news gathering and writing. Recommended to be taken concurrently with J 240. PREREQ: J 201; COREQ: J 240.

This is the second in a series of three courses (J 201, J 220 and J 320) designed to strengthen and focus the department's core in basic reporting and newswriting.

J 240. WORDCRAFT FOR JOURNALISTS. 3 credits.

Introduction to style, grammar and usage in the practice of journalism. Recommended to be taken concurrently with J 220. PREREQ: J 201; COREQ: J 220.

This additional professional language and style course is designed to strengthen the journalism student's copy-handling ability in preparation for an intensified J 340 and for the more difficult courses beyond. It is a key part of the plan to upgrade the department's copy-editing offerings.

J 320. NEWS WRITING III. 3 credits.

A continuation of material studied in J 220, extended into writing the complex story. Recommended to be taken concurrently with J 340. PREREQ: J 220; COREQ: J 340.

This is the third in a series of three courses (J 201, J 220 and J 320) designed to strengthen and focus the department's core in basic reporting and newswriting.

J 426/526. INVESTIGATIVE JOURNALISM. 3 credits.

Principles and problems of investigations and campaigns. Development of sources. Use of Freedom of Information Act. Use of information from the sciences. Ethical concerns. PREREQ: J 390.

This new course will expose the student to a set of skills and techniques critical in any entry-level job in the industry.

J 453/553. PHOTO EDITING. 3 credits.

Principles and practice of picture editing. Combining words and pictures. Includes consideration of picture sources and assignments; selection and use of photographs; legal and ethical factors. Photo page layout. PREREQ: J 351.

This course is being added to a generally upgraded and strengthened photojournalism curriculum within the department. While other photojournalism courses emphasize basic techniques and development of skill in making effective story-telling images, this course will focus on the critical process of combining words and pictures to tell a story. The course will also allow adequate time and an appropriate forum to consider ethical issues in photographic assignments and selection, an important topic that tends to be shoved aside in other courses already crowded with other topics.

J 486/586. SCIENCE AND THE MEDIA. 3 credits.

Explores the roots and consequences of what one author calls "the age of yellow science journalism." A critical examination of the communication gap between an inarticulate science and a scientifically illiterate public. PREREQ: 4 credits of science and 3 credits in the areas of Western culture or social processes and institutions.

This lecture course explores the deteriorating relationship between the sciences and the public four decades after C.P. Snow first noted the schism between the two. It is meant to enable the student to think critically about the communications lapses between an inarticulate science and a scientifically illiterate public.

J 495/595. LITERARY STRUCTURES IN SCIENCE WRITING. 3 credits.

The theory and use of literary structures, organizations and strategies in modern journalism, with particular emphasis on their utility in modern journalism, with particular emphasis on their utility in the coverage of scientific and technological issues. PREREQ: J 390 and two of the following courses: J 425/525, J 426/526, J 427/527, ENG 445/545.

This is the first course in a series of three writing courses which, together, comprise the capstone experience for both graduate and undergraduate students of science writing. This sequence is part of a revised and more tightly focused program emphasizing science and technical reporting and writing at both the undergraduate and the graduate levels.

The specific purpose of this course is to introduce the student to the intricacies of the structural forms which he or she will be expected to use in the second and third courses of the series.

J 496/596. EXPLANATORY JOURNALISM. 3 credits.

This intensive writing course focuses on the use of literary and essay structures in modern explanatory journalism. Emphasis on explaining complex science stories to a lay audience. May be repeated for a maximum of 9 credits. PREREQ: J 495/595.

This is the second course in a series of three writing courses which, together, comprise the capstone experience for both graduate and undergraduate students of science writing. This sequence is part of a revised and more tightly focused program emphasizing science and technical reporting and writing at both the undergraduate and the graduate levels.

The specific purpose of this course is to educate the student in the uses of structure in explanatory journalism.

J 497/597. DRAMATIC TECHNIQUES IN SCIENCE WRITING. 3 credits.

This intensive writing course explores the uses of dramatic literary structures and techniques in modern science writing. Use of character, action and circumstance to enliven science stories. May be repeated for a maximum of 9 credits. PREREQ: J 495/595.

This is the third course in a series of three writing courses which, together, comprise the capstone experience for both graduate and undergraduate students of science writing. This sequence is part of a revised and more tightly focused program emphasizing science and technical reporting and writing at both the undergraduate and the graduate levels.

The specific purpose of this course is to educate the student in the uses of dramatic form to explain and interpret the scientific process and culture.

Change in Permanent Course

ENG 401/501.RESEARCH. (TBA)

[Change in Number] *FORMERLY:* ENG 401.

In the curriculum conversion, we inadvertently failed to include the 501 in the 1990-91 Catalog.

ENG 402/502.INDEPENDENT STUDY. (TBA)

[Change in Number] *FORMERLY:* ENG 402.

In the curriculum conversion, we inadvertently failed to include the 502 in the 1990-91 Catalog.

ENG 403/503.THESIS. (TBA)

[Change in Number] *FORMERLY:* ENG 403.

In the curriculum conversion, we inadvertently failed to include the 503 in the 1990-91 Catalog.

ENG 405/505.READING AND CONFERENCE. (TBA)

[Change in Number] *FORMERLY:* ENG 405.

In the curriculum conversion, we inadvertently failed to include the 505 in the 1990-91 Catalog.

ENG 406/506.PROJECTS. (TBA)

[Change in Number] *FORMERLY:* ENG 406.

In the curriculum conversion, we inadvertently failed to include the 506 in the 1990-91 *Catalog*.

ENG 407/507.SEMINAR. (TBA)

[Change in Number] *FORMERLY:* ENG 407.

In the curriculum conversion, we inadvertently failed to include the 507 in the 1990-91 *Catalog*.

ENG 414/514.CRITICISM, CULTURE, AND WORLD COMMUNITY. 3 credits.

Reading and analysis of international critical theory and methods, with emphasis on postmodern literary and popular culture and its effects on communities.

[Change in Number] *FORMERLY:* ENG 414.

In the curriculum conversion, we inadvertently failed to include the 514 in the 1990-91 catalog.

ENG 415/515.INDUSTRIALISM AND THE ENGLISH NOVEL. 3 credits.

Studies in the development of the English novel within a context of changes in society brought on by first the industrial revolution and later the technological revolution.

[Change in Number] *FORMERLY:* ENG 415.

In the curriculum conversion, we inadvertently failed to include the 515 in the 1990-91 catalog.

ENG 416/516.POWER AND REPRESENTATION. 3 credits.

Critical analysis of works by colonized peoples, women, and ethnic minorities, with a focus on the issue of representation.

[Change in Number and Title] *FORMERLY:* ENG 416. OVERLORDS AND UNDERTONES.

For the number change: in the curriculum conversion, we inadvertently failed to include the 516 in the 1990-91 catalog.

For the name change: the proposed title is less catchy, more truly descriptive of the course, which, as the course definition above indicates, emphasizes the ways in which minorities are represented in cultural discourse. The course is not to be changed, only the title.

ENG 425/525. MEDIEVAL ENGLISH LITERATURE. 3 credits.

Chiefly the study of late 14th century poetry in Middle English. Usually the focus is on the Gawain poet and on Chaucer's early works, but earlier or later medieval writers (such as Boethius, the Beowulf poet, or Malory) may be included.

[Change in Title and Description] *FORMERLY:* Medieval Epic and Romance. Chiefly the study of northern epics and sagas and of Arthurian and classical romances. All readings in English.

The proposed catalogue entry describes a course that is far more appropriate for upperclass and graduate students, mostly because of the concentration on language and the more specific focus. The current title and description attract too many students who expect to read romances about King Arthur and his knights, and magicians and dragons. While these students find they have been misled, the course suffers by their presence, to the frustration of both the instructor and those students who are in fact interested in medieval literature.

J 340. EDITING AND LAYOUT. 4 credits.

Copy reading, headline writing, newspaper layout. Recommended to be taken concurrently with J 320. PREREQ: J 240; COREQ: J 320.

[Change in Number, Description, Prerequisite and Corequisite] *FORMERLY:* J 202. Copy reading, headline writing, newspaper layout. Copy editing for Barometer. PREREQ: J 200, 201.

The number and prerequisite is being changed to reflect the tightened focus of the journalism core and the addition of a new course (J 240) preliminary to this course. Reference to Barometer is being dropped as inappropriate. The corequisite is to continue the linkage, begun at the 200 level, between language courses and reporting courses.

J 350. PHOTOJOURNALISM I. 4 credits.

Introduction to black and white 35 mm photography, camera operation, exposure, film developing, printing. Elements of composition, lighting, photoediting. Planning, production, and use of black and white photographs in newspapers, magazines, and other publications. Student must supply suitable 35 mm camera.

[Change in Title] *FORMERLY:* PHOTOJOURNALISM.

Name changed to make the sequential nature of the course more clear.

J 351. PHOTOJOURNALISM II. 3 credits.

Elements of lighting. Theory of exposure and development. Introduction to 35 mm color photography. Color balance. Color negative and positive processes. Students must supply 35 mm camera. PREREQ: J 350.

[Change in Title] *FORMERLY:* COLOR PHOTOJOURNALISM.

This is a basic course in lighting and color photography, intended as an extension of the basic black and white course. Title changed to reflect the sequential nature of the course. Description changed to better reflect the nature of instruction provided.

J 390. REPORTING. 3 credits.

Theories and techniques for planning, reporting and writing for in-depth stories, patterned coverage, series and campaigns. PREREQ: J 320.

[Change in Number, Description, Credit and Prerequisite] *FORMERLY:* J 301. 4 credits. Journalistic interviewing, research, investigation techniques. Writing complex and longer stories. News features. Writing for the Barometer. PREREQ: J 202.

This formerly lower-level course has been refurbished and upgraded to serve as the mid-level focus of the journalism core. It will assume skills and knowledge gained in the preceding dual tracks (reporting on the one hand and language-handling on the other) and prepare the student for the more challenging courses now to be offered at the 400 level. As it is no longer a lab course, the number of credits is dropped from 4 to 3.

J 425/525. SCIENCE REPORTING. 3 credits.

Principles and problems of science reporting. A writing-intensive course concentrating on reporting about public finance, business, high technology, medicine, science and agriculture. Use of statistics. PREREQ: J 390.

[Change in Number, Title, Description, Credit and Prerequisite] *FORMERLY:* J 400/500. SPECIALIZED AND TECHNICAL REPORTING. 4 credits. A writing-intensive course concentrating on reporting about public finance, business, high technology, medicine, science, statistics and agriculture. PREREQ: J 301.

Number and title changed to be consistent with newly re-focused program. Credits dropped from 4 to 3 to reflect the fact that it's no longer a lab course.

J 427/527. SCIENCE FEATURE WRITING. 3 credits.

Basic feature writing techniques, including interviewing, use of sources, and background checking, with an emphasis on the world of science. Emphasis on explanatory and profile techniques; introduction to story grammar theory. COREQ: J 390.

[Change in Number, Title, Description, Prerequisite and Corequisite] *FORMERLY:* J 420/520. MAGAZINE AND FREE-LANCE WRITING. Analyzing markets, writing query letters, marketing manuscripts. Interviewing and researching. Popularizing scientific-technical material. Students submit articles for publication. PREREQ: J 301.

Number change is required to make this course consistent with the tightened focus of the technical journalism program. The change in title reflects changes in the industry as well as the department's emphasis on science writing. Change

in prerequisite reflects the addition of a new course, J 390, which serves as an entry point for 400-level writing courses.

J 484/584. DOCUMENTARY PHOTOGRAPHY. 3 credits.

An intensive shooting course in 35 mm photography designed to develop skill in telling stories using pictures. Single picture and multiple-picture stories. PREREQ: J 351, portfolio review, and permission. May be repeated for a maximum of 9 credits.

[Change in Number, Title, Description and Prerequisite] *FORMERLY:* J 451/550. ADVANCED BLACK AND WHITE PHOTOJOURNALISM. The photo essay and photo illustration. Photo page design. Theory of exposure and development. Students must supply 35 mm camera. PREREQ: J 350.

Number changed to reflect new numbering system and allow course to be repeated. Title and description changed to more accurately reflect the nature of the course. Prerequisite stiffened to reflect increased standards. Earlier courses help the student develop skill in basic photographic technique. This course emphasizes the use of those techniques in creating effective documentary visual narratives. It is expected that most students will repeat the course two or three times to develop their abilities in this area.

WR 324. SHORT STORY WRITING. 3 credits.

Study and writing of the short story. PREREQ: WR 224, or consent.

[Change in Prerequisite] *FORMERLY:* PREREQ: WR 121.

Beginning fiction-writing students are enrolling in the upper-division short-story-writing course, with the effect of dragging down the level of teaching and expectation. Requiring WR 224 (Introduction to Fiction Writing) will guarantee a reasonable level of competence. By allowing students to receive the instructor's consent (by submitting a writing sample), talented students who have not taken the lower-division course will be able to enroll. Because WR 121 is already a prerequisite for WR 224, it is not necessary to list it as a prerequisite for WR 324.

WR 341. POETRY WRITING. 3 credits.

Study and writing of verse. PREREQ: WR 241, or consent.

[Change in Prerequisite] *FORMERLY:* PREREQ: WR 121.

Beginning poetry-writing students are enrolling in the upper-division course, with the effect of dragging down the level of teaching and expectation. Requiring WR 241 (Introduction to Poetry Writing) will guarantee a reasonable level of competence. By allowing students to receive the instructor's consent (by submitting a writing sample), talented students who have not taken the lower-division course will be able to enroll. Because WR 121 is already a prerequisite for WR 241, it is not necessary to list it as a prerequisite for WR 341.

WR 401/501. RESEARCH. (TBA)

[Change in Number] *FORMERLY:* WR 401.

In the curriculum conversion, we inadvertently failed to include the 501 in the *1990-91 Catalog*.

WR 402/502. INDEPENDENT STUDY. (TBA)

[Change in Number] *FORMERLY:* WR 402.

In the curriculum conversion, we inadvertently failed to include the 502 in the *1990-91 Catalog*.

WR 403/503. THESIS. (TBA)

[Change in Number] *FORMERLY:* WR 403.

In the curriculum conversion, we inadvertently failed to include the 503 in the *1990-91 Catalog*.

WR 404/504. WRITING AND CONFERENCE. (TBA)

[Change in Number] *FORMERLY:* WR 404.

In the curriculum conversion, we inadvertently failed to include the 504 in the *1990-91 Catalog*.

WR 405/505. READING AND CONFERENCE. (TBA)

[Change in Number] *FORMERLY:* WR 405.

In the curriculum conversion, we inadvertently failed to include the 505 in the *1990-91 Catalog*.

WR 406/506. PROJECTS. (TBA)

[Change in Number] *FORMERLY:* WR 406.

In the curriculum conversion, we inadvertently failed to include the 506 in the *1990-91 Catalog*.

WR 407/507. SEMINAR. (TBA)

[Change in Number] *FORMERLY:* WR 407.

In the curriculum conversion, we inadvertently failed to include the 507 in the *1990-91 Catalog*.

WR 408/508. WORKSHOP. (TBA)

[Change in Number] *FORMERLY:* WR 408.

In the curriculum conversion, we inadvertently failed to include the 508 in the 1990-91 *Catalog*.

WR 424/524. ADVANCED FICTION WRITING. 3 credits.

Advanced fiction workshop with an emphasis on developing longer pieces. PREREQ: WR 324, or consent. May be repeated to form a 9-credit sequence.

[Change in Prerequisite] *FORMERLY:* PREREQ: Upper-division standing.

Consistent with our request to require WR 224 for admission to WR 324, we wish to assure a suitable level of writing skill. In this course, offered also for graduate credit, students will customarily be working on a novel. The expectations will be high. Those who have not taken WR 324 but can demonstrate their ability to the instructor's satisfaction can be admitted by consent.

WR 441/541. ADVANCED POETRY WRITING. 3 credits.

Advanced poetry workshop. PREREQ: WR 341, or consent. May be repeated to form a 9-credit sequence.

[Change in Prerequisite] *FORMERLY:* PREREQ: Upper division standing.

Consistent with our request to require WR 241 for admission to WR 341, we wish to assure a suitable level of writing skill for this senior-level course that is also offered for graduate credit. Those who have not taken WR 341 but can demonstrate their ability to the instructor's satisfaction can be admitted by consent.

WR 512. CURRENT COMPOSITION THEORY. 3 credits.

Current rhetoric and composition theory and its applications for teachers and writers.

[Change in Title and Description] *FORMERLY:* TEACHING COMPOSITION: THEORIES AND APPLICATIONS. Current rhetoric and composition theory and its applications in the classroom.

Course Dropped

J 430/530. INDUSTRIAL COMMUNICATIONS. 3 credits.

Operation of a communication system within industry and business. Using media tools to advance an organization's objectives with employees, stockholders, consumers, and the public. Adopting a proactive partnership role with management. PREREQ: J 201.

Course being dropped as part of an effort to focus the department's curriculum more strongly on writing and science writing. We are attempting to reduce offerings in business journalism, which is the main emphasis of the program at the University of Oregon.

Technical Journalism Minor Requirements (28)

Students majoring in other departments may minor in Technical Journalism by taking the following 28 credits of course work:

- J 201. News Writing. 3 credits.
- J 220. News Writing II. 3 credits.
- J 240. Wordcraft for Journalists. 3 credits.
- J 320. News Writing III. 3 credits.
- J 340. Editing and Layout. 4 credits.
- J 390. Reporting. 3 credits.
- J 480. History of Mass Communication. 3 credits.
- J 485. Mass Media Issues. 3 credits. *or*
- J 486. Science and the Media. 3 credits.
- J 490. Mass Media Law. 3 credits.

SCIENCE

Change in Permanent Course

- BOT 664. HOST PARASITE INTERACTIONS: GENETICS AND PHYSIOLOGY. 3 credits.
Mendelian and molecular analysis of host-pathogen genetics. Biochemical and physiological basis of plant disease. Topics include gene organization and function, chromosome mapping, parasexuality and genetic models for plant disease resistance. Also, host-parasite recognition, pathogenicity and host response to infection. PREREQ: GEN 421, BOT 551, BOT 331, BB 451. Offered alternate years. Not offered 1990-91. Lec.

[Change in Number] *FORMERLY:* BOT 564.

BOT 664 was intended to be a graduate course offered principally in support of doctoral level instructional programs, but the number was inadvertently listed in the *General Catalog* as BOT 564.

- BOT 668. HOST-PARASITE INTERACTIONS: POPULATIONS. 4 credits.
Evaluation of processes affecting the dynamics of plant disease and pathogen populations through analysis of current literature. Students will be expected to conduct extensive reading and analysis of literature and to meet with the instructor for small group discussions. PREREQ: BOT 550; ST 412. Offered alternate years. Offered 1990-91.

[Change in Number and Credit] *FORMERLY:* BOT 568. 3 credits.

BOT 668 was intended to be a graduate course offered principally in support of doctoral level instructional programs, but the number was inadvertently listed in the *General Catalog* as BOT 564. The credit hours were listed as 3 credits in error.

ENT 591/691. SELECTED TOPICS IN ENTOMOLOGY. Credits variable.

Important topics of current interest in the areas of systematics, insect physiology and toxicology, ecology and behavior, and pest management. Course content and title will change with each offering.

[Change in Number] *FORMERLY:* ENT 516, 517, 518.

With the change in catalog listing of 400 and 500 levels courses, a conflict was created with existing course numbers used for regularly scheduled entomology courses and selected topics courses; i.e. Ent 416/516, Insect Physiology, conflicted with Ent 516, and Ent 417/517, Insect Physiology-Toxicology Laboratory, conflicted with Ent 517. Renumbering the Selected Topics courses (Ent 516 and 517) as Ent 591 and Ent 691 will avoid this conflict without changing the regularly scheduled courses.

G 400. FIELD TRIPS. (TBA)

Participation in group field trips that are not a part of any other course. Transportation fee charged. Students may prepare guides for trips. Faculty sponsor must be prearranged. Term to be arranged. Graded P/N.

[Change in Description] *FORMERLY:* Participation in group field trips that are not a part of any other course. Transportation fee charged. Students may prepare guides for trips. Faculty sponsor must be prearranged.

We need to have G 400, G 500, and G 600 all the same. An error was made when preparing the new catalog copy.

G 500. FIELD TRIPS. (TBA)

Participation in group field trips that are not a part of any other course. Transportation fee charged. Students may prepare guides for trips. Faculty sponsor must be prearranged. Term to be arranged. Graded P/N.

[Change in Description and Credit] *FORMERLY:* 1 credit. Participation in group field trips that are not part of any other course. Transportation fee charged. Term to be arranged. Graded P/N.

G 400, G 500, and G 600 all need to be the same. Error was made in preparation of new catalog copy.

G 517. GEOLOGIC REPORT WRITING. 2 credits.

Construction of geologic reports and research proposals. Clarity, integrity, and criticism in written communication.

[Change in Number] *FORMERLY:* G 511.

Error was made in assigning number to this course. We already have a G 411/511 course.

G 600. FIELD TRIPS. (TBA)

Participation in group field trips that are not a part of any other course. Transportation fee charged. Students may prepare guides for trips. Faculty sponsor must be prearranged. Term to be arranged. Graded P/N.

[Change in Description and Credit] *FORMERLY:* 1-4 credits. Participation of group field trips that are not a part of any other course. Transportation fee charged. Students may prepare guides for trips. Faculty sponsor must be arranged. Terms to be arranged.

G 400, G 500, and G 600 all need to be the same. An error was made when preparing the new catalog copy.

GEN 420/520,

421/521. MOLECULAR GENETICS. 3 credits each.

Sequence professional course to meet the requirements of majors in genetics. Current concepts of molecular genetics with emphasis on gene structure and regulation of gene expression using recombinant DNA techniques. Must be taken in order. PREREQ: MB 454/554. COREQ: BB 450/550, 451/551 or BB 490/590, 491/591, 492/592.

[Change in Number, Title, Description, Credit, Prerequisite and Corequisite] *FORMERLY:* GEN 421. EUKARYOTIC MOLECULAR GENETICS> 4 credits. Current concepts of molecular and cell genetics, with emphasis on prokaryotic and eukaryotic gene structure and regulation of gene expression using recombinant DNA techniques. PREREQ: GEN 311. COREQ: BB 450.

This request reestablishes (and unifies) two previous Genetics core sequences, GEN 421 and GEN 441, which were modified in the recent past to be transition courses as Oregon State University moved toward a semester format. Originally, the core sequence in genetics consisted of GEN 461 (Population and Quantitative Genetics), GEN 441 (Transmission Genetics), and GEN 421 (Molecular Genetics). These core courses have been offered since 1977. This current academic year, GEN 461 and GEN 441 were offered together as GEN 431X in anticipation of going to the semester system. However, the material previously covered in GEN 441 logically and didactically fits with GEN 421, not with GEN 461. Thus, the unification of GEN 421 and GEN 441 into a coherent series now called GEN 420/520 and GEN 421/521 reflects the spectacular advances in molecular genetics ushered in by recombinant DNA technology. In a separate application, the Genetics Program has requested approval of reestablishing GEN 461 as GEN 431/531 (Introduction to Population and Quantitative Genetics). These three courses will now constitute the core sequence in genetics.

GEN 430/530. INTRODUCTION TO POPULATION AND QUANTITATIVE GENETICS.

3 credits.

Nature and extent of genetic variation. Effects of selection and other evolutionary forces on the genetic composition of populations. Inbreeding and relationship coefficients. Genetics of polygenic traits. Offered alternate years. PREREQ: GEN 311, MTH 252.

[Change in Number, Title, Description, Credit and Prerequisites] *FORMERLY:* GEN 461. GENETICS OF POPULATIONS. 5 credits. Nature and extent of genetic variation and the effects of selection and other evolutionary forces on the genetic composition of populations. Inbreeding and relationship coefficients. Inheritance and effects of selection and mating systems on quantitative characters. PREREQ: GEN 311; MTH 201.

This request is to reestablish a course that was originally deleted from the Genetics course offerings when the ill-fated switch to a semester academic year was still being considered. The course has been offered since 1977 under a different title (Genetics of Populations).

New Option in Physics

To be offered in conjunction with the BA/BS in physics.

1. Applied Physics option (replaces current Applied Physics option): PH 411, 412, 415, 421, 422, 431, 432, 451, 452, 461, 462, 481, plus 15 credits of upper-division work in an engineering discipline. The engineering courses must be approved in advance by a Department of Physics adviser. Engineering Science (ENGR) courses cannot be used to satisfy this option.
2. Biophysics option: PH 411, 412, 415, 421, 422, 431, 432, 451, 452, 461, 462, 481; CH 440, 441, 442; BB 481, 482, 483.
3. Geophysics option: PH 411, 412, 415, 421, 422, 431, 432, 441, 461, 462, 481; at least 15 credits selected from ATS 411, 412, 475; G 463, 464; OC 430, 431.
4. Optical Physics option: PH 411, 412, 415, 421, 422, 431, 432, 441, 442, 451, 452, 453, 461, 462, 481, 482, 483.
5. Computational Physics option: PH 411, 412, 415, 421, 422, 431, 432, 441 or 451, 461, 462, 465, 466, 481; 15 credits of approved upper-division work constituting a coherent program in Computer Science.

The section on options should be introduced with the following paragraph (correspondingly eliminating most of the last paragraph under "Requirements" on p. 130 of the 1990-91 Catalog):

Students desiring to combine the study of physics with that of another related subject should consider the options below, or should consult with a Department of Physics adviser about substituting upper-division work in a related field for certain of the upper-division physics

requirements. All such substitutions must constitute a coherent program in a related area and must be approved in advance by the Department of Physics.

Justification: The last two years of the traditional physics curriculum concentrate on advanced courses in physics and mathematics and leave little room for advanced coursework in a related discipline. Students often wish to pursue upper-division work in a related area, but no guidelines exist under the present Applied Physics options. Here we suggest some of the more common choices of related courses with several "named" options. In four of the options (Applied Physics, Biophysics, Geophysics, Computational Physics) we have replaced 15 credits of 400-level work in physics with an equivalent number of credits from a related discipline.

Liaison: The Biophysics course substitutions were proposed by Chris Mathews, Chair of Biochemistry/Biophysics. The Geophysics course list was proposed by Steve Esbensen, Chair of Atmospheric Sciences; Cy Field, Chair of Geosciences; and J.J. Gonor, Head Adviser of Oceanography.

AGRICULTURAL SCIENCES

New Course

AC 460/560. BIOTECHNOLOGY: PERSPECTIVES AND CASE STUDIES. 4 credits.

Theory and application of biotechnology in research, agriculture and medicine. PREREQ: one year of biology, chemistry and physics; GEN 311 or BB 331/332; BB 350 or BB 351/352 or BB 450/451.

The intention is to familiarize students with the theory and practice of some of the most important techniques used currently in biotechnology, and with the ways these have been applied to solve biological problems. Principles will be introduced in the context of specific examples from agricultural, biological or medical research.

There is currently no single course that covers aspects of biotechnology, although relevant parts do appear in various courses. It is therefore difficult for a student to achieve a good and comprehensive overview, in a topic that is becoming increasingly an indispensable part of agricultural research and production, and in medicine. The treatment of theory as part of a detailed description of important and relevant practical examples is designed to integrate theory and application -this approach is certainly not represented in other courses.

Two audiences and roles are envisioned. Firstly, as a finishing course for seniors studying all aspects of biology, and especially those considering entering employment in the biotechnology/medical technology sector. Secondly, graduate students in the Agricultural Sciences, even those not using biotechnology in their thesis work; biotechnology is becoming increasingly common in research and production.

Change in Permanent Course**HORT 445/545.POST-HARVEST PHYSIOLOGY. 4 credits.**

Storage physiology of fruits, vegetables, and ornamental crops. Influence of pre-harvest, grading, storage, packaging, transportation, and marketing. Effects of storage temperature, CO₂, O₂, ethylene on ripening. Involve recitation, demonstration, and field trip activities. PREREQ: BOT 331. Offered alternate years.

[Change in Number] *FORMERLY:* HORT 431.

The number 431 is being assigned to a cross listed course (Plant Breeding) in Horticulture and Crop Science.

Z 423. ENVIRONMENTAL PHYSIOLOGY. 4 credits.

Comparative environmental physiology of vertebrates with emphasis on adaptations to such aspects of the physical environment as temperature, water, ions, and gases. Consideration given to interactions between physiology and environment that influence the local and geographic distribution of animals. Offered alternate years. PREREQ: One year of biology. Lec/Rec

[Change in Credit] *FORMERLY:* 3 credits. Lec.

Change to 3 hours was when semester system implemented. With the quarter system the instructor wishes to retain old format with 4 hours and recitation section. Correction was not made when final list for approval sent in.

Z 461/561. HISTOLOGY. 5 credits.

Microscopic study of tissues and organs, emphasizing functional adaptations. Offered alternate years. PREREQ: Two years of biology. Lec/Lab

[Change in Credit] *FORMERLY:* 4 credits.

Hours were changed when converting to semester system and change was not corrected when converting back to quarter system.

Equine Science Minor in Animal Science

Following is a list of courses that should be completed by students wishing to complete an Equine Science minor in Animal Science:

- ANS 121. Introductory Animal Science. 3 credits.
- ANS 122. Animal Science Laboratory. 1 credit.
- ANS 210. Feeds and Feed Processing. 3 credits.
- ANS 221. Introductory Horse Science. 3 credits.
- ANS 316. Reproduction in Domestic Animals. 4 credits.
- ANS 420. Horse Production. 4 credits.

Select 10-12 hours from the following:

ANS (PEA) 191, 192, 193, 194.

Horsemanship (1 required). 1 credit.

ANS 220 Livestock Skills (2 credits maximum). 2 credits.

ANS 222. Young Horse Training. 2 credits.

ANS 223. Equine Marketing. 2 credits.

ANS 322. Equestrian Coaching. 2 credits.

ANS 425. Advanced Production - Horse (2 required). 2 credits.

PSY 470. Animal Behavior. 3 credits.

NOTE: 12 credits must be upper division level.

Justification:

Oregon State University offers the only 4-year degree program in Animal Science with an Equine Science option in the Pacific Northwest. This uniqueness has attracted students from all across the country interested in pursuing careers in the horse industry. All evidence indicates that the Equine Science option in Animal Science at OSU will be a valuable asset to the College of Agricultural Sciences.

As student requests concerning the program come in, we find that many are interested in equine studies as a second career. Indeed, we encourage this situation, as the economics of the horse industry vary from state to state and year to year and too high a degree of specialization can often lead to low employment opportunities. As a result, many students are interested in a major within another discipline (this major is extremely varied and includes many other departments and colleges within the university) with a minor in Equine Science. Students of this type will always exist, and their number will normally be unaffected by the economic status of the industry or job potential. Therefore, we feel that offering a minor in Equine Science will satisfy the needs of this student population and ultimately provide financial security to the program. It may in turn generate students for other programs within the university.

EDUCATION

New Course

EDFN 580, 581, 582.

EDUCATION AND CONTEMPORARY TRENDS IN THOUGHT. 3 credits each.

Six major intellectual movements that have formed the ethos for the contemporary period, their impact upon the nature of the educational system of the United States, and their implications for the future. EDFN 580: Social Darwinism and nineteenth-century scientism; pragmatism, and instrumentalism. EDFN 581: Marxism, Freud and psychoanalytic thought. EDFN 582: Science in the twentieth century, existentialism. Courses may be taken independently.

Inadvertently deleted from the 1990-91 catalog.

HIED 101. FRESHMEN ORIENTATION. 1 credit.

Assist the freshmen students in understanding the college learning environment by acquainting them with the resources and support services available to promote academic success. A small group setting is used to create an atmosphere conducive to success at OSU. Open to new freshmen only.

This course (HIED 101X) has been offered fall term for the past two years. With the new regulations that limit the number of terms an X course can be offered it is important to gain permanent course status. During its evolution, over the past six (6) years, it has proven to be quite helpful in the retention of the entry level freshman student. Students that have taken the class have returned for their sophomore year in greater numbers (90% average) than freshmen that have not participated.

Change in Permanent Course**HIED 102. UNIVERSITY SEMINAR. 1 credit.**

Introduction to the teaching and learning processes in higher education through the exploration of current topics of importance. Small groups led by selected faculty. Open to freshman only.

[Change in Description] *FORMERLY:* Introduction to the teaching and learning processes in higher education through the exploration of current topics of importance.

Clarify class is for Freshman status.

HIED 510. INTERNSHIP IN ADULT EDUCATION. 3, 6, 9, 12, 15 credits.

A directed practicum in which the student observes, assists, and evaluates adult education activities under the direction of an administrator, teacher, or researcher. PREREQ/COREQ: HIED 494/594 or 497/597. May be repeated for a maximum of 6 credits for Master's programs and 15 credits for Doctoral program.

[Change in Number and Credits] *FORMERLY:* HIED 498/598. 1-4 credits.

Change HIED 498 to HIED 510 to coincide with university-wide numbering of co-op internships as...510.

HIED 532. EVALUATING TRAINING PROGRAMS. 3 credits.

Strategies for determining whether planned results are being achieved and what impact results are having on the host organization.

[Change in Title] *FORMERLY:* EVALUATING INTERNATIONAL TRAINING PROGRAMS.

This course deals not just with international settings but also domestic as well and should reflect in the title as such.

HIED 547. POSTSECONDARY INSTRUCTIONAL STRATEGIES. 3 credits.

Professional awareness of competence, concerns, methods, techniques of postsecondary teaching. The instructor's role in relation to the missions of adult education.

[Change in Title and Description] *FORMERLY:* COLLEGE AND UNIVERSITY TEACHING. Professional awareness of the competence, concerns, methods, techniques of postsecondary teaching. The college instructor's role in relation to the missions of postsecondary institutions.

The intent of the course is to deal with the teaching strategies, methods, and techniques for instructors at the postsecondary levels in a variety of adult education settings. The current title is misleading and tends to indicate a limit of enrollment to those teaching at the 4 year college level.

ENGINEERING

Change in Permanent Course

CE 486/586. PRESTRESSED CONCRETE. 3 credits.

Prestressed concrete analysis and design; systems of prestressing; materials; economics. PREREQ: CE 481.

[Change in Number and Prerequisite] *FORMERLY:* CE 586. PREREQ: Consent of instructor.

This course should have been dual listed for the 1990-91 catalog. Because of our oversight in proofing it was not. We do wish to offer it Winter 1991.

CHE 213. COMPUTER-AIDED PROCESS CALCULATIONS. 2 credits.

Elementary computer-aided design. Application of digital computers in complex material and energy balances. PREREQ: CHE 102, CHE 212. Sophomore standing in engineering.

[Change in Prerequisite] *FORMERLY:* CHE 212. Sophomore standing in engineering.

CHE 102 has been a prerequisite for this course for many years (see 88-90 catalog, for example). It was inadvertently omitted in the shift back and forth with quarters to semesters to quarters.

CHE 431/531,

CHE 432/532. CHEMICAL PLANT DESIGN. 3 credits.

Design of chemical plants and chemical engineering equipment. PREREQ: CHE 213, CHE 411, CHE 443, ENGR 390. COREQ: CHE 412.

[Change in Prerequisite] *FORMERLY:* CHE 213, CHE 411, CHE 443.

ENGR 390 was inadvertently omitted as a prerequisite in the shift back and forth with quarters to semesters to quarters. The design of chemical plants depends upon economic optimization, and ENGR 390 provides the necessary background to do this.

FORESTRY

New Course

FE 506. PROJECTS.

The masters level graduate projects course number was inadvertently left out of the Forest Engineering curriculum proposal.

FE 533. FOREST HYDROLOGY LABORATORY. 1 credit.

Laboratory application of hydrologic principles to forest and rangelands, with special emphasis on the influence of land management on the hydrologic cycle in both rain and snow dominated regions. COREQ: FE 532.

Forest Hydrology is currently a 3 credit course without a laboratory. The department feels a laboratory would be a valuable addition to the course and planned for that under the new curriculum. However, in an effort to continue the attractiveness of the course to cross campus majors, we would like to offer the lecture as a stand alone course, with a separate 1 credit lab for those students who desire it and can fit it into their schedules (see new course request for FE 532 - Forest Hydrology).

FE 575. FOREST OPERATIONS MANAGEMENT. 3 credits.

The operational and business management aspects of accomplishing forest management objectives. Analysis of operational needs for site preparation, herbicide application, prescribed burning, reforestation, fertilization, precommercial thinning, contract preparation and administration, and the management of heavy equipment. Environmental consideration related to planning and conducting forest operations. REQ: Field trips. PREREQ: F 431, F 432.

The graduate program review conducted in the spring of 1989 led us to a restructuring of our graduate specializations to include Forest Operations. The bulk of the course material for this specialization has been created by rearrangement of existing courses, but one additional overview course, dedicated to the specialty is required. This will be accomplished by the creation of FE 575 -Forest Operations Management. To accomplish this without adding to the total number of courses being taught, the second course in Cable Logging Mechanics that is primarily of interest to PhD students will be dropped from the curriculum (the content of the second Cable Logging Mechanics course will be presented when there is sufficient demand as FE 640 - Special Topics in Forest Engineering).

Change in Permanent Course

FE 415/515. FOREST ROADS. 4 credits.

Surveying, design, cost estimation, and construction practices for forest roads. Lecture on principles, and laboratory field practice in locating, designing, cost estimating, and construction surveying of forest roads. PREREQ: FE 311.

[Change in Number, Title, Graduate Designation, Description and Prerequisite]
FORMERLY: FE 415. LOGGING ROADS. Surveying, design, cost estimation, and construction practices for forest roads. Lecture on principles, and laboratory field practice in locating, designing and construction surveying of forest roads. PREREQ: Senior standing in Forest Engineering.

The same course under the current quarter curriculum (FE 461 - Logging Engineering) is a "G" course. During last years curriculum revision, it was initially decided that there was no reason for this course to carry graduate credit since we were not allowing our graduate students to include it as part of their graduate program. The graduate program review conducted in the spring of 1989 led us to a restructuring of our graduate specializations that includes this course on some graduate programs, hence the need to re-establish graduate credit.

FE 416/516. FOREST ROAD STRUCTURES. 4 credits.

Forest road materials, design of aggregate surfaced roads. Design of stream crossing structures, timber bridges and culverts. PREREQ: FE 415/515.

[Change in Number, Title, Graduate Designation, Description and Prerequisite]
FORMERLY: FE 416. LOGGING ROAD STRUCTURES. Forest road materials, design of aggregate surfaced roads. Design of timber bridges and stream crossings. PREREQ: Senior standing in Forest Engineering.

The same course under the current quarter curriculum (FE 462 - Logging Engineering) is a "G" course. During last years curriculum revision, it was initially decided that there was no reason for this course to carry graduate credit since we were not allowing our graduate students to include it as part of their graduate program. The graduate program review conducted in the spring of 1989 led us to a restructuring of our graduate specializations that includes this course on some graduate programs, hence the need to re-establish graduate credit.

FE 440/540. FOREST OPERATIONS ANALYSIS. 4 credits.

Identification and measurement of production components in harvesting systems, heavy equipment operations, and crew type activities. Methods analysis, productivity improvement, and engineering economics. Report writing and oral presentation skills emphasized. PREREQ: STAT 351, FE 370.

[Change in Number, Title, Graduate Designation, Description, and Prerequisite] *FORMERLY:* FE 340. OPERATIONS ANALYSIS. Identification and measurement of production components in harvesting systems, heavy equipment operations, and crew type activities. Methods analysis, productivity improvement, and engineering economics. Strategic planning of transportation systems using network theory. Report writing and oral presentation skills emphasized. PREREQ: Junior standing in Engineering, Business or Forestry.

The same course under the current quarter curriculum (FE 480 - Logging Operations Analysis) is a "G" course. The "300" number and resulting lack of graduate designation was an oversight that occurred because the course is normally taken by Forest Engineering undergraduates during the Junior year. This oversight was noted following a recent review of the department's graduate programs.

FE 441/541. PRODUCTION PLANNING. 4 credits.

Resource planning using critical path analysis, linear programming, and tactical approaches. Analysis of alternatives using benefit foregone, intangibles, and regulations. Business planning including bidding, budgeting, scheduling, inventory control, equipment replacement analysis, and fleet maintenance. PREREQ: Junior standing in Engineering, Business or Forestry.

[Change in Number] *FORMERLY:* FE 440/540.

Number change required to accommodate other number changes in the course offerings.

FE 451/551. TIMBER HARVEST AREA PLANNING AND IMPLEMENTATION. 4 credits.

Integrated timber harvest, logging, and transportation. Plan alternatives are developed and field verified. Physical and economic feasibility is determined. Current Oregon State Forest Practice Rules are applied. PREREQ: FE 415/515.

[Change in Number, Title, Graduate Designation and Prerequisite] *FORMERLY:* FE 451. HARVEST AREA PLANNING AND IMPLEMENTATION. PREREQ: Senior standing in Forest Engineering.

The same course content under the current quarter curriculum (FE 463 & 464 - Integrated Forest Operations) are "G" courses. During last years curriculum revision, it was initially decided that there was no reason for this course to carry graduate credit since we were not allowing our graduate students to include it as part of their graduate program. The graduate program review conducted in the spring of 1989 led us to a restructuring of our graduate specializations that includes this course on some graduate programs, hence the need to re-establish graduate credit.

FE 470/570. LOGGING MECHANICS. 4 credits.

Relationship of torque, power, and thrust to the operation of cable and ground harvesting systems. PREREQ: ENGR 211, FE 370.

[Change in Number, Graduate Designation and Prerequisite] *FORMERLY*: FE 371. PREREQ: ENGR 211, 212, FE 370.

The same course under the current quarter curriculum (FE 460 - Logging Systems Mechanics) is a "G" course. The "300" number and resulting lack of graduate designation was an oversight that occurred because the course will be taken by Forest Engineering undergraduates during the Junior year. This oversight was noted following a recent review of the department's graduate programs.

FE 471/571. LOGGING MANAGEMENT. 4 credits.

Practical skills necessary for logging planning; harvest system operations. Advanced instruction on harvest unit layout, operations management, crew supervision, and safe-productive logging practices. PREREQ: FE 371.

[Change in Number] *FORMERLY*: FE 470/570.

Number change required to accommodate other number changes in the course offerings.

FE 532. FOREST HYDROLOGY. 3 credits.

Application of hydrologic principles to forest and rangelands, with special emphasis on the influence of land management on the hydrologic cycle in both rain and snow dominated regions. PREREQ: FE 430/530.

[Change in Credit and Prerequisite] *FORMERLY*: 4 credits. PREREQ: None.

Forest Hydrology is currently a 3 credit course without a laboratory. The department feels a laboratory would be a valuable addition to the course and planned for that under the new curriculum. However, in an effort to continue the attractiveness of the course to cross campus majors, we would like to offer the lecture as a stand along course, with a separate 1 credit lab for those students who desire it and can fit it into their schedules (see new course request for FE 533 - Forest Hydrology Laboratory).

FE 535. WATER QUALITY AND FOREST LAND USE. 3 credits.

Influence of natural and land-use factors on water quality; monitoring strategies and analytical methods; municipal watershed management. PREREQ: FE 430/530.

[Change in Number] *FORMERLY*: FE 533.

Number change required to accommodate other number changes in the course offerings.

- FE 536. INTEGRATED FOREST ENGINEERING AND HYDROLOGY. 3 credits.
Decision making and evaluation of integrated problems involving Forest Engineering and Forest Hydrology; slope stability; riparian zone management; soil compaction; and road system stabilization, protection, and maintenance. PREREQ: FE 430/530.

[Change in Title, Description and Prerequisite] *FORMERLY: FOREST ROAD DRAINAGE.* Advanced topics in road drainage. Subdrains, culverts, fishery requirements, debris control, structural capacity of culverts. PREREQ: FE 431/531.

The graduate program review conducted in the spring of 1989 led us to a restructuring of our graduate specializations. A broader based course that deals with the integration of forest engineering and hydrology in solving problems is now considered a more desirable component of a graduate program than an advanced course in forest road drainage. The course will be team taught in two to three week modules that are indicated on the attached course outline.

- FE 542. FOREST ENGINEERING OPERATIONS MODELING. 4 credits.
Harvest unit optimization; optimization of equipment replacement, scheduling and selection. Applied analysis using linear programming, integer programming, dynamic programming, network techniques, non-linear programming, iterative techniques, and simulation. PREREQ: FE 440/540.

[Change in Number] *FORMERLY: FE 541.*

Number change required to accommodate other number changes in the course offerings.

- FE 572. ADVANCED LOGGING MECHANICS I. 4 credits.
Performance of on-road and off-road logging vehicles including trucks, wheeled and tracked skidders and forwarders. Fundamentals of cable logging system performance. Payload analysis. PREREQ: FE 215, ENGR 211, FE 470/570.

[Change in Number, Title, Description and Prerequisite] *FORMERLY: FE 571. LOGGING VEHICLE PERFORMANCE.* Analysis of on-road and off-road logging vehicles including trucks, yarders, wheeled and tracked skidders and forwarders. Influence of design upon performance and interactions between vehicle and support surface. Simulation of vehicle performance. PREREQ: FE 215, ENGR 211. FE 370 recommended.

The graduate program review conducted in the spring of 1989 led us to a restructuring of our graduate specializations that makes a two course sequence in Advanced Logging Mechanics with cable and ground mechanics being treated in each course fit the specializations better. The overall course content from the ground mechanics and first cable mechanics course is still included in the two course sequence (see separate course request for Advance Logging Mechanics II). The second cable mechanics course in the currently approved curriculum will be dropped (FE 573 - Cable Logging Mechanics II).

FE 573. ADVANCED LOGGING MECHANICS II. 3 credits.

Influence of design upon performance and interactions between ground vehicles and support surface. Simulation of ground vehicle performance. Properties of wire rope. Load-tension relationships, payload calculation and carriage design for cable logging. Helicopter logging. PREREQ: FE 572.

[Change in Number, Title, Description and Prerequisite] *FORMERLY:* FE 572. CABLE LOGGING MECHANICS. Fundamentals of cable logging system performance. Properties of wire rope, load-tension relationships, payload calculation and carriage design. PREREQ: FE 215, ENGR 211, 212. FE 371 recommended.

The graduate program review conducted in the spring of 1989 led us to a restructuring of our graduate specializations that makes a two course sequence in Advanced Logging Mechanics with cable and ground mechanics being treated in each course fit the specializations better. The overall course content from the ground mechanics and first cable mechanics course is still included in the two course sequence (see separate course request for Advance Logging Mechanics I). The second cable mechanics course in the currently approved curriculum will be dropped (FE 573 - Cable Logging Mechanics II).

Courses Dropped**FE 573. CABLE LOGGING MECHANICS II. 3 credits.**

Analysis of lateral yarding and slackpulling forces, guyline and spar tree analysis, interlock design, and estimating production using physical models. PREREQ: ENGR 213, FE 572.

The graduate program review conducted in the spring of 1989 led us to a restructuring of our graduate specializations to include Forest Operations. The bulk of the course material for this specialization has been created by rearrangement of existing courses, but one additional overview course, dedicated to the specialty is required. To accomplish this without adding to the total number of courses being taught, the second course in Cable Logging Mechanics that is primarily of interest to PhD students will be dropped from the curriculum (the content of the second Cable Logging Mechanics course will be presented when there is sufficient demand as FE 640 - Special Topics in Forest Engineering).

PHARMACY**New Course****PHAR 321. COSMETICS. 3 credits.**

Application of physiology of the skin, hair and body to the development, production, and use of cosmetics. PREREQ: Pharmacy majors - PHAR 319; non-pharmacy majors - one year organic chemistry and one year biology.

This course had been approved as 321X. It was inadvertently omitted from the 1990-91 catalog copy during the quarter-semester-quarter change.

Change in Permanent Course

PHAR 320. HEALTH CENTER PHARMACY EXPERIENCE. 2 credits.

A general introduction to the specialized practice of pharmacy at the Student Health Center. PREREQ: PHAR 317, 318, 319, consent.

[Change in Credits] *FORMERLY*: 1 credit.

PHAR 410A. ORIENTATION TO CLINICAL CLERKSHIP. 3 credits.

[Change in Title] *FORMERLY*: ORIENTATION TO CLINICAL SERVICES.

PHAR 411. DRUG INFORMATION CLERKSHIP. 6 credits.

Drug information for health professionals. Taught in a four-week block.
PREREQ: PHAR 492.

[Change in Description, Credits and Prerequisite] *FORMERLY*: 12 credits. Supervised professional experience in design, implementation, administration, and evaluation of services provided by contemporary drug consultation services. Taught in an eight-week block.
PREREQ: PHAR 410A, PHAR 410B, PHAR 410C, and PHAR 410D.

This course should not have remained a 12 credit, eight week course with the change back to the quarter system. It should remain a six credit, four week course as it was originally.

ADDENDUM

1990-91 *GENERAL CATALOG* COURSE CORRECTIONS

FROM

TO

LIBERAL ARTS

J 406/507
 COMM 412/512
 COMM 512
 COMM 524
 COMM 526

J 406/506

 COMM 520
 COMM 526
 COMM 524

SCIENCE

ENT 416/516
 ENT 516
 ENT 417/517
 ENT 517
 G 411/511
 G 411
 MTH 421/521
 MTH 521
 MTH 422/522
 MTH 522
 MTH 423/523
 MTH 523
 MTH 525
 MTH 526
 MTH 427/527
 MTH 527
 MTH 491/591
 MTH 591
 MTH 492/592
 MTH 592
 MTH 493/593
 MTH 593
 MTH 594
 MTH 595
 MTH 596

ENT 591

 ENT 691

 G 517

 MTH 524

 MTH 525

 MTH 526
 MTH 529
 MTH 530

 MTH 531

 MTH 590

 MTH 594

 MTH 595
 MTH 596
 MTH 597
 MTH 598

AGRICULTURAL SCIENCES

CRS 460/560
 CRS 560

CRS 461/561
 CRS 562

EDUCATION

ELED 567
AED 516
SED 410

ELED 566
AED 518
SED 409

ENGINEERING

CE 372

CE 373 Applied Soil Mechanics
CE 412/512
CE 413/513
CE 417/517
CE 461/561

CE 463/563

CE 465/565
CE 466/566
CE 469/569
CE 476/576

CE 481/581 Reinforced Concrete
CE 483/583
CE 485/585
CE 487/587
CE 491
CE 526
CE 530
CE 532
CE 533
CE 536
CE 537
CE 538

CE 570

CE 586

CE 587
CE 596
CE 597
CE 598
CE 599
CEM 252

PREREQ: CE 213, CE 311, or CEM 311; may be taken concurrently.
TITLE: Change to Soil Mechanics
PREREQ: Delete Prereq
PREREQ: Add Prereq: CE 412; CE 417
PREREQ: Change to Prereq: CE 313
PREREQ: Change to Prereq: CE 361 or CEM 263
PREREQ: Change to Prereq: CE 361 or CEM 263
PREREQ: Add Prereq: CE 361 or CEM 263
PREREQ: Add Prereq: CE 361 or CEM 263
PREREQ: Change to CE 361 or CEM 263
PREREQ: Change to CE 373 and CE 491; or FE 116
TITLE: Change to Reinforced Concrete II
PREREQ: Change to CE 481, CE 483
PREREQ: Change to CE 382
PREREQ: Change to CE 382
PREREQ: Add Prereq: CE 392
PREREQ: Change to CE 321
PREREQ: Add Prereq: Grad Standing
PREREQ: Change to CE 539
PREREQ: Change to CE 539
PREREQ: Change to CE 534 or ME 537
PREREQ: Add Prereq: CE 534
PREREQ: Change to CE 539 and Grad Standing
PREREQ: Change to CE 473/573, 574, 575, 579
Change to CE 486/586
PREREQ: Add Prereq: CE 581
Delete
PREREQ: Change to CE 491, CE 492
PREREQ: Add Prereq: CE 392
PREREQ: Add Prereq: CE 392
PREREQ: Add Prereq: CE 392
PREREQ: Change to Engr 211 or CEM 251, MTH 251, MTH 252

ECE 510 Semiconductors

IE 493/593

IE 497/498

ME 410

ME 411

ECE 510 Semiconductors (does not want
to change number or title)

Change to IE 495/595

Change to IE 497 and IE 498 (with no slash)

Change to ME 418

Change to ME 419

HEALTH AND HUMAN PERFORMANCE

H 582

HCA 409

Change to H 530

Change to HCA 407(S)

HOME ECONOMICS

AIHM 404

AIHM 504

HEC 404

HEC 504

FRM 404

FRM 504

FRM 580/581/582

FRM 604

HDFS 404

HDFS 504

HDFS 604

NFM 404

NFM 504

NFM 522

NFM 524

Change to AIHM 410

Change to AIHM 410

Change to HEC 410

Change to HEC 510

Change to FRM 410

Change to FRM 510

Change to FRM 580, FRM 581, FRM 582

Change to FRM 610

Change to HDFS 410

Change to HDFS 510

Change to HDFS 610

Change to NFM 410

Change to NFM 510

Delete

Add (lost in conversion; formerly FN 521)

PHARMACY

PHAR 425/526

PHAR 440, 441/543, 544

PHAR 565

PHAR 570

Change to PHAR 426/526

Change to PHAR 431/531, PHAR 432/532

Change to PHAR 591

Change to PHAR 597

VETERINARY MEDICINE

VM 561

VM 557

VM 558

VM 559

VM 560

VM 561

Change to VM 661

Change to VM 657

Change to VM 668

Change to VM 659

Change to VM 660

Change to VM 661

OFFICE OF THE REGISTRAR



OREGON STATE UNIVERSITY

Administrative Services B102 · Corvallis, Oregon 97331 · 2130

Telephone 503 · 737 · 4331

May 3, 1990

TO: Michael V. Martin, President
Faculty Senate

FROM: Debbie Hallander, Chair *Debbie Hallander*
Academic Deficiencies Committee

SUBJECT: 1989-90 Academic Deficiencies Committee Annual Report

The Academic Deficiencies Committee met on the Thursday following the end of each term to review the records of undergraduate and postbaccalaureate students not making academic progress. At these meetings (4-6 hours duration each), students were placed on probation, deferred suspension or suspension in accordance with Academic Regulation 22 (Academic Deficiencies) and approved implementing policies. The Committee also met to consider "appeals" for suspension and requests for reinstatement. Three or four half-day meetings were held on the second through fourth/fifth days of each term to take care of such business. The Committee finds that current regulations, procedures and policies concerning academic deficiencies are serving the University well and has no changes to recommend.

The Registrar's Office prepares quarterly reports of the committee actions. When available, these reports will be forwarded for appending to this report.

OFFICE OF THE REGISTRAR



OREGON STATE UNIVERSITY

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May 10, 1990

TO: Michael V. Martin, President
OSU Faculty Senate

FROM: Mina McDaniel, Chair *Mina R. McDaniel*
Academic Requirements Committee

SUBJECT: 1989-90 Annual Report to the Faculty Senate

Seven faculty and three students have served as members of the Academic Requirements Committee. The committee meets weekly during the Academic year and monthly during the summer. The meetings are from two to four hours in duration. To date approximately three thousand actions have been taken. A detailed numerical categorization for the 89/90 period will be forwarded after 30 June 1990 for inclusion with this report.

Items of concern with recommendations are listed below.

A. S-U Grading (AR-18)

This item again heads the list of issues which the committee believes requires the attention of the University. Too many students/advisors/faculty misunderstand, misuse and in the case of students, mistakenly register for S-U grading. By the end of the Academic year this committee will have considered over 300 petitions to change the grading basis (S-U to A-F, A-F to S-U). Familiarity with the optical scan registration form has not decreased the number of petitions asserting "honest mistake" in designating S-U grading. About 85% of the petitions allege error in filling out the forms. Additional instructions and cautions concerning S-U grading published in the Schedule of Classes have not had the desired affect.

In order to assist students in getting the grading they want and to reduce the incidence of errors and resulting petitions, the committee recommends the following:

- (1) The Academic Regulations Committee modify AR 18a(1)(b) by removing the sentence "the election of S-U grading shall be indicated on the Official Registration Form."

(2) The Vice President for Academic Affairs direct the Registrar's Office to develop procedures which would remove all reference to grading basis from Official Registration forms and Registration Change Forms (add/drop slips) and implement a separate form to accommodate S-U selection or changes. (Suggested sample attached)

B. Admission to Class (AR9)

The confusion resulting from the inconsistent administration of the "No Show Drop" (NSHD) procedure causes problems for everyone. It is not unusual for a student to be NSHD for a course Fall term - register for the same course Winter term and not be NSHD that term.

If the purpose of the policy is to efficiently utilize spaces in high demand courses, the following recommendations will support that purpose yet reduce confusion.

(1) The Academic Regulations Committee should modify AR 9 C as follows:

(a) change "may be dropped from the course at the option of the instructor" to will be dropped from the course ...

(b) delete the last sentence of section C - "No fee will be charged."

cc: Vice President for Academic Affairs
Chair, Academic Regulations Committee
Registrar

ARCREPRT

GRADING BASIS

53.

CHANGE FORM

OREGON STATE UNIVERSITY

OFFICE OF THE REGISTRAR

PRINT LAST NAME	FIRST MIDDLE

____/____/____
DATE



**PLEASE REFER TO
INSTRUCTIONS ON
REVERSE SIDE.**

SOCIAL SECURITY NUMBER									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

COURSE
TITLE

COURSE DEPT. CODE	COURSE NUMBER	SECTION NUMBER
A	0	0
B	1	1
C	2	2
D	3	3
E	4	4
F	5	5
G	6	6
H	7	7
I	8	8
J	9	9
K		
L		
M		
N		
O		
P		
Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		

PLEASE ALWAYS START IN LEFTMOST COLUMN

F 0

TRANSACTION
REQUESTED

CHANGE GRADING
BASIS TO (S/U) ☐

CHANGE GRADING
BASIS TO (A-F) ☐

REQUIRED APPROVAL

ACADEMIC ADVISER

Form must be filed in
OFFICE OF THE REGISTRAR by
the Academic Calendar deadline
in the SCHEDULE OF CLASSES



OREGON
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503-737-3462

May 7, 1990

To: Michael V. Martin, President
OSU Faculty Senate

From: Gordon M. Reistad
Professor and Head

A handwritten signature in cursive script, reading 'Gordon M. Reistad'.

Subject: Annual Report of Administrative Appointments Committee

The Committee had two primary activities during the past year:

1. Working with Gary Tiedeman, Michael Martin, and Jim Krueger to review the Standing Rules for the committee.
2. Serving on several searches.

Standing Rules: The revised Standing Rules for the committee were approved by the Faculty Senate at the April 5, 1990, meeting.

Searches: Since July, 1989, the Administrative Appointments Committee has participated in the selection of the Search Committees and conducting the searches for administrative positions as follows:

<u>Position</u>	<u>Result</u>	<u>1989-90 Administrative Appointments Comm. Member on Search</u>
Vice President for University Relations	Lynn Spruill appointed effective 9-1-89	Phil Schary
Dean of Forestry	George Brown appointed effective 1-1-90	Frank Dost Susan Stafford
Registrar	Barbara Balz appointed effective 6-15-90	Michael Burke
Director of Admissions	Kay Conrad appointed effective 7-1-90	-----
Dean of Business	Search Re-opened April, 1990	Wil Gamble Phil Schary Gordon Reistad
Asst. Vice President for Academic Affairs	Yet to be named	Jon Root
Assoc. Vice President for Academic Affairs	Yet to be named	Ken Williamson Charlotte Headrick

Department of English



Moreland Hall 238
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24 April 1990

TO: Michael V. Martin, President, OSU Faculty Senate
FROM: Bob Schwartz, Chair, Advancement of Teaching Committee *BS*
SUBJECT: Annual Report

The Advancement of Teaching Committee reviewed Student Assessment of Teaching Survey data and issued a report presenting the results of our analysis of that data. The Committee also made five recommendations concerning the evaluation of instruction, which recommendations have been approved and adopted by the Office of Academic Affairs following consultation with the Council of Deans and ASOSU. Also on the subject of evaluations, the Committee urged the Provost to see that student evaluations are administered in a way that maintains the integrity of the process, making clear to students what the evaluations are and how they are used as well as insuring the confidentiality of the process.

The Committee, at the request of the Senate Executive Committee, met with ASOSU and tried to respond to student concern over "Dead Week" regulations. The Committee suggested that the Office of Academic Affairs try once again to see that current regulations are followed.

The Committee met to review applications for the L. L. Stewart Faculty Development Awards and made its recommendations to Assistant Vice President Orzech.

The Advancement of Teaching Committee continues to refine its analysis of evaluation data, to consider ways to promote improved instruction at OSU, and to elevate the status of teaching on campus.



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May 25, 1990

TO: Mike Martin, President
Faculty Senate

FROM: Henry Sayre, Chair 
Baccalaureate Core Committee

RE: Annual Report

Having completed review of more than 386 course proposals for the Baccalaureate Core last year (approving over 240 courses), the BCC was able, in 1989-90, to turn its attention to refining the Core and getting things in place for its implementation in the Autumn of 1990.

Of primary concern to the BCC were two shortcomings of the Core as we began the Fall of this year. First, it had become clear, in 1988-89, that the voices of minorities and people of color were, by and large, excluded from the Core curriculum. We did not believe this to be the intention of the original Curriculum Review Commission, but the exclusion had come about because language in the existing Core criteria was too narrowly focused and restrictive. Our first course of action in the Autumn was to recommend to the Faculty Senate a new name and set of criteria for what was then known as the "Non-Western" Perspectives category. In November, the Senate passed our recommendation, renaming the area "Cultural Diversity" and redefining its criteria. The net effect was to exclude no courses already in the category; but we hope that in the next months, especially as Minority Action Plans in the various units begin to be implemented, more courses focusing on minority issues and people of color will become a part of OSU's general education offerings. Certainly it is our intention to encourage such course development.

A second area of concern for the BCC was the fact that the courses in the Core, in the Synthesis areas particularly, were more disciplinary than interdisciplinary, despite criteria that required courses of an interdisciplinary nature. This was not surprising, given OSU's history of discipline based education, but we sought ways to correct the situation. The BCC was able to identify a number of individual courses being offered by individual departments, in different macro-disciplines, the content of which seemed to overlap. With assistance from the Provost, we were able to bring the individual instructors of these courses together this year so that they might "cross-fertilize" one another and make their own courses more truly interdisciplinary. These teams will report to the BCC later this summer.



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Related to this second initiative, the BCC applied, in the Fall, for a Title VI grant from the Department of Education in order to internationalize the "Cultural Diversity" and "Global Issues" areas of the Core along the lines described above but at a much larger scale. Unfortunately, the grant application was turned down this Spring.

Finally, we have, this year, participated in the selection process of the new Director of the Writing Intensive Curriculum. The Director, Lex Runciman, is now in place, and we will begin reviewing WIC proposals in the Fall. Throughout the year, Lisa Ede, Chris Anderson, and all the members of the Writing Advisory Committee have conducted workshops and seminars helping to prepare the faculty for the implementation of the WIC courses, and we are extremely grateful for their cooperation.

Compared to last year, this was a relatively quiet one for the Committee. As the Core is implemented next year, things are certain to get a little more lively. We feel that we have been in the eye of the hurricane these past few months. It is ominously quiet. May we beg your indulgence, and thank you for your patience well in advance, when the storm hits, once again, in the fall.



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May 7, 1990

TO: Executive Committee of the Faculty Senate
Michael V. Martin, President

FROM: Budgets and Fiscal Planning Committee
John M. Dunn, Chair
Gary Beach, (Liaison/Budget Office)
Steve Davis (Sabbatical Spring term)
Court Smith
Gloriana St. Clair (Resigned April 15, 1990)
Nancy Vanderpool
Ted Lindsey (Student Member)
Stephen Jones (Student Member)
Brian Cottings (Student Member)
Craig Wilson (Appointed April 15, 1990)
Shiao-Ling Yu (Appointed April 15, 1990)

RE.: Annual Report for 1989-90

The Budgets and Fiscal Planning Committee has met seven times as of this date. Specific action items we have taken include:

1. Reviewed and approved the following Category I Proposals: Marine/Freshwater Biomedical Science Research Center; Merger of the Departments of Soil Science and Crop Science; Renaming of graduate degree program to Nutrition and Food Management.
2. Reviewed and established liaison with the following Category I Proposals: MAT in Teaching; MS and Ph.D. in Bioresource Engineering; BS in Technology Education; Certificate in Hotel and Resort Management.
3. Reviewed and commented on OSU's capital construction requests for the next three biennia.
4. Recommended a change in the format of the Category I budget form entitled "Summary of Estimated Costs and Sources of Funds for Proposed Program".

5. Conducted an analysis of the costs associated with departmental or program name changes.
6. Reviewed the legislative agenda for Oregon State University, 1991 session.

Items which the committee will undertake prior to the end of the academic year include:

1. Complete the review of the MAT in Teaching.
2. Undertake a discussion of the proposed MA in Applied Anthropology and MA in History.
3. Develop recommendations on Category I proposals approved by the Curriculum Council and, where appropriate, the Graduate Council.

JMD:mm



OREGON
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503-737-2062

May 11, 1990

To: Faculty Senate Executive Committee

From: J.H. Krueger, Chair
Committee on Committees

Subject: Annual Report of Activities

During Winter Term the Committee considered suggestions made by Past President, Gary Tiedeman, and Senate President, Mike Martin, regarding changes in Standing Rules for several Faculty Senate Committees. Revised rules for the following committees were submitted to and approved by the Senate at its April 5 meeting. (Refer to minutes of that meeting for details.

Academic Deficiencies Committee
Administrative Appointments Committee
Curriculum Council
Faculty Recognition and Awards Committee

The Committee is now considering possible consolidations and/or changes in Standing Rules for the following:

Faculty Economic Welfare and Faculty Status
Advancement of Teaching, Academic Advising, and
Instructional Media

It is anticipated that recommendations involving some of these committees will be forwarded for consideration at the June 1990 meeting of the Senate.

REPORT OF FACULTY AWARDS AND RECOGNITIONS COMMITTEE ACTIVITIES, 1989-90

Submitted by Clara C. Pratt, HDFS, Chair
May 11, 1990

The Faculty Awards and Recognitions Committee Members for this year were: Clara Pratt, Human Development & Family Sciences (Chair); Arnold Appleby, Crop Science; Anne Asbell, Exercise and Sports Science; and Tom McClintock, History. The committee is responsible for review and selection of four awards and recognitions, including the OSU Alumni Distinguished Professor Award, the Distinguished Service Award, the Burlington Resources Award, and the Outstanding Research Assistant Award. The chair also participates in the review and selection of the Elizabeth Ritchie Award.

Major activities and accomplishments for 1989-90 include:

- 1) Review and revision of all nomination letters.
- 2) Review and recommendation that the DSA be awarded at graduation; this recommendation has been approved by President Byrne.
- 3) Review and selection of recipients for all awards will be accomplished by May 30, 1990.

One issue that has not been fully addressed is the relationship of this committee to the Honorary Doctorate Selection Committee. Clara Pratt has contacted Paul Kopperman, Chair of the Honorary Doctorate Committee, about the need to meet and determine an appropriate role for each of the committees in the selection of the Honorary Doctorate recipients. No meeting or resolution of this has occurred to date.

Recommendations for action for next year have been discussed by the committee. The recommendations include:

- 1) Clarification of the criteria and procedures for the Curtis Mumford Award. This award is not the responsibility of this committee, however, some faculty have contacted the committee to express confusion about the award. We request that the Executive Committee of Faculty Senate address this issue.
- 2) Confusion appears to exist throughout the university in regard to the range of awards available and the criteria and deadlines for nominations for different awards. We recommend the following actions:
 - a) At a minimum, the Faculty Awards and Recognitions Committee should distribute information about the four awards for which we are responsible at one time in the fall.
 - b) Ideally, the Provost's office should publish a complete list of all university-wide awards (eg. Elizabeth Ritchie, Dan Reese, Curtis Mumford, Burlington Resources, OSU Alumni Distinguished Professor, and others). This list should be distributed to all faculty in the fall of each year and should indicate the basic purpose of each award, the deadline for nominations, and the person or committee responsible for administering the award(s).

Full information about all awards should be distributed to Deans, Department Heads & Directors at one time during the fall.

We believe that clarifying the nature of all awards would greatly facilitate the nomination process. The present method of "dripping out" information appears to be confusing to potential nominators and may reduce the number of nominations. We request that the Executive Committee of the Senate react to our recommendations.

Thank you.

Department of Industrial
& Manufacturing
Engineering



Covell Hall 118
Corvallis, Oregon 97331-2407

(503) 737-4645

DATE: May 10, 1990
TO: Michael V. Martin, President, OSU Faculty Senate
FROM: E.D. McDowell, Chair, Faculty Status Committee EDM
SUBJECT: Annual Report: July 1989 to date

The Faculty Status Committee has had two meetings since July 1, 1989. The Committee met once to provide input, via the Senate Executive committee, to the Chancellor's Committee on Faculty Support and Development.

The Committee met a second time to consider a proposed name change in the name of the ranks of "Research Assistant" and "Senior Researcher." After reviewing the proposal submitted by the RA Committee, the Faculty Status Committee referred it back to the RA Committee for further study.

College of Business



Corvallis, Oregon 97331

May 8, 1990

Memo To: Michael V. Martin, President
OSU Faculty Senate

FROM: John A. Drexler, Jr., Chairman
Graduate Admissions Committee

SUBJECT: Annual Report, 1989-90

A handwritten signature in cursive script, reading "John A. Drexler, Jr.", written over the printed name in the "FROM" field.

The Graduate Admissions committee reviews cases of Graduate School applicants who do not meet the minimum admission requirement; the minimum requirement is a grade point average of at least 3.00 in the last 90 quarter hours of undergraduate course work. The committee considers other predictors of success in graduate programs; these other predictors might include standardized test scores, recommendation letters, and academic or work performance since the applicant earned the bachelor's degree. The Graduate Admissions Committee operates under the Standing Rules established for it by the Oregon State University Faculty Senate and under the Policies and Procedures established by the Graduate Council.

The committee meets weekly throughout the academic year and summer. To date this year (July 1, 1989 through April 30, 1990), the Graduate Admissions Committee has reviewed 238 cases and has approved 69% of them.

cc: Bud Gibbs, Registrar
Graduate Admissions Committee
Graduate School

Department of
Forest Science



Peavy Hall 154
Corvallis, Oregon 97331-5705

(503) 754-2244

MEMO TO: Michael V. Martin, President
OSU Faculty Senate

FROM: Logan A. Norris, Chair
Graduate Council 

SUBJECT: 1989-90 Annual Report of the Graduate Council

DATE: May 23, 1990

Listed below are the activities of the Graduate Council for the 1989-90 school year. The first section includes annual and recurring activities. The second section lists nonrecurring items.

Annual Activities

1. Accepted final program review reports for graduate programs in Chemistry and Civil Engineering. There are no pending program review reports.
2. Reviewed and approved Category 1 proposals for department name changes from Management Sciences Department to Information Systems and Decision Sciences, and Agricultural Engineering to Bioresource Engineering. Approved graduate major name change from Foods and Nutrition to Nutrition and Food Management. Approved dropping M.A. degree in Foods and Nutrition. Other Category 1 proposals reviewed and approved were the M.S. and Ph.D. degrees in Bioresource Engineering, the M.A.T. degree in Teaching and the M.A. in Applied Anthropology.
3. A large number of Category 2 proposals were also reviewed and approved.

Nonrecurring Activities

1. Continued work on development of criteria for graduate faculty appointment. This work remains to be completed by the next Graduate Council.
2. Revised guidelines for graduate program reviews (*).

3. Reviewed and disapproved a request for Post-Secondary Education to establish the Ed.M. degree in Adult Education (Training and Development) in Portland. The council agreed to accept a petition from the department for individuals admitted to the program to permit a reduction in residency requirement. This action precipitated the Council review of Graduate Council policy on Off-campus programs.
4. Appointed a committee to review graduate policy for off-campus programs. The work of this committee will continue in the next Council, and will be meshed with the campus-wide Committee appointed by the Provost on extended programs.
5. Raised the TOEFL score required for regular admission to 550, with provisional admission permitted at 520.
6. Accepted special report of committee that reviewed the MAIS degree.
7. Reviewed and provided comments on the OSU Strategic Plan, and the report of the Chancellor's Advisory Group on Advanced Research and Doctoral Programs.
8. Reviewed and retained current policy on graduate program meetings and exams between terms.

(*) Final Action pending at time of this report.

LAN:ldb

Department of
Philosophy



Social Science Hall 213
Corvallis, OR 97331-6205

(503) 754-2955

May 21, 1990

To: Michael V. Martin, President, OSU Faculty Senate
From: Peter List, Chair, Faculty Senate Library Committee
Re: Annual Report of the Faculty Senate Library Committee

A handwritten signature in dark ink, appearing to read "Peter List".

In its regular meetings this year, the Library Committee spent most of its time on certain major items of business and, where needed, took action as noted below. It also received information about other matters of library concern. Finally, it had three special meetings on library expansion and library accreditation.

I. Major Items of Committee Discussion:

Circulation policy for graduate students; the fortunes of the computer automation system in the library and relationships with the automation vendor, GEAC-Advance; changes in the CD-Rom system; changes in Interlibrary Loan services; the OSU revised strategic plan; carrel policy for departments; consolidation of reference services and its effects on users of science reference materials and science journals; faculty access to circulation information; the general library budget; and the library materials budget (books and journals).

In addition, the Committee met twice with Campus Plan architectural consultants to hear about alternative architectural schemes for extending or adding to the existing library building; and it met once with the visiting accreditor responsible for evaluating the library in the University's accreditation review.

The Committee took the following actions on major items of business:

- (1) evaluated and confirmed the University's Revised Strategic Plan as it relates to library expansion and goals for improvements in library services;
- (2) voted to extend the book check-out period for graduate students to three months and informed department chairs and heads of this change in policy;
- (3) canvassed opinion of department chairs and heads about the idea of changing carrel check-out policy so as to permit departments (and not only individuals) to check out study carrels; and voted to approve an experimental, one-year change which will allocate ten study carrels for department use beginning in September 1990;
- (4) appointed one of its own members, David Myrold, to sit on a three-

- person university committee whose purpose is to provide closer faculty input and review of the library automation system;
- (5) sent a letter in April to Graham Spanier, Provost, expressing our deep concern about the relative deterioration in budget support for the purchase of books and journals, and invited the administration to give this serious consideration in its deliberations about program improvement funds in the next biennial budget;
 - (6) reconfirmed the library's decision to consolidate reference services onto the second floor of Kerr and supported library efforts to improve reference services for library users, but asked the library administration to consult with faculty and the Library Committee in planning the location of reference services, journal abstracts, journals, and current journal displays in the new library addition;
 - (7) voted to confirm the library's current policy of keeping circulation information confidential.
- II. Other Items Briefly Considered: the Provost's library travel research grants program; new development and fund-raising plans for the library; the decision to purchase a large nuclear energy collection; plans for collection development; Reserve Book room service to faculty
- III. Some Unfinished Business: Committee members recommended that several items will need further discussion as the Committee organizes its business for the next academic year. This includes the following: (a) progress with library automation, particularly in regard to such matters as reduction of down-time for OASIS, bringing the acquisitions system on-line, hardware improvements, integrating the parts of the automation system, and relationships with GEAC-Advance; (b) continued assessment of the effectiveness of science reference services; (c) changes in Interlibrary Loan services in view of heavier use of Interlibrary Loan; (d) the need for increased funds in the library budget for books and journals.

The Committee would like to thank interested faculty members for bringing several important library issues to its attention this year, and encourages them to continue to express their concerns in the future.

May 1, 1990

TO: Executive Committee of the Faculty Senate,
Mike Martin, President

FROM: Nominations Committee,
Thurston Doler, Chair
Carroll Dekock
John Dunn
Margy Woodburn

RE: Annual Report for 1989-90

The committee met several times and found nominees for President-Elect, the Senate Executive Committee, and the Interinstitutional Faculty Senate. The recurring difficulty of finding faculty to be candidates for these and other Senate positions has led to the following two recommendations:

1. That the Senate Executive Committee, in consultation with central administration, produce for the Senate's consideration a definitive statement of the University's position in rewarding faculty for these and other faculty governance services.

2. That the Executive Committee initiate, during fall term each year, through procedures of its choice*, the formulation of a list of faculty who are available for service in any of the previously mentioned positions plus the several Faculty Senate committees and councils.
(*Such as nominations from colleagues & ongoing volunteer lists.)

These two recommendations reflect the content of another nominations committee report chaired by Dr. Sally Malueg in 1988. That report was not acted on formally by the Senate. Thus, no specific action has been taken.

Except for the President-Elect and the Senate President, those who participate in faculty governance receive no direct remuneration for their services. In our experience, the perception of most faculty is that there is no linkage between service to the university and their professional advancement. The ultimate objective of recommendation number one is to ascertain whether there are any positive financial, promotion, or tenure implications for services rendered in faculty governance; and if none are found, to determine whether or not there should be, and if there should be, what they should be.



OREGON STATE UNIVERSITY

Administrative Services A312 Corvallis, Oregon • 97331-2140
503-737-3437 • FAX 503-737-3093 • Telex 5105960682 OSU-COV5

May 18, 1990

MEMORANDUM

TO: Executive Committee of the Faculty Senate

FROM: Don Reed, Chair, Research Council

SUBJECT: Research Council Activities, May 1989 to date

The purpose of the Research Council is to promote, stimulate, and facilitate research activity at Oregon State University. The Council does this by advising the Vice President for Research concerning the dissemination of information, by providing advice on research policies, and by reviewing requests for funds from the Institutional Public Health Service Grant and the General Research Fund.

During the period May 1989 to date, the Research Council reviewed 57 requests for support. Of these requests, 38 were approved for funding at a total of \$173,608. The source of funds and amounts provided are indicated below.

Funding Source	Number of Grants	Total Amount
Public Health Service Institutional Grant	13	\$91,497
General Research Fund	17	\$56,052

The Public Health Service Institutional Grant has been renewed for April 1, 1990 to March 31, 1991 in the amount of \$94,940. This particular grant is a formula grant awarded on the basis of project funds assigned to Oregon State University on a competitive basis. Funds from the PHS Institutional Grant are monitored by the Research Council; they may be used for activities which can be clearly shown to be in support of health-related research.

In addition to the two funding sources shown above, Gene Knudsen has donated funds to an OSU Foundation account to support grant proposals from faculty. These funds are being handled under the guidelines in existence for the General Research Fund. To date, eight awards have been made for a total of \$26,059.

The Research Council members and year of termination are listed below:

Chris Bayne, Zoology	Indefinite
Don Reed, Environmental Health Sciences Center (Chair)	1990
Max Denizer, Ag Chemistry	1990
David Hardesty, Art Department	1990
Jim Leklem, Foods & Nutrition	1991
Rubin Landau, Physics	1991
Ed Piepmeier, Chemistry	1991
Charles Starnes, Sociology	1992
Annette Rossignol, Health & Human Performances	1992
L. J. Koong, Ag. Experiment Station	1992

bh

c: Richard Scanlan

Department of
Exercise and
Sport Science

Oregon
State
University

Langton Hall 214
Corvallis, OR 97331-3302

May 1, 1990

Memo To: OSU Faculty Senate
Michael Martin, President

From: OSU Faculty Senate Retirement Committee
Robert Michael, Chairman

Subject: Committee 1989-90 Annual Report

GENERAL

Committee Membership:

Lois de Geus (Staff Benefits), Ardis Koeater (Textiles), Milton Larson (Mechanical Engineering), Jane Meiners (Home Economics), John Yoke (Chemistry), Fred Zwahlen (Emeritus Journalism), Robert Michael (Exercise and Sport Science), and Douglas Brodie (Forest Resources - Faculty Senate liaison)

Central Responsibilities: faculty retirement matters

MAJOR ACTIVITIES

Arranged two sessions for general university faculty and staff.
Tax Deferred Investment Plans
Individual Retirement Accounts

Arranged two retirement seminars for those nearing retirement.
Retiree Health Insurance & Long Term Care Issues
Using Life Insurance in Retirement

Committee representative participated in administrative convened meeting on concerns of and services for retirees.

Reviewed and made recommendations on IFS Faculty Senate/ Ron Anderson Retirement Study.

Responded to VP Fullerton's request for assessment of NACUBO Institutional retirement plan study.

Committee representative provided a liaison with AROSE Association of Retired Oregon State Employees.

Committee representative provided a liaison with OSU Extension Association Staff Welfare Committee.

Memo to OSU Faculty Senate
May 1, 1990
Page 2

RECOMMENDATIONS TO NEXT YEAR'S COMMITTEE

Continue pre-retirement planning series of meetings.

Coordinate seminar sessions with Benefits Office and new programs from IFC recommendations.

Continue tracking of legislation with an impact upon retirees including impact of income tax on retirees pension.

Possible program topics:

Retirees looking back at the process and adjustments
Making PERS work for you as a 9 month employee

RECOMMENDATIONS TO THE FACULTY SENATE

Begin communication with central administration of support for the IFC Task Force Recommendations regarding retirement initiatives recommended for the State System. Emphasis must be placed upon the need for an increase in the number of staff available to provide the recommended increased services.

Coordinate financial support of retirement seminars with Academic Affairs office.

Continue communication with top level OSU administrators urging them to communicate more effectively with Faculty Senate and Retirement Committee when major policy changes are being considered by the State System and OSU. This is especially important in the early stages of development.

Department of
Recreational Sports



Dixon Recreation Center
Corvallis, OR 97331-3301

(503) 737-3736

May 8, 1990

MEMO TO: Michael V. Martin, President, O.S.U. Faculty Senate
FROM : Beth Strohmeier, Chair, Special Services Committee
SUBJECT: Annual Report: Special Services Committee

The Special Services Committee assists the University in the identification of needs and the development of programs designed to create a positive and effective environment for educationally and economically deprived students. It formulates policies for guidance of the Educational Opportunities Program, Upward Bound Program, and other special services programs at OSU.

No matters were brought before the committee during the 1989-90 academic year and no action was taken.

DEPARTMENT OF APPAREL,
INTERIORS, HOUSING AND
MERCHANDISING



OREGON
STATE
UNIVERSITY

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Telephone
503-737-3796

May 8, 1990

TO: Michael V. Martin .
President, OSU Faculty Senate

FROM: Leslie Davis *L. Davis* and Russell Maddox, Co-Chairs
Student Recognition and Awards Committee

RE: Annual Report

The Student Recognition and Awards Committee serves as the University's 'registry' for all official University-wide recognitions and awards. Eight faculty members and eight students serve on the committee.

The Committee selected (through application forms and personal interviews) the recipients of the Clara H. Waldo and E.A. Cummings Outstanding Student Awards. These and other University awards will be presented to students at the all-University awards banquet. The Committee is the final stages of planning this banquet which will be held May 23, 1990 at 6 p.m. in the MU Ballroom.

OREGON STATE UNIVERSITY

CORVALLIS, OREGON 97331-4608

COLLEGE OF SCIENCE, 128 KIDDER HALL (503) 737-4811

OFFICE OF THE DEAN

To: Michael V. Martin, President of OSU Faculty Senate
 From: R. W. Thies, Chair of the Undergraduate Admissions Committee
 Re: Undergraduate Admissions Committee Annual Report

May 14, 1990

RW Thies

The committee met 16 times from June 14, 1989 to May 10, 1990. For the 1989-90 school year, 394 cases were reviewed. These involved freshmen, transfer, and postbaccalaureate students. The committee denied admission-by-exception to 125. Of the freshmen approved for admission, 95 were in the 5% special category; 92 were in the "other" special category. Twenty student athletes were admitted independent of this committee through the special quota of 20. To date for the 1990-91 school year, the committee has reviewed 53 cases. We also made two major policy reports:

Proposed Changes in Admissions Requirements (10-31-89 Advisory Report to Dr. Trow)

1. Students with a 2.75 (or perhaps higher*) high school GPA would be admitted as they are now (*see * footnote for policy adopted*)
2. Students with a 2.50 to 2.75 high school GPA would be put on hold until a specified date (date A) after which they could be admitted using a formula that could be similar to our Alternative Admission Requirements method using SAT or ACT to compensate for low GPA. After date A, students could be admitted in priority categories based on how much enrollment is needed (e.g., those 2.70 and above with sufficiently good SAT/ACT scores would be accepted first, then those with 2.65 etc.)
3. All other students would have to go through the admissions committee.
4. Date A would be a cut off date beyond which students with a 2.75 GPA would no longer be guaranteed admission but could be considered for admission if space permits.
5. Before date A, the admission committee could act to admit EOP or foreign students, but any others could only be assigned priority for possible admission after date A.

In the long term, for those below 2.75, we might want to consider such other input as performance in the courses specified for college admission, extra college-prep courses taken their last year, AP credit earned etc.

- * A higher GPA than 2.75 for the automatic accept level may be advisable since only 14% of our students now come in with less than 2.75 using the Alternative Admission Requirements. The new system policy of saying that a 2.75 gpa plus SAT or ACT scores on file makes the student "eligible for consideration" makes this even better. OSU can then set the criteria later. Our committee brings to your attention data that high school gpa should be the prime criterion used. Gpa in "academic courses" seems to be slightly better but not sufficient to justify the cost (See Clinton and Jacobs, *College and University*, LXIV, 403-407, 1989.)

Enrollment Management Issues (1-11-90 Advisory Report to Dr. Trow)

1. Because of enrollment pressures and problems of advising materials not being available when needed, we recommend the following change effective immediately:

To be admitted for Winter or Spring Term, students must have applications in **and be fully eligible for admission one month prior to registration for that term.** International students who are fully eligible except for final TOEFL scores can be admitted when the necessary TOEFL score is received even though after this deadline. All other exceptions would have to petition the Deadline Committee.

2. Because of enrollment pressures, we recommend the following change effective immediately:

The predictive scale used to admit incoming high school students should be upgraded to the same scale currently being used by U of O (2.74 and 860 SAT etc.) except that it would not be used below a 2.5 gpa. The information sent out should make it clear that it would only be used on an if-space-allows basis after all those who meet all regular requirements have been admitted.

3. Target numbers need to be set for numbers of new freshmen, transfers, and specials for next fall.
4. Someone needs to examine policy on re-admits and retention of current students.
(*Academic Advising Council looked at this later*).

Admissions Director Search: Three members of the committee were on the search committee for the new director. K. Conrad was chosen by Dr. Trow from the list we submitted of three candidates.

OREGON STATE UNIVERSITY

ADDENDUM TO

CATEGORY II 1989-90

SUMMARY

COLLEGES OF AGRICULTURAL SCIENCES and ENGINEERING

New Course

BRE 436/536. APPLIED FLUID FLOW AND HEAT EXCHANGE. 3 credits.

Application of momentum and energy transport phenomena associated with Newtonian and non-Newtonian flow to food and bioprocess equipment design. PREREQ: ENGR 331, 332.

This course was taught as AE 435 in Spring 1990. Motivation for a course in applied fluids and heat transfer for bioresource engineers comes primarily from the fact that aseptic processing and packaging was recently named the single most significant innovation in food science in the last 50 years. In general, fluid food exhibits non-Newtonian behavior, and heating and cooling considerations associated with aseptic processing are far from trivial. In this course, the basic relationships in fluid dynamics and heat transfer are rapidly summarized, non-Newtonian behavior is detailed, and serious attention is paid to the matter of how to transfer heat from one stream to another in actual practice.

BRE 601. RESEARCH. 1-16 credits.

Research course for proposed Ph.D. in Bioresource Engineering.

BRE 603. THESIS. 1-16 credits.

Thesis credits for proposed Ph.D. in Bioresource Engineering.

BRE 605. READING AND CONFERENCE. 1-16 credits.

Reading and conference course for proposed Ph.D. in Bioresource Engineering.

BRE 606. PROJECTS. 1-16 credits.

Projects course for proposed Ph.D. in Bioresource Engineering.

BRE 637. INTERFACIAL PHENOMENA. 3 credits.

Fundamentals of colloid and surface chemistry with emphasis on biomolecular behavior at interfaces, and application to biofilm development and biomolecular separation processes.

In the food industry, major problems affecting the safety and quality of our food supply include microbial and spore adhesion to food contact surfaces, packaging material selection and preparation, and the migration of flavorants and other essential food constituents into packaging barriers. In the pharmaceutical and other bioprocess industries, separation of the desired product from molecularly similar species in the process stream usually comprises, by far, the most expensive step in production. Knowledge of interfacial chemistry is an absolute requirement for addressing these problems. This course is unique in that pertinent principles of surface chemistry are rather quickly summarized, and applications are stressed.

BRE 638. THERMOPHYSICAL PROPERTIES OF FOOD. 3 credits.

Measurement and modeling of thermophysical properties, with application to the kinetics of quality change and optimal processing and preservation strategies.

Perhaps the most serious limitation associated with design of food processing and preservation operations is the lack of thermophysical data. As a result, processes are seriously over-designed, yielding high energy costs and sub-optimal product quality. This course will be one of the few in the United States serving to equip engineers with the necessary tools to address this design challenge.

Change in Permanent Course

Change prefixes for the following AE designated courses: BRE 356, 405, 406, 407, 456/556, 461/561, 466/566, 472/572, 473/573, 481/581, 491/591, 492/592, 496, 497, 498, 501, 503, 505, 506, 507, 511, 514, 521, 530, 542, 543, 544, 545, 546, 570 and 576.

Existing catalog entries are identical to the entries in the *1990-91 General Catalog*.

The change in prefix is to coincide with the proposed departmental and M.S. name change and Ph.D. programs in the Department of Bioresource Engineering.

BRE 435/535.THERMAL PROCESS DESIGN. 3 credits.

Application of thermodynamics and concepts in heat and mass transfer to designing refrigeration, dehydration and other thermal processes to preserve food and agricultural products. PREREQ: ENGR 311, AE 356. COREQ: ENGR 332.

[Change in Prefix, Title, and Description] *FORMERLY:* AE 435/535. FOOD ENGINEERING. Designing refrigeration, dehydration and other thermal processes to preserve food and agricultural products. Designs will include application of heat and mass transfer concepts and quality change models.

"Food Engineering" is a broad discipline comprising several areas. The Bioresource Engineering Department is emphasizing food engineering as a major program specialty and is proposing several courses to cover various aspects of food engineering. This new title and course content more clearly identifies the specialty area (thermal processes) within food engineering rather than the generic title of Food Engineering.

BRE 452/552.FOOD ENGINEERING I. 4 credits.

Service course for non-engineering majors. Conservation of mass and energy and fundamentals of fluid dynamics with application to food processing. PREREQ: MTH 251, PH 201.

[Change in Prefix, Title, Description and Prerequisite] *FORMERLY:* AE 452/552. FOOD ENGINEERING TECHNOLOGY I. Service course for non-engineering majors. Fluid mechanics, physical properties of foods, filtration, and related concepts applied to processing and tasting of foods. PREREQ: MTH 251, PH 201, FST 310.

This course stresses engineering principles; food processing examples are used to illustrate concepts, but it is not an "applied" course. In addition to being vague, the title "Food Engineering Technology" is not descriptive of the course content. Moreover, "Food Engineering" is recognized by IFT as a core area in food science, and the food engineering course content required by IFT is well-established. (FST 310 is dropped from the list of prerequisite as there is simply no compelling reason to include it).

BRE 453/553. FOOD ENGINEERING II. 4 credits.

Service course for non-engineering majors. Fundamental of thermodynamics and heat transfer with application to food processing.

[Change in Prefix, Title, Description and Prerequisite] *FORMERLY:* AE 453/553. FOOD ENGINEERING TECHNOLOGY II. Service course for non-engineering majors. Thermodynamics and heat transfer applied to the processing of food. Field trips may be required. PREREQ: AE 452.

This course stresses engineering principles; food processing examples are used to illustrate concepts, but it is not an "applied" course. In addition to being vague, the title "Food Engineering Technology" is not descriptive of the course content. Moreover, "food engineering" is recognized by IFT as a core area in food science, and the food engineering course content required by IFT is well-established.

COLLEGE OF SCIENCE

Proposal to Add a Comprehensive Option to the Mathematics Major

Comprehensive Option: Core requirements with MTH 313 deleted; and in addition MTH 235, MTH 337, MTH 361, MTH 392, MTH 393, MTH 491, MTH 492, MTH 493; ST 422.

The Core refers to the list of courses published in the *1990-91 OSU General Catalog*.

Approval of this option will require some related booking changes in the *1991-92 OSU General Catalog*:

(1) The paragraph in the general description of the mathematics program beginning "Students considering a career in mathematics teaching at the secondary level ..." should be replaced by the follows paragraph:

The Comprehensive Option under the mathematics major is intended for those students preparing for careers in teaching mathematics at the secondary level. Such students should contact the Department of Mathematics and arrange for an advising session.

(2) In the **Mathematics Core Requirements** item (b) in the **Upper division** subsection should be replaced by:

(b) 4 terms of approved 400-level course work for all options, except that MTH 491, 492, 493 may be used to satisfy this requirement under the comprehensive option. (Approved 400-level courses are in the range: MTH 411-MTH 467. In addition, ST 422 is approved for the actuarial option and comprehensive option).

Change in Permanent Course

MTH 441/541. ABSTRACT LINEAR ALGEBRA. 3 credits.

Abstract vector spaces, linear transformations, rational and Jordan forms, inner product spaces.
PREREQ: MTH 341.

This change in number corrects a clerical error made during term to semester to term conversion. The currently approved MTH 441 is simply a renumbering of the former MTH 446 (G). The former MTH 446 (G) was and the current MTH 441 is part of the department's MS core requirements. Unfortunately, MTH 441 as approved does not carry the intended and deserved graduate credit. The number change above corrects this oversight.

COLLEGE OF PHARMACY

Change in Permanent Course

PHAR 596. ADVANCED PHARMACOLOGICAL TECHNIQUES. 3 credits.

Independent laboratory experience with a variety of pharmacological techniques. Added emphasis on scientific writing skills. PREREQ: Consent of instructor. Offered alternate years.

[Change in Number] *FORMERLY*: PHAR 565.

This is to correct an oversight in the catalog entry for 1990-91. Two courses, PHAR 565, Special Analytical Methods, and PHAR 565, Advanced Pharmacological Techniques, had the same course number.

PHAR 597. MECHANISMS OF TOXICITY. 3 credits.

Lectures, conferences, and laboratories on advanced concepts of the mechanisms of toxicity of drugs and other chemicals. PREREQ: PHAR 495. Offered alternate years.

[Change in Number] *FORMERLY*: PHAR 570.

This is to correct an oversight in the catalog entry for 1990-91. Two courses, PHAR 570, Pharmacokinetics, and PHAR 570, Mechanisms of Toxicity had the same course number.

Meeting of the Interinstitutional Faculty Senate
Portland State University
June 1-2, 1990

The Senate met with several public individuals important to higher education. Joe Sicotte reported on happenings from the Chancellor's office. Among other items, he mentioned that \$5 million had been set aside by the Emergency Board for possible use to increase faculty salaries if it is not spent in other ways during the summer for such emergencies as forest fires, etc. If it is available next fall, it likely will be added to other funds early in 1991 to increase faculty salaries. By delaying distribution as long as possible, it can result in a higher percentage increase, thus increasing the base upon which future salary increases are calculated.

Senator Bill McCoy, Portland, indicated considerable pessimism about the passage of a sales tax. He favors repeal of the spending limitation and indicated that enough money is collected now without new taxes if there were no spending limitation.

Representative Bruce Hugo, Scappoose, believes that a property tax limitation initiative, which will be on the ballot for this fall, will bankrupt our system if passed. Such a threat may be sufficient to help repeal the spending limitation. He said that 76% of Oregon citizens do not have a child of school age. Their interest in education is primarily K-12 because of their property tax bill. He stated that he had never received a question or comment about higher education in 10 years as a representative.

Senator Paul Phillips, Tigard, was severely critical of the lack of 'long-range planning' of higher education. He strongly opposes repeal of the spending limitation and indicates that the property tax limitation initiative will almost certainly pass if spending limitation is repealed.

Senator Joyce Cohen, Portland, spoke primarily as a member of the Governor's Commission for the Study of Higher Education in the Portland metropolitan area. She assured us repeatedly that new activities in the metropolitan area will not impinge on faculty salaries, and may not be all that costly in the long run. The Commission is open for feedback through the summer. A final report should be presented to the Governor in November.

Bill Lemman will serve as interim president at OTI.

A subcommittee of IFS is composing a response to the draft of the report dealing with higher education in the Portland metropolitan area. A number of serious questions concerning faculty have not been addressed. Some of these include cooperative agreements versus mergers, administrative units, travel time between campuses, differences of evaluation from one campus to the next, etc. IFS will urge that organized faculty representation be involved in this study.

The Senate passed a resolution, originally drafted by Eastern Oregon, opposing a draft from the Executive Office on "Drug-Free Workplace". This draft calls for mandatory drug testing of all state employees, including student employees, and new employees before they join the staff. There has been an overwhelming negative response from all campuses and other agencies, and almost certainly the proposed regulations will either die or be drastically revised. There is some concern among Senate members that we were completely unaware of such proposed regulations until the draft had been on campuses for 3 weeks for review. Joe Sicotte has promised closer attention to making sure IFS is better informed of future matters involving the faculty.

The new IFS officers for 1990-91 are:

President -- Charlie Wright, U of O
Vice President -- Bonnie Staebler, Western
Secretary -- Herb Jolliff, OIT
Members at Large -- Greg Monahan, Eastern
Martha Thompson, OHSU

The next meeting will be hosted by OSU at the Marine Science Center, Newport, on October 5-6.

OSU faculty IFS senators are: Pat Wells, Outgoing President (term expired in June), John Dunn, Mary Kelsey, Arnold Appleby.

MEMORANDUM

TO: Faculty Senators

FROM: Faculty Senate Executive Committee
Mike Martin, President

RE: Election of Faculty Panels for Hearing Committees

In the event a faculty member is dismissed "for cause" a panel hearing may be requested. On even numbered years we must elect a new panel.

The Board's Administrative Rules define criteria and procedures for the imposition of sanctions for cause, including terminations of appointment (AR 41.325-41.395). If such a sanction is to be imposed, the faculty member may request a formal hearing of charges by a hearing committee to be selected from a faculty panel which has been duly established.

Procedures for establishing faculty panels were adopted by the Faculty Senate on December 3, 1970 (motion 269-3), amended May 4, 1972; June 5, 1980; December 4, 1980; and June 1981. Nominees for each new panel are randomly selected from the faculty roster. These nominees are presented to the Senate (see reverse).

vln
Attachment

1990 NOMINEES

ANDERSON, NORMAN H., Professor, Entomology Research
ATKINSON, MARY M., Assistant Professor, Yamhill County Extension
BARKSDALE, BRETT S., Research Assistant, Oceanography
BODENROEDER, PAMELA K., Senior Research Assistant, Statistics Research
BOLTES, BARBARA V., Instructor, Extension Specialist for 4-H Youth
BROUWERS, MARIETTE, Assistant Professor, Counseling Center
COLLIER, MARY JANE, Associate Professor, Speech Communication
DILLON, THOMAS M., Associate Professor, Oceanography
DUNCAN, ROBERT A., Professor, Oceanography
FARNSWORTH, DAN E., Research Assistant, Entomology Research
GARCIA, KAY S., Assistant Professor, Foreign Languages & Literature
GOODNICK, STEPHEN M., Assistant Professor, Electrical & Computer Engineering
HAMMON, LEROY R., No Rank, Business Affairs
HEIDEL, JERRY R., Assistant Professor, Veterinary Medicine
HOFFMAN, ROBERT L. JR., Research Assistant, Fisheries & Wildlife
HOMAN, CAROLYN A., Instructor, Department of Information
JENNY, MARY, No Rank, Library
KOMINSKI, CAROL, No Rank, Budgets and Planning
LANGLEY, DAVID J., Instructor, Health & Human Performance
MATSUMOTO, MASAKAZU, Associate Professor, Veterinary Medicine
McNEES, RALPH E., Assistant Professor, Forest Research Lab
MILLER, ROGER J., Research Assistant, Animal Science
MOON, BARBARA J., No Rank, Continuing Higher Education
MORRIS, ROBERT J. JR., Associate Professor, General Science
MOUM, JAMES N., Assistant Professor, Oceanography
PALFREY, KENNARD M. JR., No Rank, Oceanography (HMSC)
PETERSON, RICHARD B., Associate Professor, Mechanical Engineering
ROBERTS, SHEILA M., Instructor, Educational Opportunities Program
SPROULL, ROBERT D., Assistant Professor, Chemical Engineering
STRIK, BERNADINE C., Assistant Professor, Extension Horticulture
THEILING, KAREN M., Research Assistant, Botany & Plant Pathology
TODD, RODNEY M., Associate Professor, Klamath County Extension

1990 Election of Panel for Faculty Hearing Committees

In accordance with procedures adopted by the Faculty Senate, a new "Panel B" is to be elected to serve from July 1, 1990 through June 30, 1994.

VOTE FOR NO MORE THAN 10 NAMES IN THE LIST OF NOMINEES BELOW. The ten nominees receiving the highest number of votes shall constitute the new Panel. Those receiving the next highest number of votes will be designated as alternates to serve if replacements are needed.

1. ____ ANDERSON, NORMAN H., Professor, Entomology Research
2. ____ ATKINSON, MARY M., Assistant Professor, Yamhill County Extension
3. ____ BARKSDALE, BRETT S., Research Assistant, Oceanography
4. ____ BODENROEDER, PAMELA K., Senior Research Assistant, Statistics Research
5. ____ BOLTES, BARBARA V., Instructor, Extension Specialist for 4-H Youth
6. ____ BROUWERS, MARIETTE, Assistant Professor, Counseling Center
7. ____ COLLIER, MARY JANE, Associate Professor, Speech Communication
8. ____ DILLON, THOMAS M., Associate Professor, Oceanography
9. ____ DUNCAN, ROBERT A., Professor, Oceanography
10. ____ FARNSWORTH, DAN E., Research Assistant, Entomology Research
11. ____ GARCIA, KAY S., Assistant Professor, Foreign Languages & Literature
12. ____ GOODNICK, STEPHEN M., Assistant Professor, Electrical & Computer Engineering
13. ____ HAMMON, LEROY R., No Rank, Business Affairs
14. ____ HEIDEL, JERRY R., Assistant Professor, Veterinary Medicine
15. ____ HOFFMAN, ROBERT L. JR., Research Assistant, Fisheries & Wildlife
16. ____ HOMAN, CAROLYN A., Instructor, Department of Information
17. ____ JENNY, MARY, No Rank, Library
18. ____ KOMINSKI, CAROL, No Rank, Budgets and Planning
19. ____ LANGLEY, DAVID J., Instructor, Health & Human Performance
20. ____ MATSUMOTO, MASAKAZU, Associate Professor, Veterinary Medicine
21. ____ McNEES, RALPH E., Assistant Professor, Forest Research Lab
22. ____ MILLER, ROGER J., Research Assistant, Animal Science
23. ____ MOON, BARBARA J., No Rank, Continuing Higher Education
24. ____ MORRIS, ROBERT J. JR., Associate Professor, General Science
25. ____ MOUM, JAMES N., Assistant Professor, Oceanography
26. ____ PALFREY, KENNARD M. JR., No Rank, Oceanography (HMSC)
27. ____ PETERSON, RICHARD B., Associate Professor, Mechanical Engineering
28. ____ ROBERTS, SHEILA M., Instructor, Educational Opportunities Program
29. ____ SPROULL, ROBERT D., Assistant Professor, Chemical Engineering
30. ____ STRIK, BERNADINE C., Assistant Professor, Extension Horticulture
31. ____ THEILING, KAREN M., Research Assistant, Botany & Plant Pathology
32. ____ TODD, RODNEY M., Associate Professor, Klamath County Extension

CATEGORY I PROPOSAL

***INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE MASTER OF ARTS
IN APPLIED ANTHROPOLOGY***

May 18, 1990



OREGON
STATE
UNIVERSITY

Women's Building 120
Corvallis, Oregon
97331-6802

TO: Michael V. Martin
President, Faculty Senate

FROM: John M. Dunn *[Signature]*
Chair, Budgets and Fiscal Planning

RE: MA in Applied Anthropology, Category I Proposal

The Budget and Fiscal Planning Committee has reviewed the Category I proposal for an MA in Applied Anthropology. Given that the proposal represents a shift in departmental resources from the MAIS program to the new MA degree, we believe that the necessary resources are in place to support the program. The primary increase in cost relates to the FTE necessary to provide adequate supervision of the internships. We are pleased that, following our review and consultation, the amount of support for internship supervision has been increased from that identified in the original proposal.

JMD:mm

c: John Young
Dean Wilkins

Telephone
503-737-3257

Fax
503-737-2400

OREGON STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS
DEPARTMENT OF ANTHROPOLOGY

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE MASTER OF ARTS IN APPLIED ANTHROPOLOGY

Description of Proposed Program

1. Definition of Academic Area

a. The proposed MA in Applied Anthropology provides advanced education in anthropology that would prepare students to practice their skills in occupations found in both public and private sectors at the local, national, and international levels. This course of study integrates anthropological theory and practice within a specific area of concentration chosen by the student. Each area of concentration combines classwork, internship, and thesis into a unique program which will enable students to apply knowledge and skills they have learned to problem solving outside academia.

The program is built around a strong core of anthropological theory, methods, and research design, but it does not duplicate traditional graduate programs in Anthropology offered elsewhere in Oregon. All courses have international dimensions and deal with ethical issues involved in the application of technical knowledge.

b. A field of concentration can be chosen from one of the following: business anthropology with an Asian focus, cultural resource management, historic archaeology, language and cross-cultural interaction, medical anthropology, and natural resources and community development. Electives will be drawn from university wide graduate level courses which complement the departmental core and concentration.

Business Anthropology with an Asian Focus:

This concentration trains students in the interaction of western and indigenous business practices and social customs in Japan, Korea, China, India, and Thailand. Students will be prepared to work in private business in such areas as market research, personnel, and/or in international agencies setting up business development projects and conducting social impact analysis.

Cultural Resource Management:

The students will focus on a course of study designed to acquaint them with the spectrum of skills required of the modern applied archaeologist or cultural resource specialist. This program is designed to prepare students at the graduate level for a professional discipline (Cultural Resource Management) which is relatively new, dynamic and is suffering from a paucity of well trained practitioners. We have had considerable success with a similar course of study under the MAIS program as our graduates' success in the job market will attest.

Historic Archaeology:

Historic sites archaeology is a relatively new subdiscipline of archaeology. There are few archaeologists qualified to excavate historic sites or who are trained in the proper research methodologies required of the subdiscipline. There are also few academic programs in the country that can train students in this subject matter, although

demand for such training is increasing. We have a strong research record at OSU in historic sites archaeology. We are also one of only two programs in the Pacific Northwest (University of Idaho being the other) that offer this type of training to prospective archaeologists.

Language and Cross-Cultural Interaction:

Students will be introduced to variable patterns of communication, including stylized genres used in the transmission of folklore. Ways in which knowledge of communicative patterns can be used to alleviate problems in a variety of social settings will be examined. Graduates would be prepared to find employment working with minority populations in the United States or working abroad in international development programs.

Medical Anthropology:

Students will study cultural variations in health practices and beliefs among ethnic groups in the U.S. and other societies around the world. Special attention will be given to using the ethnographic method and in comparison of social institutions involved in health and healing. The evolutionary biological perspectives of anthropology will be brought to bear on questions of epidemiology and variability in health status. Graduates will be valuable to employers where cross-cultural expertise and a broad comparative perspective is needed to deal with health problems and development among diverse populations.

Natural Resources and Community Development:

Concentration in Natural Resources and Community Development includes management of resources available to a community and ways to improve a community. Focus is on such resource management concepts as sustainability, community values and institutional arrangements, and adaptive strategies. Community development teaches the identification of community assets, the assessment of options, and the understanding of community culture and processes to improve community product and quality. Consideration is given to the equity impacts of resource use and development. Institutions are evaluated according to their ability to distribute development benefits to community members.

- c. We do not foresee adding any other subspecialties.
 - d. We will avoid programs of study which are purely theoretical.
 - e. If approved this program could be operational by Fall 1991.
2. Department or College Responsible
- a. Department of Anthropology, College of Liberal Arts
 - b. No new or reorganized administrative unit is required.
3. Objectives of the Program
- a. The objectives are to provide students with practical training in applied anthropology that is not available elsewhere in Oregon. Emphasis will be placed on problem-solving in real-world settings.

b. Careful follow up will be made with graduates of this program to assess both the need for the program and the adequacy of their education for the work they will do; just as contact is now maintained through surveys with students who have gone through the MAIS with concentrations in anthropology. (see appendix)

c. The President of the University has established economic development and internationalization as goals of the university. Students in all concentrations will develop a sense of ethical behavior and ethnic sensitivity that is essential for the responsible economic development of the state of Oregon and beyond in today's multicultural world.

d. Those who graduate from the program will be qualified to enter one of the following areas of activity: (1) state, community, or national government (2) private sector companies, especially in the international sphere; (3) non-profit agencies.

Governments, private companies, and non-profit agencies increasingly need people with the skills, cross-cultural orientation and ethical forethought to plan and implement programs that bring together economic growth and responsible social relations. Graduates of this program will be valuable in public and private efforts, to build ties for international business and agriculture; to mediate with the health and resource needs of minority groups; and to use wisely our legacies from the past (archaeological remains, primate ancestors, and natural resources).

Under the program, students will do three-month internships with public and private sector organizations, both domestically and internationally. This will provide them with experience and contacts for getting jobs. Electives will give students the broad grounding that will allow them to attend to the multiple perspectives necessary in their future occupations.

Internship coordination by department, faculty, and the chair will help students make necessary arrangements. The pay and duties connected with internship will vary according to the distinctive aspects of the students program, and the needs of the sponsoring agency.

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

The proposed program will draw on a wide variety of existing course work in various departments within Oregon State University depending on the specific interests of the students. Those concentrating in business anthropology with an Asian focus, for example, could take courses in Japanese and Chinese language, international economics, or business organization. Those in the areas of cultural resource management and historic archaeology would take courses in the Colleges of Forestry and Agriculture, the Museum Program, and History. Those in language and cross-cultural interaction could benefit from courses in foreign languages and speech communication. Those in medical anthropology would draw on courses in the Health and Public Health and Health Care Administration, as well as, courses in the Department of Economics and Sociology on development and health. These students could take advantage of opportunities for internships through the Office of International Research and Development as well as opportunities for classes in Agricultural Economics and Agriculture. Students focussing on natural resources and communities could pursue courses in Departments of Oceanography, Economics, Agriculture, Wildlife Forestry, Political Science, and Sociology.

As a discipline closely related to anthropology, sociology offers particularly valuable support to the proposed program. There are several faculty members in the Department of Sociology that share common interests and engage in intellectual dialogue with faculty in the Department of Anthropology. Several sociology courses could be used by students either to provide program enhancement or to define a minor field. For example, courses related to medical anthropology include: Sociology and Bioethics; Health Illness and Society; and Sociology of Aging. Courses related to natural resources and community development include: Social Change; International Development; Gender Issues; and Rural-Urban Sociology. Speech communication is a similar example of a department that can provide substantial support for a minor field. Courses that could be used for a minor in language and cross-cultural interaction include: Ethnicity and Communications, International Communication, and Communication in International Conflicts and Disputes. Political Science provides courses that could be used as minors for concentrations in cultural resource management, medical anthropology, and natural resources and community development. These courses include: Bureaucratic Politics and the Policy Process, Interest Groups, and Administrative Law. Other examples of minors are included in Appendix 2.

The proposed program would also enhance opportunities for students in departments such as business, oceanography, agriculture, and health to add ethical and cross-cultural depth to their programs, or even to take a Masters in Applied Anthropology to add the breadth of social science thinking to their undergraduate skills.

5. Course of Study

a. All students will take a core program of 9 hours featuring the courses, Theory of Culture, Anthropological Research Design, and either Uses of Anthropology or Cultural Resources; Policy and Procedures. Students must take 12 credits within their particular concentration including at least 3 credits of anthropological methods courses which relate to their particular concentration. 9-15 electives form the 3rd part of this program and they may be taken either in a single department or in more than one department with an integrated focus. At least 9 of these credits will be taken in a minor field related to the concentration in anthropology. Following the coursework, students will spend one quarter on an internship off campus earning 6-12 credit hours. Afterwards the student will begin researching and writing a thesis. This process will include analysis, synthesis, evaluation and possible project planning. The thesis topic will be identified in connection with investigative needs arising in the internships. (Refer to appendix 2 for sample courses of study).

9 Credit Core Courses -

Anth 575	3 credits	Theory of Culture
Anth 595	3 credits	Anthropological Research Design
Anth 585/535	3 credits	Uses of Anthropology/Cultural Resources: Policy & Procedures

12 Credits - Concentration*

3 Credits	[Anth 543-545 [Anth 591-594 [Anth 596-598	Methods Courses
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9 - 15 credits - Electives*

6 - 12 credits - Internship*

6 - 12 credits - Thesis*

45 - 60 credits - TOTAL

All of these courses are presently being taught.

*Refer to sample courses of study in appendix.

b. Candidates must demonstrate proficiency in a foreign language - as certified by the Department of Foreign Languages and Literature - equivalent to that obtained at the end of a second-year university course in that language.

6. Admission Requirements

a. Students must have completed a B.A or B.S degree at an accredited institution in compliance with OSU policy.

b. Evaluation will be made from a combination of, grade point averages from previous undergraduate and graduate work, letters of recommendation and a statement of purpose. GRE scores will be considered if the student submits them, but they are not required. Minimum GPA is a 3.0 overall and 3.3 in the last 2 years of coursework. However, cases will be reviewed individually and exceptions may be made. Applications will be reviewed once a year with a deadline of January 15. Admission to the program will be kept between 6 and 10 students per year in order to adequately attend to each student and place them in internships.

7. Relationship of Proposed Program to Future Plans

a. There are no plans for additional degree program requests in this academic area.

b. Not applicable.

8. Accreditation of the Program

a. There is no formal accreditation procedure for graduate programs in anthropology; but several professional associations within the discipline can provide outside review of departmental curriculum and programs. These include the American Anthropological Association and the Society for Applied Anthropology.

The Graduate School periodically reviews each graduate program in the institution. A self-review would be conducted after five full years of operation. This review would evaluate number and quality of students, courses, contributions to other departments, internships, and occupational paths of students.

b. Not applicable.

c. Currently, BA and BS degrees in anthropology are offered at OSU in the fully accredited College of Liberal Arts.

9. Evidence of Need

a. Presently there is no graduate degree in applied anthropology in the state of Oregon or even in the Northwest. The existing graduate departments at U of O and PSU offer broad training in general anthropology. The proposed program with a narrower focus on developing expertise in one area would be unique. The absence of such a program in the Northwest runs counter to a national trend in which anthropology is becoming increasingly professionalized outside of the academic sector. This trend is reflected in the fact that a majority of professional anthropologists with recent Ph.Ds are working outside of academic institutions and building their careers in direct service to government and industry. There is a market for professionals at the MA level that has been proven in other regions of the country where applied anthropology programs have been started in recent years. The University of Maryland and the University of Northern Arizona offer two examples of programs that train their students in practical job-related areas of anthropology and use internships as an important part of the student's program. Applied anthropology is distinguished from general anthropology by its focus on issues defined as important by society and not by pure academic discourse. Members of our department are leaders in such fields as business anthropology, development anthropology, natural resource anthropology, medical anthropology, cultural resource management, and language and cross-cultural interaction.

At present, we are actively involved as a faculty in the Master of Arts in Interdisciplinary Studies degree and our graduates have been quite successful in finding employment and advancing their careers. We have graduated more than 80 students since the MAIS program began. Of the 71 theses completed in the MAIS program, 1979-88, 51 or 72% were done by anthropology students. Furthermore, 27 out of the 65 MAIS graduates with a primary field in anthropology (1981-90) also have an additional field in anthropology, thereby approximating the total number of graduate credits in anthropology as would be required under this program. Anthropology faculty members have also been involved frequently on dissertation committees for students in other colleges and schools. What we are proposing is to divert a majority of our effort from the MAIS program to the proposed MA program while keeping open our participation in the MAIS.

b. We currently have 30 graduate students; not all of whom are now in residence. We conducted a survey of students currently in residence to find out whether they would prefer to have an M.A. in anthropology instead of interdisciplinary studies. Of fifteen who responded, ten stated that they would prefer to take an M.A. degree at Oregon State instead of the MAIS. The key words here are "Oregon State". If they wish to pursue an MA degree, why don't they attend the U of O or PSU? They reply that they want to take advantage of the unique expertise of the faculty at Oregon State who can give them a program that focuses on their specific professional needs rather than a general degree in anthropology. Oregon State also offers the possibility of minors in professional fields such as Agriculture, Forestry, Industrial Education, Oceanography, Fisheries and Wildlife, and Engineering.

Recently the State Board of Higher Education recognized the need to include the Department of Economics at OSU in a new Ph.D program. However, the social and cultural aspects of statewide development of resources and international trade are equally important to graduate education and deserve equal attention in graduate education. OSU would do well to keep in step with other landgrant universities in the U.S. where graduate programs in the social sciences play an important role in the overall mission of the university.

c. MAIS students in anthropology have already been placed in the Bureau of Indian Affairs, State Historic Preservation offices, County Historic Societies, School Administration, the Extension Service, USDA Forest Service, the Bureau of Land Management, the Bureau of Reclamation, and private firms such as Ch2M and Battelle.

d. Graduates of applied anthropology programs who combine practical skills with a broad understanding of cross-cultural and social factors are readily employable in today's job market regionally and nationally. (See Appendix I).

e. The desire of faculty, graduate students, and undergraduate majors to have this program is quite compelling. (see b. above)

f. See c. above.

g. We have always recognized special needs of our students in the past and will continue to do so.

10. Similar Programs in the State

a. Graduate programs in anthropology are offered by Portland State University at the masters level and by University of Oregon at the masters and doctoral levels. The proposed program is a non-traditional, masters in applied anthropology, intended in most cases to be a terminal degree, though the thesis requirement will enable students to transfer to a Ph.D program if they so desire.

b. The proposed program will stand as the only applied anthropology program in Oregon, and indeed in the Northwest. It will provide students with the skills to implement anthropological knowledge in relation to practical problems in the areas mentioned above. Through internships the students will learn how to utilize anthropological skills on the job. The thesis requirement will teach them research and writing skills commensurate with a Masters of Art degree. This program will supplement and complement rather than duplicate existing programs both on and off campus.

c. This is a self contained program except for the incorporation of off-campus internship sites (see appendix 3).

11. Faculty

a. The faculty in the Anthropology Department have a variety of backgrounds and research experience. All of the regular faculty are graduate faculty. (resumes attached)

Regular Faculty

- Kenneth L. Beals, PhD University of Colorado 1971, Professor. Physical anthropology, cultural biology.
- David R. Brauner, PhD Washington State University 1976, Assistant Professor. Prehistoric and historic archaeology, archaeological method and theory, paleocology, historic preservation, Northwest.
- Joan E. Gross, PhD University of Texas 1985, Assistant Professor. Linguistic anthropology, folklore/popular culture, semiotics, Europe, Middle East/North Africa, North America, Latin America.
- Roberta L. Hall, PhD University of Oregon 1970, Professor. Physical anthropology, osteology, medical anthropology, hominid behavior and evolution, research methods.
- Nancy R. Rosenberger, Ph.D., University of Michigan 1984, Assistant Professor. Business anthropology, life cycle, gender, medical anthropology, Japan, Asia.
- Richard E. Ross, Ph.D., Washington State University 1971, Professor. Archaeology, ethnology, coastal adaptations, circumpolar, North America, South Pacific.
- Lucy Skjelstad, M.A. California State University, Chico 1979, Associate Professor, and Director of Horner Museum. Museology, archaeology, North America.
- Courtland L. Smith, Ph.D., University of Arizona 1968, Professor. Cultural ecology, culture change, method and theory, complex organization, North America.
- John A. Young, Ph.D., Stanford 1971, Associate Professor. Applied anthropology, agriculture and rural development, political economy, China, Fiji, United States.

Associated Faculty

- William Hampton Adams, PhD, Washington State University, 1976, Senior Research Associate. Prehistoric and historic archaeology, community studies, oral history, plantations, black history, Northwest, southeast, Micronesia.
- Bonnie Glass-Coffin, PhD candidate UCLA, Courtesy Appointment, Medical Anthropology, Latin America, Shamanism, Gender
- Holm Neumann, PhD Indiana University 1962, Courtesy Appointment, Paleopathology, comparative functional anatomy, physical anthropology, orthopedic surgery.
- David McMurray, PhD candidate University of Texas, Faculty Fellow, Middle East, North Africa, Western Europe, Contemporary U.S., Political Economy, Labor Migration, Ideology & Culture.
- Kathryn K. Staiano, PhD University of Kansas 1981, Courtesy Appointment, Medical anthropology, semiotics.

b. No additional full-time faculty need to be added to initiate the proposed program.

c. Initiation of this program would require initiating additional internship coordination especially in cultural subfields. The department will commit .12 F.T.E. from the chair to initiate this effort. The chair will divert effort from summer term teaching for the first three years of program operation. Faculty time devoted to supervising internships will be contrived as part of already existing duties in advising. No additional clerical staff will be necessary for this program.

The six concentrations defined for this program reflect the natural strengths of our faculty. They differ from concentrations taken by current MAIS students only to the extent that two new faculty members give us added strength. Each concentration is

supported by at least two faculty members with the appropriate expertise. We do not expect to experience difficulties sustaining a consistent program even while faculty members go on sabbatical leave. In addition to back-up faculty, the program has the advantage of being spread over two years to allow courses not offered one year to be taken in the next. The F.T.E. for our department is 8.5, of which 8.0 is in full-time faculty positions. Some of this .5 is used for part-time faculty and some for assistantships. The amount of current F.T.E. represented by assistantships is .6.

Our level of full-time F.T.E. faculty is well within the range of F.T.E. held in other anthropology departments that grant masters degrees. The American Anthropological Association reports that the nationwide average for such departments was 7.6 in 1985 and 8.9 in 1989. The increase in F.T.E. nationally between 1985 and 1989 most likely reflects the expansion of some programs to meet increased demand. Our program is not designed to be large, and the effort required will not differ significantly from what we are already doing in the MAIS program.

12. Library

a.

b.

c.

d. The library has compiled a report showing that sufficient resources exist to support this program.

13. Facilities and Equipment

a-d. We already have well equipped laboratories for students working in archaeology and physical anthropology. No special facilities and no additional space are necessary to offer this program.

14. Budgetary Needs

a. See Chart

b. No special legislative appropriation is required.

c. No federal or other grant funds are required.

d. Allocation of going-level budget funds in support of the proposed program will not have an adverse impact on other institutional programs, as the amount being requested is relatively small.

e. Resources committed to this program will be from internal realignment of university funds and should not affect other university programs.

The department has not sought to identify the exact source of these funds as we have no control over the allocation process. If the program is approved and therefore regarded as worthwhile on its academic merits- as judged by the CLA Curriculum Committee, Curriculum Council and Graduate School- then a case can be made for the minimal amount of additional funding.



SUMMARY OF ESTIMATED COSTS AND SOURCES OF FUNDS FOR PROPOSED PROGRAM

Program Anthropology - Proposed MA

Institution Oregon State University

See attachment for explanation of budget figures.

I. Resources Required

A. Personnel

1. Faculty
2. Graduate Assistants
3. Support Personnel
4. Fellowships & Scholarships

TOTAL

Percentage of Total
from State Funds

First Year	Second Year	Third Year	Fourth Year
Amount FTE	Amount FTE	Amount FTE	Amount FTE
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
%	%	%	%

B. Other Resources

1. Library
2. Supplies & Services
3. Movable Equipment

TOTAL

Percentage of Total
from State Funds

Amount	Amount	Amount	Amount
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
%	%	%	%

C. Physical Facilities

Construction of New Space
or Major Renovation

Percentage of Total
from State Funds

Amount	Amount	Amount	Amount
\$	\$	\$	\$
\$	\$	\$	\$
%	%	%	%

GRAND TOTAL

Percentage of Total
from State Funds

\$ -0-	\$ -0-	\$ -0-	\$ -0-
%	%	%	%

II. Source of Funds

- A. State Funds--Going-level Budg.
- B. State Funds--Special Approp.
- C. Federal Funds
- D. Other Grants
- E. Fees, sales, etc.
- F. Other

TOTAL

Amount	Amount	Amount	Amount
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$ -0-	\$ -0-	\$ -0-	\$ -0-

BUDGET TRANSFER FOR MA PROPOSAL

FACULTY SALARIES:

Graduate Course Student Credit Hours/yr	48	
Academic Salary cost per credit hour average faculty salary divided by average load of 18 credit hrs/yr	1,985	
Salary costs for graduate courses	95,280	
Plus OPE @ 33%	31,442	
SUBTOTAL	126,722	
33% of total salary costs applicable/ taken by MAIS students	41,818	41,818

FACULTY LOADS OUTSIDE OF DIRECT COURSE INSTRUCTION:

Thesis direction, committees, advising 8 faculty @ .06 FTE/yr average faculty salary x .48 FTE	17,512	
Plus OPE @ 33%	5,779	
SUBTOTAL	23,291	23,291

ADMINISTRATIVE (CHAIR):

Coordination of internships .12 FTE/yr	5,802	
Plus OPE @ 33%	1,915	
SUBTOTAL	7,717	7,717

GRADUATE TEACHING ASSISTANTS:

GTA salary costs	11,160	
Plus OPE @ 5%	558	
SUBTOTAL	11,718	11,718

ASSISTANTSHIPS FROM GRANTS/CONTRACTS:

(Reflects a three year average)		
Salaries, .33 FTE	4,500	
Plus OPE @ 5%	225	
Plus tuition remission	3,108	
SUBTOTAL	7,833	7,833

TOTAL OF CURRENT FUNDS IN DEPARTMENT AND BUDGETED FOR MAIS PROGRAM

92,377

FUNDS TO BE TRANSFERRED FROM MAIS TO PROPOSED MA PROGRAM (2/3)

61,585





UNIVERSITY OF OREGON

16 April 1990

Dean Bill Wilkins
College of Liberal Arts
Oregon State University
Corvallis, OR 97331-6403

Dear Dr. Wilkins,

The proposal of Oregon State University's Department of Anthropology to offer a Master's degree in Applied Anthropology has a number of points in its favor. It grows out of a tried and proven program which uses many of the unique resources of Oregon State University not available on any of the other OSSHE campuses. The graduates of their Master of Arts in Interdisciplinary Studies are in demand and are hired to fill positions where they contribute their talents to the benefit of society. The faculty are talented and dedicated to the full training of their students.

However, the University of Oregon's Anthropology faculty has a majority who feel there is no need to duplicate a graduate program in Anthropology in the Oregon State System of Higher Education. The M.A. in Anthropology has been in place for several decades on the Eugene campus. It leads to the Ph.D. program but also provides training for students seeking only the M.A. Several of our staff work in the area of applied anthropology and are developing a specialized track in applied anthropology for the master's level students. Those faculty prefer maintaining the distinction between our M.A. in Anthropology and the more interdisciplinary M.A.I.S. at Oregon State.

Under the circumstances, the stand taken by the Department of Anthropology at the University of Oregon is to support the present status of a successful M.A.I.S. degree specializing in applied anthropology at Oregon State University.

Sincerely Yours,

Paul E. Simonds
Professor and Head,
Department of Anthropology



Portland State University

P.O. Box 751, Portland, OR 97207-0751



May 1, 1990

Dr. John Ringle
Associate Dean of the Graduate School
Oregon State University
Corvallis, OR 97330

Dear Dr. Ringle:

The Department of Anthropology of Portland State University would like to express its support of the proposed Master's program in Applied Anthropology of Oregon State University's Department of Anthropology. We firmly believe that upgrading a program at any one of our sister institutions benefits us all. The thrust of the proposed program appears particularly suited to OSU's historic mission in Oregon higher education.

Yours truly,

A handwritten signature in black ink, appearing to read "Kenneth M. Ames".

Kenneth M. Ames
Associate Professor
Acting Chair

KMA/cc

cc: John Young



Department of
Fisheries and Wildlife
College of
Agricultural Sciences



Corvallis, Oregon 97331-3803

(503) 754-4531

May 24, 1990

TO: John Young
Anthropology

FROM: Richard A. Tubb
Department Head

A handwritten signature in dark ink, appearing to read "Richard A. Tubb", written over the printed name in the "FROM:" field.

SUBJECT: Master of Arts in Applied Anthropology

I have read over the proposal for a Master's Degree in Applied Anthropology and I think it would be an excellent program for students at Oregon State University and it will help to strengthen our courses in natural resources at the graduate level. The social dimensions of problems in natural resources have often been missing, and this program would help focus attention in this topic.

BUDGET TRANSFER FOR MA PROPOSAL

FACULTY SALARIES:

Graduate Course Student Credit Hours/yr	48	
Academic Salary cost per credit hour average faculty salary divided by average load of 18 credit hrs/yr	1,985	
Salary costs for graduate courses	95,280	
Plus OPE @ 33%	31,442	
SUBTOTAL	126,722	
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Plus tuition remission	3,108	
SUBTOTAL	7,833	7,833

TOTAL OF CURRENT FUNDS IN DEPARTMENT AND BUDGETED FOR MAIS PROGRAM	92,377
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FUNDS TO BE TRANSFERRED FROM MAIS TO PROPOSED MA PROGRAM (2/3)	61,585
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SUMMARY OF ESTIMATED COSTS AND
SOURCES OF FUNDS FOR PROPOSED PROGRAMProgram M.A. AnthropologyPlease see attachment for description
of transfer of existing funds.Institution Oregon State University

I. Resources Required

A. Personnel

1. Faculty
2. Graduate Assistants
3. Support Personnel
4. Fellowships & Scholarships

TOTAL

* salaries include
OPEPercentage of Total
from State Funds

First Year		Second Year		Third Year		Fourth Year	
Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE
\$ 5,620	.12	\$ 5,901	.12	\$ 6,196	.12	\$ 6,505	.12
\$		\$		\$		\$	
\$		\$		\$		\$	
\$		\$		\$		\$	
\$ 5,620	.12	\$ 5,901	.12	\$ 6,196	.12	\$ 6,505	.12
100	%	100	%	100	%	100	%

B. Other Resources

1. Library
2. Supplies & Services
3. Movable Equipment

TOTAL

Percentage of Total
from State Funds

Amount	Amount	Amount	Amount
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
%	%	%	%

C. Physical Facilities

Construction of New Space
or Major Renovation . . .Percentage of Total
from State Funds

Amount	Amount	Amount	Amount
\$	\$	\$	\$
%	%	%	%

GRAND TOTAL

Percentage of Total
from State Funds

\$ 5,620	\$ 5,901	\$ 6,196	\$ 6,505
100	100	100	100
%	%	%	%

II. Source of Funds

- A. State Funds--Going-level Budg.
- B. State Funds--Special Approp. . .
- C. Federal Funds
- D. Other Grants
- E. Fees, sales, etc.
- F. Other

TOTAL

Amount	Amount	Amount	Amount
\$ 5,620	\$ 5,901	\$ 6,196	\$ 6,505
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$ 5,620	\$ 5,901	\$ 6,196	\$ 6,505

CATEGORY I PROPOSAL
HISTORY

**INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING
TO THE MASTER OF ARTS DEGREE IN HISTORY**

**THIS PROPOSAL WILL BE BROUGHT BEFORE THE SENATE
ONLY IF IT HAS BEEN APPROVED BY THE CURRICULUM
COUNCIL, THE GRADUATE COUNCIL AND THE BUDGETS
AND FISCAL PLANNING COMMITTEE PRIOR TO THE JUNE
FACULTY SENATE MEETING. VITAE OF THE DEPARTMENT
OF HISTORY'S FACULTY ARE AVAILABLE IN THE FACULTY
SENATE OFFICE.**

OREGON STATE UNIVERSITY

COLLEGE OF LIBERAL ARTS
DEPARTMENT OF HISTORY

PROPOSAL FOR THE INITIATION OF A NEW
INSTRUCTIONAL PROGRAM LEADING TO THE
MASTER OF ARTS DEGREE IN HISTORY

1. DEFINITION OF ACADEMIC AREA

- a. The academic area with which the proposed program would be concerned is history.
- b. The areas of concentration would be United States, European, and Non-U.S./Non-European history. Any of these three could serve as a major or a minor. Within the three areas, significant components would include the following: in American history, Colonial America, United States (national), and Western U.S.; in European, Ancient and Medieval Europe, Early Modern and Modern Europe, Britain and the Commonwealth, Russia/U.S.S.R., and Germany; in Non-U.S./Non-European, Asia, Latin America, Africa, and the Middle East.
- c. The department does not anticipate increasing the areas of concentration in the foreseeable future. However, we hope to increase the component elements. Of particular value in this projected framework would be fields that would span chronological and geographic divisions, e.g., concentrations in the history of the family, the history of technology, and the history of agricultural systems. The intention would be to permit the candidate as much flexibility as possible, consonant with maintaining a coherent and rigorous program. These new areas would be introduced either by history faculty, taking into account interests and areas of competence, or by cross-listing graduate-level courses in other departments.
- d. There are no subject areas that are common in M.A. programs that the department intends to avoid, although the three broadly defined areas of concentration listed in 1.b are best suited to be classified as major or minor fields, since they comprehend the breadth of our offerings while allowing graduate students considerable flexibility.
- e. If approved before the start of academic year 1990-91, the first group of graduate students would be enrolled in fall 1991. The necessary framework is for the most part already in place.

2. DEPARTMENT, SCHOOL, OR COLLEGE RESPONSIBLE

- a. The Department of History of the College of Liberal Arts would offer the proposed program.
- b. The program would not require the creation of a new administrative unit, and would not necessitate significant adjustments in administration within the Department of History.

3. OBJECTIVES OF THE PROGRAM

- a. For students who primarily seek personal enrichment, the program

will allow for a specialized course of study in areas of interest to them, with an intensive, guided research project as its culmination. For those with professional interests or a desire to proceed further in historical study, the program is intended to serve as preparation for junior college teaching, to provide for post-baccalaureate training for secondary teachers, to establish a firm foundation for doctoral studies, which would be continued at other institutions, and to give supplemental training to those obtaining other professional degrees (e.g., home economics, business, and history of science).

- b. Even at present, the Department of History works to maintain contact with history graduates. In the eventuality that we were authorized to establish a master's program, we would devote special attention to tracking the careers of degree recipients, in order to assess the needs of the program, particularly taking into account its relevance to the professions that these recipients choose. We would also wish to check on former students' satisfaction with this facet of their education.
- c. The proposed program is directly related to the assigned mission of the land-grant college to provide both general and special education available at a convenient distance to all parts of society. Oregon State University is the only land-grant institution of university status, as well as the only Pac-10 school, that does not offer a graduate degree in history (indeed, all other Pac-10 schools offer Ph.D.'s). In 1986, a University task force on the graduate program noted that OSU could not "be considered a comprehensive university" because of its lack of graduate programs in the Liberal Arts, and shortly afterwards Graham Spanier, the University Provost, stated, "to be a comprehensive research and teaching university, we have to have a balance across the disciplines." Finally, in Preparing for the Future: Strategic Planning at Oregon State University, a report issued by the University in September 1987, the point was made (p. 20), "Historically the humanities, social sciences, and arts have been underdeveloped and deemphasized at Oregon State University. It is one of the few Land Grant universities that does not have major graduate programs in the liberal arts. To effectively fulfill its mission, the University must strengthen these areas of education and scholarship."

Portland State and the University of Oregon both offer M.A.'s in history, and the latter offers the Ph.D., as well. Yet, our members of faculty, like theirs, have areas of specialization not to be found elsewhere in O.S.S.H.E., areas that might be of value to potential graduate students. Our faculty includes, in Ed Ferguson, the only instructor in the state system with a concentration in African history. And most members of our faculty have areas of particular expertise, reflected in publications and presentations (note item 11), that are both significant and, at least within Oregon, unique: Gary Ferngren on Ancient

medicine and William Robbins on the history of the lumber industry, to cite two noteworthy examples. It is certainly in keeping with the mission of Oregon State University to establish an M.A. program in history, and thereby serve the particular needs of potential graduate students.

- d. An M.A. in history is the basic credential for those seeking employment as teachers of history on the junior- or community-college level. The proposed degree program would likewise provide supplementary education for those with professional aims outside the study of history, as well as early preparation for students who intended to complete doctoral work in history elsewhere, as the gateway to a career in this profession.

4. RELATIONSHIP OF PROPOSED PROGRAM TO OTHER PROGRAMS IN THE INSTITUTION

- a. See Appendix A.

5. COURSE OF STUDY

- a. Requirements for the M.A. Degree:

1. Candidates must complete a minimum of forty-five hours of graduate work, maintaining a 3.00 GPA. No fewer than thirty hours must be taken from among the graduate-level HST offerings at Oregon State University (listed below, 5.b), while the remainder may be transfer credit from the graduate programs at other institutions or may be taken in non-HST graduate-level curricula at Oregon State, such as those enumerated in Appendix A. Both the major and the minor must be chosen from among the three areas of concentration listed in 1.b. The student's major field will include the master's thesis, and must account for at least thirty hours, including thesis credit. A minor field must account for at least fifteen hours of graduate-level work. At least fifteen hours in the major field, and eight in the minor, must be earned in HST offerings at Oregon State.

To clarify the formula, and also to suggest the flexibility that our proposed program offers, we might note the following model programs:

1. Major in United States history, for student interested in a curatorial career:

HST 505	Reading and Conference [topic: museum studies]	4 hours
HST 510	Internship [at museum]	6 hours
HST 519	Principles of Museum Work	4 hours
ART 560, 561	History of American Art	6 hours
ANTH 531	Archaeology/Methods & Theory	3 hours
HST 503	Thesis	7 hours

Minor (in European or Non-U.S./Non-European; must include at least ten hours from O.S.U. HST curriculum; specialized readings courses [e.g., HST 539] might be geared to cultural history)

2. Major in European history, for student interested in history and impact of science and technology:

HST 532	English History [Industrial Revolution is a major component]	4 hours
HST 539	Readings in European History [topic: European industrialization]	4 hours
HST 545	Society in Modern Russia [social impact of Russian industrialization]	4 hours
HSTS 516	Science and the Emergence of Modern Society	3 hours
SOC 521	Social Change [deals with impact of modernization]	3 hours
HST 503	Thesis	12 hours

Minor (in U.S. or Non-U.S./Non-European; at least eight hours to be in O.S.U. HST offerings; if field is Non-U.S./Non-European, EC 549 and 550 [Economic Development] might offer additional perspective on industrialization)

3. Major in Non-U.S./Non-European, reflecting particular interest in Latin America

HST 552	Modern Mexico	4 hours
HST 556	Problems in Latin American History	4 hours
HST 559	Readings in Latin American History	4 hours
HST 566	U.S.-Latin American Relations	4 hours
ANTH 513	World Cultures -- Latin America	3 hours
SPAN 545	Selected Topics in the Literature of Latin America	3 hours
HST 503	Thesis	8 hours

Minor (may be in U.S. or European, with minimum of eight hours of O.S.U. HST credit; if European, relevant offerings might include SPAN 538 [Selected Topics in Luso-Hispanic Culture])

2. Candidates must demonstrate proficiency in a foreign language -- as certified by the Department of Foreign Languages

and Literatures -- equivalent to that obtained by the close of a second-year university course in that language.

3. Candidates must complete a seminar (HST 507) and Historiography (HST 520), with a grade of "B" or better in both.
 4. Each candidate for a history M.A. must file a study program with the Graduate School before completing eighteen hours of graduate credit (this includes not only hours earned as a regular graduate student, but, where applicable, hours reserved as an undergraduate or a postbaccalaureate, or earned as a postbaccalaureate or graduate special student). The candidate's program should be developed in consultation with a major and a minor advisor, each of them a member of the O.S.U. History Department who has Graduate Faculty status. Both advisors, as well as a Graduate Council representative and a second member of faculty (with Graduate Faculty status) in the candidate's major field, will as a committee conduct a final examination, which will include a written comprehensive examination in the student's major and minor fields, followed, if successfully completed, by an oral exam that includes a defense of thesis.
 5. Candidates must submit a thesis that reflects a quality of research, methodology, comprehension, and argument consistent with the master's level. Between six and twelve hours of thesis credit will be assigned on completion of the project. Each candidate's M.A. program, including submission and defense of thesis, must be completed within seven years.
- b. The history courses that could be used by candidates for an M.A. allow for programs that are both rigorous and flexible. As of the academic year 1990-91, the Department of History curriculum will include the following graduate-level courses:

HST 501	Research
HST 503	Thesis
HST 505	Reading and Conference
HST 507	Seminar
HST 510	History Internship
HST 515	Selected Topics
HST 519	Principles of Museum Work
HST 520	Historiography
HST 521	Hellenistic Greece
HST 530, 531, 532	English History
HST 535, 536	History of Modern Germany
HST 539	Readings in European History
HST 540, 541	History of Russia
HST 543	The Russian Revolution
HST 545	Society in Modern Russia
HST 549	Readings in Russian History
HST 552	Modern Mexico

HST 556	Problems in Latin American History
HST 559	Readings in Latin American History
HST 560, 561, 562	American Thought and Culture
HST 563	Religion in American Life
HST 564, 565	American Diplomatic History
HST 566	U.S.-Latin American Relations
HST 567, 568	History of the American West
HST 569	History of the Pacific Northwest
HST 571, 572	Colonial America
HST 573	The Era of the American Revolution
HST 574	Jeffersonian and Jacksonian Democracy
HST 575	Civil War and Reconstruction
HST 577	The Progressive and New Deal Eras
HST 578	Contemporary United States
HST 579	Readings in United States History
HST 584	Problems in African History
HST 589	Readings in African and Middle Eastern History
HST 592	Japan Since 1854
HST 595	China in the Twentieth Century
HST 599	Readings in Asian History

- c. If we are authorized to establish an M.A. program, we will seek permission to add a specialized methodology course. Unlike the courses listed above, which are also offered on the 400-level, the methodology course would be open to graduate students only, our feeling being that such composition would promote more probing class discussion and would justify more rigorous assignments. We anticipate no further revisions in the curriculum, although naturally as the composition of the history faculty changes so to some extent will our course offerings.

6. ADMISSION REQUIREMENTS

- a. Candidates for admission must have a combined GPA of 3.00 on the last 90 credit hours of graded undergraduate work plus all work completed thereafter and a minimum of 3.00 in undergraduate history courses. Applicants who have not completed at least thirty hours of history on the undergraduate level may, at the discretion of the department, be asked to take an examination to determine their suitability. Candidates should take the Graduate Records Examination, although scores will be taken into account only in borderline or exceptional cases.
- b. No enrollment limitations are anticipated.

7. RELATIONSHIP OF PROPOSED PROGRAM TO FUTURE PLANS

- a. This program proposal represents a discrete request. It is not designed to be the first of a series of curricular steps toward other long-range objectives.
- b. The department engages in continual curricular review. However, while changes in the composition of the history faculty and perceived needs in our program will encourage occasional requests to add or delete particular courses, it is highly improbable that we will request the establishment of another new program within the foreseeable future.

8. ACCREDITATION OF THE PROGRAM

There is no accrediting agency or professional society that has established standards for graduate degree programs in history.

9. EVIDENCE OF NEED

- a. A variety of evidence exists suggesting a need for master's-level work in history at Oregon State University. The M.A.I.S. program has shown healthy growth since its inception, and in a typical year six to ten M.A.I.S. recipients (37 total in sample period 1981-85) use history as at least one of their fields. But while an M.A.I.S. is a suitable option for some of these students, others find the program constraining, and would prefer taking a disciplinary M.A. in history. Furthermore, M.A.I.S. recipients who hope to enter a doctoral program in history, as well as many who use their master's from Oregon State as their main credential in pursuing a history-related career, often find that an M.A.I.S. simply does not carry as much weight with those who review their qualifications as a straight history M.A. would.

Enquiries from prospective students interested in master's-level work in history further attest to the need for the sort of program that we propose. In any given year a dozen or more students outside Oregon write to inquire about the possibility of going for an M.A. in history at this institution, and letters have come from as far afield as Wales, Taiwan, and Japan. In addition, over the years many local residents have expressed an interest in pursuing a history M.A. at Oregon State. Some of these people are established in the Corvallis area. They cannot relocate for the purpose of entering a graduate program at a university far from here, and even commuting to Eugene on a regular basis represents a problem sufficient to discourage some of them from pursuing graduate work altogether. Finally, judging from student feedback we can safely predict that some of our history majors, who in the present circumstance are forced to go elsewhere to pursue graduate work, would, if given the opportunity, continue their studies here.

- b. It is anticipated that the M.A. program in history would enroll between ten and twelve students per year, including those who would pursue their studies during the summer months. It is probable that in the first five years of the program twenty to twenty-five students would be awarded the M.A., this total assuming some attrition, and an average of between two and three years for a candidate to complete work for the degree. The proposed program would probably enroll some students who would otherwise seek admission to the M.A.I.S. program, but it is likely that a considerable majority would be students who would otherwise not do graduate work at Oregon State.
- c. An M.A. degree in history would assist in meeting several needs that are readily identifiable. First, many public school teachers in the mid-valley area are eager to pursue their studies in disciplinary subject areas. Responding to an obvious need to return to the fundamentals of secondary education, teachers who do or may instruct students in history should be given every opportunity to do advanced work in that field, so that they in turn will be able to do a better job in the classroom. Second, it is clear that many employment opportunities in business, journalism and other professional fields are available to persons with graduate degrees in history.
- d. Quantitative data that would permit precise measurement of need for persons trained in history are not available. The consensus in the profession, however, is that the market for students with advanced degrees is good, and certainly much better than it was a decade ago. Opportunities for employment in secondary education are excellent, a circumstance that benefits certified teachers with history M.A.'s. Job-markets in other history-related fields -- e.g., archival/museum/library work -- fluctuate, and must be monitored if M.A. students are to be well advised regarding career direction.
- e. The Department of History believes that other compelling reasons do exist for offering an M.A. program in history. We are convinced that there is a relationship between quality undergraduate instruction and the presence of graduate students in a department. Students who have completed their baccalaureate work and are pursuing a master's degree would add to the level of discourse in upper-division classes. Graduate students would be more inclined to read journal literature, they would be more highly motivated, and they would encourage a more searching approach to problems raised in the classroom. Undergraduates would benefit from the presence of graduate majors in history in that they would learn from their more advanced colleagues and would participate in classes where their instructors were more directly challenged.

The history faculty would also benefit from the creation of an

M.A. program. First, we anticipate that the quality of personnel will be enhanced. As matters stand, we are disadvantaged in competing with other universities for new faculty, for most of them can boast of graduate programs -- a magnet for many of the best candidates -- while we cannot. The lack of a graduate program in history, as well as elsewhere in the Liberal Arts, is almost an anomaly at a university, and job candidates can only wonder about the institution's commitment to the department in question.

- f. Local business and professional groups (the legal profession, for example) can be expected to recognize the value of a solid M.A. program in history at Oregon State.
- g. Even at present, the Department of History has a policy of offering at least one graduate-level course during the evening each quarter, and the introduction of an M.A. program would encourage still broader offerings. Opportunity would therefore exist for persons to enroll in this program as part-time or evening students. If the demand is sufficient, we will also expand our summer-term offerings, to cater to part-timers. This would be of particular use to school teachers. We anticipate that a substantial number of students in the projected program will proceed toward their degree on a part-time basis.

DUPLICATION OF EFFORT

10. SIMILAR PROGRAMS IN THE STATE

- a. As was noted in 3.c, graduate programs in history also exist at the University of Oregon and at Portland State University. Nevertheless, the program that we wish to implement will be quite distinct. In the way offerings are grouped, at least, the two existing M.A. programs are more like each other than ours will be like either. The graduate program at Oregon incorporates nine areas of concentration: Ancient history; Medieval Europe; Europe 1400-1815; Europe since 1789; Britain and its Empire; Russia; United States; East Asia; Latin America. Portland State provides ten: Colonial America and U. S.; Britain and the Commonwealth; Ancient; Medieval; Early Modern Europe; Modern Europe; East Asia; Latin America; Middle East; Russia, Eastern Europe, and the Balkans.

There are benefits to be derived from such structuring, but we have chosen a different route, and believe that, in terms of our students and faculty, it is more desirable. Our decision to hold to only three areas of concentration (United States; European; Non-U.S./Non-European [note 1.b]) is intended to encourage broad, flexible programs for our graduate students, programs that will allow them to work in areas that truly reflect the breadth of their interests and of this Department's, indeed, this University's, graduate-level offerings, as specified in 5.b and

Appendix A and as illustrated by the model programs enumerated in 5.a.1. Furthermore, while at both the University of Oregon and Portland State students with a European or Non-U.S./Non-European can take both of their M.A. fields in that one area, our definition of fields requires master's candidates to complete work in two broad categories (e.g., European and U.S.). This is intended to broaden the candidates' perspective and encourage them to confront different models.

The proposed program would draw on the special strengths of the Oregon State history faculty, thus complementing or enhancing the work of the state system as a whole. Indeed, it may be said that programs never truly duplicate. A student might study Ancient History at Oregon State or at Portland State or at the University of Oregon, but the interests and particular expertise of his major instructor would make the avenue of study at any of those institutions unique. It is doubtful that serious competition between institutions for students would result. Some competition, for that matter, may be desirable, inasmuch as these programs are not overly expensive and such competition may well serve as an impetus to imagination, creativity and the promotion of excellence.

A final point worth noting in this regard is that the departments of history at Oregon and at Portland State, far from resenting the establishment of a disciplinary M.A. program at Oregon State, endorse the same, as evidenced by the attached letters from their respective chairs.

- b. The proposed program would serve numerous purposes, as outlined previously in this document. Most important, perhaps, is the opportunity for advanced study in history that would be made available to prospective students in the mid-valley area. In addition, this program would draw on the special strengths of the Oregon State history faculty, thus complementing or enhancing the work of the state system as a whole. Indeed, it may be said that programs never truly duplicate. A student might study Ancient History at Oregon State or at Portland State or at the University of Oregon, but the interests and particular expertise of his major instructor would make the avenue of study at any of those institutions unique. It is doubtful that serious competition between institutions for students would result. Some competition, for that matter, may be desirable, inasmuch as these programs are not overly expensive and such competition may well serve as an impetus to imagination, creativity and the promotion of excellence.

A final point worth noting in this regard is that the departments of history at Oregon and at Portland State, far from resenting the establishment of a disciplinary M.A. program at Oregon State, endorse the same, as evidenced by the attached letters from their respective chairs.

- c. The proposed program would not as a regular feature utilize courses and faculty of other institutions. However, students who satisfied their major advisors and their graduate committee of the need to take courses elsewhere could do so, and the hours could be credited to their program at O.S.U., provided that they took at least thirty hours in residence. We also anticipate that if the M.A. proposal is implemented, library resources at other institutions in O.S.S.H.E. will be exchanged to some extent, by personal borrowing or through inter-library loan, in the course of graduate-level research.

11. PERSONNEL

- a. Faculty vitae are attached to this proposal (Appendix B). As the vitae indicate, the present faculty of the Department of History is eminently qualified to offer instruction on the graduate level. The publication record of the faculty is impressive. No fewer than six members of our faculty have published a book within the past two years, while a seventh has a major work in press. These members and others have also published articles in major journals. Most important areas of specialization in history are represented on the department's current staff. In some fields members of the department have gained a national reputation, and many of us are associated with subject areas that are unique within Oregon (note 2.c). The quality of instruction characteristic of this department is also of a high order, and it might be noted that two members of our faculty, Gary Ferngren and Lisa Sarasohn, have won major awards for teaching excellence.

Beyond the information that is contained in the vitae, it might be noted that most of us as individuals, and certainly the History faculty at large, have considerable experience in working with graduate students. All regular members of faculty have Graduate Faculty status. Everyone who has been here for more than a few years has served as a Graduate Council representative. More important, most of us have served as advisors, often major advisors, to M.A.I.S. students. As was noted in 9.a, during the sample period 1981-85 37 students who received the M.A.I.S. had at least one field in history. During winter quarter 1990 no fewer than 21 M.A.I.S. candidates with at least one history field were actively pursuing their degree. We are therefore quite experienced at working with graduate students and doing so within the context of the graduate program at Oregon State. The establishment of a disciplinary M.A. program here simply marks another step -- and, we believe, a logical one.

- b. We do not anticipate a need for additional FTE. As was noted earlier, we regularly review our curriculum, and if an M.A. program is established here we will monitor it in order to see what changes need to be made. Our conclusions will be reflected in job searches, as we seek candidates with partic-

ular strengths. However, since several members of this department will be retiring during the next few years, and there will be a considerable turnover within the next ten, our circumstances allow for flexibility without resort to the establishment of new positions.

- c. Since the M.A. program that we propose is modest in scale, and since we do not expect to enroll large numbers of students (note 9.b), it is unlikely that the implementation of the program will require new clerical staff, nor should it necessitate a shift from instruction time to administrative responsibilities for any member of faculty. On the other hand, we do expect to grant a number of teaching assistantships (in a typical year, six), mostly at .15 FTE. At least initially, this can be accomplished by dividing the FTE of a member of faculty who is on leave, or that of a retiring member. If circumstances make this unfeasible, we are prepared (though with reluctance) to reallocate an FTE that is currently reserved for instruction, and use it to provide for assistantships. The ability to grant these or equivalent awards is absolutely necessary if the program is to draw top-flight students, and it can also be said that the sort of experience that teaching assistants will typically gain -- through leading review sessions before examinations, helping to prepare and grade exams, guest lecturing on occasion, and other tasks -- will be useful preparation for them, particularly for those who are destined for a teaching career.

12. Library

- a. The holdings of the library at present (due in no small measure to efforts by history faculty over the past two decades) is adequate to support M.A.-level work in all component areas enumerated in 1.b. In general, collections in United States history range from excellent (colonial, black, diplomatic, West, Pacific Northwest) to good (Civil War, agriculture and technology, recent U.S.). The European collection, while good in British and German history, is merely adequate in other areas. The East Asian, African, and Middle East collections are likewise adequate, but no more, while Latin American is somewhat better represented. Periodical literature reflects the generalizations noted here, but in all fields there are noteworthy gaps. The greatest weakness in the overall collection is the paucity of printed primary sources. Since primary research is necessary in connection with many graduate-level projects, and particularly the thesis, the problem in this sphere is particularly regrettable. In the short term, weaknesses in our own holdings can be remedied by the use of interlibrary loan, and graduate students may in some cases be encouraged to make use of University of Oregon Library collections in pursuing projects. Eventually, however, our own holdings should be significantly enhanced.

- b. Although the current level of funding for the acquisition of history books and journals is adequate to support this graduate proposal, at least if an annual increment to offset inflation is included, a higher level of funding is essential if the proposed graduate program is to be broadened and strengthened.
- c. The Department of History intends to continue to work actively for an increase in the level of overall funding of Kerr Library, the present level being woefully inadequate.
- d. An analysis of Kerr Library's history collection, prepared by Edward Brazee, the reference librarian specializing in history, is attached.

13. FACILITIES AND EQUIPMENT

- a. No additional facilities in terms of buildings or laboratories are needed in order to implement the proposed program.
- b. The institution presently possesses all necessary facilities.
- c. No facilities beyond those now on hand would be required in support of the proposal.
- d. Already answered.

14. BUDGETARY IMPACT

- a. See attached.
- b. No special appropriation is needed.
- c. No grants are required.
- d. There is no reason to expect that implementation of the proposed M.A. program would negatively impact any other university program or department.
- e. As has been noted, the department can introduce a master's program within the context of current funding and staffing. An additional FTE for graduate assistants would certainly be welcome, however, even though the department could, as mentioned in 11.c, make do by dividing a current position. Furthermore, reiterating the point made in 12.b, the proposed program would definitely benefit from an increase in our library allocation. Other costs associated with establishing and maintaining the program (e.g., recruitment materials) can be handled within our present budget.

Notes on "Summary of Estimated Costs" sheet (attached)

The cost for graduate assistants is calculated on the basis of the current stipend for assistants (at 1.0 FTE), \$14,700, plus 5% OPE and 5% annual increment.

Although the Department of History intends to provide fellowships and scholarships, this will for the most part be done from soft money. We anticipate having enough reserves to cover several awards each year, but since the amount will vary it seems inadvisable to offer a projection. In any case, this element in our graduate package does not involve state funds.

As was noted in 14.e, an increase in our library budget would be welcome. It is not, however, essential, and for this reason it has not been calculated into the attached budget.

SUMMARY OF ESTIMATED COSTS AND SOURCES OF FUNDS FOR PROPOSED PROGRAM

Program M.A. in History

Institution Oregon State University

I. Resources Required

A. Personnel

	First Year	Second Year	Third Year	Fourth Year
	Amount FTE	Amount FTE	Amount FTE	Amount FTE
1. Faculty	\$	\$	\$	\$
2. Graduate Assistants	\$ 15,435 1.0	\$ 16,202 1.0	\$ 17,863 1.0	\$ 19,692 1.0
3. Support Personnel	\$	\$	\$	\$
4. Fellowships & Scholarships	\$	\$	\$	\$
TOTAL	\$ 15,435 1.0	\$ 16,202 1.0	\$ 17,863 1.0	\$ 19,692 1.0
Percentage of Total from State Funds	100%	100%	100%	100%

B. Other Resources

	Amount	Amount	Amount	Amount
1. Library	\$	\$	\$	\$
2. Supplies & Services	\$	\$	\$	\$
3. Movable Equipment	\$	\$	\$	\$
TOTAL	\$	\$	\$	\$
Percentage of Total from State Funds	%	%	%	%

C. Physical Facilities

	Amount	Amount	Amount	Amount
Construction of New Space or Major Renovation	\$	\$	\$	\$
Percentage of Total from State Funds	%	%	%	%

GRAND TOTAL	\$ 15,435	\$ 16,202	\$ 17,863	\$ 19,692
Percentage of Total from State Funds	100%	100%	100%	100%

II. Source of Funds

	Amount	Amount	Amount	Amount
A. State Funds--Going-level Budg.	\$ 15,435	\$ 16,202	\$ 17,863	\$ 19,692
B. State Funds--Special Approp.	\$	\$	\$	\$
C. Federal Funds	\$	\$	\$	\$
D. Other Grants	\$	\$	\$	\$
E. Fees, sales, etc.	\$	\$	\$	\$
F. Other	\$	\$	\$	\$
TOTAL	\$ 15,435	\$ 16,202	\$ 17,863	\$ 19,692

APPENDIX A

RELATED NON-HST GRADUATE-LEVEL COURSE OFFERINGS AT O.S.U.

The courses listed below provide relevant and significant support to the proposed master of arts program in history. Based on the needs and interests of M.A. students, and with the approval of their advisors, they could be worked into their programs, bearing in mind the specific policies that will be set out in the section to follow. In offering this list, it is important to note four qualifications: 1. Course offerings and numbers are subject to change (these courses are as described in the university catalogue for 1990-91); 2. Virtually all departmental curricula provide for blanket-number graduate-level courses (seminars, topics, reading and conference) that may in certain cases be appropriate to graduate students in history; 3. It may not always be possible for a given student to take a particular course, taking into consideration the matters of prerequisites and scheduling; 4. The list is not to be regarded as comprehensive, although it does include most courses that have clear relevance to the history program.

Courses offered within the College of Liberal Arts

a. ANTHROPOLOGY

1. ANTH 511 (World Cultures--North America)
2. ANTH 512 (World Cultures--French Canada-United States)
3. ANTH 513 (World Cultures--Latin America)
4. ANTH 514 (World Cultures--Middle East)
5. ANTH 515 (World Cultures--Africa)
6. ANTH 516 (World Cultures--South and Southeast Asia)
7. ANTH 517 (World Cultures--Pacific)
8. ANTH 518 (World Cultures--China)
9. ANTH 519 (World Cultures--Japan and Korea)
10. ANTH 520 (World Cultures--Topics)
11. ANTH 530 (Topics in Archaeology)
12. ANTH 531 (Arch/Method and Theory)
13. ANTH 532 (The Archaeology of Domestication and Urbanization)

b. ART

- ART 560, 561 (History of American Art)

c. ECONOMICS

1. EC 535 (The Economics of Labor Unions)
2. EC 536 (Labor Economics)
3. EC 537 (Labor Legislation)
4. EC 544, 545 (International Trade: Theory, Policy, and Finance)
5. EC 549, 550 (Economic Development)
6. EC 551 (Economic Survey of Latin America)
7. EC 555 (Soviet Economics)

8. EC 570 (History of Economic Thought)
 9. EC 587 (United States Economic History)
- d. ENGLISH
1. ENG 511, 512, 513 (Development of the Drama)
 2. ENG 517, 518, 519 (The English Novel)
 3. ENG 523 (Northwest Folklore)
 4. ENG 525 (Medieval Epic and Romance)
 5. ENG 526 (The Age of Chaucer)
 6. ENG 528 (Literature of the Early Renaissance)
 7. ENG 529 (Literature of the Elizabethan Age)
 8. ENG 530 (Metaphysical and Cavalier Poets)
 9. ENG 531 (John Milton)
 10. ENG 532 (Restoration and Augustan Literature)
 11. ENG 533 (The Age of Johnson)
 12. ENG 534 (Later Romantic Literature)
 13. ENG 536 (The Age of Dickens)
 14. ENG 537 (The Age of Realism and Symbolism, 1870-1900)
 15. ENG 538 (The Modernist Movement in Literature)
 16. ENG 539 ("The Waste Land" and After)
 17. ENG 540, 541, 542 (Literature of the Irish Renaissance)
 18. ENG 554 (Major Authors)
 19. ENG 580 (Studies in Literature, Culture and Society)
 20. ENG 590 (Development of the English Language)
 21. ENG 598 (Women and Literature)
- e. FOREIGN LANGUAGES AND LITERATURES
1. FR 519 (Selected Topics in French Language)
 2. FR 539 (Selected Topics in Francophone Culture)
 3. FR 549 (Selected Topics in Francophone Literature)
 4. GER 539 (Selected Topics in German Culture)
 5. GER 549 (Selected Topics in German Literature)
 6. SPAN 538 (Selected Topics in Luso-Hispanic Culture)
 7. SPAN 544 (Selected Topics in the Literature of Spain)
 8. SPAN 545 (Selected Topics in the Literature of Latin America)
- f. JOURNALISM
- J 580 (History of Mass Communication)
- g. MUSIC
- MUS 541 (Period Studies)
- h. PHILOSOPHY
1. PHL 511, 512 (Great Figures in Philosophy)
 2. PHL 541 (Classical Ethical Theories)
 3. PHL 546 (Philosophy of Education)
 4. PHL 551 (Knowledge and Reality)
 5. PHL 570 (Philosophy of Science)
- i. POLITICAL SCIENCE
1. PS 525 (Women and the Law)

- 2. PS 551 (American Foreign Policy)
- 3. PS 553 (Soviet Foreign Policy)
- 4. PS 554 (International Law and Organizations)
- 7. PS 575 (Politics of Environmental Problems)
- j. PSYCHOLOGY
 - 1. PSY 521 (History of Psychology)
 - 2. PSY 568 (International Behavior and Political Psychology)
- k. RELIGIOUS STUDIES
 - 1. R 550 (Religion and Society)
 - 2. R 552 (Religion and Science)
 - 3. R 561 (Religions of Japan)
- l. SOCIOLOGY
 - 1. SOC 521 (Social Change)
 - 2. SOC 526 (Social Inequality)
 - 3. SOC 530 (Gender and Society)
 - 4. SOC 537 (Minority Groups and Issues)
 - 5. SOC 564 (Sociology of Revolution)
 - 6. SOC 570 (Collective Behavior and Social Movements)
 - 7. SOC 575 (Rural-Urban Sociology)
 - 8. SOC 569 (Sociology of Rural Life)
 - 9. SOC 570 (Sociological Theory)
- m. SPEECH COMMUNICATION
 - 1. COMM 540 (Theory of Conflict and Conflict Management)
 - 2. COMM 560 (The Rhetoric of Revolutionaries and Reactionaries: 1750 to 1900)
 - 3. TA 544 (Theory and Criticism of Theater Arts)
- n. WOMEN STUDIES
 - 1. WS 540 (Women and Work)
 - 2. WS 580 (Perspectives on Women Studies)

Courses offered outside the College of Liberal Arts

- a. HISTORY OF SCIENCE
 - 1. HSTS 511, 512, 513 (History of Science)
 - 2. HSTS 515 (Theory of Evolution and Foundation of Modern Biology)
 - 3. HSTS 516 (Science and the Emergence of Modern Society)
 - 4. HSTS 517 (History of Medicine)
- b. BUSINESS ADMINISTRATION
 - 1. BA 530 (Business Law)
 - 2. BA 542 (Environmental Law)
 - 3. BA 565 (Government Relations in Business)
- c. FOREST RECREATION RESOURCES
 - 1. FRR 571 (History of Outdoor Recreation)

- d. PHYSICAL EDUCATION
 - 1. EXSS 552 (Sport and Society)
 - 2. EXSS 554 (History of Sport and Sport Science)
- e. FOODS AND NUTRITION
 - NFM 516 (Cultural Aspects of Food)
- f. HUMAN DEVELOPMENT AND FAMILY STUDIES
 - 1. HDFS 511 (Theories of Human Development)
 - 2. HDFS 546 (Theories of Family Studies)

O.S.U. Library Support for a Master of Arts
in History Degree Program

A thorough evaluation of the history collection has not been possible at this time, but I believe that I can show that the history collection in this library is at least adequate, as the Department of History's proposal contends. An intensive review of the history and other collections in the library is coming up in the near future as the library works on its announced goal, which is supported by the University administration, of raising the library's collections, facilities, and staff to a level at which it can become a member of the Association of Research Libraries.

As of June 31, 1989 there were 63,846 titles, both books and periodicals, in 82,135 volumes within the D, E and F Library of Congress classification "call numbers." These are only a part of the history collection, however. Throughout the rest of the library are a multitude of titles on social, political, economic, business, science, technology, agriculture and forestry history, along with such essential history resources as magazines, newspapers and maps.

It has been true in the past that a shortage of printed primary source material has been a weakness in this library. This is changing. The Ava Helen and Linus Pauling Papers, added in 1986, are the core of an expanding Special Collections unit concerned with the development of science and technology in this century. The Pauling Papers are also a valuable resource for peace studies. This library is a full member of the Center for Research Libraries. Students and faculty can borrow freely and often for extended periods of time from the immense collection of published resources at the Center.

Less than an hour's drive from Corvallis is the large history collection of the University of Oregon Library. Relatively close also are the local history resources of the Oregon State Library in Salem and the Oregon State Historical Society Library in Portland.

By using a computer compact disc called OCLC/AMIGOS Collection Analysis I have been able to examine the book acquisitions of this library during the period 1977 through 1987 and compare it with that of 58 other similar institutions. All of the libraries in this "peer group" have holdings of between 700,000 and 1.2 million volumes. The O.S.U. Library, with just over 1.1 million volumes, is among the largest in the class. None is an Association of Research Libraries member. (The list is attached to this report.) It is interesting to note that, of the 59, only four institutions do not offer at least a master's degree in history. They are Carleton College, Oregon State University, Virginia Commonwealth University and Yeshiva University. 32 award doctorates.

The following is a list of the subcollections by call number. During the period 1977 through 1987 the O.S.U. Library acquired the noted percentage of books in relation to the average of the acquisitions of the other 58 libraries in the peer group.

D1-D900:	General history	117%
D901-D1075:	History of Europe	132
DA1-DA9999:	History of Great Britain	90
DD1-DD9999:	History of Germany	83
DE1-DE9999:	History of the Mediter- ranean Region	86
DF1-DF9999:	History of Greece	85
DK1-DK9999:	History of Russia, USSR	92
DS1-DS40:	History of Asia	112
DS41-DS329:	History of Southwestern Asia	89
DS330-DS500:	History of Southern Asia	112
DS501-DS935:	History of Eastern Asia	93
DT1-DT9999:	History of Africa	116
E1-E139:	History of America, General	127
E140-E200:	U.S. Colonial Period	120
E201-E299:	U.S., Revolutionary Period	118
E301-E440:	U.S., 1790-1855	91
E441-E655:	U.S., Slavery and Civil War	106
E656-E876:	U.S. Since the Civil War	123
F1201-F1392:	History of Mexico	85
F1401-F1419:	History of Spanish America	88
F1421-F1577:	History of Central America	88
F2201-F3799:	History of South America	87

Edward B. Brazee
Reference Librarian
Kerr Library
Oregon State University

March 5, 1990

CATEGORY I PROPOSAL
AGRICULTURAL ENGINEERING

RENAME THE DEPARTMENT OF AGRICULTURAL
ENGINEERING TO THE DEPARTMENT OF BIORESOURCE
ENGINEERING

CATEGORY I TRANSMITTAL SHEET



PROPOSAL TO RENAME THE DEPARTMENT OF AGRICULTURAL ENGINEERING

Submitted by: Department of Agricultural Engineering

College of Agricultural Sciences

College of Engineering

Library evaluation attached?	N/A
Liaison Documentation from other units attached?	Yes
Summary of Estimated Costs and Sources of Funds attached?	N/A
Teacher Standards and Practices Commission information attached? (applies to <u>new</u> teacher certification programs only)	N/A

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees.

Andrew H. Hashimoto
Department Head

3/15/90

Date

Roy G. Arnold
Dean, College of Agricultural Sciences

3/16/90

Date

W. S. Smith
Dean, College of Engineering

3/16/90

Date

OREGON STATE UNIVERSITY

College of Agricultural Sciences

College of Engineering

Proposal to Rename

The Department of Agricultural Engineering

1. Title of the proposed unit;

Proposed name: Department of Bioresource Engineering

2. Focus within the institution's organizational structure.

The Department will continue to be a part of the College of Agricultural Sciences, with close academic program links with the College of Engineering.

3. Objectives, functions, and activities of the proposed unit.

The Department's overall mission of instruction, research and Extension will not change with the proposed name change. However, the department's programs will be more focused in several respects. The undergraduate majors in Agricultural Engineering and Agricultural Engineering Technology will be eliminated effective September, 1992. Thus, the department's instructional program will primarily be focused on graduate instruction and research. Also, the department's research program will focus on two general areas of Food and Post-Harvest Engineering and Water and Energy Resource Management. Specific subareas under these two general areas include bioprocess technology, biosystems analysis, crop water requirements, irrigation management, food and post-harvest engineering, fisheries and aquacultural engineering, and agricultural and food plant waste utilization and management. Elimination of the Department's undergraduate majors in Agricultural Engineering and Agricultural Engineering Technology will naturally decrease the total teaching effort. However, the remaining instructional funding will allow strengthening and expanding the Department's graduate programs (concurrent with this proposal is a Category I proposal for a Ph.D. in Bioresource Engineering).

Agricultural Engineering has traditionally been involved with engineering related to on-farm production of raw agricultural commodities. The Department's programs in food and post-harvest engineering, bioprocess technology, fisheries and aquacultural engineering, and regional crop and hydrologic systems analyses are clearly beyond the traditional definition of Agricultural Engineering. Bioresource Engineering captures the nature and breadth of the Department's programs. Thus, the new department name will more clearly convey the essence of the Department's programs.

4. Resources needed.

No additional personnel or physical resources are required to implement the name change for the Department.

5. Funding requirements and sources thereof.

No additional funding requirements are needed as a result of this name change.

6. Relationship of the proposed unit to the institutional mission.

The Department's mission that is described above is consistent with the Land Grant mission of the University and Colleges of Agricultural Sciences and Engineering. Excellence in teaching, research, Extension and service is expected for the benefit of the residents of Oregon, the nation and the world.

7. Long-range goals and plans for the unit.

No new funds or request for funds are associated with this proposed name change. The purpose for the requested change is to more clearly describe the breadth of the Department's current programs. Immediate plans are to rename the Department's Master of Science in Agricultural Engineering to a Master of Science in Bioresource Engineering and to establish a Ph.D. program in Bioresource Engineering.

Long-range plans are to increase the enrollment in the Department's graduate programs and to increase external research funding. A departmental goal is to enroll 30 to 35 graduate students (about two M.S. candidates for each Ph.D. candidate and about 50% U.S. and 50% foreign graduate students) in the program within five years. External research funding has increased by 70% (over \$450,000 in expenditures in FY 1988-89) in the past two years, and expectations are for continued increase as the three faculty members hired in the past two years establish their research programs.

LIAISON DOCUMENTATION

Department of Bioresource Engineering

A draft copy of this proposal was sent to potentially affected administrative units (see attached list) and to Dean Maresh of the Graduate School. The College of Engineering Department Heads and Administrators met on March 14, 1990 to discuss this proposal, and agreed to support the proposal. Written and oral feedback from other units were generally supportive of this proposal. The only individual who expressed concern about changing the department's name to Bioresource Engineering was Dean Brown of the College of Forestry (see attached memo), since bioresource engineering could be perceived to encompass Forest Engineering. However, when informed that the Head of Forest Engineering (see attached note from Bill Atkinson) was not concerned about the proposed name, Dean Brown indicated that he had no objection to the name change. Other written responses are attached to the Category I proposal to establish a Ph.D. program in Bioresource Engineering.

College of Engineering Dean and Associate Dean

S. J. T. Owen, Dean
W. L. Schroeder, Associate Dean

College of Engineering Department Heads

Peter C. Klingeman, Civil Engineering
Ronald R. Mohler, Electrical and Computer Engineering
Robert Mrazek, Chemical Engineering
Gordon M. Reistad, Mechanical Engineering
Alan H. Robinson, Nuclear Engineering
Tom M. West, Industrial Engineering

College of Agricultural Sciences Dean and Associate Deans

Roy G. Arnold, Dean
Michael J. Burke, Director, Ag Academic Programs
Thayne R. Dutson, Director, Ag Experiment Station
Edwin C. Price, Director, International Research and Development
O. E. Smith, Director, Extension Service

College of Agricultural Sciences Department Heads

Ralph E. Berry, Entomology
Larry Boersma, Soil Science
Stella M. Coakley, Botany and Plant Pathology
R. L. Cole, Ag Education and General Ag
Steven L. Davis, Animal Science
John L. Fryer, Microbiology
John Hays, Ag Chemistry
William C. Krueger, Rangeland Resources
Sheldon L. Ladd, Crop Science
H. S. Nakaue, Poultry Science
A. Gene Nelson, Ag and Resource Economics
Richard A. Tubb, Fisheries and Wildlife
C. J. Weiser, Horticulture
Ronald E. Wrolstad, Food Science and Technology

Other Individuals

William A. Atkinson, Forest Engineering
George W. Brown, Dean, College of Forestry
John Dunn, Chair, Budget and Fiscal Planning
Russel H. Meints, Director, Center for Gene Research

College of Forestry
Office of the Dean



Peavy Hall 154
Corvallis, OR 97331-5704

(503) 737-2221
FAX (503) 737-2668

March 1, 1990

MEMORANDUM

TO: Andrew G. Hashimoto, Head
Department of Agricultural Engineering

FROM: George Brown, Dean

A handwritten signature in cursive script, appearing to read "George Brown".

Thanks for sending over your Category I proposal to change the name of the Agricultural Engineering Department. My only concern with the name, Andy, is that it may cause confusion with our Forest Engineering Department. Bioresource Engineering could be anything, including forestry, though it clearly is meant to deal with a subset of all possible "bioresources." I have the same problem with Environmental Engineering (often used to mean sanitary engineering). I'd sure urge you to change the name to something more explicit.

cc: Roy Arnold

OREGON STATE UNIVERSITY

COLLEGE OF FORESTRY

CORVALLIS, OREGON

MEMORANDUM TO:

Andy Hashimoto

FROM:

Bill Atkinson



DATE:

2/27/90

Andy, Forest Engineering has no concern about the rename of your department, the M.S. major, or initiation of a PhD program

Bill Atkinson

CATEGORY I PROPOSAL
AGRICULTURAL ENGINEERING

***RENAME MASTER OF SCIENCE IN AGRICULTURAL
ENGINEERING TO MASTER OF SCIENCE IN BIORESOURCE
ENGINEERING***

CATEGORY I TRANSMITTAL SHEET



PROPOSAL TO RENAME MASTER OF SCIENCE IN AGRICULTURAL ENGINEERING

Submitted by: Department of Agricultural Engineering

College of Agricultural Sciences

College of Engineering

Library evaluation attached?	N/A
Liaison Documentation from other units attached?	Yes
Summary of Estimated Costs and Sources of Funds attached?	N/A
Teacher Standards and Practices Commission information attached?	N/A
(applies to <u>new</u> teacher certification programs only)	

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees.

<u>Andrew S. Hashimoto</u>	<u>3/15/90</u>
Department Head	Date

<u>Roy G. Arnold</u>	<u>3/16/90</u>
Dean, College of Agricultural Sciences	Date

<u>W. J. Sam</u>	<u>3/16/90</u>
Dean, College of Engineering	Date

OREGON STATE UNIVERSITY

College of Agricultural Sciences

College of Engineering

Proposal to Rename

The Master of Science in Agricultural Engineering

1. Title of the proposed degree.

Proposed name: Master of Science in Bioresource Engineering

2. Rational

This proposal is to rename the Department's Master of Science major from Agricultural Engineering to Bioresource Engineering. The purpose of the change is to more clearly describe the nature of the Department's graduate program.

Agricultural Engineering has traditionally been involved with engineering related to on-farm production of raw agricultural commodities. The Department's graduate research programs in food and post-harvest engineering, bioprocess technology, fisheries and aquacultural engineering, and regional crop and hydrologic systems analyses are clearly beyond the traditional definition of Agricultural Engineering. Bioresource Engineering captures the nature and breadth of the Department's graduate research programs.

The companion Category I proposals to rename the Department and establish a Ph.D. in Bioresource Engineering give further justification and background for this request.

3. Resources needed.

No additional personnel or physical resources are required to implement the name change of the degree.

LIAISON DOCUMENTATION

M. S. in Bioresource Engineering

A draft copy of this proposal was sent to potentially affected administrative units (see attached list) and to Dean Maresh of the Graduate School. The College of Engineering Department Heads and Administrators met on March 14, 1990 to discuss this proposal, and agreed to support the proposal. Written and oral feedback from other units were all supportive of this proposal to change the name of the M. S. degree to Bioresource Engineering. Written responses commenting on the name change are attached to the Category I proposal to establish a Ph. D. program in Bioresource Engineering.

College of Engineering Dean and Associate Dean

S. J. T. Owen, Dean

W. L. Schroeder, Associate Dean

College of Engineering Department Heads

Peter C. Klingeman, Civil Engineering

Ronald R. Mohler, Electrical and Computer Engineering

Robert Mrazek, Chemical Engineering

Gordon M. Reistad, Mechanical Engineering

Alan H. Robinson, Nuclear Engineering

Tom M. West, Industrial Engineering

College of Agricultural Sciences Dean and Associate Deans

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Edwin C. Price, Director, International Research and Development

O. E. Smith, Director, Extension Service

College of Agricultural Sciences Department Heads

Ralph E. Berry, Entomology

Larry Boersma, Soil Science

Stella M. Coakley, Botany and Plant Pathology

R. L. Cole, Ag Education and General Ag

Steven L. Davis, Animal Science

John L. Fryer, Microbiology

John Hays, Ag Chemistry

William C. Krueger, Rangeland Resources

Sheldon L. Ladd, Crop Science

H. S. Nakaue, Poultry Science

A. Gene Nelson, Ag and Resource Economics

Richard A. Tubb, Fisheries and Wildlife

C. J. Weiser, Horticulture

Ronald E. Wrolstad, Food Science and Technology

Other Individuals

William A. Atkinson, Forest Engineering

George W. Brown, Dean, College of Forestry

John Dunn, Chair, Budget and Fiscal Planning

Russel H. Meints, Director, Center for Gene Research

CATEGORY I PROPOSAL
AGRICULTURAL ENGINEERING

***INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING
TO THE Ph.D. DEGREE IN BIORESOURCE ENGINEERING***

CATEGORY I TRANSMITTAL SHEET



PROPOSAL TO ESTABLISH PH.D. IN BIORESOURCE ENGINEERING

Submitted by: Department of Agricultural Engineering

College of Agricultural Sciences

College of Engineering

Library evaluation attached?	Yes
Liaison Documentation from other units attached?	Yes
Summary of Estimated Costs and Sources of Funds attached?	Yes
Teacher Standards and Practices Commission information attached?	N/A
(applies to <u>new</u> teacher certification programs only)	

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees.

Andrew S. Harbin
Department Head

3/15/90
Date

Roy G. Arnold
Dean, College of Agricultural Sciences

3/16/90
Date

W. S. Smith
Dean, College of Engineering

3/14/90
Date

OREGON STATE UNIVERSITY

College of Agricultural Sciences
College of Engineering
Department of Agricultural Engineering

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE Ph.D. DEGREE IN
BIORESOURCE ENGINEERING.

DESCRIPTION OF PROPOSED PROGRAM

1. DEFINITION OF ACADEMIC AREAS

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

Bioresource Engineering is the application of engineering principles and problem-solving techniques to the optimum utilization of biological resources. It is an engineering-based curriculum with strong emphasis on the agricultural and biological sciences. Bioresource engineers address problems related to the production, processing and preservation of food, feed and fiber, conversion of biomass to useful products, biological waste management and utilization, process applications of advances in molecular biology, and agricultural and biological systems analysis. The bioresource engineering program involves the establishment of a new field of specialization at OSU with the development of curricula appropriate for bioresource engineering training at the Ph.D. level.

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

During the initial years of the program, specialized training will be available in bioprocess technology, agricultural systems analysis, food and post-harvest engineering, and agricultural and food processing waste utilization and management.

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

As the program develops, we plan only to increase areas of emphasis within the subspecialties listed in Section 1b.

- d. Are there subspecialties that the institution intends to avoid, in developing the program?

No.

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

Fall, 1991 or as soon thereafter as possible.

2. DEPARTMENT OR COLLEGE RESPONSIBLE

- a. What department and school or college would offer the proposed program?

The bioresource engineering program will be administered by the Department of Bioresource Engineering. (NOTE: A proposal to rename the Department of Agricultural Engineering to the Department of Bioresource Engineering is being submitted concurrently with this proposal. To simplify this discussion, all references to the current Department of Agricultural Engineering and degree programs will be referred to as the Department of Bioresource Engineering.) The curriculum will be administered by the College of Engineering, and program funding will be through the College of Agricultural Sciences.

- b. Will the proposed program involve a new or reorganized administrative unit within the institution?

No. The program will be administered by the Department of Bioresource Engineering. The Graduate Faculty of the program will provide recommendations on the selection of additional graduate faculty, evaluation of student applications and establishment of academic policies. The administrative structure planned is thus only an extension of the Department's current M.S. graduate committee structure.

3. OBJECTIVES OF THE PROGRAM

- a. What are the objectives of the program?

The objectives of the proposed Ph.D. program in Bioresource Engineering are:

1. to prepare the student for professional leadership, creative accomplishment and continued learning in Bioresource Engineering;

2. to qualify the student to plan and conduct independent scientific research and development in Bioresource Engineering;
3. to contribute to the Bioresource Engineering Department's research and educational programs; and
4. to develop in the student a deep understanding and appreciation of the mathematical, physical and biological sciences.

The focus of the Ph.D. program is to address issues and problems related to the interface of engineering with biology. Such a program will encourage, support, and recognize the collaborative efforts of faculty and students from a number of disciplines and departments. Strong programmatic ties currently exist with the departments of Chemical, Civil and Mechanical Engineering, Crop Science, Food Science and Technology, Fisheries and Wildlife and Soil Science. As the program develops, stronger ties with the departments of Agricultural Chemistry, Horticulture and other biological sciences are anticipated. It is the interaction of these scientific and engineering disciplines that is necessary to address the complex problems associated with the optimum utilization of biological resources.

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

The graduate committee, in cooperation with specific student graduate committees, will evaluate student progress. Evidence for success of the program will be reviewed by the Graduate Council according to the following criteria:

1. recognition of the program outside of OSU, exemplified by its ability to attract high quality students from other institutions;
2. an enrollment of about 10 Ph.D. students and 20 M.S. students, with at least 4 Ph.D. and 15 M.S. students having graduated in the first 5 years;
3. the record of thesis research, publication of M.S. and Ph.D. theses topics in journals and contributions to conference proceedings and symposia;
4. successful placement of graduates into professional careers or further study in bioresource engineering; and

5. awards received by graduates and faculty.

After 5 years, the program will be reviewed by the Graduate Council. Any improvements or changes associated with the program will be based in part on suggestions from students, graduates, faculty, and interested employers outside of OSU.

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

The mission of Oregon State University as a land grant institution is to serve the people of Oregon, the nation and the world through education, research and service. The University regards itself among the leading comprehensive teaching and research universities in the nation.

Implementation of the Ph.D. in Bioresource Engineering will improve the quality of educational offerings by building upon the already strong and recognized programs of the Colleges of Agricultural Sciences and Engineering. The proposed program will use courses offered by the Departments of Biochemistry and Biophysics, Bioresource Engineering, Chemical Engineering, Chemistry, Civil Engineering, Crop Science, Food Science and Technology, Horticulture, Microbiology, and Soil Science. The program will complement ongoing research programs in these departments and unify the existing strong research programs in bioresource engineering.

The research program will benefit from the stimulation and contributions of Ph.D. students, an increased visibility and stature due to the Ph.D. program, the attraction of more post-doctoral students, and the enhanced ability to hire and retain the best qualified research scientists and engineers. Ph.D. students will supply scholastic abilities for proper support of pioneering research, and will in turn be better prepared for having worked and studied with faculty on the cutting edge of knowledge. Because of the nature of the program, multidisciplinary research will be encouraged and enhanced.

In general, the interactions between the Ph.D. program and the research program will contribute to the productivity of both. The Bioresource Engineering teaching and Extension programs at Oregon State University will provide an opportunity for Ph.D. students to gain experience in these areas.

- d. What are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

Employment opportunities for bioresource engineering graduates with Ph.D. degrees exist in academic and federal institutions and industry. Opportunities in academia include departments of Agricultural, Biological, Bioresource and Food Engineering. Ph.D. Graduates from these departments who are employed in the United States work for academic institutions (72%), government research institutions (12%), industrial and private research (12%), and miscellaneous areas including consulting and other governmental and administrative positions (4%). A recent study by Krishnan et al. (ASAE Paper No. 88-5506) indicates that the current and projected Ph.D. graduates who are U.S. citizens or permanent residents, equal the projected retirements from these academic departments. Since academic institutions hire 72% of the doctoral graduates, there remains 28% more positions to fill than there are graduates. This shortfall in graduates (currently about 25 positions annually) has resulted in many openings being filled with graduates with other engineering backgrounds.

In addition to the current shortfall in qualified Ph.D. graduates, there are growing needs in food engineering, expert systems, bioprocess engineering, application of biotechnical advances and other emerging technologies that will create additional job opportunities in the next five to ten years. The projected shortages of engineers and scientists to occur in the mid-1990s will exacerbate the shortage of Agricultural/Biological/Bioresource Engineers even further. Thus, graduates from the program (about three to four Ph.D. graduates per year, half of which are foreign) should have little trouble finding employment under these conditions.

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.

Research in the area of bioresource engineering, as defined in this proposal, is currently carried out by faculty in the Departments of Bioresource Engineering, Civil Engineering, Chemical Engineering, Mechanical Engineering, Food Science and Technology, and Soil Science. A graduate student desiring a Ph.D. in the area of Bioresource Engineering must presently earn the degree through one of the five latter departments. Students acquire training in bioresource engineering primarily through a productive research experience with one of the faculty members in the Bioresource Engineering program. With respect to coursework, however, much of the students' time is spent in meeting the particular coursework requirements specific to one of the participating departments. Currently, eleven Ph.D. students are being advised or co-advised by Bioresource Engineering faculty. Of these, nine are housed

and conduct their research in the Bioresource Engineering Department (one enrolled in Chemical Engineering, three in Civil Engineering, two in Mechanical Engineering, one each in Fisheries and Wildlife, Food Science and Technology, and Soil Science). Although collaborative work will certainly continue, for some students the particular disciplinary requirements of their current majors are not pertinent to their chosen area of emphasis. In these cases, the proposed program will serve to provide focus to what is presently an unstructured research area.

5. COURSE OF STUDY

a. Describe the proposed course of study.

The proposed curriculum is designed to provide a solid background in engineering and life sciences while allowing enough flexibility for particular student needs. A partial list of both currently available and proposed courses for which graduate credit can be received in the student's major field (Bioresource Engineering) follows:

<u>Course</u>	<u>Credit Hours</u>
BrE 511 Adv. Topics in Water Resources Analysis	3
BrE/CE 514 Groundwater Hydraulics	3
BrE 521 Finite Element Methods	3
BrE 530 Bioresource Instrumentation	3
BrE 535 Thermal Process Design	3
BrE 536 Applied Fluid Flow and Heat Exchange	3
BrE 542 Groundwater Modeling	3
BrE/CE 543 Applied Hydrology	4
BrE/CE 544 Hydraulics of Open Channels	4
BrE/CE 545 Sediment Transport	4
BrE/CE 546 River Engineering	4
BrE 556 Biological Systems Modeling	3
BrE 561 Agricultural Structures & Environment	3
BrE 566 Microelectronic Controls	3
BrE 570 Expert Systems	3
BrE 572 Soil and Water Conservation Engineering	4
BrE 573 Irrigation System Design	4
BrE 576 Optimum Irrigation Management	3
BrE 581 Agricultural Pollution Control	3
BrE 591 Principles of Biological Resources Machinery	3
BrE 592 Design of Biological Resources Machinery	3
BrE 637 Interfacial Phenomena	3
BrE 638 Thermophysical Properties of Food	3

ChE 511, 12	Mass Transfer Operations	6
ChE 514	Fluid Flow	3
ChE 520	Mass Transfer	3
ChE 522	Convective Heat Transfer	3
ChE 525,6,7	Chemical Engineering Analysis	9
ChE 537	Chemical Engineering Thermodynamics I	3
ChE 540	Chemical Reactors I	3
ChE 542	Biochemical Reaction Engineering	3
ChE 543	Chemical Reaction Engineering	3
ChE 550	Advanced Program Control	3
ChE 551	Strategy of Process Design and Optimization	3
ChE 552	Analysis of Chemical Engineering Models	3
ChE 561	Process Control	3
CE 541	Fluid Mechanics	3
CE 542	Hydraulic Engineering Application	3
CE 550	Chemistry of Environmental Systems	4
CE 555	Microbial Processes in Environmental Systems	3
ME 525	Continuum Mechanics	3
ME 526	Elasticity	3
SLS 630	Chemical Processes in Soil Systems	3
SLS 650	Plant-Water Relations	3
SLS 660	Soil Genesis and Classification	3
HORT 531	Post Harvest Physiology	4

Depending on the student's background and research emphasis, the mathematical modeling, fluid dynamics, heat transfer, and thermodynamics courses offered by the Department of Mechanical Engineering may be substituted for corresponding courses suggested above in Chemical Engineering. All students majoring in Bioresource Engineering will receive thesis credit through the Bioresource Engineering program (BrE 603 Thesis) and will be expected to attend and participate in the Bioresource Engineering seminar program (BrE 507 Seminar). It is expected that students in this program will utilize an integrated minor as determined by their respective graduate committees.

Ph.D. students will select additional courses according to the recommendations of their graduate committees and as related to their area of subspecialization within the field of bioresource engineering. A proposed list of courses from which graduate credit can be received outside of the students major field follows.

<u>Course</u>	<u>Credit Hours</u>
BB 550, 2 General Biochemistry	7
BB 581, 2, 3 Biophysics	9
BB 593 Biochemistry Lab	2
BB 654 Proteins	3
CH 540,1,2 Physical Chemistry	9
CH 548, 9 Colloid and Surface Chemistry	6
CH 553 Chemical Thermodynamics	3
CH 594 Chemical Kinetics	3
FST 511,2,3 Food Chemistry	12
FST 523 Food Analysis	5
FST 550 Advanced Food Processing	4
FST 562 Proteins in Food	3
FST 563 Enzymes of Foods	3
HORT 575 Horticultural Systems	3
MB 540 Food Microbiology	3
MB 541 Food Microbiology Laboratory	2
MB 542 Dairy Microbiology	3

The courses listed above are necessarily a partial listing of those courses which would be acceptable electives; they are particularly supportive of the subspecialties cited in Section 1b. Naturally, courses in mathematics, statistics, computer science and environmental engineering would contribute to a list of acceptable electives.

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

All elements with the exception of three new courses (BrE 536, 637 and 638) and the necessary blanket numbered courses (BrE 601, 603, 605, and 606).

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

In addition to the blanket numbered courses, three courses (BrE 536, 637 and 638) will need to be added; they are currently being developed. These courses will be added as the undergraduate teaching load is decreased concomitant with the phase-out of the undergraduate Agricultural Engineering major.

6. ADMISSION REQUIREMENTS

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

Students wishing to enter the Bioresource Engineering Ph.D. program should have a B.S. (or equivalent) in an ABET accredited engineering discipline related to, or offering preparation for, the proposed bioresource engineering graduate program. Although students with non-engineering degrees will be considered for admission, such students will be required to complete any prerequisite courses associated with those listed in Section 5a that are required for their particular study program.

- 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?

No enrollment limitations are anticipated. Should enrollment threaten to overload the faculty, limits may be imposed. Applicants will be judged on academic record, GRE scores, letters of recommendation, research plan and career goals.

7. RELATIONSHIP OF PROPOSED PROGRAM TO FUTURE PLANS

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

No further development is anticipated except for that cited in Section 1c.

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

Not applicable.

8. ACCREDITATION OF THE PROGRAM

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

ABET/EAC (Accreditation Board of Engineering and Technology/Engineering Accreditation Commission) has established minimum curriculum requirements for undergraduate engineering disciplines. No formal

accreditation mechanism exists for bioresource engineering graduate programs in the United States.

- b. If so, does the proposed program meet the accreditation standards? If it does no, in what particulars does it appear to be deficient? What steps would be required to qualify the program for accreditation?

Not applicable.

- 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?

Undergraduate engineering programs most closely allied with bioresource engineering include Agricultural Engineering, Chemical Engineering, Civil Engineering, Food Engineering, and Mechanical Engineering. At OSU, programs in Agricultural, Chemical, Civil and Mechanical Engineering are ABET/EAC accredited; there is no Food Engineering program, and the Agricultural Engineering undergraduate program will be eliminated by September, 1992.

NEED

9. EVIDENCE OF NEED

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

The need for a graduate training program in bioresource engineering at Oregon State University is supported in the following examples. Future economic growth in Oregon will be greatly enhanced by processing agricultural products with higher profit margins. Such products are referred to as "value-added" since the final price is several times higher than the price of the raw product. In-state processing of Oregon crops adds approximately 40% (about \$1 billion per year) to the value of Oregon farm sales. Increasing the production and improving the processing of value-added products will depend heavily on the bioresource engineering research effort at OSU, particularly as it relates to food and post-harvest engineering. Specific problems to address include: applications of aseptic processing and packaging methodology; basic research problems associated with engineering aspects of bacteria control; new packaging strategies; and advanced preservation methods including controlled atmosphere storage.

The diversity of Oregon's climate and crops is well known. In 1988, approximately \$1.1 billion worth of crops, representing about two million acres in Oregon, depended on irrigation. Challenges in irrigated agriculture are associated with irrigation management and scheduling, system design and modeling.

Biotechnology and gene research are high priority areas at OSU. Agricultural applications of recombinant DNA technology, for example, have great potential for enhancing economic growth as well as increasing production efficiency. OSU has established the Center for Gene Research and Biotechnology, but the Center has no engineering component. There is a strong need to bridge the gap between molecular biology and its application to agriculture and industry. With expertise in bioprocess technology (i.e., industrial utilization of biochemistry and microbiology) the proposed program will provide a powerful complement to the Center.

The priorities just discussed, along with emerging technologies such as expert systems, applications of biosensors and optical probes for bioprocess control, and production of specialty chemicals from food processing by-products and food plant wastes, have created major new demands for bioresource engineering studies and for a number of professionally trained engineers capable of generating and interpreting such studies. It is anticipated that these people will be employed by industry, government, and academic institutions.

Bioresource engineering is a relatively new field involving established disciplines in engineering and life sciences. The field extends beyond the traditional education of engineering schools and colleges. Research training in biochemical engineering and bioprocess technology has been carried out by Chemical Engineering departments, whereas training in bioresource, biosystems and food engineering, for the most part, has been carried out by Agricultural Engineering departments. This program will provide focus and coordination of this program area in the departments of Bioresource and Chemical Engineering.

With respect to U.S. citizens, a recent survey (P. Krishnan et al., ASAE Paper No. 88-5506) states that the vacancies created by agricultural engineering faculty retirements in the near future will be filled only if all the U.S. citizens with Ph.D. degrees are employed in academia. However, graduates will undoubtedly find employment in private industry and federal agencies as well. Additionally, bioresource engineering graduates with a Ph.D. will be employable by agricultural and applied life sciences departments.

In the executive summary of Governor Neil Goldschmidt's plan for "The Oregon Comeback", he states that "We need to encourage more research emphasis in agricultural engineering and food technology." A graduate program in bioresource engineering, emphasizing biosystems analysis, bioprocess technology, food engineering, irrigation management, post-harvest engineering, and waste utilization and management supports both state and university priorities.

- b. What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

After five years, the enrollment is expected to be between 30 to 35 students per year in the M. S. and Ph.D. Bioresource Engineering programs. At this enrollment level, three Ph.D. and eight M.S. graduates are anticipated each year.

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 would draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

It is anticipated that the proposed program would draw students who would not otherwise attend the institution. Presently, with respect to the subspecialties listed in Section 1b, OSU does not compete effectively with other institutions for the same graduate students. For example, food engineering research programs are carried out in the Departments of Agricultural Engineering and Food Science and Technology. Since 1985, more than 50 graduate applicants to these departments expressed food engineering as their particular research interest. Unfortunately, Food Science and Technology does not offer an engineering degree, and Agricultural Engineering does not offer the Ph.D.

It is important to note that many students attracted to the institution for one of its established programs express strong interest in bioresource engineering. There are approximately 30 graduate students currently engaged in bioresource engineering research. Although it is expected that currently enrolled students will remain in their present departmental programs, and that cooperative work between departments will continue, the proposed program also provides another option to students already attracted to OSU.

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

Students enrolled in the program will contribute to statewide and institutional needs by conducting original research on problems faced by Oregon's agriculture and rural communities. Most of these problems require some engineering input, and this program will establish a mechanism to provide innovative engineering solutions to some of these problems.

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

Graduates with Ph.D. degrees in Bioresource Engineering from OSU will enter the national pool of Agricultural/Biological/Bioresource engineers. Section 3d projects about a 28% shortfall in Ph.D. graduates in this field. This corresponds to about 25 Ph.D.s per year. This shortfall has primarily been met by Ph.D. engineers trained in other disciplines. With the anticipated shortfall in Ph.D. engineers in all disciplines in the mid-1990s, the need for graduates in this field will be severe. Now is the time to implement a program to meet current and anticipated demands in Bioresource Engineering. The U. S. Department of Agriculture's National Needs Graduate Fellowship program has specifically targeted the training of Ph.D.s in Agricultural Engineering, Food Engineering, Food Science and Water Science as national needs areas for 1990. With regard to agricultural and food engineering in particular, absence of a Ph.D. program in Bioresource Engineering at OSU makes it virtually impossible for the department to compete with other institutions for these fellowships. This national program recognizes and underscores the need for Ph.D. level engineers in these fields.

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

Agriculture in general, and Oregon's agriculture in particular, needs to incorporate many of the technologies currently being developed to remain competitive. Incorporating advances in computer technology, expert systems, artificial intelligence, image processing, biosensors, biotechnology, value-added processing, and robotics into agricultural systems require engineering input along with input from agricultural and biological scientists. These technologies and others will be needed to help Oregon's agriculture be competitive nationally and internationally under more stringent environmental constraints and decreasing labor supplies. The proposed Ph.D. program in Bioresource Engineering is an essential element in developing a strong research program to address the needs of Oregon's agriculture.

A Ph.D. program in Bioresource Engineering is also essential for this department to reach its full potential. The faculty is young, diverse and strong, and the members are well qualified to carry out such a program. A review by the Graduate Council on November 3, 1988 gave the following reasons for the department to have a Ph.D. program. It would: allow the department to recruit graduate students from a larger pool, which might increase both the quantity and quality of applicants; increase departmental esprit and cohesion; make the faculty more competitive in obtaining outside grants and contracts; and allow the faculty to design curricula more appropriate to their areas of research and training. A comprehensive review of the department conducted by the Cooperative States Research Service in the Fall of 1988 stated that a Ph.D. program in the department is warranted and wholeheartedly endorsed the proposal.

Despite the widely-known fact that the department does not have a Ph.D. program, numerous inquiries are made by prospective students about the possibilities of Ph.D. studies in areas where the department is currently conducting research as well as students who want to work with certain faculty. Currently, nine Ph.D. students are being housed and advised or co-advised in the Bioresource Engineering Department, but are enrolled in other departments (Chemical, Civil, and Mechanical Engineering, Fisheries and Wildlife, Food Science and Technology, and Soil Science). For some of these students, this is not an ideal situation since they must meet disciplinary requirements that are not necessarily pertinent to graduate study in Bioresource Engineering.

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

This program will primarily serve the research and educational needs of Oregon's agriculture, including its food handling and processing industries. Agriculture and forestry rank as the top two industries in Oregon. Agricultural commodity farm-gate sales in 1989 were estimated to be about \$2.5 billion, with an additional \$1 billion generated by the first handlers and processors of these raw agricultural commodities. Oregon's complex, diverse and unique agriculture requires extraordinary support from educational institutions, governmental agencies and industry. Among the many disciplines contributing to the success of Oregon's agriculture, engineering stands out for implementing essential irrigation and drainage systems, developing necessary machines for specialized crops, addressing various aspects of food safety, and waste utilization and management.

New challenges to Oregon's agriculture include environmental concerns, the decreasing availability of water and other natural resources, energy availability and cost, competition for new value-added commodities, and competition from other states and foreign countries for market share of agricultural commodities. The Bioresource Engineering department is an

essential component for solving problems associated with all these new challenges. In addition, the department is heavily involved with new technology and opportunities associated with computers, modeling and simulation, expert systems, image processing and bioprocessing technology. Oregon's agriculture needs a strong Bioresource Engineering department to help produce the research results necessary for a productive and healthy industry. Oregon State University needs a strong Bioresource Engineering department to help produce the research results necessary for a productive and healthy agricultural and food processing industry and help fulfill its mission as a premier land grant institution.

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

No special provisions have been made for accommodating evening students. Part-time graduate students can be accommodated.

DUPLICATION OF EFFORT

10. SIMILAR PROGRAMS IN THE STATE

- a. List any similar programs in the state.

No similar graduate or undergraduate program is offered in the state of Oregon.

- 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 existing programs?

Not applicable.

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

Not applicable.

RESOURCES

11. FACULTY

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

Graduate faculty of the Bioresource Engineering program will be drawn initially from the Departments of Bioresource Engineering, Chemical Engineering, and Food Science and Technology. The faculty will be selected on the basis of formal training in bioresource engineering or equivalent experience in teaching and research. Students working in the Bioresource Engineering field will have the option to obtain their degrees in any of the three departments named above, depending on the relative emphasis of their study program.

Potential Graduate Faculty

John P. Bolte
Bioresource Engineering and
Crop Science

Richard A. Cavaletto
Bioresource Engineering

Richard H. Cuenca
Bioresource Engineering

Marshall J. English
Bioresource Engineering

Andrew G. Hashimoto
Bioresource Engineering

Martin L. Hellickson
Bioresource Engineering

Specialization

expert systems;
decision support

food and post-
harvest engin-
eering

evapotranspiration;
hydrologic balance
modeling

systems analysis

waste management
and utilization;
biomass conver-
sion

food and post-
harvest engin-
eering

Edward R. Kolbe Bioresource Engineering Food Science and Technology	thermal properties and modeling; food engineering
Joseph McGuire Bioresource Engineering and Food Science and Technology	interfacial phenom- ena; food engin- eering
James A. Moore Bioresource Engineering	waste management and utilization
Gregory L. Rorrer Chemical Engineering	biomass conver- sion; bioprocess technology
Robert D. Sproull Chemical Engineering	bioprocess technol- ogy; biomass conversion
Ezra M. Tice Bioresource Engineering	food and post- harvest engin- eering
J. Antonio Torres Food Science and Technology	food engineering
Walter L. Trimmer Bioresource Engineering	irrigation man- agement

- b. Estimate the number, rank, and background of new faculty members that would need to be added to initiate the proposed program; that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in item 8b. What kind of commitment does the institution make to meeting these needs.

It is anticipated that as new faculty are recruited to replace retiring faculty, fill currently vacant positions or to expand current programs, suitable additions will be made to the bioresource engineering program faculty. Engineering expertise is needed in the areas of rheology, industrial fermentation, and biosensors. However, the necessary faculty required to initiate this program is currently at OSU.

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

The support staff presently available is adequate.

12. LIBRARY

- a. 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 the American Library Association or some other responsible group, indicate to what extent the institution's library holdings meet the requirements of the recommended list).

Existing library facilities are adequate; some important journals in the bioresource engineering area could be added.

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

The Director of Libraries estimates that the cost to improve the library's collecting in this area would be \$2,714 per year, plus 0.17 FTE librarian to manage the newly defined area.

- c. How is it planned to acquire these Library resources?

Funding for the library is one of the highest priorities for OSU. It is assumed that the scheduled program improvements will be able to cover the additional expenses of the program. If this assumption is not valid, the minimal additional cost for the program does not appear to be sufficient reason to prevent initiation of this important program.

- d. A statement from the Director of Libraries indicating present resources and finding of future needs must be attached to the proposal. (This is an OSU requirement exclusively.)

See attached.

13. FACILITIES AND EQUIPMENT

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

This year the Bioresource Engineering Department is investing over \$150,000 in remodeling and new research equipment to support this program. Approximately \$50,000 of this amount has been allocated by the University and College of Agricultural Sciences. Existing equipment and facilities are adequate.

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

Not applicable.

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

Presently, no additional facilities are required; as the program develops additional needs will be acquired through grants and contracts from funding agencies.

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

See Section 13c.

14. BUDGETARY IMPACTS

- a. Please indicate the estimated cost of the program for the first four years of its operation, following the format shown following this document.

The Department of Bioresource Engineering will be responsible for maintenance of the program, monitoring graduate students enrolled in the program and coordinating course assignments among the departments involved.

The estimated cost of the program is indicated in the attached table. From the table, the first year cost is estimated to be \$409,064. Sources of funds to cover these costs are: Academic Programs (\$254,000 from the department and \$1,764 from the Library); \$25,000 from the Agricultural Experimentation for support of graduate research assistants; and \$128,300 from grants and contracts. The estimated levels of support for GRAs from the Agricultural Experiment Station and external grants and contracts equal the current level of expenditures by the department for GRAs.

Estimated costs for the program were increased by five percent each year except for the costs associated with fellowships and scholarships, and movable equipment. Likewise, the Academic Programs budget (item II.A.)

was assumed to increase by five percent each year. The increase in Agricultural Experiment Station support for GRAs will be accomplished by internal redirection of funds already identified and in progress.

Extramural support of GRAs must increase from \$128,300 the first year to \$222,700 by the fourth year. The department's total extramural expenditures is estimated to be about \$483,000 for the current fiscal year (1989-90), and is projected to increase to about \$650,000 within four years as the three faculty members hired within the past two years establish their research programs. This increase in extramural support should be sufficient to cover the additional GRA costs. If the projected level of extramural support is not realized, then less graduate assistantships will be available to recruit and support graduate students.

- b. If a special legislative appropriation is required to launch the program (as shown in item 4b of the estimated budget), please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium?

Not applicable.

- c. If federal or other grant funds are required to launch the program (items 4c and 4d), what does the institution propose to do with the program upon termination of the grant?

Not applicable.

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

Not applicable.

- e. If the program will be financed from existing resources, specifically state: (1) what the budgetary unit will be doing as a result of the new program that is not now done, in terms of additional activities; and

Three additional graduate courses (BrE 536, 637, and 638) will be taught. The number of graduate students to be advised will increase two to three fold.

(2) what these new activities will cost and whether financed or staffed shifting of assignments within the budgetary unit or reallocation of resources within the institution.

State which resources will be moved and how this will affect those programs losing resources. (This is an OSU requirement exclusively.)

Undergraduate majors in Agricultural Engineering (AE) and Agricultural Engineering Technology (AET) will be eliminated by September, 1992. The number of non-blanket numbered courses will decrease from 23-25 to 14-15 when the students currently enrolled in the AE and AET undergraduate majors are phased out of the program. The 14-15 courses per year include the three proposed graduate courses (BrE 536, 637, 638) in this proposal. This will be accomplished by teaching most of our graduate courses once every two years. The teaching program will be supported by 3.16 FTE. Departmental head count is currently 13 tenured or tenure-track faculty, with about 11.1 FTE supported by the department's teaching (3.16 FTE), research (4.52 FTE) and Extension (3.42 FTE) budgets.

Additional funds will be needed to fund graduate assistantships at the level of \$160,000 the first year to \$277,800 for the fourth year. The department currently funds four graduate research assistantships (1.25 FTE) on State funds, and 15 graduate research assistantships (6.57 FTE) on research grants for a total annual expenditure of \$157,000. Four additional graduate students are supported by outside fellowships. The increased funding needed for graduate assistantships will be generated by external grants and contracts. Additional fellowships and scholarships up to \$12,000 per year for the fourth year will be needed. The department's total external research funding (expenditures) rose from \$269,402 in Fiscal Year 1986-87 to \$456,704 in Fiscal Year 1988-89. External research support is projected to be at least \$650,000 per year within four years as the three faculty members hired within the past two years establish their research programs. This increase in external research support should be sufficient to cover the additional program costs (primarily graduate assistantships).

The department is currently in the process of developing improved research facilities. Approximately \$150,000 is being spent during the past and current fiscal years to improve our research and teaching facilities. The completed facilities (research laboratories and equipment) will greatly enhance the research and graduate teaching programs of the department.

SUMMARY OF ESTIMATED COSTS AND
SOURCES OF FUNDS FOR PROPOSED PROGRAM

Program M.S. and Ph.D. in Bioresource Engineering

Institution Oregon State University

I. Resources Required

A. Personnel

	First Year		Second Year		Third Year		Fourth Year	
	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE
1. Faculty	\$203,000	3.16	\$213,000	3.16	\$223,000	3.16	\$235,000	3.16
2. Graduate Assistants	\$160,000	8	\$168,000	8	\$220,500	10	\$277,800	12
3. Support Personnel	\$11,800	0.36	\$12,400	0.36	\$13,000	0.36	\$13,700	0.36
4. Fellowships & Scholarships	\$5,000		\$7,000		\$9,000		\$12,000	
TOTAL	\$379,800		\$400,400		\$465,500		\$538,500	
Percentage of Total from State Funds	77	%	71	%	66	%	62	%

B. Other Resources

1. Library	\$ 1,764	\$ 2,714	\$ 2,800	\$ 3,000
2. Supplies & Services	\$17,500	\$ 18,500	\$ 19,300	\$ 20,200
3. Movable Equipment	\$10,000	\$ 11,000	\$ 12,000	\$ 13,000
TOTAL	\$29,264	\$ 32,214	\$ 34,100	\$ 36,200
Percentage of Total from State Funds	66 %	63 %	60 %	57 %

C. Physical Facilities

Construction of New Space
or Major Renovation . .

Amount	Amount	Amount	Amount
\$0	\$0	\$0	\$0
0	0	0	0

Percentage of Total
from State Funds

GRAND TOTAL

Percentage of Total
from State Funds

\$409,064	\$432,614	\$499,600	\$574,700
69	70	66	61

II. Source of Funds

- A. State Funds--Going-level Budget
B. State Funds--Special Approp. -b
C. Federal Funds
D. Other Grants
E. Fees, sales, etc.
F. Other

Amount	Amount	Amount	Amount
\$255,764	\$269,400	\$282,900	\$297,000
\$25,000	\$35,000	\$45,000	\$55,000
\$128,300	\$128,214	\$171,700	\$222,700
\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0
\$409,064	\$432,614	\$499,600	\$574,700

TOTAL

a: Academic Programs

b: Agricultural Experiment Station

DEPARTMENT OF BIORESOURCE ENGINEERING
FACULTY FTE DISTRIBUTION
Effective July 1, 1991

<u>NAME</u>	<u>AP</u>	<u>AES</u>	<u>EXT</u>	<u>SEAG</u>
Bolte, John	0.25	0.30	0.00	0.00
Cavaletto, Richard	0.00	0.10	0.90	0.00
Cuenca, Richard	0.36	0.64	0.00	0.00
English, Marshall	0.52	0.48	0.00	0.00
Hashimoto, Andrew	0.25	0.60	0.15	0.00
Hellickson, Martin	0.40	0.60	0.00	0.00
Kolbe, Edward	0.00	0.00	0.00	0.74
McGuire, Joseph	0.40	0.15	0.00	0.00
Miner, Ronald	0.00	0.00	1.00	0.00
Moore, James	0.00	0.40	0.60	0.00
Tice, Ezra	0.50	0.50	0.00	0.00
Trimmer, Walter	0.23	0.00	0.77	0.00
Groundwater Quality	<u>0.25</u>	<u>0.75</u>	<u>0.00</u>	<u>0.00</u>
	3.16	4.52	3.42	0.74

TOTAL DEPARTMENTAL FTE= 11.84

TOTAL DEPARTMENTAL HEAD COUNT= 13

Note: AP= Academic Programs, AES= Agricultural Experiment Station,
EXT= Cooperative Extension Service, and SEAG= Sea Grant

CATEGORY I PROPOSAL

HOTEL, RESTAURANT AND TOURISM MANAGEMENT PROGRAM

***PRIOR TO THE SENATE ACTING ON THE ATTACHED
CATEGORY I PROPOSAL FOR THE INITIATION OF A NEW
INSTRUCTIONAL PROGRAM LEADING TO THE
PROFESSIONAL CERTIFICATE IN HOTEL AND RESORT
MANAGEMENT, THE "GUIDELINES FOR DEVELOPMENT AND
REVIEW OF UNDERGRADUATE CERTIFICATE PROGRAMS AT
OSU" MUST BE REVISED. A COPY OF THE PROPOSED
REVISIONS IS ATTACHED. THE PARAGRAPHS IN BOLD
PRINT ARE PROPOSED FOR ADDITION.***

GUIDELINES FOR DEVELOPMENT AND REVIEW OF UNDERGRADUATE CERTIFICATE PROGRAMS AT OSU

*(adopted Faculty Senate Meeting #317, April 1975;
and updated January 11, 1983, and August 6, 1986)*

Introduction

For purposes of development, review, and administration at Oregon State University, a "certificate program" is defined as "a program on a topic area or problem area providing a specified interdisciplinary program of study of less than major dimension, leading to an official certificate and an official notation on the transcript that the student has successfully completed the specified requirements of the program."

The certificate program is drawn from the applicable course offerings of two or more departments, but it is separate and apart from the major degree program. Consequently, it provides opportunities for direction of study not readily available within the structure of a formalized major degree program. In conjunction with the student's formal major degree program, the certificate will provide breadth in the general subject area of the certificate to accompany the depth of the major program. A certificate program might enhance the student's opportunities for employment by providing an official recognition not otherwise visible of a particular background or expertise, over and above the student's formal degree training, applicable to a number of professional areas. A certificate program may also serve a general education purpose rather than or as well as a vocational purpose.

A professional certificate program may be developed for a program which is not associated with the completion of a baccalaureate degree. Such a program must take advantage of unique resources available at Oregon State University. At least 1/3 of the courses must be at the upper division level. Professional certificate proposals must meet all the criteria of a certificate program with the exception of the association with a formal degree program.

A "certificate program," available to any University student, is distinguished from a departmental minor in that the courses constituting a certificate program are from more than one department rather than from a single department. It is distinguished from an "option," in that the certificate program is separate from but complementary to a specific major degree program rather than providing an alternative series of courses within the framework of a single major degree program. A "certificate program" is also distinguished from other designations in that an official certificate is issued and an official notation is entered on the student's transcript for the certificate program but not for the other designations. Furthermore, a "certificate program" is not to be confused with state teacher certification or other licensing by outside agencies based on completion of formal programs at OSU.

Within the framework of these definitions and purposes, properly planned and administered certificate programs are appropriate to Oregon State University and may provide various academic and administrative advantages. With revision, some of the presentation options or emphases now offered might fit into the certificate program described, and additional opportunities might be appropriately developed in the future. The following procedures are recommended for the development, implementation, and administration of certificate programs.

Administration

At the baccalaureate level, the certificate program must be taken in conjunction with a formal degree program of the University. An official certificate of completion is awarded after the commencement ceremony at which the student's degree has been conferred, certifying that the graduating student has successfully completed the specified requirements of the program. A student not completing a certificate program by the time of conferral of the baccalaureate degree, but who at a later time wishes to do so, must have the permission of the certificate program director/committee and satisfy the admission requirements as a special, post-baccalaureate, or graduate student.

A professional certificate may be awarded without the completion of the baccalaureate degree. The professional certificate program may be combined with an existing degree. The professional certificate program may limit enrollment of students due to space availability in the program.

The certificate program may be combined with a degree in one of the departments contributing courses to the program, or in any department in the University, with the approval of the student's major department chairman, dean of the student's college, dean of the Graduate School (if appropriate), and the director/coordinating committee of the certificate program. The dean(s) of the college(s) initiating the certificate program, and responsible for it, will be expected to demonstrate the availability of resources for the program for an initial trial period of reasonable length (e.g., four years) and to monitor it closely during the trial period.

At the time when the certificate is officially awarded, a notation to that effect will also be entered on the student's transcript. Although the procedures for notifying the Registrar of those who have met the requirements for certification may vary somewhat, according to the design of the certificate program, ordinarily the recommendation should follow the general route from the director/program committee, to the chairman of the student's major department, to the dean of the student's college, to the dean of the Graduate School (if appropriate), to the Registrar, who prepares and issues the certificate and enters the notation on the transcript.

Preparation and Review of Proposals

A formal proposal for a certificate program should be presented as a Category I item and should follow all the regular collegiate procedures for such proposals. In following the format for a Category I proposal, the discussion of the second section, "Department, School, or College Responsible," should also include statements relative to proposed organizational structure and placement within the University including designation of the responsible dean(s); plans for program implementation and administration; and procedures for authorizing the Registrar to issue the certificate and enter the notation on the student's transcript. Available and needed resources for supporting the proposed program should be clearly detailed, including funding, faculty, library, facilities, and equipment.

A professional certificate program must be presented as a Category I request in the same format as detailed above.

Depending upon whether more than one dean is responsible for the program, authorization to the Registrar should proceed according to one of the following models:

1. Chairman of Certificate Program Committee - Dean of College responsible/
Dean of Graduate School (if appropriate) - Registrar - Certificate/Transcript.
2. Chairman of Certificate Program Committee - Chairman of Student's Major Department -
Dean of Student's Major School/Dean of Graduate School (if appropriate) - Registrar -
Certificate/Transcript.

Future certificate proposals should spell out this route of authorization.

Oregon State University
College of Business
Hotel, Restaurant and Tourism Management Program
in cooperation with the
Office of Continuing Higher Education

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE PROFESSIONAL CERTIFICATE
IN HOTEL AND RESORT MANAGEMENT
(Revised 3/8/90)

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 study of hotel and resort management within the context of business administration.

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

Hotel and resort management.

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

No.

- d. Are there subspecialties that the institution intends to avoid, in developing the program?

No.

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

Fall term 1990.

2. DEPARTMENT, SCHOOL OR COLLEGE RESPONSIBLE

- a. What department and school or college would offer the proposed program?

Hotel, Restaurant and Tourism Management Program in the College of Business in cooperation with the Office of Continuing Higher Education.

- b. Will the proposed program involve a new or reorganized administrative unit within the institution?

No.

3. OBJECTIVES OF THE PROGRAM

a. What are the objectives of the program?

While most students are well served by a four-year degree program, there are others who desire formal undergraduate education in hotel and resort management but do not have the need to complete a bachelor's degree or do not have sufficient time to allocate four years to further their education. Most of these students are non-traditional students, both international students and older-than-average students. It is for these students that the professional certificate program is being designed.

A primary goal of the HRTM Program is to internationalize the curriculum through: increasing the number of international students participating in the program, increasing the number of international internships available to OSU HRTM students, and providing opportunities for faculty to learn and study abroad. The proposed professional certificate program will allow us to attract appropriate international students to OSU through reciprocal agreements with international hotel and resort companies which will provide internship and learning opportunities in return.

In summary, the objectives of the Professional Certificate in Hotel and Resort Management are: [1] to meet the academic needs of a specific group of students who are interested in management education and careers in hotel and resort management but who would otherwise not pursue studies at the university level, [2] to provide a tangible goal for those students to complete an organized program of study, and [3] to assist in providing an international focus to the HRTM Program.

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

The success of the program will be measured by the ability to attract qualified applicants and to graduate desired numbers of students from the program each year. To the extent practical, placement of program graduates in a position equal to or higher than that held at time of entry into the program will be utilized as a measure of program effectiveness. Progress of program graduates will be tracked for at least three years following program completion.

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

The proposed program relates to University goals: [1] to develop curricula that are responsive to change, [2] to adequately meet the needs of professions, [3] to strengthen the international dimensions of the University's curriculum and expand the international perspective of the University's faculty, and [4] to improve the availability of programs to nontraditional students.

d. What are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

Some students will be sponsored through the program by their employers in the hotel and resort industry, returning to those companies upon completion of the program. Other students completing the program would be sought by those companies currently recruiting graduates of the HRTM Program.

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.

None.

5. COURSE OF STUDY

a. Describe the proposed course of study.

All students would be required to successfully complete the following courses:

<u>Course Requirements</u>		<u>Credits</u>
Fall		
HRTM 101	Intro to the Tourism Industry	4
HRTM 407A	Seminar. Hotel and Resort Management I	4
BA 171	Introduction to Business Computer Systems	3
Winter		
HRTM 250	Facilities Design and Maintenance	4
HRTM 315	Information Systems in the Service Industry	4
HRTM 407B	Seminar. Hotel and Resort Management II	4
BA 215	Fundamentals of Accounting	4
Spring		
HRTM 320	Financial Controls for Hotels and Restaurants	4
HRTM 102*	Principles of Hotel and Resort Management	4
HRTM 407C	Seminar. Hotel and Resort Management III	4
BA 230	Business Law I	4

*HRTM 102 is a prerequisite to HRTM 250, 315, and 320. To allow certificate students to complete studies in one year, prerequisite topics required for HRTM 250, 315, and 320 will be covered in HRTM 407A, allowing students to complete HRTM 102 out of sequence.

All course work must be taken on a graded [A-F] basis. A grade of C or better is required in each course to successfully complete the program.

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

All courses in this program are already offered at Oregon State University. Professional certificate students will be enrolled in these courses through the Office of Continuing Higher Education.

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.

Students in the program will be registered through the Office of Continuing Higher Education. Admissions requirements are:

1. Graduation from a standard or accredited high school.
2. For foreign students, certified English proficiency as indicated by a score of 550 on the Test of English as a Foreign Language or through a personal interview with a designated representative of the University.

3. Students will make application to the program. On or about May 1, applications will be reviewed and students selected for the following fall based on prior industry experience, prior academic preparation, and reason for wanting to enter the program. In selecting applicants, an effort will be made to balance the number of international students with the number of U.S. resident students.

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

Enrollment will be restricted to no more than 15 students in order to ensure adequate space is available in existing HRTM courses required in the program. Selection will be based upon application as outlined in 6.a.3. above.

7. RELATIONSHIP OF PROPOSED PROGRAM TO FUTURE PLANS

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

No.

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

Not applicable.

8. ACCREDITATION OF THE PROGRAM

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

The American Assembly of Collegiate Schools of Business [AACSB] is the accrediting agency for programs in business administration.

- 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?

AACSB standards do not specifically address the separate accreditation of certificate programs.

- 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.

NEED

9. EVIDENCE OF NEED

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

The University has received a \$100,000 gift from Hong Kong Resorts Limited (HKR) specifically to establish this program, a program in which they intend to enroll three to five of their management people each year. Two to three inquiries are received each month by the HRTM Program from individuals who would be well suited for this program.

- b. What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

Estimated annual enrollment	10 - 15
Estimated <u>increase</u> in enrollment over next five years	None
Estimated number of certificates awarded	95 percent of enrollment

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 would draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

Students attracted to the program would otherwise not come to Oregon State University were the program not available here.

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

The HRTM Program is already the sole supplier of hotel management graduates in Oregon, and its students are actively recruited by most national hotel chains. Certificate program graduates would be actively recruited in the same fashion and would also be qualified for management opportunities in Pacific Rim countries, countries who depend primarily on the U.S. education system for providing formal training in hotel and resort management.

- d. 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 hotel and resort industry has demonstrated a need for qualified students through its extensive and aggressive on-campus recruiting efforts. These organizations represent most of the major hotel chains in the United States.

The hospitality industry is experiencing a major labor shortage. Due to real growth in the industry, changes in demographics and availability of traditional labor groups, and increased competition from other sectors for employees with similar backgrounds, the situation is not predicted to improve any time soon. "The lodging sector will need 800,000 more employees to staff its properties over the next decade" (Lodging, January 1989). Willingness of HKR to fund this program provides additional evidence.

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

No.

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

See 9c and 9d above. In addition, response to the concept of this program has been positive by national companies headquartered in this region including Red Lion Hotels and Inns and Old Spaghetti Factory International.

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

No.

DUPLICATION OF EFFORT

10. SIMILAR PROGRAMS IN THE STATE

- a. List any similar programs in the state.

None. Oregon State University is the only institution in the state offering upper-division undergraduate education in hotel, restaurant and tourism management. No similar certificate program is known to exist in the U.S.

- 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 existing programs?

Not applicable.

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

None.

RESOURCES

11. FACULTY

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

The current faculty of the Hotel, Restaurant and Tourism Management Program will be involved in offering this program. Inasmuch as the students served are studying curriculum already in place, no new specialties are required of the faculty.

- b. Estimate the number, rank, and background of new faculty members that would need to be added to initiate the proposed program; that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in item 8b. What kind of commitment does the institution make to meeting these needs?

One part-time faculty member at the rank of Instructor will be hired to serve as the advisor to students in this program. This individual would be retained on an annual contract, with funds from the HKR gift used to supplement income were enrollment in the program not to achieve the desired level, eliminating any direct financial commitment on the part of the University.

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

Support services would be provided by the Office of Continuing Higher Education as needed.

12. LIBRARY

- a. 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 the American Library Association or some other responsible group, indicate to what extent the institution's library holdings meet the requirements of the recommended list.)

Inasmuch as the proposed program is composed of existing courses, and current library resources have been deemed adequate for those courses, no additions to library support in terms of staff time, periodicals, or acquisitions are contemplated.

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

None.

- c. How is it planned to acquire these Library resources?

Not applicable.

- d. A statement from the Director of Libraries indicating present resources and finding of future needs must be attached to the proposal. (This is an OSU requirement exclusively.)

Attached.

13. FACILITIES AND EQUIPMENT

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

None.

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

Not applicable.

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

None.

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

Not applicable.

14. BUDGETARY NEEDS

- a. Please indicate the estimated cost of the program for the first four years of its operation, following the format shown following this document.

Attached.

- b. If a special legislative appropriation is required to launch the program (as shown in item 4b of the estimated budget), please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium?

Not applicable.

- c. If federal or other grant funds are required to launch the program (items 4c and 4d), what does the institution propose to do with the program upon termination of the grant?

Not applicable.

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

Not applicable.

e. If the program will be financed from existing sources, specifically state:

- (1) what the budgetary unit will be doing as a result of the new program that is not now done, in terms of additional activities; and

Not applicable.

- (2) what these new activities will cost and whether financed or staffed shifting of assignments within the budgetary unit or reallocation of resources within the institution.

Not applicable.

State which resources will be moved and how this will affect those programs losing resources. (This is an OSU requirement exclusively.)

Not applicable.

Revised 3/8/90
EAK

SUMMARY OF ESTIMATED COSTS AND
SOURCES OF FUNDS FOR PROPOSED PROGRAM

Program Professional Certificate in Hotel and Resort Management

Institution Oregon State University

I. Resources Required

A. Personnel

	First Year		Second Year		Third Year		Fourth Year	
	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE
1. Faculty	\$15,725	0.5	\$17,297	0.5	\$19,027	0.5	\$20,930	0.5
2. Graduate Assistants	\$		\$		\$		\$	
3. Support Personnel	\$		\$		\$		\$	
4. Fellowships & Scholarships	\$		\$		\$		\$	
TOTAL	\$15,725	0.5	\$17,297	0.5	\$19,027	0.5	\$20,930	0.5
Percentage of Total from State Funds	-0-	%	-0-	%	-0-	%	-0-	%

B. Other Resources

	Amount	Amount	Amount	Amount
1. Library	\$	\$	\$	\$
2. Supplies & Services	\$ 15,740	\$ 17,314	\$ 19,045	\$ 20,950
3. Movable Equipment	\$	\$	\$	\$
TOTAL	\$ 15,740	\$ 17,314	\$ 19,045	\$ 20,950
Percentage of Total from State Funds	-0-	%	-0-	%

C. Physical Facilities

Construction of New Space
or Major Renovation . .

Percentage of Total
from State Funds

Amount	Amount	Amount	Amount
\$ -0-	\$ -0-	\$ -0-	\$ -0-
-0-	%	-0-	%

GRAND TOTAL

Percentage of Total
from State Funds

\$ 31,465	\$	\$	\$
-0-	%	%	%

II. Source of Funds

- A. State Funds--Going-level Budg.
- B. State Funds--Special Approp. .
- C. Federal Funds
- D. Other Grants
- E. Fees, sales, etc.
- F. Other

TOTAL

Amount	Amount	Amount	Amount
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$ 75,000 *	\$ 75,000	\$ 80,000	\$ 80,000
\$	\$	\$	\$
\$ 75,000	\$ 75,000	\$ 80,000	\$ 80,000

Summary of Estimated Costs and
Sources of Funds for Proposed Program (Category I)

Program: Professional Certificate in Hotel and Resort Management
Institution: Oregon State University
College: Business
Department: Hotel, Restaurant and Tourism Management Program

	Per Student	6 Students	8 Students	10 Students	12 Students
SOURCE OF FUNDS					:
Enrollment Fee Paid to OCHE*	7,500	45,000	60,000	75,000	90,000
RESOURCES REQUIRED					
Advisor (.50 FTE @ \$24,000+OPE)	-	15,725	15,725	15,725	15,725
Service Credit to HRTM for Enrollment of Students in Existing Courses	2,000	12,000	16,000	20,000	24,000
Student Incidental Fees	369	2,214	2,952	3,690	4,428
OCHE Administrative	774	4,644	6,192	7,740	9,288
Support Services and Administration	-	8,000	8,000	8,000	8,000
OSU Indirect at 8%	600	3,600	4,800	6,000	7,200
Total Expenses	3,743	46,183	53,669	61,155	68,641
Surplus (Deficit)**		(1,183)	6,331	13,845	21,359

*OCHE - Office of Continuing Higher Education

**Any deficit, were it to occur, would be paid from HKR gift to program

William Jasper Kerr
Library



Corvallis, Oregon 97331

CURRICULUM EVALUATION FORM

Category I proposal: Certificate in Hotel and Resort Management

Category II proposal:

The subject librarian for this curricular area has examined the proposed curriculum change based on the following criteria:

- review of the shelflist holdings;
- review of appropriate journal support;
- review of reference support available;
- subject headings and classification numbers appropriate to this course, and related subject areas;
- recommended additions to the Library's collections/;\$
- relevant external sources of support.

The OSU Libraries holdings are:

- (X) satisfactory to support this proposal. (barely adequate in serials)
() inadequate to support this proposal without improvement.

Comments and/or Recommendations for improvements:

The faculty in HRTM and the subject specialist have been concerned for some years that the collection for this curricular area is not particularly strong. Although efforts have been made to strengthen the collection, it is still quite weak in the area of serials, and no immediate improvement is foreseen unless extra money is received for this purpose. Indeed, the problem of collection ~~weakness stems from no support received when the program was initiated~~ Estimated funding needed to upgrade the collection to "satisfactory to support" this proposal is:

Year I: \$_____

Continuing committment: \$_____

Patricia Brandt

Subject Librarian

R. A. Wilson

Collection Development

John T. Deane

Director of Libraries

Date received: Nov. 29, 1989

Date review completed: 12-5-89

Distribution:

Library (pink)

Subject Librarian (goldenrod)

Curriculum Council (white)

Dean, College/School (green)

Department Head (canary)

College of Business
Oregon State University
(503) 737-2551

March 9, 1990

MEMORANDUM



To: University Curriculum Council
From: *Wilbur W. Widicus*
Wilbur W. Widicus
Acting Sara Hart Kimball Dean of Business
Subject: Professional Certificate Program in Hotel and Resort Management

I have reviewed and support the concept of developing a Professional Certificate Program in Hotel and Resort Management. This program will serve as a valuable tool in internationalizing the Hotel, Restaurant and Tourism Management Program while at the same time generating sorely needed resources for this underfunded department.

I do not foresee any difficulties in accommodating the 8 to 12 certificate students each term in one of the lower division Business Administration courses. The courses being required of these students are mass-sectioned classes that can expand to meet demand (within the physical capacity of the room). In developing the proposed program we have been careful not to include courses where we have historically been unable to meet demand by regular OSU students, both inside and outside the College.

The HRTM Program should be commended for initiating and proposing this entrepreneurial approach, one which partially overcomes its funding problem and has the potential of making a significant contribution to improving the quality of the program.

Central Oregon Community College

2600 N.W. College Way • Bend, OR 97701-5998 • 503/382-6112

April 27, 1990

APR 27 1990
CLERK OF DISTRICT COURT
BEND, OR

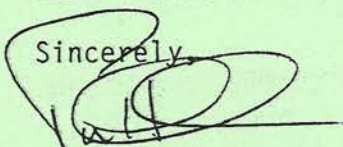
E. Alan Kluge, Ph.D.
Program Director
Hotel, Restaurant and Tourism Management Program
Oregon State University
College of Business
Bexell Hall 201
Corvallis, OR 97331-2603

Dear Alan:

I have received the proposal for the new certificate program and it appears to offer a distinctive academic program to a narrowly defined population.

Best wishes on its implementation!

Sincerely,



Tim Hill, Ph.D.
Hotel/Restaurant Management Program

jh

cc: Kathleen Heath, Chair
University Curriculum Council
Oregon State University



The Center FOR COMMUNITY AND ECONOMIC DEVELOPMENT

Kathleen Heath
Chair, University Curriculum Council
Assistant Dean
College of Health and Human Performance
Women's Building Room 123, OSU
Corvallis, Oregon 97331

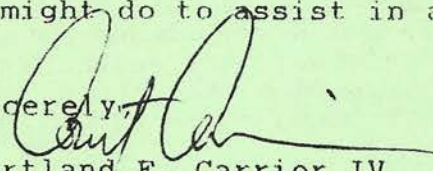
Dear Kathleen:

In response to Alan Kluges' letter of April 9, 1990 regarding the initiation of a new instructional program leading to a professional certificate in Hotel and Resort Management we would like to share the following thoughts:

1. Dr. Kluge has indicated that the program would be open to candidates who have a bachelors degree in another field. However, your description of the program (3/8/90) seems to indicate it would be open to anyone with a high school degree. (see page 3 item 6 a.1) I am assuming that Dr. Kluges' intent is as his letter of 4/9/90 indicates. That it would be:
 - a. an on-campus program
 - b. upper division plus lower division classes
 - c. full-time students
 - d. day time only
 - e. limit of 10-15 students
 @ half being international students
 - f. enrollment is not projected to
 increase over a 5 year period.

Response: We heartily endorse this program as it seems to be stipulated. Since the intent does not seem to conflict with the many community college programs in the state that do offer short-term certificate-based training to individuals. The growth of hospitality industry training in the state is remarkable, and the need for qualified people is well-documented. A program for Bachelors degree holders of other fields to allow them to enter the work force from a Corvallis-based program should prove very appropriate, particularly with an international tie-in and funding. While a number of us in the Community College sector offer hotel/motel management degrees and certificates, this appears to reach a new category of students that on an international basis are not being adequately served.

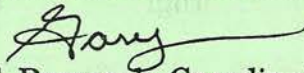
Thank you for your notice and information about the program. we wish you great success in this new endeavor. If there is anything we might do to assist in any way, please let us know.

Sincerely,

Courtland F. Carrier IV
Director
Hospitality and Tourism

March 21, 1990

To: Kathy Heath
Chair, Curriculum Council

John Dunn
Chair, Budgets and Fiscal Planning Committee

From: Gary Beach 
Institutional Research Coordinator

Subject: "Professional"¹ Certificate Program in Hotel and Resort
Management



OREGON
STATE
UNIVERSITY

Administrative Services A510
Corvallis, Oregon
97331-2125

I have completed a preliminary assessment regarding the uniqueness of the proposed "Professional" Certificate program in Hotel and Resort Management. The information that follows was derived from existing OSSHE publications, as well as telephone conversations with James Payne, Assistant Vice Chancellor for Curricular Affairs and Charles Neyhart, Chair of the OSU Accounting Department.

► There is existing precedence for a stand-alone, "Professional" certificate program both at OSU and within the OSSHE system.

OSU - Post-Baccalaureate Certificate in Accounting (est. 1988).

OSSHE - (1) Post-Baccalaureate Certificate in Accounting at PSU; (2) several medical related certificate programs at OHSU.

In each of these cases, students enroll at the institution for the expressed purpose of completing only the desired certificate program.

► All of the identified certificate programs above are at the graduate or post-baccalaureate level. I could find no professional certificate at the undergraduate level². This conclusion was substan-

¹ A "professional" certificate program is defined here as one in which a qualified student applies for admission to OSU solely for the purpose of obtaining a certificate within a specified time frame. This is in contrast to the present situation whereby a student, while pursuing a degree program, may complete an accompanying "undergraduate" certificate.

² Existing undergraduate certificate programs such as Peace Studies and Women Studies are completed by students who are interested in these topics aside from their principal goal which is to complete a bachelor degree program. In other words, the required courses for the certificate are taken while, principally in the process of working towards their desired degree (major) program requirements.

tiated by James Payne; although a thorough review of all OSSHE certificate programs was not conducted. If this is in fact true, and we both suspect that it is, then the proposed certificate program would be unique in that it ~~may~~ could be considered a "professional" certificate program at the undergraduate level.



OREGON
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/glb

c: Carol Kominski
Pete Fullerton



CATEGORY I PROPOSAL
COLLEGE OF EDUCATION

***RENAMING OF AN EXISTING INSTRUCTIONAL PROGRAM IN
INDUSTRIAL ARTS EDUCATION TO TECHNOLOGY EDUCATION***

May 22, 1990



OREGON
STATE
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Women's Building 120
Corvallis, Oregon
97331-6802

TO: Michael V. Martin
President, Faculty Senate

FROM: John M. Dunn
Chair, Budgets and Fiscal Planning

RE: Technology Education

The Budgets and Fiscal Planning Committee recommends that the Category I proposal to rename the existing instructional program in Industrial Arts to Technology Education be approved. Although there are costs associated with a name change, we believe that these costs can be accommodated within the department's budget.

JMD:mm

c: M. Murphy
Dean Barr

Telephone
503-737-3257

Fax
503-737-2400

PROPOSAL FOR THE RENAMING OF AN EXISTING INSTRUCTIONAL PROGRAM
IN INDUSTRIAL ARTS EDUCATION TO TECHNOLOGY EDUCATION

(Title of Proposal)

Submitted By: POSTSECONDARY AND TECHNOLOGICAL EDUCATION

(Department)

EDUCATION

(College)

Library evaluation attached? NALiaison Documentation from other units attached? YesSummary of Estimated Costs and Sources of Funds attached? NABudgets and Fiscal Planning Committee review attached? NATeacher Standards and Practices Commission information attached? NA
(applies to new teacher certification programs only)

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees.

Joseph F. Hechler 2/19/90
Department Chair/Head Date

Mark Allen 2/19/90
Dean, College Date

Oregon State University

College of Education
Department of Postsecondary and Technological EducationPROPOSAL FOR THE RENAMING OF AN EXISTING INSTRUCTIONAL PROGRAM
IN INDUSTRIAL ARTS EDUCATION TO TECHNOLOGY EDUCATION

1. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed name, and reasons for the proposed change.

The proposed name is Technology Education. The current name is Industrial Arts Education. The field of industrial arts education has evolved from a focus on industrial materials and processes to the study and practice of technological literacy of children, adolescents and adults. This shift has been reflected in the name changes for the primary professional associations for the field: International Technology Education Association, Council for Technology Teacher Education and the Technology Education Division of the American Vocational Association.

2. Location within the institution's organizational structure.

Department of Postsecondary and Technological Education,
College of Education.

3. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

The reform of teacher education at Oregon State University has resulted in the elimination of undergraduate, basic teacher education programs and the implementation of a Master of Arts in Teaching (MAT) program. The undergraduate program in Technology Education provides the academic foundation and the technical subject matter education for those wishing to become technology education teachers through the Master of Arts in Teaching program. The undergraduate program in Technology Education will not in itself qualify program completers as public school teachers. The program also prepares students to apply for admission to other advanced-degree programs for which a broad-based, interdisciplinary preparation in technology and its foundations is beneficial.

The master's degree programs will continue to educate practicing technology education teachers who were awarded baccalaureates upon completion of the four-year undergraduate industrial teacher education program at Oregon State

University prior to spring 1991 and at institutions in other states and countries.

4. Resources needed, if any.

a. Personnel.

Faculty resources needed are approximately .30 FTE for the academic year. Faculty members for the proposed technology education program are:

Larry Kenneke, Ed.D., Professor;
Michael Murphy, Ed.D., Assistant Professor;
Henry Sredl, Ph.D., Professor;
Sam Stern, Ed.D., Associate Professor;
Warren Suzuki, Ed.D., Associate Professor.

Support resources needed will be minimal.

b. Facilities and equipment.

The program will utilize the physical resources of the MAT program in technology education.

5. Funding requirements and sources thereof.

Annual cost for faculty for the initial academic year should be approximately \$15,720 (including OPE). Supplies and services for the first year should be approximately \$600, and \$300 thereafter. Difference between the first and all other years is the cost for developing new promotional materials, implementing the initial marketing campaign and articulating the undergraduate program with Oregon community colleges and Oregon Institute of Technology.

6. Relationship of the proposed unit to the institutional missions.

Technology education is an integral part of the mission of the College of Education and the land/sea-grant university; a technologically literate populace and effective skilled and technical workers are essential for the social and economic development of Oregon. Technology education evolved from the "mechanical arts" specified in the Morrill Land Grant Act, and it is a direct descendent of one of the initial teacher education programs at Oregon State University. Technology Education is named as a field in the Category I proposal for the MAT program.

7. Long-range goals and plans for the unit.

The program may evolve to include the undergraduate preparation for other advanced degree programs for which a broad-based, interdisciplinary foundations in technological

literacy would be beneficial, such as industrial trainers for business and industry.

8. Relationship of the proposed unit to programs at other institutions in the state.

Oregon State University is the only institution in Oregon that is authorized by OSBHE to offer programs to prepare teachers in fields related to technology education. Students will receive technical training from Oregon community colleges and Oregon Institute of Technology. Oregon Institute of Technology offers instructional programs that prepare industrial technicians and technologists for immediate entry into the work force upon graduation. The undergraduate program in Technology Education at Oregon State University will provide the undergraduate preparation for advanced-degree study in technological literacy or fields in which broad-based, interdisciplinary study of technology and its foundations is beneficial.



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OREGON STATE UNIVERSITY

CATEGORY II 1989-90

ADDENDUM SUMMARY

RE: Change in Degree Requirements for the
Bachelor of Science in Technology
Education.

NOTE: The current name for the major is
"Industrial Arts Education." A Category I
proposal has been submitted to change the
program's name to "Technology Education."
Because the proposed program is more
indicative of the substance of technology
education than industrial arts education,
the proposed name will be used in this
proposal.

We request that the requirements for the degree of
Bachelor of Science in Technology Education be
changed as described below. We further request
that the new requirements be implemented upon
their approval.

1. PROPOSED CHANGE IN DEGREE REQUIREMENTS.

The undergraduate program in Technology
Education will consist of 192 credits of
course work as follows: 58 credits in the
College of Liberal Arts, 53 credits in the
College of Science, three credits in the
College of Health and Human Performance, 45
credits transferred from an Oregon community
college or Oregon Institute of Technology, 15
credits from the College of Education, and 18
credits of free electives.

a. College of Liberal Arts (58 credits).

ANTH 202, Comparative Culture (3).
ANTH 380, Cultures in Conflict (3).
COMM 116, Informative and Persuasive
Communication (3).
COM 326, Intercultural Communication (3).

EC 213, 214, Principles of Economics (3 + 3).
 PHL 205, Ethics (4).
 PSY 201, 202, General Psychology (3 + 3).
 SOC 204, Introduction to Sociology (3).
 SOC 210, Institutions and Social Change (3).
 WR 121, English Composition (3).
 WR 327, Technical Writing (3).
 Literature and arts (3).
 Cultural diversity in addition to ANTH 202 (3).
 Social science and humanity electives - 12 credits of
 upper-division course work from the following:
 COM 322, Small Group Problem Solving (3).
 EC 436, Labor Economics (4).
 EC 457, Industrial Organization (4).
 PS 331, State Government and Politics (3).
 PSY 360, Social Psychology (3).
 PSY 496, Occupational Psychology (3).
 SOC 437, Minority Groups and Issues (3).
 SOC 456, Science and Technology in Social Context
 (3).

b. College of Science (53 credits).

CS 101, Computers and People (4).
 GS 101, 102, General Biology (4 + 4).
 GS 105, 106, Physical Science, or PH 111, 112, Concepts
 of Physics (4 + 4).
 GS 333, Environmental Problem Solving (3).
 HSTS 420, History of Technology (3).
 HSTS 421, Technology and Change (3).
 MTH 111, College Algebra (4).
 MTH 245, Mathematics for Management, Life and Social
 Science (4).
 ST 351, Introduction to Statistical Methods (4).
 Science electives - 12 credits of upper-division course
 work from the following:
 GS 301, Human Impacts on Ecology (3).
 GS 331, Bioecology (3).
 HSTS 413, History of Science (3).
 HSTS 416, Science and the Emergence of Modern
 Society (3).
 HSTS 417, History of Medicine (3).
 PH 313, Energy Alternatives (3).
 ST 352, Introduction to Statistical Methods (4).

c. College of Health and Human Performance (3 credits).

Fitness (3).

d. College of Education (15 credits).

IED 465, Research and Experimentation in Industrial Education (3).

IED 481, Foundations of Industrial Education (3).

Nine credits of upper-division course work in education based on student's career goals.

e. Technical subject matter. Students should provide evidence of competence in technical subject matter prior to admission; topics that should be addressed are listed in Appendix A. Competence may be demonstrated at least in part by successful completion of course work in the prescribed technical subject matter. Collegiate credit completed at accredited community colleges may be transferred in accordance with Academic Regulation 2a. A maximum of 45 vocational-technical credits earned at an Oregon community college or Oregon Institute of Technology may be "block" transferred in accordance with Academic Regulation 2b (Attachment B). Updating of current block transfer agreements will start in Spring Term 1990.

f. Electives (18 credits).

2. JUSTIFICATION.

The reform of teacher education at Oregon State University has resulted in the proposal for the Master of Arts in Teaching (MAT) program. The professional preparation of teachers has essentially been concentrated in the fifth-year of the proposed MAT program. As a result, undergraduate preparation for teachers now focuses on the subject matter of their teaching area. The proposed changes in degree requirements provide the subject matter preparation for Technology Education.

The field of technology education is concerned with the technological literacy of children, adolescents and adults. It is also concerned with the entry-level education and training, upgrading and advancement of workers for industrial occupations normally requiring less than baccalaureates for entry, with particular concern for children and adolescents at risk of dropping out of school and adults who are unemployable or hard to employ. The present curriculum focuses on the materials and processes of industry. The proposed curriculum combines an understanding and application of technology and its impact on society with the study of the foundations of technology.

3. Supporting liaison.

Letters evaluating the proposed changes have been solicited from the College of Liberal Arts and the Department of General Science (Attachment C).

ATTACHMENT A

TECHNICAL SUBJECT MATTER

Applicants are expected to be competent in the technical subject matter that they are preparing to teach prior to their admission to the undergraduate program. The distribution of credits for technical course work should be based on specialization in one of the following options: (1) public school technology education teacher, (2) high school vocational-technical education teacher, (3) community college technical education instructor, or (4) industrial trainer.

1. Public school technology education teacher. Forty-five quarter credits designed to develop understanding of principles and practices in general technology, to include: drafting and design, manufacturing technology, construction technology, transportation and power technology, electronic and computer technology, and graphic design and production. Topics that should be included in the vocational-technical course work are as follows:

Drafting and design.

- Descriptive geometry (pictorials, orthographic projections, auxiliary views, sectional views, concept of development and intersection);
- Sketching and illustrating;
- Mechanical drafting;
- Architectural drafting;
- Civil drafting;
- Computer-aided drafting and design.

Manufacturing technology.

- Physical and mechanical properties of metal, plastic, and ceramic materials;
- Machine tool operation;
- Sheet metal forming and fabrication;
- Metal casting;
- Welding;
- Plastic forming and fabrication;
- Manufacturing, including production planning and control and computer-aided manufacturing;

Construction technology.

- Planning and design;
- Physical and mechanical properties of construction materials, including wood, metals, masonry, and composites, adhesives and fasteners;
- Site selection and preparation;
- Construction techniques;
- Construction estimating.

Transportation and power technology.

Principles and operation of internal and external combustion engines, including steam, two- and four-cycle gasoline, diesel, turbojet, rocket, nuclear; Principles and operation of electrical motors; Applied thermodynamics, including heating and cooling; Power transmission, including hydraulics, pneumatics, gears, pulleys and levers; Principles and operation of water, ground, air and space vehicles.

Electronic and computer technology.

DC circuits;
AC circuits;
Solid state electronics;
Audio systems;
Electronic communication systems;
Digital electronic systems;
Computer interfacing and control;
Robotics and automated systems.

Graphic design and production.

Design and layout;
Desktop publishing;
Lithography, serigraphy, and principles of xerography;
Black and white and color photography and photographic processing.

2. Public school vocational-technical teacher.

- (a) Eighteen quarter credits designed to develop understanding of principles and practices in general technology, to include: drafting and design, manufacturing technology, construction technology, transportation and power technology, electronic and computer technology, and graphic design and production;
- (b) Twenty-seven quarter credits in one of the following technologies: construction, drafting, electronics, graphic design and production, manufacturing, mechanics; and
- (c) Verified work experience as a qualified worker at the journeyman or technician level in the technology specified in (2), above.

3. Community college technical education instructor. Forty-five quarter credits in one technology and five years of verified work experience as a journeyman or technician in that technology.

4. Industrial trainer. Forty-five quarter credits in one or more technologies and experience as a qualified worker at the journeyman or technician level in a technology.

Students may be able to remediate limited deficiencies in technical subject matter preparation through course work at Oregon State University. Examples of courses which may satisfy these limited needs are as follows:

Drafting and design

AIHM 179, Architectural Drawing (3).
AIHM 319, Computer Assisted Design and Drafting (3).
AIHM 320, Advanced Computer Assisted Design and Drafting (3).
ENGR 245, Engineering Graphics and Design (3).

Construction technology

AG 211, Survey and Construction (3).
AIHM 218, Building Construction (3).
ENGR 213, Strength of Materials (3).
ENGR 321, Materials Science (3).
ENGR 322, Mechanical Properties of Materials (4).
CEM 263, Plane Surveying (3).
CEM 291, Fundamentals of Estimating (3).

Electronics and computer technology

ENGR 201, ENGR 202, ENGR 203, Electrical Fundamentals (3 each).
ECE 271, Digital Logic Design (3).
ECE 321, Electronic Materials and Devices (3).
ECE 322, Electronic Circuits (3).

Graphic design and production

ART 110, Design I (4).
ART 111, Design II (4).
ART 246, Graphic Design/Typography (3).
ART 250, Graphic Design/Production Techniques (3).
J 350, Photojournalism (4).
J 450, Advanced Black and White Photojournalism (3).
J 451, Color Photojournalism (3).

Manufacturing technology

AG 221, Metals and Welding (3).
ENGR 213, Strength of Materials (3).
IE 335, Materials and Processes in Manufacturing (3).
IE 336, Industrial Manufacturing Operations and Systems (3).
IE 431, Computer-aided Manufacturing I (3).

Transportation and power technology

AG 312, Engine Theory and Operation (3).

Meeting of the Interinstitutional Faculty Senate
Portland State University
June 1-2, 1990

The Senate met with several public individuals important to higher education. Joe Sicotte reported on happenings from the Chancellor's office. Among other items, he mentioned that \$5 million had been set aside by the Emergency Board for possible use to increase faculty salaries if it is not spent in other ways during the summer for such emergencies as forest fires, etc. If it is available next fall, it likely will be added to other funds early in 1991 to increase faculty salaries. By delaying distribution as long as possible, it can result in a higher percentage increase, thus increasing the base upon which future salary increases are calculated.

Senator Bill McCoy, Portland, indicated considerable pessimism about the passage of a sales tax. He favors repeal of the spending limitation and indicated that enough money is collected now without new taxes if there were no spending limitation.

Representative Bruce Hugo, Scappoose, believes that a property tax limitation initiative, which will be on the ballot for this fall, will bankrupt our system if passed. Such a threat may be sufficient to help repeal the spending limitation. He said that 76% of Oregon citizens do not have a child of school age. Their interest in education is primarily K-12 because of their property tax bill. He stated that he had never received a question or comment about higher education in 10 years as a representative.

Senator Paul Phillips, Tigard, was severely critical of the lack of 'long-range planning' of higher education. He strongly opposes repeal of the spending limitation and indicates that the property tax limitation initiative will almost certainly pass if spending limitation is repealed.

Senator Joyce Cohen, Portland, spoke primarily as a member of the Governor's Commission for the Study of Higher Education in the Portland metropolitan area. She assured us repeatedly that new activities in the metropolitan area will not impinge on faculty salaries, and may not be all that costly in the long run. The Commission is open for feedback through the summer. A final report should be presented to the Governor in November.

Bill Lemman will serve as interim president at OTI.

A subcommittee of IFS is composing a response to the draft of the report dealing with higher education in the Portland metropolitan area. A number of serious questions concerning faculty have not been addressed. Some of these include cooperative agreements versus mergers, administrative units, travel time between campuses, differences of evaluation from one campus to the next, etc. IFS will urge that organized faculty representation be involved in this study.

The Senate passed a resolution, originally drafted by Eastern Oregon, opposing a draft from the Executive Office on "Drug-Free Workplace". This draft calls for mandatory drug testing of all state employees, including student employees, and new employees before they join the staff. There has been an overwhelming negative response from all campuses and other agencies, and almost certainly the proposed regulations will either die or be drastically revised. There is some concern among Senate members that we were completely unaware of such proposed regulations until the draft had been on campuses for 3 weeks for review. Joe Sicotte has promised closer attention to making sure IFS is better informed of future matters involving the faculty.

The new IFS officers for 1990-91 are:

President -- Charlie Wright, U of O
Vice President -- Bonnie Staebler, Western
Secretary -- Herb Jolliff, OIT
Members at Large -- Greg Monahan, Eastern
Martha Thompson, OHSU

The next meeting will be hosted by OSU at the Marine Science Center, Newport, on October 5-6.

OSU faculty IFS senators are: Pat Wells, Outgoing President (term expired in June), John Dunn, Mary Kelsey, Arnold Appleby.



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June 4, 1990

TO: Michael V. Martin
President, OSU Faculty Senate

FROM: Kathleen Heath, Chair *KL*
Curriculum Council

RE: Annual Report of the Curriculum Council

The Curriculum Council met regularly during the 1989-90 school year.

The following Category I Proposals were approved and forwarded to Faculty Senate for action.

Proposal for Establishment of the
Marine/Freshwater Biomedical Sciences Research
Center.

Proposal to Rename the Department of Management
Science to Department of Information Systems and
Decision Sciences.

Proposal to Rename the Graduate Degree Program and
the Graduate Degrees in Foods and Nutrition to
Nutrition and Food Management.

Proposal to Merge the Departments of Crop Science
and Soil Science to the Department of Crop and
Soil Science.

Proposal for the Initiation of a New Instructional
Program Leading to the Master of Arts in Applied
Anthropology.

Proposal to Rename the Department of Agricultural
Engineering. Proposed name: Department of
Bioresource Engineering.

Proposal to Rename Master of Science in
Agricultural Engineering. Proposed Name: Master of
Science in Bioresource Engineering.

Proposal for the Initiation of a New Instructional
Program Leading to the Ph.D. Degree in Bioresource
Engineering.

Proposal for the Initiation of a New Instructional Program Leading to the Professional Certificate in Hotel and Resort Management.

Proposal for the Renaming of an Existing Instructional Program in Industrial Arts Education. Proposed name: Technology Education.

Proposal for the Initiation of a Master of Arts in Teaching.

Category II Proposals. The Council approved a number of Category II proposals which were reported to the Senate for information. The Graduate Council approved those courses which carry graduate credit.

Category II Summary In Support of the MAT Program Proposal. The summary of the Category II requests in support of the Master of Arts in Teaching is reported to the Senate for information. These courses have been approved by the Curriculum Council and the Graduate Council.

Other actions included:

Proposed revisions to the "Guidelines for Development and Review of Undergraduate Certificate Programs at OSU".

Sponsorship of a meeting with faculty to introduce the new Curricular Procedures Handbook.

Members of the Curriculum Council for 1989-90 are: Kenneth Ahrendt, Education; Herbert Huddleston, Extension Soil Science; Kenneth Krane, Physics; Robert Lawrence, Geosciences; Margaret Niess, Science, Math and Computer Education; Richard Ross, Anthropology; Michael Bailey, Student Member; and Kathleen Heath, Health and Human Performance, Chair. Ex Officio Members include: Gary Beach, Institutional Research & Planning; D.S. Fullerton, Academic Affairs; Nan McNatt, Academic Affairs; Madge Patterson, Catalog Editor; and Craig Wilson, Library, Budgets and Fiscal Planning. Gloriana St. Clair, Library served as the liaison from Budgets and Fiscal Planning until April.

KH:mm

Copy: Martin, Brown, Smith, Curtis, Swinyard, Sanford

✓ 5-30-90



National Association
of State Universities
and Land-Grant Colleges

Robert L. Clodius, President

May 21, 1990



MEMORANDUM

TO: Members of the Executive Committee
FROM: Robert L. Clodius *Bob*
RE: Follow-up on March 13 meeting regarding discrimination in ROTC programs

Relevant to the discussion held at the March meeting of the Executive Committee concerning ROTC discrimination, the enclosed letter has been sent to Dick Cheney, Secretary of Defense.

We have not yet received a response but hope the Secretary will accommodate the request to meet with him in the not too distant future.

We will keep you informed as developments progress.

AAU
AASCU
ACE
NASULGC

May 14, 1990

The Honorable Dick Cheney
Secretary
United States Department of Defense
Room 3E880
The Pentagon
Washington, DC 20301

Dear Secretary Cheney:

We are writing on behalf of national associations representing all sectors of higher education to express concern about the practice of discrimination by Reserve Officers Training Corps (ROTC) units on the basis of sexual orientation. As you may know, the Regents of the University of Wisconsin System and administrators and faculty of a number of other universities—including Harvard and MIT—have called for an end to such discrimination.

The arguments for change in current ROTC practices are several, and seem to many of us compelling.

Sexual orientation appears to be the only basis on which discrimination is condoned within ROTC or similar programs. Denial of equal opportunity on the grounds of race, gender, religion, nationality, or political affiliation (among other possible criteria) has long since been barred. Discrimination based on sexual orientation thus remains a curious anomaly.

This anomaly is compounded by laws and policies that govern programs at many of our member institutions. The State of Wisconsin, for example, enacted some years ago a broad nondiscrimination law that includes sexual orientation and thus places the University of Wisconsin System, its faculty and students in a dilemma by reason of discrimination within ROTC.

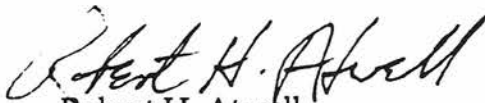
We note a growing doubt about the need for such a practice and about its relation to the interests of the military, especially in preparation of a corps of future officers. ROTC programs should attract the best and brightest American college students; those programs should not risk the loss of outstanding young men and women, including many who may hold conventional sexual views but find discrimination unacceptable in any form.

Association of American Universities, One Dupont Circle, Washington, DC 20036 (202) 466-5030
American Association of State Colleges and Universities, One Dupont Circle, Washington, DC 20036 (202) 293-7070
American Council on Education, One Dupont Circle, Washington, DC 20036 (202) 939-9300
National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Washington, DC 20036 (202) 778-0818

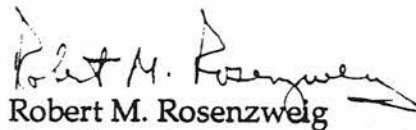
OVER

For these reasons, we would appreciate the opportunity to meet with you at your earliest convenience to discuss this issue.

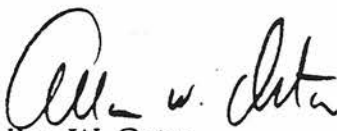
Sincerely,



Robert H. Atwell
President
American Council on Education



Robert M. Rosenzweig
President
Association of American Universities



Allan W. Ostar
President
American Association of State Colleges
and Universities



Robert L. Clodius
President
National Association of State
Universities and Land-Grant Colleges



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**Position of the Oregon State University Administration
on the Issue of the Reserve Officer Training Corps
Policy of Not Allowing Homosexuals in ROTC**

1. Oregon State University, as the Land Grant institution of Oregon, has a proud history of association with the Reserve Officer Training Corps Program. Oregon State will continue to be an active partner in the ROTC programs, which have substantial benefit to the university, its students, and to the nation.
2. During the 1986-87 academic year, OSU added sexual orientation to its list of protected categories for the purposes of equal opportunity. Nevertheless, the ROTC policies governing sexual orientation are based on federal law and policy and are not within the purview of Oregon State University. Consequently, although the United State government policy is inconsistent with OSU policy, we are committed to coexisting with the applicable federal law until such time as it is changed.
3. The Oregon State University administration will, in partnership with the Faculty Senate of the university, actively bring to the attention of appropriate elected and appointed government officials the university's desire to see the ROTC policy changed. We will actively work with Oregon's members of the U.S. Congress and the Governor to promote our desire to see equality of opportunity in the university's ROTC programs. We shall also work with the Faculty Senate to voice these concerns at the national level to the President, the Secretary of Defense, and to the heads of the armed services. Working through the National Association of State Universities and Land Grant Colleges, we will seek to put this issue on the national higher education agenda.
4. OSU will offer to provide academic support and consultation, as appropriate, to those government agencies that might benefit from scientific and other information that would provide enlightenment on this issue.

FRIDAY, JUNE 8, 1990

MU EAST FORUM

1:00 PM

***SPECIAL FACULTY SENATE SESSION TO CONSIDER THE
ATTACHED PROPOSAL FOR THE INITIATION OF A MASTER
OF ARTS IN TEACHING***

EXTENDED OSSHE FORMAT FOR CATEGORY I PROPOSALS

Oregon State University
College of Education

**PROPOSAL FOR THE INITIATION OF A
MASTER OF ARTS IN TEACHING**

DESCRIPTION OF PROPOSED PROGRAM

EXTENDED OSSHE FORMAT FOR CATEGORY I PROPOSALS

Oregon State University
College of Education

PROPOSAL FOR THE INITIATION OF A MASTER OF ARTS IN TEACHING

DESCRIPTION OF PROPOSED PROGRAM

1. DEFINITION OF ACADEMIC AREA

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

In compliance with the new policies of the Oregon State System of Higher Education (OSSHE) and standards of the Oregon Teacher Standards and Practices Commission (TSPC), the College of Education proposes a new Professional Teacher Education Program. This program is intended to prepare potential teachers in public schools.

The Professional Education aspect of the program consists of a nine-hour concentration in education and six hours of professional course work in the teaching area taken at the upper division or graduate levels, and a forty-eight-hour graduate degree program culminating in a Master of Arts in Teaching (MAT) degree. The MAT graduate will be eligible for basic certification and will have completed all academic requirements for standard certification.¹

The MAT includes a professional education concentration (3 hours), professional course work in the teaching specialty (18 - 21 hours), professional internship (15 - 18 hours), and graduate electives in the subject matter specialization (minimum of 9 hours).

The MAT is an exception to existing Graduate School requirements of a minor and a foreign language and a Master of Arts degree.

The program described herein proposes to eliminate the current undergraduate teacher certification programs in Education.

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

Students enrolling in the Professional Teacher Training Program may specialize in:

- ♦ Agriculture Education
- ♦ Biology Education
- ♦ Business Education
- ♦ Chemistry Education
- ♦ Elementary Education

¹ Students will be able to enroll either in a five-year integrated program or in an intensive fifth-year postbaccalaureate program.

- ♦ Health Education
- ♦ Home Economics Education
- ♦ Technology Education
- ♦ Integrated Science Education
- ♦ Language Arts Education (English Education)
- ♦ Marketing Education
- ♦ Mathematics Education
- ♦ Music Education
- ♦ Physical Education
- ♦ Physics Education

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

The College of Education will submit an additional Category I proposal for Social Science Education at a future date.

1.d. Are there subspecialties that the institution intends to avoid, in developing the program?

The College of Education will not request subspecialties in: Art, Foreign Language, Speech, Journalism, Drama, Handicapped Learner, Hearing Impaired, Severely Handicapped Learner, Speech Impaired, Visually Impaired.

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

The new Professional Teacher Education Program will start Summer Quarter, 1991. Students who can complete the requirements for undergraduate teacher certification by the end of Spring Quarter, 1991, may pursue the degree requirements for these programs. All freshmen who entered Oregon State University Fall Quarter, 1988, who wish to pursue a teaching career, will be subject to the requirements of the new Professional Teacher Education Program.

2. DEPARTMENT, SCHOOL OR COLLEGE RESPONSIBLE

2.a. What department and school or college would offer the proposed program?

The program will be offered by College of Education in the following Departments:

Curriculum and Instruction

- ♦ Elementary Education
- ♦ Health Education (K-12)
- ♦ Language Arts Education
- ♦ Music Education (K-12)
- ♦ Pre-professional and Professional Core
- ♦ Physical Education (K-12)

Postsecondary and Technological Education

- ♦ Agriculture Education
- ♦ Business Education

- ♦ Home Economics Education
- ♦ Industrial Education
- ♦ Marketing Education

Science, Mathematics and Computer Science Education

- ♦ Biology Education
- ♦ Chemistry Education
- ♦ Integrated Science Education
- ♦ Mathematics Education
- ♦ Physics Education

The programs in Language Arts Education and Music Education will be offered in collaboration with the College of Liberal Arts. The programs in Health Education and Physical Education will be offered in collaboration with the College of Health and Human Performance.

2.b. Will the proposed program involve a new or reorganized administrative unit within the institution?

No. The College of Education was reorganized Fall Quarter, 1989, to facilitate effective management of the new Professional Teacher Education Program. (Figure 1)

3. OBJECTIVES OF THE PROGRAM

3.a. What are the objectives of the program?

The objectives of the Professional Teacher Education Program are:

- ♦ To provide students with research-based teacher education programs.
- ♦ To improve the students' depth and breadth of knowledge in subject matter specialization.
- ♦ To prepare teachers in collaboration with public school educators.
- ♦ To provide teacher education programs that meet all academic requirements of the Oregon Teachers Standards and Practices Commission.

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

The College of Education will determine the effect of the proposed program and its objectives through a formal evaluation protocol which will include evaluation in the following areas: the knowledge base in subject matter teaching field(s), concepts of human growth and development, basic principles of learning, lesson planning and curriculum development, evaluation procedures and diagnostic techniques, and a measure of teaching performance.

In addition, the College of Education will monitor the following objectives:

♦ **Research-based Teacher Education Program**

Curricula in the Professional Teacher Education Program will be reviewed every two years by the College of Education's Academic Affairs Committee to ensure that content and practices are consistent with current research. Cooperating districts will be invited to participate in on-going research projects.

♦ **Knowledge in Subject Matter Specialization**

Candidates for admission into the Professional Teacher Education program must have completed a baccalaureate degree in an academic area. Appropriate subject matter background exhibited through college course work and/or work experience will be evaluated by each program area.

♦ **Collaboration with Public Schools**

The selection of mentor teachers in the public schools will be a joint responsibility of local school districts and the College of Education. By meeting TSPC standards for consortium and advisory committees, on-going collaboration is ensured.

A yearly Beginning Teacher Clinic will be planned and conducted by the College of Education in conjunction with outstanding teachers and administrators from throughout the State.

♦ **Teacher Standards and Practices Commission**

The Oregon Teacher Standards and Practices Commission (TSPC) will evaluate the teacher education curricula and requirements every five years to ensure compliance with standards. In addition, curricula must be in compliance with established standards of the National Council for the Accreditation of Teacher Education (NCATE), plus the learned societies in each of the teaching certification areas.

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

Oregon State University's mission and strategic plan provides a fundamental base for the proposed program. Oregon State University is the state's land-grant and sea-grant university. It is recognized as a comprehensive research university which reflects breadth and quality in its academic program, research activities, and extensive service function activities conducted by its various schools and colleges. Embedded in Oregon State University's mission is a commitment to excellence and to provide the educational programs necessary to develop and utilize our human resources; the proposed Professional Teacher Education Program as proposed is congruent with this mission.

The specific goals contained within OSU's 1987 strategic plan provide an explicit base for the proposed program. These goals and our assessment of program relationships thereto are as follows:

- ♦ **Develop new programs within existing faculty, facility and funding resources.**

The proposed College of Education Program is being developed and will operate within existing university resources.

- ♦ **Contribute to the social and economic development of Oregon through programs which are explicitly concerned with human service/social needs of the aged, family and the work force.**

One aspect of the professional core required of all students in the MAT program is designed to reflect the interdependence of students, teachers, schools, and communities; their individual and collective impact on the education process and the implications of this impact on curriculum, instruction, and the operation of schools.

- ♦ **Develop curricula that are responsive to change in the disciplines and the socio-economic environment.**

The proposed curriculum is a response to the new policies of the Oregon State System of Higher Education and the standards of the Oregon Teacher Standards and Practices Commission.

Additionally, it reflects the growing interest in enhancing the status of teachers; the trend for teachers to major in academic subject areas, the changing emphasis on methodology in teacher preparatory programs, and the interest in attracting a new pool of talent from other academic and professional fields.

- ♦ **Expand frontiers of knowledge by strengthening interdisciplinary attributes in teaching and research.**

The proposed program involves many disciplines. We believe the proposed program, will facilitate knowledge expansion.

- 3.d. What are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

According to the National Center for Educational Statistics the actual numbers of annual new hires are expected to remain consistently higher for public elementary schools than for public secondary schools between 1989 and 1997. Total demand for new hiring is expected to swell more than 24 percent by 1995, when it will peak. Most of this expected increase can be attributed to a rise of 57 percent in new hiring at the secondary school level between 1988 and 1995. While secondary schools will seek to fill 53,000 teaching slots in the fall of 1989, about 86,000 positions are projected to open in 1995.

4. **RELATIONSHIP OF PROPOSED PROGRAM TO OTHER PROGRAMS IN THE INSTITUTION**

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

Students interested in admission to the College of Education Professional Teacher Education Program will be required to complete a BS or BA degree with a major in an academic area. The one exception to this requirement is the MAT Program in Technology Education. Lacking an appropriate undergraduate academic major, the undergraduate major in this program will be Technology Education in the College of Education.

The College of Education believes that high quality professional teacher education programs can only be achieved by a strong partnership between public school teachers, school administrators and the faculty of other academic units at OSU. The proposed MAT degree and the policies of the OSSHE and TSPC will impact other academic units in the following manner:

- ◆ Undergraduate majors in Education at OSU will be eliminated at the end of the spring quarter 1991. The Colleges of Liberal Arts, Home Economics, and Science will likely experience an increase of between 200 to 250 students per year.
- ◆ Students who are interested in applying for the MAT will major in academic areas in other colleges. The College of Education will work closely with the head advisers of the various colleges to provide information regarding undergraduate required majors and the specifics of the Professional Teacher Education Program. The College of Education will also provide advising for students who apply for the MAT program either as undergraduates or graduate students.
- ◆ Students accepted into the Professional Teacher Education programs offered in cooperation with the College of Liberal Arts may elect to file an MAIS program with the Graduate School in place of an MAT.
- ◆ The MAT will include a requirement that students in secondary education and K-12 program areas earn at least nine hours of graduate credit in an academic area directly related to their teaching certification area.
- ◆ The College of Education has joint faculty appointments with the College of Liberal Arts, the College of Home Economics, the College of Agriculture, and the College of Health and Human Performance. The College of Education will continue to work closely with these other academic units to ensure the continuation and possible expansion of these joint appointments.

5. COURSE OF STUDY

5.a. Describe the proposed course of study.

The Masters of Arts in Teaching (MAT) aspect of the Professional Teacher Education Program consists of 48 graduate credits distributed as follows:

- ◆ Six hours of graduate professional core courses in Education Foundations,
- ◆ Eighteen to 21 hours of graduate professional course work in the teaching specialty (e.g., Agricultural Education, Health Education, Language Arts Education, Science Education),
- ◆ Fifteen to 18 hours of graduate professional internship, and

- ♦ A minimum of nine hours of graduate electives in subject matter specialization (e.g., Crop Science, Health, English, Biology).

As part of the Professional Teacher Education Program students will be required to complete successfully a minimum of 15 credits of upper-division course work prior to graduate study. Credits for these courses are distributed as follows:

- ♦ Nine hours of upper-division professional core courses in Education Foundations, and
- ♦ Six hours of upper-division education courses in the teaching specialty.

Admission requirements:

- ♦ University admission requirements for regular graduate student (minimum GPA of 3.0 during last 90 hours of graded undergraduate and all subsequent course work and baccalaureate from an accredited institution of higher education).

5.a.1 Professional Graduate Internship

Students in the Professional Teacher Education Program will complete a minimum of 15 weeks of professional internship. The internship will involve students in a field experience which allows them to integrate academic study with the classroom teaching experience to learn specific competencies related to functioning well in the context of the classroom and the school, and to demonstrate their competency through the assessment of their work by supervisors and by evidence collected and presented in work samples. Graduate interns will be required to provide evidence of the degree that they have been successful in fostering student learning. Requirements for the work samples and for joint assessment by the institution's supervisor and the cooperating school supervisor will conform to TSPC rules and guidelines. In addition, all internship courses will comply with the OSU Graduate Council guidelines (Appendix A).

5.a.2 Exit Criteria

During the final term of enrollment students must complete a final oral examination. The examining committee will consist of three faculty members one of whom may be a cooperating teacher. Students must have met all requirements for the appropriate TSPC certification before a passing recommendation will be forwarded to the Graduate School.

5.a.3 Pre-professional Education Electives

Undergraduate students wishing to learn about the field of teaching are encouraged to enroll in undergraduate pre-professional electives. Successful completion of these electives will enable prospective candidates for the Professional Teacher Education Program to meet the TSPC requirement of successful experience working with youth and children in a supervised public school setting.

5.a.4 Professional Core

All teacher education programs will include a Professional Core Curriculum consisting of the knowledge base that is foundational to the academic discipline of Education.

Professional Core Courses

EDFN 516# Students and Teachers, Schools and Communities (3 hours)

EDFN 412/512# Human Development and School Learning (3 hours)

EDFN 413/513## Literacy and Communications (3 hours)

EDFN 521# Selected Topics: Professional Development of Teachers (3 hours)

Existing courses

New course. See Appendix B

5.a.5 Elementary Education

The Elementary Professional Teacher Education Program is offered by the Department of Curriculum and Instruction within the College of Education.

The following issues are reflected in this program: (1) At risk and other special needs students; (2) cultural diversity; (3) development of thinking skills; (4) Essential Learning Skills; and (5) the major shifts in direction in content and instruction; (6) research in learning and instruction. The goal of the program is to prepare teachers who are adept in basic teaching competencies, and who have the ability to employ the processes critical to accommodate and to bring about constructive change.

Undergraduate Baccalaureate Degree Recommendation

- ♦ A Bachelor of Arts or Science Degree is required. The College of Home Economics, Liberal Arts and Science each have designed programs especially adapted for students who plan to teach at the elementary level.
- ♦ A part of these bachelor's degree programs is a 102-106 quarter hour Pre-Professional Elementary Education Core (see appendix C).
- ♦ Preparation options within the bachelor's degree program include:

College of Home Economics
Home Economics Core
Human Development Core
Early Childhood Core

College of Liberal Arts
Liberal Studies
Language Arts
Fine Arts
Social Studies

College of Science
Environmental Science
History of Science

Biological Science
Earth Science
Individualized Programs

- ♦ Elective seminars at the freshman, sophomore, and junior levels have been established for the purpose of developing the relationship among subject matter taken for the bachelor's degree, the same subject matter as it is translated into public school curriculum, and as it is adapted into the actual teaching of subject matter in the classroom. Processes and procedures used by professionals in their respective disciplines will be a major focus. These seminars will be taught by a team composed of a representative of the discipline, a teacher educator, and a public school teacher or administrator.

Professional Core

All students in the Elementary Professional Teacher Education Program will include the following courses in the Professional Core:

EDFN 416/516 Students & Teachers, Schools and Communities (3 hours)
EDFN 411/511 Human Development, Learning and Education (3 hours)
EDFN 541 Advanced Developmental Reading: K-12 (3 hours)
EDFN 549 The Educationally Diverse Learner (3 hours)
ELED 565# Applied Research Procedures (3 hours)

Graduate Elementary Professional Education Courses (18 hours)

EDFN 548 Language, Reading & Cognitive Development (3 hours)
ELED 550# Developmentally Appropriate Instruction (3 hours)
ELED 560# Research in Learning (3 hours)
ELED 561# Research in Instruction (3 hours)
ELED 563# The Dynamic Curriculum (3 hours)
ELED 564# Integration of the Disciplines (3 hours)

Professional Internship (18 hours)

ELED 510# Professional Internship (15 hours)
ELED 521 Special Topics: The Teacher as a Professional (3 hours)
New Courses. See Appendix D.

Professional Internship

The professional internship includes a 15-week experience during which the candidate is involved in teaching full days. The Professional Internship is preceded by a half day morning practicum Fall term, and is followed by a second half day afternoon practicum/laboratory during the Spring term which follows completion of the internship. Candidates will be assigned to schools in cooperative learning groups of 3-5 under the supervision of a department graduate faculty member who will become a contributing member of the staff of the assigned school. Cooperative learning groups are expected to participate in shared decision making processes, including school-wide planning.

Distinctive Features

The Elementary Professional Education Program is unique because it is research based and integrates six fundamental strands of preparation required for successful teaching in today's schools: research in learning; research in instruction; growth and development; assessment; language development; and integration of the disciplines. Professional courses in these areas are taught in close conjunction with continuous, year-long laboratory assignments in public school classrooms.

Student cooperative learning groups are assigned to a school staff as well as the cooperating teacher/mentor. Direct OSU graduate faculty participation forms an on-site learning/teaching team which is an integral part of this program. The program is, further, designed with a heavy emphasis on the interrelationships and interdependence of these six strands in planning for and implementing management; classroom organization; teaching Essential Skills, concepts, and generalizations within the curriculum; and student placement. Students will be actively involved in a year-long school improvement research project to be completed in a school setting, and an in-depth case study of one or more elementary school students have been initiated as a means of focusing the attributes of the six strands in addition to the professional internship.

Central Theme

The Elementary Professional Teacher Education Program's foundation is built upon developmentally appropriate education. Interaction on a cumulative basis with five strands inherent in learning and instruction and laboratory experience are used as a basis to problem solving, reinforcing, and refining implementation of the strands to produce a competent, sensitive teacher who can and will assume a leadership role constitutes the central theme of this program. (Figure 3)

Collaborative Practices

The elementary teacher education program has enjoyed a strong, long-established association with local school districts which will be involved in the new program. School liaison and advisory committees have been active for several years and have played significant roles in planning this new program. Continuation and extension of this partnership is a major consideration for the program.

Schools which are involved in significant research programs, special program development, and/or school improvement projects will be given strong priority for selection as sites.

Advisory teams have been established and maintained with the College of Liberal Arts, Science and Home Economics. Participation in advising and program development will also be an integral part of these practices. Elective seminars for the purpose of establishing concrete links between content in the disciplines, the processes used by these different disciplines, and the applications to school classrooms will be organized. Beginning with the freshman year and continuing through the senior year, these seminars will ideally, be team taught by selected members of the faculty from the Colleges of Home economics, Liberal Arts, and Science, a member of the College of Education faculty, and a public school classroom teacher and/or administrator.

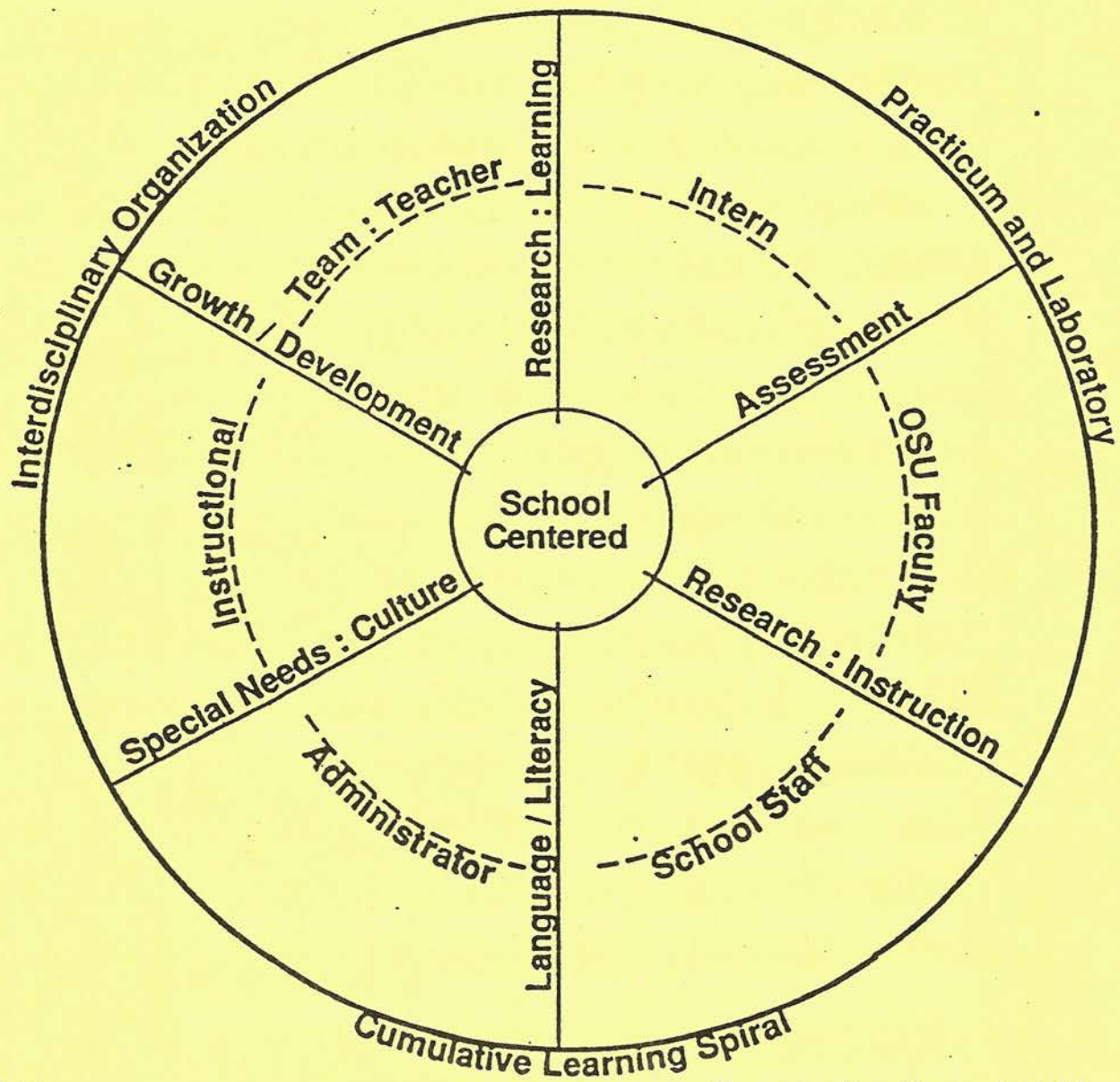
OSU 5 Year Elementary School Teacher Education Program

Carefully selected leadership school sites

- Significant efforts at restructuring schools
- School decision making
 - * New approaches in subject areas
 - * Strong programs in basic skills/concepts
 - * Recognized efforts w/ special needs students
 - * Culturally diverse environment

BA/BS degree

- Home Economics
 - Science
 - Liberal Arts
- Synthesis seminars
MAT in teaching



Internship

- Full year in one school
- Carefully selected schools
 - * Significantly involved in efforts at restructuring
 - * Modeling shared decision making
- Cases studies, 3 different students
- Research project in school development

Cooperative Learning Clusters

- 3-5 interns per school
- Cooperating teachers
- Mentor teachers
- OSU faculty on site
- Building administrator

5.a.6 Physical Education

The program in Physical Education is offered jointly by the College of Education and the College of Health and Human Performance. The Professional Physical Education Teacher Preparation program is a true K-12 certification in Physical Education. In addition to two preliminary internship experiences, each student will have a supervised teaching experience at both the elementary and secondary levels.

Undergraduate Baccalaureate Degree Recommendation

The Bachelor of Science with a major in Exercise and Sports Science, Physical Activity and Development option is recommended. See Appendix E for further advising information.

Distribution of Physical Education Courses

Upper Division or Graduate Level Professional Core (12 credit hours)

Upper Division or Graduate Physical Education Courses (6 credit hours)

PE 461/561## Current Trends and Research Issues in Physical Education (3 hours)

PE 462/562## Analysis of Movement Skills (3 hours)

Graduate Physical Education Professional Courses (18 hours)

PE 563## Instructional Analysis Techniques (2 hours)

PE 564/565## Instructional Analysis Laboratory and Student Teaching Seminar (2 hours)

PE 566## Instructional Skills I (4 hours)

PE 567## Instructional Skills II (4 hours)

PE 568## Administrative and Curricular Practices in Physical Education (3 hours)

PE 569## The Physical Educator as a Professional (1 hour)

Professional Internship (18 credit hours)

PED 510## Internship: Physical Education

Graduate Exercise and Sport Science Courses (9 credit hours)

EXSS 512 Applied Motor Learning (3 hours)

EXSS 547 Mainstreaming in Exercise and Sport Science (3 hours)

New Course. See Appendix F.

Professional Internship

All students will complete four supervised field experiences at all three levels (elementary, middle, high) in selected public school physical education settings. These field experiences will include:

- ♦ Field Experience I (September Experience)

Observation and participation practicum experience in a physical education setting during the opening of the public school year. Assignment takes place prior to the beginning of regular university classes. A minimum of one supervisory conference will take place. This placement will continue through the first term with Field Experience II.

- ♦ Field Experience II (Fall Term)

Students will continue to observe and participate for a minimum of three consecutive hours a day in the same placement as Field Experience I. This experience allows the students to continue to develop familiarity with the school setting while gaining background knowledge and developing basic teaching skills. University supervision will include a minimum of three observations.

- ♦ Field Experience III (Winter Term)

- ♦ Field Experience IV (Spring Term)

Students will be placed in either an elementary or secondary physical education setting to observe, participate, and practice teach for a minimum of three consecutive hours or one half of the school day for the entire term. (The professional internship may not be condensed into full days for one half of the term.) Students will be responsible for teaching two or three secondary school physical education classes with a maximum of two different preparations, or four to six elementary school physical education classes with a maximum of two different preparations, i.e., primary (K-2) and intermediate (3-5). Supervision will include a minimum of four observations during each half-day placement.

Distinctive Features

The unique features of the Professional Teacher Education Program in Physical Education are the following:

Emphasis on the Special Needs Population

Oregon State University's long established program in adapted physical education is one of the strong underlying threads.

Instructional Analysis

A newly constructed instructional analysis classroom/ laboratory will provide a facility for students in physical education teacher preparation. The facility has individual and small

group work stations where students can view and analyze videotapes of mentor teachers and self-recorded assignments of personal teaching. The adjacent research laboratory serves as a center for in-depth study into teacher effectiveness in physical education.

5.a.7 Health Education

The program in Health Education, a pre-primary through grade twelve based program, is offered jointly by the College of Education and the College of Health and Human Performance. In addition to the traditional secondary level Health Education focus, this program will place a strong emphasis on Health Education in elementary and middle schools via specific course work and field centered activities.

Students prepared in this program should be particularly suited for districts desiring to complement an existing secondary Health Education Program (as a result of this elementary and middle school focus), and smaller rural school districts who need PP-12 health education coordinators and specialists.

Undergraduate Baccalaureate Degree Recommendation

The Bachelor of Science with a major in Health Education and Promotion is recommended.

Distribution of Health Education Courses

Professional Core (12 credit hours)

Upper Division or Graduate Health Education Courses (Graduate)

To be implemented from courses below.

Graduate Health Education Professional Courses (24 hours)

HLED 580## Trends and Research Issues in Health Education (3 hours)

HLED 581## Planning, Establishing and Evaluating Health Education Instruction
(3 hours)

HLED 583## Introduction to Instructional Methodology and Analysis in Health Education
(3 hours)

HLED 584## Curriculum Design and Community Involvement (1 hour)

HLED 585## Planning, Establishing and Evaluating Health Education Curriculum
(2 hours)

HLED 587## Development of Instruction Methodology and Analysis in Health Education
(3 hours)

HLED 588## Facing Contemporary Health Issues (3 hours)

HLED 589## Health Education Leadership in Planning, Implementing and Evaluating Health Education Programs (3 hours)

HLED 591## Refinement of Instructional Methodologies and Analysis in Health Education (2 hours)

HLED 592## The Health Educator As a Professional (1 hour)

Professional Internship (18 credit hours)

HLED 510## Internship: Health

Graduate Health Courses (9 credit hours)

H 460/560# Health Challenges Facing Youth (3 hours)
Graduate Health Electives (6 hours)

Existing Course

New Course. See Appendix H.

Professional Internship

Field experiences described as field centered activities and professional internship are the heart of the program in Health Education. All academic course work is sequentially placed so that these field experiences truly represent the professional challenge of teaching.

Students participate in field-centered activities and professional internships on two to three levels, elementary school, middle school or high school.

Field-centered activities and professional internships will be evaluated on a regular basis (a minimum of six university visitations during the professional internship). The clinical supervision model (pre-conference, observation, post-conference) will be used.

The unit supervisor (university staff) and cooperating school supervisor (teacher) will jointly determine if the student has demonstrated teaching skill and competencies at the completion of the professional internship.

Distinctive Features

♦ A Pre-Primary through Grade Twelve Based Program

In addition to the traditional secondary level Health Education focus, this program will place a strong emphasis on Health Education in elementary and middle schools via specific course work and field centered activities.

♦ A Community Organization and Facilitation Component

Students enrolled in this program will have opportunities to develop knowledge and skills essential for working with communities in order to further the development of comprehensive school health education programs (e.g., an understanding for community

support; participatory experience with district advisory committees and curriculum development committees).

5.a.8 Language Arts Education

The program in Language Arts Education, a secondary teacher education program, is offered jointly by the College of Education and the College of Liberal Arts.

Reflecting National Council of Teachers of English recommendations for the preparation of English teachers together with a recognition of the demands arising from literacy, multi-culturalism and technology, this program will emphasize critical thinking about the future work of the profession. The program's goals include developing the teacher's ability to act as a professional decision-maker and establishing collaborative responsibility for the training of teachers.

The question of cultural literacy provides the central theme for students in this program. Core courses address issues of culture and literacy as a perspective on the literary, rhetorical and critical work of the humanities.

Undergraduate Baccalaureate Degree Recommendation

The Bachelor of Arts with a major in English is recommended. See Appendix I for further advising information.

Distribution of Language Arts Courses

Professional Core (12 credit hours)

Upper Division/Graduate Language Arts Courses (6 credit hours)

ENG 488/588# Literature for Teachers (3 hours)

ENG 4xx/5xx### Language, Technology, and Culture (3 hours)

Graduate Language Arts Professional Courses (18 credit hours)

ENED 507# Seminar (6 hours)

HIED 570# Theoretical Foundations of ESL/EFL (3 hours)

EDFN 520# Sociocultural & Linguistic Factors in Student Success (3 hours)

WR 411/511# Writing Theory & Pedagogy (3 hours)

WR 411/595# Literature, Composition & Literacy (3 hours)

Professional Internship (15 credit hours)

ENED 510## Internship: English Education

Graduate Language Arts Electives (9 credit hours)

Existing course

New course. See Appendix J.

Category II Proposal submitted by the College of Liberal Arts

Graduate Education English Electives (3 credit hours)

Professional Internship

Field experiences may begin during the sophomore year should the student elect to take advantage of opportunities for practica through the College of Education or the English Department. The professional internship will begin Winter quarter of the graduate year and continue through Spring term.

Distinctive Features

♦ Cultural and Critical Literacy as a Central Theme

This program is oriented to the problems and opportunities presented in English Education by technology and a multi-cultural society. It is responsive to the desires of students for a broad training which might prepare them to teach in other settings and in other countries as well as in public schools.

The program will be unique in the State of Oregon, with its strong orientation to preparation in the content area and its emphases beyond core courses in Education in writing pedagogy, literacy, culture criticism, language, ESL, and reading, in addition to graduate study in literature. It offers students intensive professional training and experience in a collaborative setting, with frequent opportunities to work with practicing teachers.

♦ Collaborative Practices

This program is committed to developing new cooperative teaching structures which enhance mutual communication of university and public schools and facilitate a sense of community and exchange, and to developing cooperative research projects of mutual benefit to schools and university.

5.a.9 Music Education

The program in Music Education, a comprehensive K-12 teacher education program, is offered jointly by the College of Education and the College of Liberal Arts. The professional program outlined is built upon the strengths of current programs within these two colleges and are designed to utilize the strengths of Oregon State University.

Undergraduate Baccalaureate Degree Recommendation

The Bachelor of Arts or Bachelor of Science in Music with a major in instrumental or vocal music is recommended. See Appendix K for further advising information.

Distribution of Music Education Courses: Vocal Major

Professional Core (12 credits)

Upper Division Music Education Courses (6 credit hours)

MUED 473# Music in the Elementary School I (3 hours)

MUED 474# Music in the Elementary School II (3 hours)

Graduate Music Education Professional Courses (15 hours)

MUED 591## Foundations of Music Education (6 hours)

MUED 592## Music Technology (3 hours)

MUS 474/574## The Choir and Its Repertoire (3 hours)

MUS 516# Advanced Conducting: Choral

Professional Internship (18 credit hours)

MUED 510## Internship: Music Education

Graduate Music Electives (9 credit hours)

Distribution of Music Education Courses: Instrumental Major

Professional Core (12 credit hours)

Upper Division Music Education Courses (6 credit hours)

MUED 473# Music in the Elementary Schools I (3 hours)

MUED 474# Music in the Elementary Schools II (3 hours)

Graduate Music Education Professional Courses (16 hours)

MUED 591## Foundations of Music Education (6 hours)

MUED 592## Music Technology (3 hours)

MUS 475/575# Instrumental Ensembles & Their Repertoire (3 hours)

MUS 518## Advanced Conducting: Instrumental (3 hours)

Professional Internship (18 credit hours)

MUED 510## Internship: Music Education

Graduate Music Electives (9 credit hours)

Existing Course.

New Course. See Appendix L.

Professional Internship

Graduate internships are conducted at two levels, high school and middle school or elementary in classes/ensembles specific to music education. Each internship assignment will split the 15-18 week assignment evenly between these levels. The mentor teacher and university supervisor will determine if the pre-service teacher has demonstrated appropriate teaching skill and competence at the completion of the professional internship.

Distinctive Features

♦ Integration of BA/BS in Music with MAT

This specific bachelors degree and the MAT have been designed to work in tandem so that the proposed program of study is virtually a five-year, freshman-through-masters curriculum. This total integration of the two degrees is unique in that all other degrees in the state are indicated as four-year bachelor's degrees and fifth-year master's degrees.

♦ Integration of Liberal Arts and Education Programs

All parties with potential impact upon the success of this program have played an active role in the creation of this curriculum. Those experts who have had the most extensive input include: music educators in higher education and at each level of public education, music students, public school administrators, and representatives from the community at large.

5.a.10 Social Science Education

To be developed.

5.a.11 Science And Mathematics Education

The Professional Teacher Education Program for the preparation of secondary science and mathematics teachers was designed considering empirical research on teaching. Students completing the program will have expert knowledge both in their academic fields and in pedagogical knowledge. The depth and breadth of knowledge will allow the students to apply the two knowledge bases into a single activity: teaching mathematics or teaching science. Acquisition of the pedagogical content knowledge, gained by teaching experience, requires not only the depth and breadth in each of the knowledge bases, but also a heavily field-based program stressing reflection upon subject matter, instructional decisions and their consequences in the classroom.

Undergraduate Baccalaureate Degree Recommendation

At admission all students will be assigned to an academic adviser in the Department of Science, Mathematics and Computer Science Education. Adviser assignment will be made

according to the specific certification desired. See Appendix M for further information about student advising.

Distribution of Courses: Advanced Mathematics

Professional Core (12 credit hours)

Upper Division Mathematics Education Courses (6 credit hours)

SED 452## Mathematics Methods/Practicum I (3 hours)

SED 412## Instructional Technology and Teaching Mathematics (3 hours)

Graduate Mathematics Education Professional Courses (21 credit hours)

SED 511## Directed Activities in Teaching/Learning (3 hours)

SED 515## Directed Activities for Professional Internship (3 hours)

SED 552## Mathematics Methods/Practicum II (3 hours)

SED 562## Mathematics Micro-teaching Laboratory I (3 hours)

SED 582## Mathematics Pedagogy (4 hours)

SED 585## Mathematics/Science Curriculum Practicum (5 hours)

Professional Internship (15 credit hours)

SED 510## Internship: Science/Mathematics Education

Graduate Mathematics Course Work (9 credit hours)

Distribution of Courses: Science

Professional Core (12 credit hours)

Upper Division Science Education Courses (6 credit hours)

SED 453## Science Methods/Practicum I (3 hours)

SED 413## Instructional Technology and Teaching Science (3 hours)

Graduate Science Education Professional Courses (21 credits hours)

SED 511## Directed Activities in Teaching/Learning (3 hours)

SED 515## Directed Activities for Professional Internship (3 hours)

SED 553## Science Methods/Practicum II (3 hours)

SED 563## Science Micro-teaching Laboratory I (3 hours)

SED 583## Science Pedagogy (4 credits)

SED 585## Mathematics/Science Curriculum Practicum (5 hours)

Professional Internship (15 credit hours)

SED 510## Internship: Science/Mathematics Education

Graduate Science Electives (9 credit hours)

Existing courses

New courses. See Appendix N.

Professional Internship

Graduate internship field experiences which are integrated with campus-based work, are at middle and/or high school level in classes specific to the certification area(s). Internship I will assign students to "departments" rather than specific teachers. This experience provides students with the breadth of instruction within a particular certification area. Mentor teachers will be assigned for Internship II where the student will assume full-time teaching responsibilities common to the regular science/mathematics teacher. University staff will work with the mentor teacher to supervise the pre-service teacher. This supervision team will determine if the student has demonstrated teaching skill and competencies at the completion of Internship II.

Distinctive Features

- ♦ The program will be integrated concerned with the whole process of teaching.

Rather than a course devoted to a single idea, all courses will emphasize the whole process of teaching. Pedagogy will be emphasized throughout the program with an introduction at the beginning with further development and practice in future courses and will be continually related to the teaching of science and mathematics.

- ♦ A partnership with business and industry will be established as an integral part of the program to focus on the applications of the subject matter in society.

Spring term of the program emphasizes student experiences on everyday applications of the subject matter rather than internships with science or mathematics researchers. Through action projects the pre-service teacher will gain an in-depth knowledge of appropriate curriculum content and structure.

- ♦ The program will prepare secondary science and mathematics teachers for teaching in the 21st century.

Undergraduate course work will emphasize instructional methods utilizing appropriate technology. This course is placed at the beginning of the program in order to integrate

the use of appropriate tools for instruction and administration of the classroom throughout the graduate program. This course will require assignments that are integrated with a companion methods/practicum course.

5.a.12 Vocational and Technical Education

The Professional Teacher Education Program in Vocational and Technical Education (Agriculture Education, Business Education, Home Economics Education, Marketing Education, and Technology Education) leads toward basic teacher certification and a masters degree.

Undergraduate Baccalaureate Degree Recommendation

The following undergraduate degrees are prerequisite for admission:

Agriculture Education

BS: General Agriculture: Leadership and Communications Option

Business Education

BS/BA: Business Administration: Accounting Emphasis or Information Processing Emphasis

Home Economics Education

BS: Home Economics: Home Economics Communication, Education/Extension Option

Technology Education

BS: Technology Education

Marketing Education

BA/BS: Business Administration: Marketing Emphasis

See Appendix O for further advising information.

Distribution of Courses: Agriculture Education

Professional Core (12 credit hours)

Upper Division Agriculture Education Courses (6 credit hours)

AG 325# Agriculture Competencies (3 hours)

AG 421# Leadership Development in Agriculture (3 hours)

Graduate Agriculture Education Professional Courses (22 credit hours)

VED 441/541## Introduction to Vocational Education (1 hour)

VED 540## Special Topics in Vocational Education (3 hours)
AED 552## Program Organization and Management (3 hours)
AED 553## Applied Strategies (3 hours)
AED 554## Micro Teaching (3 hours)
AED 556## Linking Research & Practice (3 hours)
AED 557## Issues & Trends in Agriculture Education (3 hours)
AED 558## Program Improvement (3 hours)

Professional Internship (15 credit hours)

AED 510## Internship: Agriculture Education

Graduate Electives in Agriculture (9 credit hours)

Existing courses

New courses. See Appendix P.

Distribution of Business Education Courses

Professional Core (12 credit hours)

Upper Division/Graduate Business Education Courses (6 credit hours)

BED 414/514# Introduction to Business & Marketing Education (3 hours)

BED 415/515# Technological Applications (3 hours)

Graduate Business Education Professional Courses (22 credit hours)

VED 441/541## Introduction to Vocational Education (1 hour)

VED 540## Special Topics in Vocational Education (3 hours)

BED 552## Program Organization and Management (3 hours)

BED 553## Applied Strategies (3 hours)

BED 554## Micro Teaching (3 hours)

BED 556## Linking Research & Practice (3 hours)

BED 557## Issues & Trends in Business Education (3 hours)

BED 558## Program Improvement (3 hours)

Professional Internship (15 credit hours)

BED 510## Internship: Business Education

Graduate Electives College of Business (9 credit hours)

Existing courses

New courses. See Appendix Q.

Distribution of Home Economics Education Courses

Professional Core (12 credit hours)

Upper Division Home Economics Education Courses (6 credit hours)

HECE 330# Developing Programs for Family Focused Professionals (4 hours)

HECE 340# Implementing Programs for Family Focused Professionals (4 hours)

Graduate Home Economics Education Professional Courses (22 credit hours)

VED 441/541## Introduction to Vocational Education (1 hour)

VED 540## Special Topics in Vocational Education (3 hours)

HED 552## Program Organization and Management (3 hours)

HED 553## Applied Strategies (3 hours)

HED 554## Micro Teaching (3 hours)

HED 556## Linking Research & Practice (3 hours)

HED 557## Issues & Trends in Home Economics Education (3 hours)

HED 558## Program Improvement (3 hours)

Professional Internship (15 credit hours)

HED 510## Internship: Home Economics Education

Graduate Electives Home Economics (9 credit hours)

Existing courses

New courses. See Appendix R.

Distribution of Industrial Education Courses

Professional Core (12 credit hours)

Upper Division Industrial Education Courses (6 credit hours)

TED 465## Research and Experimentation (3 hours)

TED 481## Introduction to Industrial Education (3 hours)

Graduate Industrial Education Professional Courses (22 credit hours)

VED 441/541## Introduction to Vocational Education (1 hour)

VED 540## Special Topics in Vocational Education (3 hours)

TED 552## Program Organization and Management (3 hours)

TED 553## Applied Strategies (3 hours)

TED 554## Micro Teaching (3 hours)

TED 556## Linking Research & Practice (3 hours)

TED 557## Issues & Trends in Industrial Education (3 hours)

TED 558## Program Improvement (3 hours)

Professional Internship (15 credit hours)

TED 510## Professional Internship: Industrial Education

Graduate Electives in Technology Education (9 credit hours)

Existing courses

New courses. See Appendix S.

Distribution of Marketing Education Courses

Professional Core (12 credit hours)

Upper Division Marketing Education Courses (6 credit hours)

BED 414/514# Introduction to Business & Marketing Education (3 hours)

BED 415/515# Technological Applications (3 hours)

Graduate Marketing Education Professional Courses (22 credit hours)

VED 441/541## Introduction to Vocational Education (1 hour)

VED 540## Special Topics in Vocational Education (3 hours)

MKED 552## Program Organization and Management (3 hours)
MKED 553## Applied Strategies (3 hours)
MKED 554## Micro Teaching (3 hours)
MKED 556## Linking Research & Practice (3 hours)
MKED 557## Issues & Trends in Marketing Education (3 hours)
MKED 558## Program Improvement (3 hours)

Professional Internship (15 credit hours)

MKED 510## Professional Internship: Marketing Education

Graduate Electives College of Business (9 credit hours)

Existing courses

New courses. See Appendix T.

Professional Internship

Students will be given the option to participate in undergraduate field experiences in the middle school and high school. Students will be placed in their subject matter areas to observe, plan and teach. A seminar will be conducted as part of the internship.

The students return to campus for the regular fall term at OSU. They will be enrolled in specified course work and will continue working with their fall internship mentor teacher and OSU supervisor. These three parties will meet to assist the student in curriculum development and in planning instructional strategies.

In the winter term the students participate in a full-time professional internship at the same sites that they were placed in during the fall term. A "Linking Research and Practice" course will be tied into the professional internship.

Distinctive Features

- ♦ Partnerships with business and industry through occupational internships.
- ♦ Blend of courses and activities in general and vocational education and in the service areas (Agriculture Education, Business Education, Home Economics Education, Marketing Education, and Industrial Education).

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

Elements of this course of study can be found in the current undergraduate and graduate teacher preparation programs as described in the current catalog.

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

The entire proposed program will replace the existing teacher education program beginning with Summer Quarter 1991. (See the Category II Summary)

6. ADMISSION REQUIREMENTS

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

All students accepted by the OSU Graduate School may apply for admission into the Professional Teacher Education Program. Applicants will be considered for admission to the teacher education program if they satisfy the following criteria:

- ◆ BS/BA from an accredited institution with an appropriate academic major,
- ◆ 3.0 GPA on the last 90 hours of graded undergraduate course work,
- ◆ Passing scores on the CBEST,
- ◆ Passing scores on the NTE specialty area examination,
- ◆ Favorable recommendations from immediate supervisors employed by accredited schools and/or social agencies attesting to the applicant's competence to work with school-aged children or youth, and
- ◆ Satisfy the TSPC good character questions.

See program descriptions for additional admission requirements.

7. RELATIONSHIP OF PROPOSED PROGRAM TO FUTURE PLANS

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

The Oregon State System of Higher Education has mandated a change in the way prospective teachers are prepared in Oregon. This policy calls for a variety of teacher education programs in the State System. OSU has chosen to develop a Master of Arts in Teaching degree to prepare its graduates for initial Oregon certification for public school teaching. The College will maintain its advanced degree programs for the purpose of continuing professional development of its constituents.

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

The College of Education will continue to offer the current undergraduate certification program through Spring Quarter 1991. The new Professional Teacher Education Program is scheduled to begin Summer Quarter 1991.

8. **ACCREDITATION OF THE PROGRAM**

8.a. Is there an accrediting agency or professional society which has established standards in the area in which the proposed program lies?

Yes. The Oregon Teachers Standards and Practices Commission (TSPC) and The National Council for the Accreditation of Teacher Education (NCATE), plus the learned societies in each of the teaching specialty areas.

8.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 College of Education has followed the TSPC regulations, NCATE guidelines and the various learned societies in the formulation of its programs.

8.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?

With the exception of Technology Education, there will be no undergraduate programs in Education.

9. **EVIDENCE OF NEED**

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

In Oregon, interest in reforming and improving public education led to concerns regarding teacher education. Speaker of the House, Vera Katz, who served on the Carnegie Forum, was instrumental in focusing interest on a new fifth-year teacher education program. Senate President John Kitzauber joined House Speaker Katz in establishing a broad-based citizens' group, the 1986-87 Interim Legislative Committee recommendations called for a new graduate level program.

The Oregon Teacher Standards and Practices Commission (TSPC) has also been working for the past several years to upgrade and improve teacher education. During recent years the Commission has attempted to move away from traditional forms of teacher education, in which students gain certification by completing courses required as part of approved college/university programs. More recently, the Commission has demonstrated concern for scores on standardized tests rather than students' college transcripts and grade point averages. TSPC also requires satisfactory scores on the California Basic Educational Skills Test (CBEST) and now permits certified teachers to earn additional endorsement areas by passing standardized Content Examinations in specific areas of the National Teacher Exam.

Even though there is little research to support the fifth-year concept, it is increasingly evident that the reform of teacher education has become increasingly politicized. While many Oregon educators were skeptical of the fifth-year concept, none of the various education associations - teachers', administrators', or school boards' - initially opposed the move. However, large numbers of teachers, administrators and education faculty in higher education spoke against the

fifth-year teacher education concept, and the state associations for special education actively opposed it. In hearings throughout the state, concern was expressed that a fifth-year program would especially weaken the preparation of special education and elementary teachers. A fifth-year program generated most interest and support from the state's leading politicians, newspaper editorial boards and, apparently, with lay citizens. The controversy ultimately surfaced in the 1989 Oregon Legislative session and was finally resolved in a negotiated agreement between legislators, OEA and the Chancellor's Office.

OSSHE Policy

Following seven public hearings held throughout the State of Oregon, the Oregon State Board of Higher Education implemented new policies governing teacher education. The 1986 OSSHE Long-Range Plan established as a goal the reform of teacher education.

Academic Majors: An undergraduate academic major will be required as a prerequisite to the Fifth-Year Teacher Education Program.

Higher Admission Standards: Admission standards to the Fifth-Year Program will be raised to admission levels for graduate programs.

During the 1989 Oregon Legislative session, a bill was passed revising the above policy. The legislative language of the bill, which was introduced by the Oregon Education Association, originally mandated that all colleges and universities be required to offer four year undergraduate teacher education programs. This language was later modified to require that a diversified system of teacher education be developed in the Oregon State System of Higher Education.

This diversification has led to plans for both four and fifth year teacher education programs at PSU, EOSC, and SOSC. WOSC will offer almost exclusively, undergraduate four year programs, and both the U of O and OSU have announced that they will have no undergraduate certification programs.

TSPC Standards

In 1987, TSPC developed and approved standards to govern the new Fifth-Year Teacher Education Graduate Program.

- ♦ **Output Measures:** Output measures in the form of standardized exams and student work samples rather than required courses will be used as the evaluation criteria for certification.
- ♦ **Testing:** Satisfactory scores on the California Basic Educational Skills Test (CBEST) and appropriate Content Examination of the National Teacher Examination (NTE) will be required for admission to the fifth-year programs. Satisfactory scores on the NTE Professional Core Examination also will be required as a prerequisite to certification.
- ♦ **Fifteen-Week Student Teaching:** A 15-week, full-time student teaching experience or a part-time equivalent will be required.
- ♦ **Academic Major:** All teacher education students will be required to complete an undergraduate major that relates closely with school subjects.

Rationale

The evidence supporting the elimination of undergraduate programs in teacher education and moving teacher education to a fifth year consists of the following:

♦ National Recommendations

The Carnegie Commission of Education strongly recommended the transfer of teacher education from an undergraduate to a graduate program. Also, the Holmes Group, composed of the nation's major research institutions called for the creation of graduate teacher education programs. The College of Education is a charter member of the Holmes Group.

♦ Strengthening Academic Preparation of Teachers

The decision to establish new graduate teacher education programs was motivated by a concern that public school teachers should have an academic major in the area that they plan to teach. While this was already largely true for secondary teachers, it represents a major change for elementary teachers.

9.b. What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

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 would draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

While it is difficult to specify exact numbers for the new Professional Teacher Education Program, new higher admission requirements and OSSHE Policy indicate that enrollment in these programs will be reduced approximately one-third to one-half. The MAT is a new graduate professional teacher education program which will provide all academic requirements for basic and standard certification.

Targeted program numbers anticipated by each of the specialization areas may be found in Table I.

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

See 9d.

9.d. 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 employment outlets and opportunities for teaching careers in education in Oregon and the Northwest continue to be attractive. While it is true there is an over supply of teachers in some specialty and geographic areas, the growing population in Oregon and the Northwest will

continue to provide ample opportunities for well trained educators. Additionally, there appears to be a developing nation-wide shortage of qualified teachers.

Surveys have reported that there are many successful professionals who have not considered careers in teaching because of the low prestige of the field, and the fact that they would have to return to an undergraduate program in order to gain certification. The development of new graduate programs is hoped to attract a new talent pool of successful professionals from other fields into teaching.

See also 3d.

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

See 9a.

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

See 9a.

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

No special provisions have been made at this time.

DUPLICATION OF EFFORT

10. SIMILAR PROGRAMS IN THE STATE

10.a. List any similar programs in the state.

Teacher education programs are available on all of the Oregon State System of Higher Education campuses. Portland State University, Eastern Oregon State College and Southern Oregon State College will offer four-year and fifth-year programs. Western Oregon State College will offer only four-year programs. The University of Oregon will offer only a fifth-year program. Oregon State University will offer the only master degree program which ends with academic preparation for both basic and standard certification.

10.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 existing programs?

Not applicable.

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

Not applicable.

RESOURCES

11. FACULTY

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

See Appendix U.

- 11.b. Estimate the number, rank, and background of new faculty members that would need to be added to initiate the proposed program; that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in item 9.b. What kind of commitment does the institution make to meeting these needs.

The College of Education will operate the proposed program with existing faculty except in the areas of Language Arts, Health, Music, Physical, and Social Studies Education.

Negotiations are currently underway with the other University Deans to develop memoranda of agreement that will provide the College of Education with sufficient administrative authority to meet accreditation requirements.

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

The College of Education will operate the proposed program with existing support staff.

12. LIBRARY

- 12.a. 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 the American Library Association or some other responsible groups, indicate to what extent the institution's library holding meet the requirements of the recommended list).

The current library holdings are in general adequate to meet the needs of the proposed program though certain additional acquisitions have been requested of the Library. It has extensive book and journal holdings in the proposed areas, an effective inter-library loan service with other institutions, and a curriculum library. Library staff in this area are sensitive to our needs and have facilitated inter-library efforts. Their staff has also been helpful and effective in information searching and acquisition of needed documents. The library actively seeks our advice on the acquisition of new holdings.

- 12.b. How much, if any, additional library support will be required to bring the Library to an adequate level of support for the program?

See Appendix J for more information.

12.c. How is it planned to acquire these Library resources?

Not applicable.

12.d. A statement from the Director of Libraries indicating present resources is attached to this proposal.

13. **FACILITIES AND EQUIPMENT**

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

The proposed program will utilize current facilities, laboratories and field sites in much the same way our current program does.

The need for additional facilities is not contemplated at this time, except for the provision of a technologically current pedagogical learning laboratory. Plans are now being formulated for the provision of such a space on the first floor of Education Hall.

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

See 13.a., above.

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

See 13.a., above.

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

Not applicable.

14. **BUDGETARY IMPACT**

14.a. Please indicate the estimated cost of the program for the first four years of its operation.

See Table II.

14.b. If special legislative appropriation is required to launch the program, please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium?

The Oregon State System of Higher Education has identified the cost of summer session and the cost of public school supervision as two primary budget issues to be developed.

- 14.c. If federal or other grant funds are required to launch the program, what does the institution propose to do with the program upon termination of the grant?

Not applicable.

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

For the level of student activity indicated, no adverse additional impact will be felt by other programs.

- 14.e. If the program will be financed from existing resources, specifically state what budgetary items will be doing as a result of the new program that is not now done in terms of additional activities; and, what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution.

State which resources will be moved and how this will affect those programs losing resources.

Approximately 67% of the College's generated student hours and 45 percent of the current budget is attributable to the teacher certification program. The new program will not substantially change these distributions.

Because this program is being reconceived as a graduate MAT program, fewer students will be served and the College of Education will strive to maintain an overall 10:1 student teacher ratio in the teacher certification program. The current undergraduate ratio is approximately 17:1.

Admission targets with FTE and budgetary allocations for the various certificate programs can be found in Table II.

Table I

ENROLLMENT PROJECTIONS AND PROGRAM BUDGET

INSTR'L PROGRAM	FTE	BUDGET	NUM OF STUDENTS
Elem Educ	2.75	86,170	50
Sec/Lib Arts	1.20	37,248	30
H & PE	0.99	36,000	30
Voc Educ	4.90	253,754	60
Sci/Mth	4.01	178,042	60
Foundations Dept	3.51	214,339	
Field Practica	0.30	119,886	
TOTAL DIRECT COSTS	17.66	915,143	230 .
INDIRECT COSTS			
Dept Chairs	0.76	46,330	
Student Services	1.05	70,755	
Instructional Adm	2.15	195,012	
Dean's Office	0.60	118,336	
TOTAL INDIRECT COSTS	4.56	430,433	
TOTAL COSTS	22.18	1,345,576	
DIRECT COST PER STUDENT		3,979	
INDIRECT COST PER STUDENT		1,872	
TOTAL COST PER STUDENT		5,851	

Table II

SUMMARY OF ESTIMATED COSTS FOR PROPOSED PROGRAM

RESOURCE REQUIRED	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Faculty	973,477	1,012,416	1,052,913	1,095,029
GTA'S	33,126	34,120	35,485	36,904
Support Staff	114,468	119,047	123,809	128,761
TOTAL STAFF	1,121,071	1,165,583	1,212,207	1,260,694
Supplies & Equipment	224,505	233,485	242,825	252,538
GRAND TOTAL	1,345,576	1,399,068	1,455,032	1,513,232

NOTE: ALL FUNDS ARE STATE FUNDS--GOING-LEVEL BUDGET

OREGON STATE UNIVERSITY

COLLEGE OF EDUCATION

CATEGORY II SUMMARY

[IN SUPPORT OF MAT PROGRAM PROPOSAL]

MAY 1990

New Course

AED 510. PROFESSIONAL INTERNSHIP: AGRICULTURE EDUCATION. 1-15 credits.

A full-time field experience in which the intern will integrate academic study with classroom teaching experience to learn specific competencies relating to functioning well in the context of the classroom and the school, and demonstrate this competency through the assessment of work by supervisors and by evidence collected and presented in work samples. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

AED 552. PROGRAM ORGANIZATION AND MANAGEMENT. 3 credits.

Explores the foundations of vocational education, essential learning skills, advisory committees, and development of a vocational education philosophy. Students will study the elements of general and vocational education as they apply to specific service areas, including resource analysis, student organizations, and Cooperative Work Experience. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

AED 553. APPLIED INSTRUCTIONAL STRATEGIES. 3 credits.

Helps students in the identification and development of advanced and effective instructional strategies/models. It includes development of goals, objectives and units. The course includes the development and application of subject area instructional strategies/models, including applied math, writing, communication skills, measurement and evaluation of achievement, and delivery of instruction to at-risk students. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

AED 554. MICRO-TEACHING. 3 credits.

Planning, presenting and evaluating lessons in a micro-teaching lab. It includes application of strategies and subject matter principles and media technology. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

AED 556. LINKING RESEARCH, TEACHING, AND PRACTICE. 3 credits.

This course links research to teaching. Students will work with cooperating teachers and university supervisors to identify and apply research to teaching. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

AED 557. ISSUES AND TRENDS IN CURRICULUM AND INSTRUCTION. 3 credits.

Emphasizes trends related to subject matter curriculum issues unique to each program area in vocational education. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

AED 558. IMPROVING VOCATIONAL EDUCATION PROGRAMS. 3 credits.

Stresses evaluation of programs, standardization and accreditation, legislation and state criteria for improving programs. Students will complete work samples, review applied program research, and apply criteria for improving service area programs. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

BED 414/514. INTRODUCTION TO BUSINESS AND MARKETING EDUCATION. 3 credits.

An overview of the vocational education service areas in business and marketing education. Provides a background in scope and sequence, promising practices, curriculum materials, teacher training and certification, and program design and organization. PREREQ: Admission to Professional Teachers Education Program.

Preliminary coursework for Masters of Arts in Teaching; provides introduction to teaching specialty, methods of teaching business and marketing.

BED 415/515. TECHNOLOGICAL APPLICATIONS. 3 credits.

Applications of technologies are presented from a teachers perspective to enhance office and marketing support personnel. Relationship of automated technologies, business goals and training is stressed. Comparative and evaluative techniques are stressed for appropriate

selection of hardware and software. An introduction to telecommunications and networking is given. PREREQ: Admission to Professional Teachers Education Program.

Preliminary coursework for Masters of Arts in Teaching; provides introduction to goals and program evaluation of business and marketing.

BED 510. PROFESSIONAL INTERNSHIP: BUSINESS EDUCATION. 1-15 credits.

A full-time field experience in which the intern will integrate academic study with classroom reaching experience to learn specific competencies relating to functioning well in the context of the classroom and the school, and demonstrate this competency through the assessment of work by supervisors and by evidence collected and presented in work samples. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

BED 552. PROGRAM ORGANIZATION AND MANAGEMENT. 3 credits.

Explores the foundations of vocational education, essential learning skills, advisory committees, and development of a vocational education philosophy. Students will study the elements of general and vocational education as they apply to specific service areas, including resource analysis, student organizations, and Cooperative Work Experience. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

BED 553. APPLIED INSTRUCTIONAL STRATEGIES. 3 credits.

Helps students in the identification and development of advanced and effective instructional strategies/models. It includes development of goals, objectives and units. The course includes the development and application of subject area instructional strategies/models, including applied math, writing, communication skills, measurement and evaluation of achievement, and delivery of instruction to at-risk students. **PREREQ:** Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

BED 554. MICRO-TEACHING. 3 credits.

Planning, presenting and evaluating lessons in a micro-teaching lab. It includes application of strategies and subject matter principles and media technology. **PREREQ:** Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

BED 556. LINKING RESEARCH, TEACHING, AND PRACTICE. 3 credits.

This course links research to teaching. Students will work with cooperating teachers and university supervisors to identify and apply research to teaching. **PREREQ:** Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541

(Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

BED 557. ISSUES AND TRENDS IN CURRICULUM AND INSTRUCTION. 3 credits.

Emphasizes trends related to subject matter curriculum issues unique to each program area in vocational education. **PREREQ:** Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

BED 558. IMPROVING VOCATIONAL EDUCATION PROGRAMS. 3 credits.

Stresses evaluation of programs, standardization and accreditation, legislation and state criteria for improving programs. Students will complete work samples, review applied program research, and apply criteria for improving service area programs. **PREREQ:** Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

EDFN 413/513. LITERACY AND COMMUNICATIONS. 3 credits.

A research-based course in reading, writing, listening, speaking, study skills, critical thinking, and creative analysis at grades 5-12, which will emphasize the integrating of communication skills across the curriculum and in the specific content area. **PREREQ:** Admission to Professional Teachers Education Program.

Part of Masters of Arts in Teaching (MAT) degree in the College of Education.

ELED 510. PROFESSIONAL INTERNSHIP. 1-15 credits.

The professional internship will consist of direct, continuous, supervised involvement in elementary or middle school classroom(s). The internship includes 15 weeks of full-time teaching experience with remainder of school year divided between morning and afternoon assignments. PREREQ: Admission to MAT Program.

Part of Masters of Arts in Teaching (MAT) degree in the College of Education.

ELED 550. DEVELOPMENTALLY APPROPRIATE INSTRUCTION. 3 credits.

An advanced course in child development that focuses on designing instructional programs based on the cognitive and social/emotional developmental characteristics of elementary school age children. Students will design developmentally appropriate programs and complete a case study for a selected child or small group of children which delineate a specific area of development. This course is to be taken concurrently with ELED 510. PREREQ: Admission to MAT Program.

Part of Masters of Arts in Teaching (MAT) degree in the College of Education.

ELED 560. RESEARCH IN LEARNING. 3 credits.

Analysis of research in learning applied to classroom teaching. Knowledge base and interpretation of behaviorist and cognitive field theories. Development of direct relationships with classroom learning. Applications to individual disciplines, transfer, and retention. Development of essential learning skills, including development of logical thought and thinking. Evaluation of student progress through assessment in affective, cognitive and psychomotor domains. PREREQ: Admission to MAT Program.

Part of Masters of Arts in Teaching (MAT) degree in the College of Education.

ELED 561. RESEARCH IN INSTRUCTION. 3 credits.

Study of classroom related research in instruction. Planning, organizing, implementing and assessing instruction. Historical perspectives related to contemporary practices including modes of instruction, specific instructional skills, techniques, micro teaching, and programs/projects. Integration of instructional technology into individual and combined disciplines. PREREQ: Admission to MAT Program.

Part of Masters of Arts in Teaching (MAT) degree in the College of Education.

ELED 563. THE DYNAMIC CURRICULUM. 3 credits.

Strong emphasis on evolutionary nature of contemporary curricula. Societal demands, special needs, and impacts on schools. Recognition and accommodation of developmental, sociological/anthropological, psychological, philosophical, and historical influences. Particular relationships to a world view and multi-cultural perspectives. Special structure of the curriculum in developing scope and sequence, in assessing growth in essential learning skills, and in integrating the disciplines in these contents. PREREQ: Admission to MAT Program.

Part of Masters of Arts in Teaching (MAT) degree in the College of Education.

ELED 564. INTEGRATION OF THE DISCIPLINES. 3 credits.

Rationale, procedures, and techniques for selection of developmentally appropriate content, skills, concepts, and generalizations from individual disciplines for inclusion in broad unifying topics for instruction. Instructional and assessment strategies, classroom management and organization, construction and implementation of teacher made/commercial delivery systems. Identification and adaptation of factors unique to particular delivery systems. Identification and adaptation of factors unique to particular disciplines within units of instruction. PREREQ: Admission to MAT Program.

Part of Masters of Arts in Teaching (MAT) degree in the College of Education.

ELED 565. APPLIED RESEARCH PROCEDURES. 3 credits.

Identification, statement of classroom teaching related problems. Quantitative/qualitative design, data gathering and analysis, evaluation implementation and replication. Analysis, selection, and applications of professional literature. Year long research project in public schools. PREREQ: Admission to MAT Program.

Part of Masters of Arts in Teaching (MAT) degree in the College of Education.

ENED 510. PROFESSIONAL INTERNSHIP: ENGLISH EDUCATION. 1-15 credits.

A full-time field experience in which the intern will integrate academic study with classroom teaching experience to learn specific competencies relating to functioning well in the context of the classroom and the school, and demonstrate this competency through the assessment of work by supervisors and by evidence collected and presented in work samples. PREREQ: Admission to MAT Program.

Part of Masters of Arts in Teaching (MAT) degree in the College of Education.

HED 510. PROFESSIONAL INTERNSHIP: HOME ECONOMICS EDUCATION. 1-15 credits.

A full-time field experience in which the intern will integrate academic study with classroom teaching experience to learn specific competencies relating to functioning well in the context of the classroom and the school, and demonstrate this competency through the assessment of work by supervisors and by evidence collected and presented in work samples. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

HED 552. PROGRAM ORGANIZATION AND MANAGEMENT. 3 credits.

Explores the foundations of vocational education, essential learning skills, advisory committees, and development of a vocational education philosophy. Students will study the elements of general and vocational education as they apply to specific service areas, including resource analysis, student organizations, and Cooperative Work Experience. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

HED 553. APPLIED INSTRUCTIONAL STRATEGIES. 3 credits.

Helps students in the identification and development of advanced and effective instructional strategies/models. It includes development of goals, objectives and units. The course includes the development and application of subject area instructional strategies/models, including applied math, writing, communication skills, measurement and evaluation of achievement, and delivery of instruction to at-risk students. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

HED 554. MICRO-TEACHING. 3 credits.

Planning, presenting and evaluating lessons in a micro-teaching lab. It includes application of strategies and subject matter principles and media technology. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education,

Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

HED 556. LINKING RESEARCH, TEACHING, AND PRACTICE. 3 credits.

This course links research to teaching. Students will work with cooperating teachers and university supervisors to identify and apply research to teaching. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

HED 557. ISSUES AND TRENDS IN CURRICULUM AND INSTRUCTION. 3 credits.

Emphasizes trends related to subject matter curriculum issues unique to each program area in vocational education. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

HED 558. IMPROVING VOCATIONAL EDUCATION PROGRAMS. 3 credits.

Stresses evaluation of programs, standardization and accreditation, legislation and state criteria for improving programs. Students will complete work samples, review applied program research, and apply criteria for improving service area programs. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

HLED 510. PROFESSIONAL INTERNSHIP: HEALTH EDUCATION. 1-16 credits.

A full-time field experience in which the intern will integrate academic study with classroom teaching experience to learn specific competencies relating to functioning well in the context of the classroom and the school, and demonstrate this competency through the assessment of work by supervisors and by evidence collected and presented in work samples. PREREQ: Admission to MAT Program.

Course is the professional internship which provides the student with the necessary classroom experience for the MAT.

HLED 580. TRENDS AND RESEARCH ISSUES IN HEALTH EDUCATION. 2 credits.

Introductory course in Health Education in a school setting; historical and philosophical foundations for school health education; current trends explored; research directions examined; health education as a chronology of developmental progress. PREREQ: Admission to MAT Program.

Introductory course for the MAT. Proves an overview of field of health education, introduction to current trends and research in school health education.

HLED 581. PLANNING, ESTABLISHING AND EVALUATING HEALTH EDUCATION PROGRAMS. 3 credits.

Health Education Programs, their planning, implementation and evaluation. School specific, as well as "add on" programs; leadership as a factor in planning, implementing and evaluating; the School Health Coordinator; health evaluation mechanisms and concerns addressed. PREREQ: Admission to MAT Program.

Equips students with knowledge, skills and competencies which will enable students to provide school and school district leadership in health programs.

HLED 583. INTRODUCTION TO INSTRUCTIONAL METHODOLOGY AND ANALYSIS IN HEALTH EDUCATION. 3 credits.

This is a laboratory based class. Course content is directed toward analysis of teaching and introductory teaching methodologies. Students participate in group and self-analysis of teaching

methodologies in a laboratory setting (Teaching Analysis Lab). PREREQ: Admission to MAT Program.

Students have a need to practice and develop basic instructional methodologies in a guided environment. A laboratory based class is essential to the acquisition of teaching competencies.

HLED 584. CURRICULUM DESIGN AND COMMUNITY INVOLVEMENT. 2 credits.

Exploration of Health Education curricula design and development; special consideration to factors which influence the direction of curricula; acceptance of Health Education curricula by multiple community factions; philosophical basis for curricular development; Comprehensive School Health Education (as subject specific); community processes for curricular development. PREREQ: Admission to MAT Program.

Health educators need opportunities to work with community groups in the development of health education curricula. This is a practical course which is both university and community based. The Health education Advisory Committee recommended this as an essential component of the program.

HLED 585. PLANNING, ESTABLISHING AND EVALUATING HEALTH EDUCATION INSTRUCTION. 3 credits.

This course emphasizes processes for planning and establishing instructional environments, as well as processes for evaluating Health Education instruction. PREREQ: Admission to MAT Program.

Course is designed to provide students with foundational knowledge, skills and competencies so they can effectively instruct in the Health Education classroom setting. Establishing a learning environment, evaluation of learning gains and instructional materials is emphasized.

HLED 587. DEVELOPMENT OF INSTRUCTIONAL METHODOLOGY AND ANALYSIS IN HEALTH EDUCATION. 3 credits.

This is a laboratory based class. Course content is directed toward the development of existing teaching methodologies and acquisition of methods which build on those identified in HED 583. Students participate in group and self-analysis of teaching methodologies in a teaching laboratory setting (Teaching Analysis Lab) and in a Health Sciences Laboratory. PREREQ: Admission to MAT Program.

Students need to practice and develop teaching methodologies which necessitate student interaction and the manipulation of problems, the environment and materials. A teaching laboratory and Health Sciences Laboratory will be used to provide this practice.

HLED 588. FACING CONTEMPORARY HEALTH ISSUES. 3 credits.

Emphasis will be placed on: instructional means of dealing with contemporary and often changing health issues; the implications of these issues to participants in the education setting;

adaptation of instructional and unit development process; and management considerations pertinent to contemporary health issues. PREREQ: Admission to MAT Program.

Health issues, particularly those of a critical nature appear to fluctuate and change rapidly. A course which examines the most immediate contemporary issues is needed as health educators are often called upon to assist administration in organizing massive school instruction related to contemporary issues. The Advisory Committee highly recommended a specific course of this nature.

HLED 589. HEALTH EDUCATION LEADERSHIP IN PLANNING, IMPLEMENTING AND EVALUATING HEALTH EDUCATION PROGRAMS. 3 credits.

Focus on this course is on planning, implementation and evaluation of a comprehensive school health education curriculum. This course includes analysis of various district-based plans, as well as analysis of the Oregon Common Curriculum Goals, and Common Knowledge and Skills in Health Education. This course provides students with essential skills needed to develop a comprehensive PP-12 school health education curriculum. PREREQ: Admission to MAT Program.

Comprehensive school health curricula, supplementing a comprehensive school health education program, is needed in nearly every Oregon school district. Curricula need to be continually re-planned, re-implemented and re-evaluated. This course is essential to the MAT as it is intended to accomplish these goals.

HLED 591. REFINEMENT OF INSTRUCTIONAL METHODOLOGIES AND ANALYSIS IN HEALTH EDUCATION. 2 credits.

This is a laboratory based class. Course content is directed toward the refinement of existing teaching methodologies and the acquisition of advanced methods which build on those identified in HED 583 and HED 587. Students participate in group and self-analysis of teaching methodologies in a teaching laboratory setting (Teaching Analysis Lab) and in the university classroom. PREREQ: Admission to MAT Program.

Provides students an opportunity to practice and develop teaching methodologies which involve group processes.

HLED 592. THE HEALTH EDUCATOR AS A PROFESSIONAL. 2 credits.

This is the summative course of the Fifth-Year Teacher Education Program in Health Education. This course addresses the challenges and convictions related to the teaching profession as well as issues which often specifically confront health educators as professionals. PREREQ: All HED courses in the Fifth-Year Teacher Preparation Program - Health Education. PREREQ: Admission to MAT Program.

Final course which provides transition from knowledge, skills of competencies of other courses to the teaching profession. There is a need to address professional issues specific to the Health Educator.

MKED 510. PROFESSIONAL INTERNSHIP: MARKETING EDUCATION. 1-15 credits.

A full-time field experience in which the intern will integrate academic study with classroom teaching experience to learn specific competencies relating to functioning well in the context of the classroom and the school, and demonstrate this competency through the assessment of work by supervisors and by evidence collected and presented in work samples. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

MKED 552. PROGRAM ORGANIZATION AND MANAGEMENT. 3 credits.

Explores the foundations of vocational education, essential learning skills, advisory committees, and development of a vocational education philosophy. Students will study the elements of general and vocational education as they apply to specific service areas, including resource analysis, student organizations, and Cooperative Work Experience. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

MKED 553. APPLIED INSTRUCTIONAL STRATEGIES. 3 credits.

Helps students in the identification and development of advanced and effective instructional strategies/models. It includes development of goals, objectives and units. The course includes the development and application of subject area instructional strategies/models, including applied math, writing, communication skills, measurement and evaluation of achievement, and delivery of instruction to at-risk students. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction

in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

MKED 554. MICRO-TEACHING. 3 credits.

Planning, presenting and evaluating lessons in a micro-teaching lab. it includes application of strategies and subject matter principles and media technology. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

MKED 556. LINKING RESEARCH, TEACHING AND PRACTICE. 3 credits.

This course links research to teaching. Students will work with cooperating teachers and university supervisors to identify and apply research to teaching. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

MKED 557. ISSUES AND TRENDS IN CURRICULUM AND INSTRUCTION. 3 credits.

Emphasizes trends related to subject matter curriculum issues unique to each program area in vocational education. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

MKED 558. IMPROVING VOCATION EDUCATION PROGRAMS. 3 credits.

Stresses evaluation of programs, standardization and accreditation, legislation and state criteria for improving programs. Students will complete work samples, review applied program research, and apply criteria for improving service area programs. **PREREQ:** Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

MUED 591. FOUNDATIONS OF MUSIC EDUCATION. 6 credits.

Music education topics for music teachers in training, including purposes and foundations of music education, research applicable to the teaching of music, and curricular designs and development in public music education. Offered during Winter or Spring term only. Required course for MAT program. **PREREQ:** Admission to MAT Program.

Part of Masters of Arts in Teaching (MAT) degree in the College of Education.

MUED 592. MUSIC TECHNOLOGY. 3 credits.

Specific computer applications for music education incorporating the use of word processing, spread sheets, data bases, graphics, and music processing. Required course in MAT Program. Offered during Winter term. **PREREQ:** Admission to MAT Program.

Part of Masters of Arts in Teaching (MAT) degree in the College of Education.

MUED 510. PROFESSIONAL INTERNSHIP: MUSIC EDUCATION. 1-18 credits.

A full-time field experience in which the intern will integrate academic study with classroom teaching experience to learn specific competencies relating to functioning well in the context of the classroom and the school, and demonstrate this competency through the assessment of work by supervisors and by evidence collected and presented in work samples. PREREQ: Admission to MAT Program.

Part of Masters of Arts in Teaching (MAT) degree in the College of Education.

PED 461/561. CURRENT TRENDS AND RESEARCH ISSUES IN PHYSICAL EDUCATION. 3 credits.

Current trends and research issues in school physical education. Focus on national, state, and local trends, the need for physical activity to promote wellness, general guidelines of curriculum development, introduction to instructional components, research on teacher effectiveness, and developing systematic observation skills. PREREQ: Admission to Professional Teacher Education Program.

Course provides the general framework and background information for the physical education teacher preparation program.

PED 462/562. ANALYSIS OF MOVEMENT SKILLS. 3 credits.

Isolating and analyzing movement tasks; organizing tasks into teachable components; arranging sequences into logical progressions for students; using information feedback to refine skills; extending, refining, and applying movement tasks. PREREQ: Admission to Professional Teacher Education Program.

Course provides students with the ability to analyze and organize movement tasks for teaching.

PED 510. PROFESSIONAL INTERNSHIP: PHYSICAL EDUCATION. 1-15 credits.

A full-time field experience in which the intern will integrate academic study with classroom teaching experience to learn specific competencies relating to functioning well in the context of the classroom and the school, and demonstrate this competency through the assessment of work by supervisors and by evidence collected and presented in work samples. PREREQ: Admission to MAT Program.

Course is the professional internship which provides the student with the necessary classroom teaching experience for the MAT.

PED 563. INSTRUCTIONAL ANALYSIS TECHNIQUES. 2 credits.

Introduction to techniques of instructional analysis. This course provides in-depth information and training in systematic observation techniques, raw data conversion, and inter/intraobserver reliability. PREREQ: Admission to MAT Program.

Course provides in depth information and training in systematic observation techniques, raw data conversion, and inter/intraobserver reliability.

PED 566. INSTRUCTIONAL SKILLS. 4 credits.

Skills of planning, implementing and evaluating programs of instruction in physical education, grades K-12. PREREQ: Admission to MAT Program.

Provides students with the essential skills of planning, implementing and evaluating quality programs in instruction in physical education. The course is the first in a sequence of two courses.

PED 567. INSTRUCTIONAL SKILLS II. 4 credits.

Applying and refining skills of planning, implementing and evaluating programs of instruction in physical education, grades K-12. PREREQ: Admission to MAT Program.

Provides students with opportunity to apply and refine essential skills of planning, implementing and evaluating quality programs of instruction in physical education. The course is the second in a sequence.

PED 568. ADMINISTRATIVE AND CURRICULAR PRACTICES IN PHYSICAL EDUCATION. 3 credits.

Curricular programs and variations from kindergarten through grade twelve, administrative policies and practices. PREREQ: Admission to MAT Program.

Provides students with the understanding of and ability to develop curricular programs for use at district and school level. Students will demonstrate an understanding of administrative policies and practices which are needed for the effective operation of a school physical education program.

PED 569. THE PHYSICAL EDUCATOR AS A PROFESSIONAL. 1 credit.

Transitioning to teaching, developing a portfolio, certification, obtaining a position, teacher burnout, professionalism, problems of first year teachers, developing patterns of behavior which lead to a successful career. PREREQ: Admission to MAT Program.

Helps students make the transition from the University to the public schools. The focus is on professionalism and the factors need to become a true professional.

SED 412. INSTRUCTIONAL TECHNOLOGY AND TEACHING MATHEMATICS. 3 credits.

A laboratory course designed to provide the preservice mathematics teacher with experience with instructional tools for teaching secondary mathematics in the twenty-first century. Instruction with computers includes: educational software and LOGO programming as tools for learning mathematics; computer managed instruction tools. Instruction emphasizes the integration of computer activities and calculator activities with manipulatives for the presentation of mathematical concepts. PREREQ: Admission to Professional Teacher Education Program.

SED 412 and SED 452 are part of the fifteen-hour core in the Professional Teacher Education program. These courses provide the introduction to teaching mathematics, the strategies and methods and the use of a variety of instructional tools (including the integration of calculators and computers) to assist in learning mathematics. Students must complete these two courses and the nine education

core prior to being admitted to the Masters of Arts in Teaching degree program. These courses provide preparatory work for the graduate degree, i.e., a synthesis of the work that was provided in the undergraduate teacher certification program that is being eliminated.

SED 413. INSTRUCTIONAL TECHNOLOGY AND TEACHING SCIENCE. 3 credits.

A laboratory course designed to provide the preservice science teacher with instructional tools for teaching secondary science in the twenty-first century. Instruction with computers includes: educational software for learning science and real-time data collection in the science laboratory; computer managed instruction tools. Instruction emphasizes the integration of computer activities and calculator activities for the presentation of science concepts. PREREQ: Admission to Professional Teacher Education Program.

SED 412 and SED 452 are part of the fifteen-hour core in the Professional Teacher Education program. These courses provide the introduction to teaching science, the strategies and methods and the use of a variety of instructional tools (including the integration of calculators and computers) to assist in learning science. Students must complete these two courses and the nine education core prior to being admitted to the Masters of Arts in Teaching degree program. These courses provide preparatory work for the graduate degree, i.e., a synthesis of the work that was provided in the undergraduate teacher certification program that is being eliminated.

SED 452. MATHEMATICS METHODS/PRACTICUM I. 3 credits.

Methods and problems in planning for mathematics instruction, selecting teaching strategies, organizing materials, evaluating student progress, and managing student behavior. PREREQ: Admission to Professional Teacher Education Program.

SED 412 and SED 452 are part of the fifteen-hour core in the Professional Teacher Education program. These courses provide the introduction to teaching mathematics, the strategies and methods and the use of a variety of instructional tools (including the integration of calculators and computers) to assist in learning mathematics. Students must complete these two courses and the nine education core prior to being admitted to the Masters of Arts in Teaching degree program. These courses provide preparatory work for the graduate degree, i.e., a synthesis of the work that was provided in the undergraduate teacher certification program that is being eliminated.

SED 453. SCIENCE METHODS/PRACTICUM I. 3 credits.

The course is designed to allow each student to develop the theoretical background, practical knowledge, and skills which are essential for successful science teaching. Specific emphasis is placed upon instructional methods/modes, curriculum development, contemporary science curriculum goals and instructional planning. PREREQ: Admission to Professional Teacher Education Program.

SED 412 and SED 452 are part of the fifteen-hour core in the Professional Teacher Education program. These courses provide the introduction to teaching science, the strategies and methods and the use of a variety of instructional tools (including the

integration of calculators and computers) to assist in learning science. Students must complete these two courses and the nine education core prior to being admitted to the Masters of Arts in Teaching degree program. These courses provide preparatory work for the graduate degree, i.e., a synthesis of the work that was provided in the undergraduate teacher certification program that is being eliminated.

SED 510. PROFESSIONAL INTERNSHIP: SCIENCE/MATHEMATICS EDUCATION. 3-12 credits.

A full-time field experience in which the intern will integrate academic study with classroom teaching experience to learn specific competencies relating to functioning well in the context of the classroom and the school, and demonstrate this competency through the assessment of work by supervisors and by evidence collected and presented in work samples. PREREQ: Admission to MAT Program.

SED 510 is the student internship, different from student teaching by the fact that students will be required to do action research while teaching. The intent is to have students recognize the role of the teacher in a more full extent. This course is Winter term of the Masters of Arts in Teaching program. A 3 credit hour version is in Fall term with SED 511.

SED 511. DIRECTED ACTIVITIES IN TEACHING/LEARNING. 3 credits.

A practicum designed to provide the preservice science/mathematics teacher with experience with the organization in the secondary science/mathematics curriculum, the students in the science/mathematics setting and with administrative and instructional activities of the secondary science/mathematics teacher. The practicum begins in late August to provide observation and experience with the process of beginning the school year. PREREQ: Admission to MAT Program.

SED 511 and a 3-credit SED 510 (Internship) combine to introduce the students to the practical aspects of teaching science and mathematics, especially. This practical experience must be taken the first term (Fall) of the Masters of Arts in Teaching program. Students will begin the school year with the public schools. SED 511 will be used to teach the students observation skills; they will practice the observational skills in the classrooms and conduct mini action research projects in the classrooms. They will be asked to observe teaching methods and strategies, the use of the variety of instructional tools, how students learn science and mathematics.

SED 515. PROFESSIONAL INTERNSHIP FOR SCIENCE/MATHEMATICS. 3 credits.

On-campus instruction integrated with the full-time, supervised teaching experience of the preservice science/mathematics teacher. PREREQ: Admission to MAT Program.

SED 515 is a campus based course that will enhance the student internship, assisting the students in assuming full responsibility for teaching, including action research projects.

SED 552. MATHEMATICS METHODS/PRACTICUM II. 3 credits.

Methods and problems in planning for mathematics instruction using activity and laboratory approach. Includes electing teaching strategies, organizing materials, evaluating student progress, and managing student behavior. Practical experience in using current manipulatives, models and technology. PREREQ: Admission to MAT Program.

SED 552 and SED 562 combine to have the student study more advanced teaching strategies and methods and to practice those strategies in a microteaching setting. These two courses must be taken the first term (Fall) of the Masters of Arts in Teaching program along with the SED 511 and SED 510 practical experiences so that students will be asked to also observe the strategies used in the actual mathematics classroom.

SED 553. SCIENCE METHODS/PRACTICUM II. 3 credits.

Methods and problems in planning for science instruction using an activity and laboratory approach. Includes selecting teaching strategies, organizing materials, evaluating student progress, and managing student behavior. Practical experience in setting up laboratory activities, in presenting demonstrations, in program planning, maintaining and designing laboratory materials. PREREQ: Admission to MAT Program.

SED 553 and SED 563 combine to have the student study more advanced teaching strategies and methods and to practice those strategies in a microteaching setting. These two courses must be taken the first term (Fall) of the Masters of Arts in Teaching program along with the SED 511 and SED 510 practical experiences so that students will be asked to also observe the strategies used in the actual science classroom.

SED 562. MATHEMATICS MICROTEACHING LABORATORY. 3 credits.

Develop, practice and improve specific instructional skills, strategies, and modes in small-group teaching learning situations with video-tape feedback and critique by self, peers and supervisor. For mathematics preservice teachers. PREREQ: Admission to MAT Program.

SED 552 and SED 562 combine to have the student study more advanced teaching strategies and methods and to practice those strategies in a microteaching setting. These two courses must be taken the first term (Fall) of the Masters of Arts in Teaching program along with the SED 511 and SED 510 practical experiences so that students will be asked to also observe the strategies used in the actual mathematics classroom.

SED 563. SCIENCE MICROTEACHING LABORATORY I. 3 credits.

Develop, practice, and improve specific instructional skills, strategies, and modes in small-group teaching learning situations with video-tape feedback and critique by self, peers and supervisor. For science preservice teachers. PREREQ: Admission to MAT Program.

SED 553 and SED 563 combine to have the student study more advanced teaching strategies and methods and to practice those strategies in a microteaching setting. These two courses must be taken the first term (Fall) of the Masters of Arts in

Teaching program along with the SED 511 and SED 510 practical experiences so that students will be asked to also observe the strategies used in the actual science classroom.

SED 582. MATHEMATICS PEDAGOGY A, B, C, D. 2 credits each.

These courses are designed to allow each student to develop pedagogical content knowledge. Specific emphasis is placed upon classroom tested instructional activities and approaches as presented by actual mathematics secondary school classroom teachers. Each course addresses a specific theme of the 6-12 mathematics curriculum. Students in the MAT program are required to take at least two of these courses (2 credits Fall Term and 2 credits Spring Term). May be repeated for credit. PREREQ: Admission to MAT Program.

SED 582, mathematics pedagogy classes, are required both Fall term and Spring term of the Masters of Arts in Teaching program. The 2-credit courses deal with specific themes of the secondary mathematics curriculum. Classroom teachers will provide practical nature to the teaching of the themes. These courses will help students become more familiar with the actual mathematics curriculum and will help students begin to reflect on the teaching of that curriculum.

SED 583. SCIENCE PEDAGOGY A, B, C, D. 2 credits each.

These courses are designed to allow each student to develop pedagogical content knowledge. Specific emphasis is placed upon classroom tested instructional activities and approaches as presented by actual science secondary school classroom teachers. Each course addresses a specific theme of the 6-12 science curriculum. Students in the MAT program are required to take at least two of these courses (2 credits Fall Term and 2 credits Spring Term). May be repeated for credit. PREREQ: Admission to MAT Program.

SED 583, science pedagogy classes, are required both Fall term and Spring term of the Masters of Arts in Teaching program. The 2-credit courses deal with specific themes of the secondary science curriculum. Classroom teachers will provide practical nature to the teaching of the themes. These courses will help students become more familiar with the actual science curriculum and will help students begin to reflect on the teaching of that curriculum.

SED 585. MATHEMATICS/SCIENCE CURRICULUM PRACTICUM. 5 credits.

The aim of Mathematics/Science Education for the 1990's is to develop mathematics, science, and technological literacy for all citizens. This aim emphasizes a general understanding of mathematics, science, and technology including knowledge, processes, applications, and information concerning opportunities for those interested in careers in mathematics and science. To accomplish this goal, each participant will gain exposure to science, mathematics and technology in the everyday lives and work places of future citizens. Through this exposure the beginning teacher will gain an in-depth knowledge of appropriate curriculum content and structure. PREREQ: Admission to MAT Program.

SED 585 is a culminating course for the Masters of Arts in Teaching program for science and mathematics education. Students at this point will become curriculum developers, curriculum analysts, looking at the curriculum for today and tomorrow.

They will be required to integrate all aspects of the professional teacher education program.

TED 465. RESEARCH AND EXPERIMENTATION. 3 credits.

Application of research procedures to the processing of industrial materials; identification of manufacturing problems; specification of alternative processes, application of appropriate solutions, and evaluation of actions. PREREQ: Admission to Professional Teachers Education Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

TED 481. FOUNDATIONS OF INDUSTRIAL EDUCATION. 3 credits.

Overview and analysis of historical perspectives, state and federal guidelines, goals and objectives, and contemporary programs in industrial education. PREREQ: Admission to Professional Teachers Education Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

TED 510. PROFESSIONAL INTERNSHIP: INDUSTRIAL EDUCATION. 1-15 credits.

A full-time field experience in which the intern will integrate academic study with classroom teaching experience to learn specific competencies relating to functioning well in the context of the classroom and the school, and demonstrate this competency through the assessment of work by supervisors and by evidence collected and presented in work samples. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction

in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

TED 552. PROGRAM ORGANIZATION AND MANAGEMENT. 3 credits.

Explores the foundations of vocational education, essential learning skills, advisory committees, and development of a vocational education philosophy. Students will study the elements of general and vocational education as they apply to specific service areas, including resource analysis, student organizations, and Cooperative Work Experience. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

TED 553. APPLIED INSTRUCTIONAL STRATEGIES. 3 credits.

Helps students in the identification and development of advanced and effective instructional strategies/models. It includes development of goals, objectives and units. The course includes the development and application of subject area instructional strategies/models, including applied math, writing, communication skills, measurement and evaluation of achievement, and delivery of instruction to at-risk students. PREREQ: Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

TED 554. MICRO-TEACHING. 3 credits.

Planning, presenting and evaluating lessons in a micro-teaching lab. It includes application of strategies and subject matter principles and media technology. **PREREQ:** Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

TED 556. LINKING RESEARCH, TEACHING, AND PRACTICE. 3 credits.

This course links research to teaching. Students will work with cooperating teachers and university supervisors to identify and apply research to teaching. **PREREQ:** Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

TED 557. ISSUES AND TRENDS IN CURRICULUM AND INSTRUCTION. 3 credits.

Emphasizes trends related to subject matter curriculum issues unique to each program area in vocational education. **PREREQ:** Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510

(Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

TED 558. IMPROVING VOCATIONAL EDUCATION PROGRAMS. 3 credits.

Stresses evaluation of programs, standardization and accreditation, legislation and state criteria for improving programs. Students will complete work samples, review applied program research, and apply criteria for improving service area programs. **PREREQ:** Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

VED 441/541. INTRODUCTION TO VOCATIONAL EDUCATION. 1 credit.

Introduction to issues, concerns and fundamental principles of vocational and technological education. **PREREQ:** Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

VED 540. SPECIAL TOPICS. 1 credit.

Current issues and trends in specific topics of concern to practitioners in vocational education and related fields. May be repeated. **PREREQ:** Admission to MAT Program.

This is one component of a developmental sequence of courses that allows teacher education students to acquire a theoretical foundation for curriculum and instruction in their vocational and technical education specialties (Agricultural Education, Business Education, Home Economics Education, Industrial Education and Marketing Education). They then build their capabilities as beginning teachers

through the application of this foundation. The sequence of courses are: 441/541 (Introduction to Vocational Education), 552 (Program Organization and Management), 553 (Applied Instructional Strategies), 554 (Microteaching), 510 (Professional Internship), 556 (Research, Teaching and Practice), 557 (Issues and Trends in Curriculum and Instruction), and 558 (Improving Vocational Education Programs).

TO: Faculty Senators

**FROM: Mike Martin,
Faculty Senate President**

Attached are (1) an addendum to the College of Education's Category I - Master of Arts in Teaching proposal and (2) a comment from Professor Michael Shaughnessy who will be unable to attend the Senate session on Friday, June 8.

EXTENDED OSSHE FORMAT FOR CATEGORY I PROPOSALS

Oregon State University
College of Education

PROPOSAL FOR THE INITIATION OF A MASTER OF ARTS IN TEACHING

DESCRIPTION OF PROPOSED PROGRAM

1. DEFINITION OF ACADEMIC AREA

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

In compliance with the new policies of the Oregon State System of Higher Education (OSSHE) and standards of the Oregon Teacher Standards and Practices Commission (TSPC), the College of Education proposes a new Professional Teacher Education Program. This program is intended to prepare potential teachers in public schools.

The Professional Education aspect of the program consists of a nine-hour concentration in education and six hours of professional course work in the teaching area taken at the upper division or graduate levels, and a forty-eight-hour graduate degree program culminating in a Master of Arts in Teaching (MAT) degree. The MAT graduate will be eligible for basic certification and will have completed all academic requirements for standard certification.¹

The MAT includes a professional education concentration (3 hours), professional course work in the teaching specialty (18 - 21 hours), professional internship (15 - 18 hours), and graduate electives in the subject matter specialization (minimum of 9 hours).

The MAT is an exception to existing Graduate School requirements of a minor and a foreign language in a Master of Arts degree.

The program described herein proposes to eliminate the current undergraduate teacher certification programs in Education.

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

Students enrolling in the Professional Teacher Training Program may specialize in:

- ♦ Agriculture Education
- ♦ Biology Education
- ♦ Business Education
- ♦ Chemistry Education
- ♦ Elementary Education

¹ Students will be able to enroll either in a five-year integrated program or in an intensive fifth-year postbaccalaureate program.

Biological Science
Earth Science
Individualized Programs

- ♦ Elective seminars at the freshman, sophomore, and junior levels have been established for the purpose of developing the relationship among subject matter taken for the bachelor's degree, the same subject matter as it is translated into public school curriculum, and as it is adapted into the actual teaching of subject matter in the classroom. Processes and procedures used by professionals in their respective disciplines will be a major focus. These seminars will be taught by a team composed of a representative of the discipline, a teacher educator, and a public school teacher or administrator.

Professional Core

All students in the Elementary Professional Teacher Education Program will include the following courses in the Professional Core:

EDFN 416/516 Students & Teachers, Schools and Communities (3 hours)
EDFN 412/512 Human Development and School Learning (3 hours)
EDFN 541 Advanced Developmental Reading: K-12 (3 hours)
EDFN 549 The Educationally Diverse Learner (3 hours)
ELED 565# Applied Research Procedures (3 hours)

Graduate Elementary Professional Education Courses (18 hours)

EDFN 548 Language, Reading & Cognitive Development (3 hours)
ELED 550# Developmentally Appropriate Instruction (3 hours)
ELED 560# Research in Learning (3 hours)
ELED 561# Research in Instruction (3 hours)
ELED 563# The Dynamic Curriculum (3 hours)
ELED 564# Integration of the Disciplines (3 hours)

Professional Internship (18 hours)

ELED 510# Professional Internship (15 hours)
ELED 521 Special Topics: The Teacher as a Professional (3 hours)
New Courses. See Appendix D.

Professional Internship

The professional internship includes a 15-week experience during which the candidate is involved in teaching full days. The Professional Internship is preceded by a half day morning practicum Fall term, and is followed by a second half day afternoon practicum/laboratory during the Spring term which follows completion of the internship. Candidates will be assigned to schools in cooperative learning groups of 3-5 under the supervision of a department graduate faculty member who will become a contributing member of the staff of the assigned school. Cooperative learning groups are expected to participate in shared decision making processes, including school-wide planning.



OREGON STATE UNIVERSITY

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June 4, 1990

TO: Faculty Senators

FROM: Mike Shaughnessy, Mathematics

SUBJECT: College of Education Category I Curriculum Proposal

Two years ago this month, almost to the day, the College of Education brought a preliminary version of a proposal for changes in its teacher preparation and certification program before the Faculty Senate. Fully two-thirds of the present faculty senators were not on the senate at that time. Thus I feel compelled to write this letter to recall some of the concerns that were raised in the senate then over the proposed changes. The senate was assured that its concerns would be addressed head on in the final proposal. Unfortunately many of those same concerns still exist in the proposal that is before you today.

The voiced spirit of a five year teacher education program has been to improve the academic background of prospective teachers at OSU. It is in this spirit that I raise these concerns once again.

1) What are the entrance criteria for students to get into this program?

This was a primary concern in the preliminary proposal. The school of education promised to address this issue in the final proposal. Yet, the only entrance requirement listed is the standard requirement for admission to graduate school (p.7). According to this document, at the secondary level, an undergraduate degree in the content area to be taught (English for prospective English teachers, Health and PE for prospective Health and PE teachers, Mathematics for prospective Mathematics teachers) will not be a requirement for admission into the MAT program. What specific level of expertise in the content area to be taught will be required for entrance into the program for secondary teachers? Under the old teacher education program, some areas required either a major in the content area (Health and PE) or significant coursework in the content area (mathematics). Now those requirements have either been softened to mere recommendations, or deleted altogether. Thus, at the secondary level, this new program is taking a step backwards in the academic preparation of secondary teachers at OSU, rather than strengthening it.

2) What are the academic pre-professional requirements for acceptance into the 5-year program?

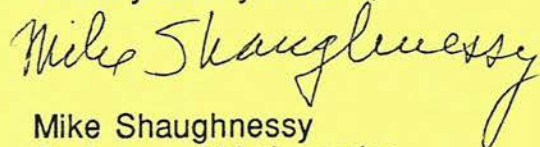
The elementary portion of this proposal has been circulating an excellent plan for "pre-professional" education at OSU, with core coursework in many content areas, and several options for an undergraduate degree. Unfortunately, this pre-professional component has not been attached to the document that is before you today. Will the coursework suggested in that pre-professional core be required for admission into the elementary MAT program? At the secondary level there is no such corresponding plan for a pre-professional core, with general coursework recommendations. Why not?

3) What will the role of the school of Education be in advising undergraduates?

Who will do the advising at the undergraduate level? For example, under one Baccalaureate Degree Recommendation of this document (pp 19-20) it is stated that upon admission an advisor in the School of Education will be assigned to an undergraduate. Is the School of Education back in the business of undergraduate advising, and if so, how does this relate to the requirement that undergraduates must take a major in a content area in another department? Will an undergraduate have two academic advisors? This does not seem to be a good use of student or faculty time.

It is unfortunate that once again the College of Education has waited until the last minute before bringing this document before the senate. In my opinion, it is reprehensible. The fact that teacher education will involve a five-year program is something that has been decided for us. However the nature and character of the program itself is in all of our hands to decide. I urge the senate to amend this document so that an undergraduate degree in the content area to be taught is a requirement for entrance into the secondary MAT program. I also recommend that the senate obtain clarification on the nature of preprofessional coursework outside of education, and on the question of advising. Do not be pressured into a hasty decision at the end of a long hard academic year. Two years has been a long enough time for the College of Education to get its act together on this program, and to address the concerns that the senate raised in June of 1988.

Thank you for your time,



Mike Shaughnessy
Professor of Mathematics

VED 540## Special Topics (3 hours)

AED 552## Program Organization and Management (3 hours)

AED 553## Applied Instructional Strategies (3 hours)

AED 554## Micro-Teaching (3 hours)

AED 556## Linking Research, Teaching, & Practice (3 hours)

AED 557## Issues & Trends in Curriculum & Instruction (3 hours)

AED 558## Improving Vocational Education Programs (3 hours)

Professional Internship (15 credit hours)

AED 510## Professional Internship: Agriculture Education

Graduate Electives in Agriculture (9 credit hours)

Existing courses

New courses. See Appendix P.

Distribution of Business Education Courses

Professional Core (12 credit hours)

Upper Division/Graduate Business Education Courses (6 credit hours)

BED 414/514# Introduction to Business & Marketing Education (3 hours)

BED 415/515# Technological Applications (3 hours)

Graduate Business Education Professional Courses (22 credit hours)

VED 441/541## Introduction to Vocational Education (1 hour)

VED 540## Special Topics (3 hours)

BED 552## Program Organization and Management (3 hours)

BED 553## Applied Instructional Strategies (3 hours)

BED 554## Micro-Teaching (3 hours)

BED 556## Linking Research, Teaching, & Practice (3 hours)

BED 557## Issues & Trends in Curriculum & Instruction (3 hours)

BED 558## Improving Vocational Education Programs (3 hours)

Professional Internship (15 credit hours)

BED 510## Professional Internship: Business Education

Graduate Electives College of Business (9 credit hours)

Existing courses

New courses. See Appendix Q.

Distribution of Home Economics Education Courses

Professional Core (12 credit hours)

Upper Division Home Economics Education Courses (6 credit hours)

HECE 330# Developing Programs for Family Focused Professionals (4 hours)

HECE 340# Implementing Programs for Family Focused Professionals (4 hours)

Graduate Home Economics Education Professional Courses (22 credit hours)

VED 441/541## Introduction to Vocational Education (1 hour)

VED 540## Special Topics (3 hours)

HED 552## Program Organization and Management (3 hours)

HED 553## Applied Instructional Strategies (3 hours)

HED 554## Micro-Teaching (3 hours)

HED 556## Linking Research, Teaching, & Practice (3 hours)

HED 557## Issues & Trends in Curriculum & Instruction (3 hours)

HED 558## Improving Vocational Education Programs (3 hours)

Professional Internship (15 credit hours)

HED 510## Professional Internship: Home Economics Education

Graduate Electives Home Economics (9 credit hours)

Existing courses

New courses. See Appendix R.

Distribution of Industrial Education Courses

Professional Core (12 credit hours)

Upper Division Industrial Education Courses (6 credit hours)

TED 465## Research and Experimentation (3 hours)

TED 481## Foundations of Industrial Education (3 hours)

Graduate Industrial Education Professional Courses (22 credit hours)

VED 441/541## Introduction to Vocational Education (1 hour)

VED 540## Special Topics (3 hours)

TED 552## Program Organization and Management (3 hours)

TED 553## Applied Instructional Strategies (3 hours)

TED 554## Micro-Teaching (3 hours)

TED 556## Linking Research, Teaching, & Practice (3 hours)

TED 557## Issues & Trends in Curriculum & Instruction (3 hours)

TED 558## Improving Vocational Education Programs (3 hours)

Professional Internship (15 credit hours)

TED 510## Professional Internship: Industrial Education

Graduate Electives in Technology Education (9 credit hours)

Existing courses

New courses. See Appendix S.

Distribution of Marketing Education Courses

Professional Core (12 credit hours)

Upper Division Marketing Education Courses (6 credit hours)

BED 414/514# Introduction to Business & Marketing Education (3 hours)

BED 415/515# Technological Applications (3 hours)

Graduate Marketing Education Professional Courses (22 credit hours)

VED 441/541## Introduction to Vocational Education (1 hour)

VED 540## Special Topics (3 hours)

MKED 552## Program Organization and Management (3 hours)

MKED 553## Applied Instructional Strategies (3 hours)

MKED 554## Micro-Teaching (3 hours)

MKED 556## Linking Research, Teaching, & Practice (3 hours)

MKED 557## Issues & Trends in Curriculum & Instruction (3 hours)

MKED 558## Improving Vocational Education Programs (3 hours)

Professional Internship (15 credit hours)

MKED 510## Professional Internship: Marketing Education

Graduate Electives College of Business (9 credit hours)

Existing courses

New courses. See Appendix T.

Professional Internship

Students will be given the option to participate in undergraduate field experiences in the middle school and high school. Students will be placed in their subject matter areas to observe, plan and teach. A seminar will be conducted as part of the internship.

The students return to campus for the regular fall term at OSU. They will be enrolled in specified course work and will continue working with their fall internship mentor teacher and OSU supervisor. These three parties will meet to assist the student in curriculum development and in planning instructional strategies.

In the winter term the students participate in a full-time professional internship at the same sites that they were placed in during the fall term. A "Linking Research and Practice" course will be tied into the professional internship.

Distinctive Features

- ♦ Partnerships with business and industry through occupational internships.
- ♦ Blend of courses and activities in general and vocational education and in the service areas (Agriculture Education, Business Education, Home Economics Education, Marketing Education, and Industrial Education).

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

Elements of this course of study can be found in the current undergraduate and graduate teacher preparation programs as described in the current catalog.



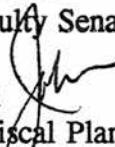
OREGON
STATE
UNIVERSITY

Women's Building 120
Corvallis, Oregon
97331-6802

Telephone
503-737-3257
Fax
503-737-2400

May 27, 1990

TO: Michael V. Martin
President, Faculty Senate

FROM: John M. Dunn 
Budgets and Fiscal Planning Committee

RE.: MAT Proposal

The Budgets and Fiscal Planning Committee has spent a considerable amount of time reviewing the proposed MAT degree. In addition, conversations have been held with representatives from the College of Education. Our committee understands the rationale for the degree and supports the effort to improve teacher education. In this respect, we support the proposal. There are, however, some aspects of the proposal which have long-term fiscal impact. These include:

1. The OSSHE decision to charge undergraduate rather than graduate fees for graduate courses to be taken in the fifth year of the program.
2. The increase in internship stipend from \$100 to \$1000 to be paid to cooperating teachers.
3. The proposal rests on the need to develop cooperative agreements with other OSU colleges. To this date, only one agreement has been reached. All agreements will have a fiscal impact.
4. The fifth year program will shift students from a major in Education to another field of study within OSU. The costs of such a shift are difficult to determine and, therefore, the fiscal impact on other units uncertain.
5. Some aspects of the proposal are incomplete e.g. the proposed teaching field in social science is to be developed. This makes determination of budget impact difficult.
6. Although there is no projected increase in budget to accommodate the new degree, there is potential increase for faculty workload related to the nature of the internship and associated internship report.

JMD:mm

c: Charles Carpenter
Dean Barr

FACULTY SENATE RECEPTION

Thursday, October 4, 1990; 2:30 pm - 3:00 pm

Myrtle Tree Alcove
LaSells Stewart Center

Reception hosted by the Academic Affairs Office, Graham Spanier, Provost and Vice President for Academic Affairs, and the Faculty Senate Office. Please plan to attend the reception.

FACULTY SENATE AGENDA

Thursday, October 4, 1990; 3:00 pm - 5:00 pm

Construction & Engineering Hall
LaSells Stewart Center

The agenda for the October Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the June Senate meeting, as published and distributed to the faculty.

A. SPECIAL REPORTS

1. Address by Provost & Vice President Graham Spanier
Provost Spanier will address the Senate on the state of the University and goals and plans for the coming year.
2. Admissions Office Update
Kay Conrad, Director of Admissions, will discuss expected changes and initiatives which may occur in the Admissions Office now that the positions of Registrar and Admissions Director have been split.
3. Library Expansion
Mel George, Director of Kerr Library, will provide an overview of plans for the expansion of OSU's Library.
4. Legislative Expectations
Roger Bassett, Legislative Liaison for the Chancellor's Office, will share his observations about what Higher Education can expect from the 1991 Legislature.

B. INFORMATION ITEMS

1. Executive Office Response

Attached are Provost Spanier's responses to the Faculty Senate actions of June 7 and 8, 1990. (pp. 1 - 2)

2. Nominations Committee

Gary Tiedeman, Nominations Committee Chair, is accepting recommendations for: (1) President-Elect, (2) Executive Committee members, and (3) Interinstitutional Faculty Senate representatives. Please forward your nominations to him in care of the Faculty Senate Office.

3. Faculty Senate Calendar

Please reserve the following dates for Faculty Senate meetings. All meetings have been scheduled in the Construction and Engineering Hall of the LaSells Stewart Center, unless otherwise noted.

November 1, 1990

December 6, 1990 - Austin Auditorium

January 10, 1991

February 7, 1991

March 7, 1991

April 4, 1991 - Austin Auditorium

May 2, 1991

June 6, 1991

C. ANNUAL REPORTS

All Senate committees and councils are expected to report annually to the Senate and to describe their work for the year. Below is a list of reports that are attached. In most instances, the reports are for the information of the Senate, and committee chairs may not be present at the Senate meeting. These reports contain no specific recommendations, although several express views upon which further consideration could be taken. Questions regarding a report should be directed to the chair (prior to the meeting, through the departmental affiliation), or the Senate president, if appropriate. (Most reports appeared in the May and June agendas.)

Academic Advising Committee, Tom Murphy, Chair (p. 3)

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

E. NEW BUSINESS

**IN ORDER TO PROPERLY RECORD MINUTES OF THE SENATE MEETING,
ALL SENATORS ARE REMINDED TO IDENTIFY THEMSELVES
AND THEIR COLLEGE AFFILIATION WHEN RISING TO SPEAK.**

PROVOST AND
VICE PRESIDENT FOR
ACADEMIC AFFAIRS

Office of the Provost

June 29, 1990

MEMORANDUM

TO: Mike Martin, President, Faculty Senate

FROM: Graham B. Spanier *Graham B. Spanier*
Provost and Vice President for Academic Affairs

RE: Faculty Senate Actions of June 7 and 8, 1990



OREGON
STATE
UNIVERSITY

Administrative Services A624
Corvallis, Oregon
97331-2428

Telephone
503-737-2111

Fax
503-737-2400

1. Approval of the 1990 graduates was noted at the recent commencement exercises.
2. The ROTC resolution will be forwarded, along with the university policy statement, to the Secretary of Defense, Oregon senators and members of Congress, and other key individuals. A letter from President Byrne will accompany the resolution urging policy makers to change policy.
3. We support the changes you made in your committee structure and committee standing rules.
4. The Faculty Senate recommendation on the waiver of confidentiality is noted. I will be responding to you in a separate letter on this matter.
5. The vote on undergraduate certificate programs is noted.
- 6a. The masters proposal in applied anthropology has been referred back to the Dean of the College of Liberal Arts with a request that further discussion take place with the University of Oregon regarding their objections. It is not likely that this proposal will make it through the system with such an objection, thus I am reluctant to bring it forward until such support is possible.
- 6b., 6c., 6d. The proposals pertaining to Bioresources Engineering have been forwarded to the Chancellor.

Mike Martin
Page 2
June 29, 1990

- 6e. The proposal on Technology Education is being prepared for forwarding to the Chancellor.
- 6f. The proposal for the MAT in Education has been forwarded to the Chancellor.



OREGON
STATE
UNIVERSITY

GBS/nrh

c: John Byrne
John Dunn
Bruce Shepard



OREGON STATE UNIVERSITY
Moreland 102 · Corvallis, Oregon 97331-5303
Telephone 503-737-2311

July 9, 1990

TO: Faculty Senate
FROM: Thomas A. Murphy, Chair
Academic Advising Committee
RE: Annual Report

The Academic Advising Committee met three times during the 1989-90 academic year. Several topics were discussed including:

1. Defining the role, responsibilities and functions of the Academic Advising Committee
2. Clarifying the relationship of the Academic Advising Committee to other organizations such as the Academic Advising Council and the Academic Services Center.
3. Evaluating the availability and quality of advising on campus.

In addition the chair of this committee met with the chairs of the Advancement of Teaching Committee, the Instructional Media Committee and the chair and several members of the Faculty Senate Committee in Committees regarding possible restructuring of the committees.

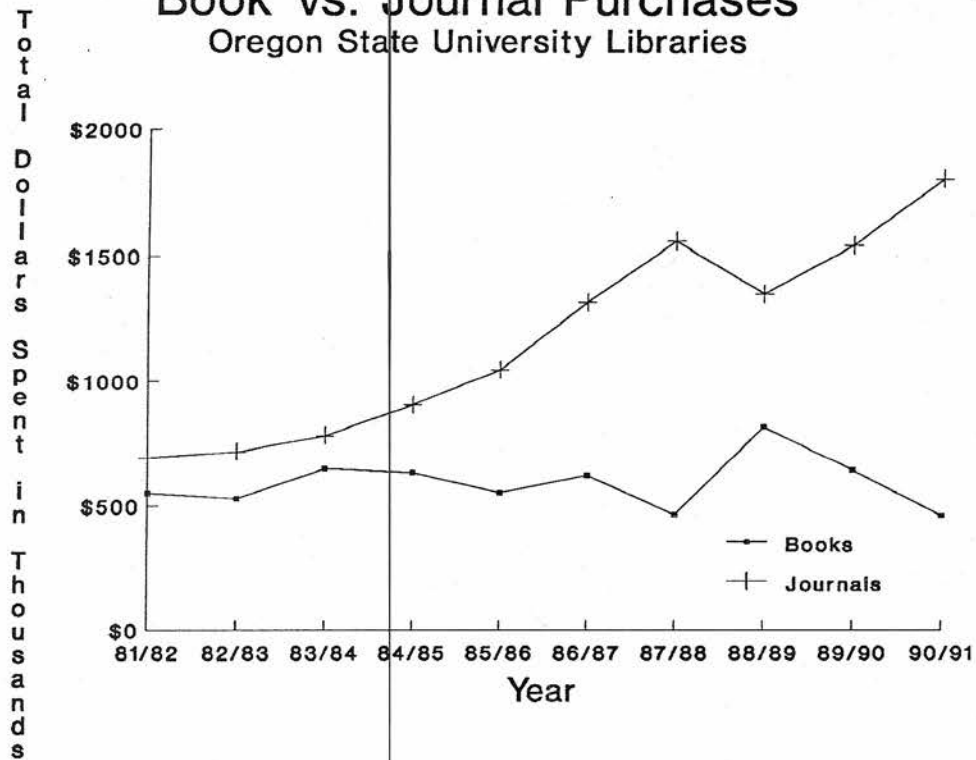
Through these discussions it became apparent that the charge for our committee was unclear and ambiguous. The consensus of our committee was that:

1. The Academic Advising Committee be confirmed as a separate committee.
2. The Academic Advising Committee be given a more explicit mission with specific responsibilities to include an annual review of advising on campus.
3. The Academic Advising Committee have formal representation on the Academic Advising Council.
4. Student members on the Academic Advising Committee be appointed for more than one year in order to increase the continuity from year to year.

Book vs. Journal Purchases

Oregon State University Libraries

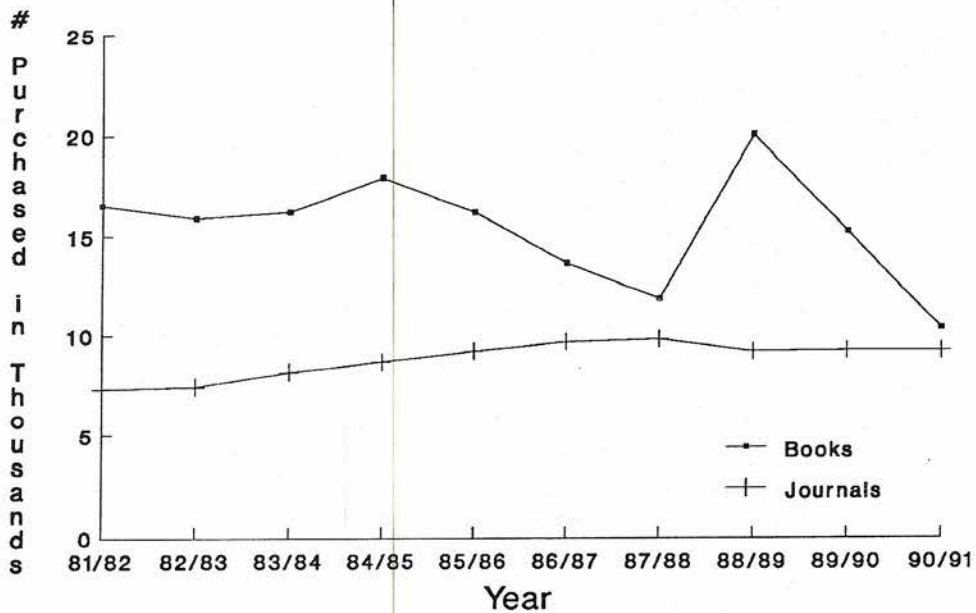
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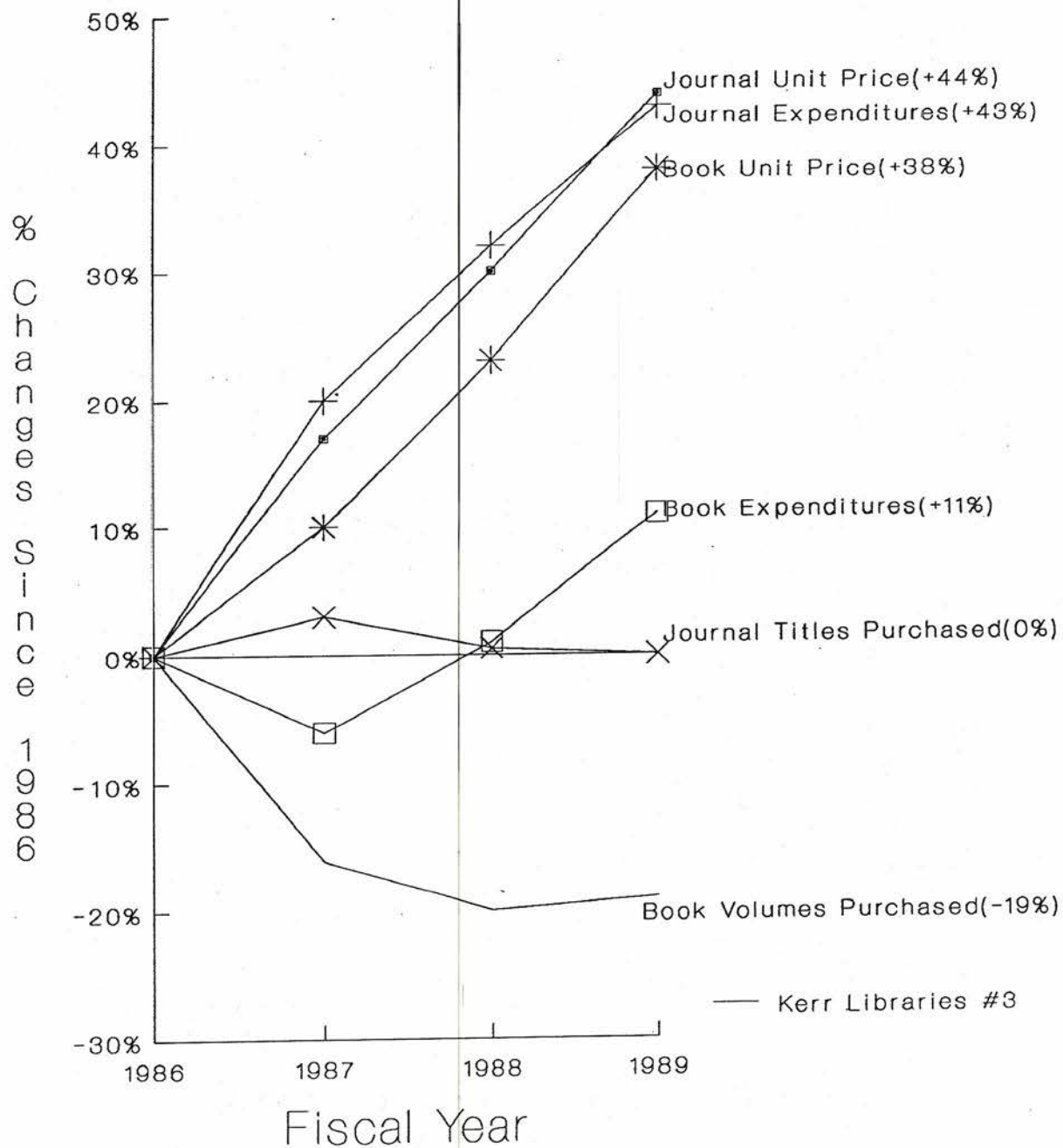
Book vs. Journal Purchases

Oregon State University Libraries

2



Book and Journal Costs in ARL Libraries 1985/86 - 1987/88



REPORTS TO THE FACULTY SENATE

Thursday, November 1, 1990; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

AGENDA

The agenda for the November Senate meeting will include the reports and other items of business listed below.

A. SPECIAL REPORTS

1. Barbara Balz, Registrar.

Ms. Balz will discuss changes and initiatives which will likely be forthcoming in the Registrar's Office. She will also update the Senate on the implementation of the Student Information System.

2. Lita Verts, Special Services Director, Educational Opportunities Program.

Ms. Verts will discuss issues related to special services including alternative testing for disabled students, disabled student access, etc.

3. Interinstitutional Faculty Senate

Mary Kelsey, IFS Representative, will report on the recent IFS meeting held October 5 and 6 in Newport.

B. ACTION ITEMS

1. Approval of Apportionment Table for 1990-91 (Associate VP Dunn) (p. 1)

The Apportionment Table for 1990-91 (consisting of OSU FTE in the ranks of Instructor or above, including Senior Research Assistants, but excluding all other Research Assistants), is attached.

2. Report of the Nominations Committee (p. 2)

The Committee's report is attached. It includes nominees for 1991 Senate President-Elect, for new members of the Executive Committee, and for an Interinstitutional Faculty Senate representative. The President-Elect serves for one year, then automatically assumes the Presidency of the Senate. Executive Committee members serve two-year terms; IFS members' terms are three years.

As provided in the Senate's Bylaws, (Article VI, Section 3) as amended on October 6, 1977, "additional nominations may be made from the floor and the nominations shall be closed." The Executive Committee recommends that if such nominations from the floor are made, the nominator obtain, in advance, the nominee's willingness to serve if elected. The names of all nominees will be submitted to be published in the November 8 issue of OSU This Week.

The University-wide election of the President-Elect and IFS representatives will be conducted between November 13 and 27. Ballots are to be distributed simultaneously to all members of the OSU faculty, in accordance with current Faculty Senate Bylaws. Ballots received in the Faculty Senate Office no later than 5:00 pm on November 26 will be counted by the Counting Committee on Tuesday, November 27. The individual receiving the highest number of votes will be declared the winner in each of the elections.

Election of new members of the Executive Committee will take place at the December 6 meeting of the Faculty Senate, and will be conducted by written ballot. Those candidates receiving the highest number of votes shall be elected. Tie votes shall be resolved by written ballot in a run-off election.

3. Resolution Concerning College Hill Traffic Proposal (p. 3)

In response to a number of concerns about the proposed rerouting of traffic in the College Hill (30th Street) area, the Executive Committee drafted this resolution for Faculty Senate consideration.

4. Resolution Concerning Creation of Secured Parking (p. 4)

A number of faculty members have had their private vehicles broken into or damaged in the open parking lots adjacent to the Motor Pool. This problem has been particularly serious for Extension Service faculty who travel for extended periods of time in the State. This resolution was forwarded to the Executive Committee for Faculty Senate consideration by several Senators from the College of Agricultural Sciences.

C. INFORMATION ITEMS

1. D. Curtis Mumford Faculty Service Award (pp. 5-6)

Nominations will now be accepted for 1991 nominees for the D. Curtis Mumford Faculty Service Award for Distinguished Service to OSU Faculty. This award is not necessarily given yearly. Nominations are due by January 25, 1991. (See attachment)

2. 1990 Election Schedule (p. 7)

Attached is a schedule of deadline dates for the Faculty Senate elections to be conducted in November and December 1990.

3. Instructions for Nomination and Election of Faculty Senators (p. 8)

Upon receipt of all materials, the Senate Office annually transmits the attached Senatorial nomination and election instructions to heads of all voting units.

D. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Provost & Vice President for Academic Affairs.

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

F. NEW BUSINESS

**IN ORDER TO PROPERLY RECORD MINUTES OF THE SENATE MEETING,
ALL SENATORS ARE REMINDED TO IDENTIFY THEMSELVES
AND THEIR COLLEGE AFFILIATION WHEN RISING TO SPEAK.**

FACULTY SENATE APPORTIONMENT FOR 1991

<u>College</u>	<u>1990 Total FTE</u>	<u>1991 Total FTE</u>	<u>1990 Number of Senators</u>	<u>1991 Number of Senators</u>	<u>Gain or Loss</u>
Agricultural Sciences	366.232	353.470	26	25	-1
Associated Faculty	123.380	103.080	9	7	-2
Business	60.990	58.200	4	4	
Education	40.761	40.490	3	3	
Engineering	103.962	120.731	7	9	+2
Extension (off-campus)	152.503	152.080	11	11	
Forestry	85.790	92.580	6	7	+1
Health & Human Perf.	41.740	41.673	3	3	
Home Economics	46.680	44.420	3	3	
Liberal Arts	194.453	199.053	14	14	
Library	32.009	28.950	2	2	
Oceanography	60.804	60.360	4	4	
Pharmacy	29.560	30.250	2	2	
ROTC	29.000	29.000	2	2	
Science	244.640	221.584	17	16	-1
Student Affairs	45.086	44.930	3	3	
Veterinary Medicine	<u>37.528</u>	<u>38.150</u>	<u>3</u>	<u>3</u>	-
	1695.118	1659.001	119	118	-1

11/1/90



OREGON STATE UNIVERSITY
Bexell Hall 209 · Corvallis, Oregon 97331-2604
Telephone 503-737-4459

October 15, 1990

MEMORANDUM

TO: Michael Martin
President, OSU Faculty Senate

FROM: Gary Tiedeman *Gary H. Tiedeman*
Chair, Committee on Bylaws and Nominations

SUBJECT: Nomination slate

The Committee on Bylaws and Nominations (consisting of Paul Farber, Gordon Matzke, Mariol Wogaman, and myself) is pleased to present the following slate of nominees for upcoming Senate elections, successful candidates to take office January 1991. All nominees meet the requisite criteria for the position for which they are nominated, and all have agreed to serve if elected. We respectfully request the Executive Committee's acceptance of this slate.

For President-Elect

1. Kathleen Heath, College of Health and Human Performance
2. Edward McDowell, Industrial and Manufacturing Engineering

For Faculty Senate Executive Committee

1. Lawrence Curtis, Fisheries and Wildlife
2. Donna Gregerson, Benton County Extension
3. Lawrence Griggs, Educational Opportunities Program
4. Dianne Hart, Foreign Languages and Literatures
5. Jon Hendricks, Sociology
6. Anthony Wilcox, Exercise and Sports Science

For Interinstitutional Faculty Senate representative

1. Patrick Grace, Kerr Library
2. James Pease, Geography (Geosciences)

* * * * *

COLLEGE HILL TRAFFIC RESOLUTION

Whereas:

- * Any solution needs to acknowledge diverse interests;
- * The decision to reroute traffic in the College Hill area of Corvallis, north of campus, was agreed upon without consultation with the University community as a whole--faculty, staff, and students;
- * The closure of 30th street would have a severe impact upon the University and Corvallis as a whole;
- * The city report "30th Street/OSU Access Study" indicates that traffic would be increased to intolerable levels at two other intersections by the closing of the one street;
- * Parking and traffic, particularly to the north and west of campus, is an ever greater problem;
- * The University could be required to cover a significant portion of the costs.

Be it resolved that:

The OSU Faculty Senate recommends to the University administration that the University not provide funds for and should actively oppose the implementation of the ill-conceived College Hill traffic "experiment."

Be it further resolved that:

The University administration develop traffic plans in cooperation with the neighborhoods, City of Corvallis, and University community for the areas north and west of campus.

Be it further resolved that:

The traffic situation be a consideration in all building and remodeling projects.

RESOLUTION FOR FACULTY SENATE CONSIDERATION
CREATION OF A SECURED PARKING AREA

Whereas, a number of personal vehicles of OSU faculty have been damaged or broken into while left overnight in parking lots near the University Motor Pool; and,

Whereas, other major universities provide fenced, secured parking for personal vehicles of faculty left unattended while they are on official university business; and,

Whereas, the University Motor Pool Committee endorsed a plan to create a fenced, secured parking area for faculty members' personal vehicles while they are using motor pool vehicles to carry out university business; and,

Whereas, the costs of this initiative to enhance faculty members' work environment could be financed by user fees;

Be It Resolved That, the OSU Faculty Senate supports this action and strongly urges OSU Administration to work with dispatch in creating a fenced, secured parking area for private vehicles left on-campus by faculty and staff using University Motor Pool vehicles while conducting university business.

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107
October 12, 1990

MEMORANDUM

TO: MEMBERS OF THE OSU FACULTY

FROM: Mike Martin
President, OSU Faculty Senate

RE: Nominations for the "D. Curtis Mumford Faculty Service Award"

In 1983, the Faculty Senate approved a new Award, the "D. Curtis Mumford Faculty Service Award," for outstanding and dedicated service to the Faculty of OSU. The first award was given to the man for which it has been named. This award, which is given by the Faculty Senate through its Executive Committee, will be awarded on University Day of any year in which a worthy nominee has been selected. Criteria for the award are contained in the Procedures and Guidelines document on the reverse side of this Memo.

Individuals who meet the criteria listed should be nominated by sending a letter of nomination and supporting documentation to the Executive Committee, c/o the Faculty Senate Office, 107 Social Science Hall, no later than January 25, 1991.

If you have questions regarding this award, please call the Faculty Senate Office (x 4344) or contact one of the Senate Officers or Executive Committee members.

vln

Attachment ("Procedures and Guidelines" [see reverse side of Memo])

D. CURTIS MUMFORD FACULTY SERVICE AWARD

The "D. Curtis Mumford Faculty Service Award for Distinguished Service to OSU Faculty" was created by the Senate in June 1983 and first presented to the man for whom it was named in September 1983 at Faculty Day ceremonies. The Award was conceived by a group of Faculty who desired to find a means of recognizing exceptional, ongoing, dedicated, and unselfish concern for and service to Faculty of this institution.

PROCEDURES:

Each Fall, the Senate's Executive Committee, through the Faculty Senate Office, will place a notice in the Staff Newsletter reminding the University community of the availability of this Award. However, the Award will not necessarily be given yearly. Nominations and supporting documentation (letters from colleagues, deans, department chairmen) outlining the stated criteria (exceptional, ongoing, dedicated and unselfish concern for and service to Faculty of OSU) should be submitted to the Executive Committee, c/o the Faculty Senate Office, by January 25, 1991. Nominations will be reviewed by a Subcommittee of the Executive Committee appointed by the Senate President. The subcommittee shall report to the Executive Committee by March 15 as to whether it wishes to recommend to the Executive Committee and the Faculty Senate presentation of an award. If an award is recommended, at least one recipient from among the nominees, with supporting documentation, will be forwarded to the Executive Committee and the Faculty Senate. If no award is recommended, the subcommittee shall state its reasons for this decision, but the nominees need not be reviewed in the process. Nominations not resulting in an award shall automatically be reviewed for two years beyond the year in which the nomination is submitted. Nominators shall have the opportunity to update the materials prior to reconsideration. The Executive Committee shall make the final decision whether to forward a recommendation to the Faculty Senate.

If the Faculty Senate approves presentation of the Award, the Executive Committee will be responsible for preparing a plaque for presentation to the recipient at the following University Day program. A \$1000 cash award is customarily provided by the recipient's College/Unit.

NOMINATIONS SOLICITED:

Faculty are invited to make nominations for this award. Nomination letters should be addressed to the Faculty Senate Executive Committee, c/o Faculty Senate Office, Social Science 107, and should include appropriate documentation supporting the nomination. All nominations must be received in the Senate Office by January 25, 1991.

**1990 SCHEDULE OF NOMINATIONS/ELECTIONS
OF
FACULTY SENATE PRESIDENT-ELECT, ONE IFS REPRESENTATIVE
AND EXECUTIVE COMMITTEE**

October 18:	Nominations Committee Report received in Faculty Senate Office on or before this date.
October 22:	Nominations received by Executive Committee
November 1:	1) Nominees presented at Faculty Senate Meeting. Additional nominations may be taken from the floor. 2) Senate approval of Apportionment Table.
November 5-9:	Ballots to be prepared for distribution to Faculty eligible for voting.
November 8:	List of Nominees and their Vita to be published in the staff newsletter, <u>OSU This Week</u> .
November 9:	Ballots will be sent during the late afternoon to all Faculty eligible to vote in the Faculty Senate Election.
November 12-26:	VOTING...VOTING...VOTING...VOTING
November 26:	All ballots due back in the Faculty Senate Office <u>by 5:00 p.m.</u> Those not received will not be included in the Counting Committee's tally of votes on Tuesday.
November 27:	Counting of votes to be conducted by the Ballot Counting Committee, and overseen by a representative of the EC.
December 6:	Election results will be announced at the Faculty Senate Meeting.
December 13:	Results of election to be announced to the University Community through staff newsletter, <u>OSU This Week</u> .

ELECTION OF EXECUTIVE COMMITTEE AND IFS REPRESENTATIVE

October 18:	Nominations Committee Report received in Faculty Senate Office on or before this date.
October 22:	Nominations received by Executive Committee.
November 1:	Nominees announced at Faculty Senate Meeting. Nominations will be taken from the floor.
December 6:	Ballots to be distributed to Faculty Senators present at the Senate meeting. Results will be made known at the end of the Senate meeting, if available.

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107
DATE

MEMORANDUM

TO: Dean Arnold
Dean Barr
Dean Brown
Dean Burgess
Dean Caldwell
Dr. John Dunn
Director George
Dean Green
Dean Horne

Dean Koller
Dean Maksud
Dean Ohvall
Director Smith
Col. Swinyard
Dr. Jo Anne Trow
Dean Widicus
Dean Wilkins

FROM: Executive Committee of the Faculty Senate
Mike Martin, President, Faculty Senate

RE: Faculty Senate Elections, Fall 1990

Please commence your normal procedures for the nomination and election of new Faculty Senate members to represent the unit for which you are responsible. Enclosed please find: (1) a roster of current Senate membership (terms expire for all those appearing in the column headed '1990'; those with asterisks preceding their name are ineligible for Senate reelection this year since they have already served two consecutive terms); (2) a table depicting Faculty Senate apportionment by unit; (3) an updated list of individuals eligible to vote in your unit; and (4) two sets of mailing labels for your use.

Your unit is to elect __ Senate representative(s) at this time. Senate Bylaws specify that there be at least two nominees for each position to be filled.

All academic staff members with the rank of Senior Research Assistant or higher, and who are stationed in Oregon at the time of the election, shall be eligible to vote in the nomination and election of Senators. There are no provisions for proxy or absentee ballots.

Please activate and complete your election process as soon as possible, concluding by **no later than December 10**, and forward the names of the individuals elected to the Faculty Senate Office by **no later than December 14**.

Also enclosed are attendance summaries for your unit for the period October 1989 - June 1990. Although these have no direct bearing upon the current election, we believe you may find the information to be of interest.

If you have any questions about materials or procedure, contact us immediately at x 7-4344.

Thank you very much for your cooperation and assistance.

REPORTS TO THE FACULTY SENATE

Thursday, December 6, 1990; 3:00 pm - 5:00 pm

MU East Forum

AGENDA

The agenda for the December Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the October and November Senate meetings, as published and distributed to the faculty.

A. SPECIAL REPORTS

1. Election Results

Bill Smart, Ballot Counting Committee Chair, will report on the outcome of the elections for President-Elect and IFS Representative.

2. Budget Outlook

Provost & Vice President Graham Spanier will report on the special budget situation and outlook related to Measure 5. He will also include remarks typically presented under "Reports from the Executive Office."

B. ACTION ITEMS

1. Executive Committee Elections (pp. 1-2)

See attached biographical sketches. Voting will take place during the meeting by Senators or their proxies only. Three people will be elected for two-year terms beginning January 1991.

2. Academic Regulations Recommendation (pp. 3-4)

Attached is a recommendation for a change in Academic Regulations presented by the Faculty Senate Academic Regulations Committee. This is viewed basically as an exercise in cleaning up language in the regulations.

3. Resolution on Tuition Waivers for Athletic Departments (p. 5)

This resolution, drafted by AAUP, is being presented to Faculty Senate's at the state's three major universities (OSU, UO and PSU). The Executive Committee submits it to the Senate without comment. Professor Robert Becker will be available to speak to the issues involved.

C. INFORMATION ITEMS

1. Policy on Outside Activities (pp. 6-18)

Attached is a draft of the OSU Policy on Outside Activities. This document may be presented to the Senate as an action item at a later date. If you have specific comments, please submit them on or before December 14 to Liz Gray, Faculty Status Committee Chair, or Gary Hicks, who chaired the committee which developed this policy.

2. January Faculty Senate Meeting

Please note that the regular January meeting will be January 10, 1991, NOT the first Thursday of the month as regularly scheduled.

3. New Senator Orientation

New Senator Orientation will be held January 10, 1991, preceding the regular Senate Meeting, in the Agricultural Production Room in the LaSells Stewart Center. A reception for outgoing and new Senators will be held in the LaSells Stewart Center Myrtle Tree Alcove from 2:30 - 3:00 pm.

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

E. NEW BUSINESS

**DECEMBER FACULTY SENATE MEETING
MU EAST FORUM**

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107
November 28, 1990

MEMORANDUM

TO: Members of the OSU Faculty Senate

FROM: Executive Committee of the Faculty Senate
Mike Martin, President, OSU Faculty Senate

RE: Biographical Sketches of Candidates for Executive Committee of the Faculty Senate

Voting will take place during the meeting by Senators or their proxies only. Three people will be elected for two-year terms beginning January 1991.

LARRY R. CURTIS (at OSU since 1980), Associate Professor of Fisheries, Toxicology Program Faculty.

FACULTY SENATE: Senator, 1987-present; and Academic Requirements Committee, 1985-88, Chair, 1987.

COLLEGE OF AGRICULTURAL SCIENCES: Acting Head of Department of Fisheries and Wildlife, Spring 1989, Spring 1990; and Chair, Agriculture Awards Committee, 1990.

OTHER SERVICE: Vice President of Pacific Northwest Association of Toxicologists, 1987; Toxicology Program Advisory Board, 1985-88; Marine and Freshwater Biomedical Center Investigator, 1987-present; and Chair, Toxicology Program Curriculum Revision Committee, 1988.

DONNA M. GREGERSON (at OSU since 1974), Associate Professor of OSU Extension Service (Benton County).

FACULTY SENATE: Senator, 1988-present.

OSU EXTENSION SERVICE: Extension Home Economist, Benton County, 1980-present; Union County, 1977-80; Jefferson County, 1974-76; Interim Staff Chair, Linn County, July 1988-January 1989; President, OSU Extension Association, 1986; OSUEA Staff Welfare Committee Chair, 1982; OSUEA Board of Directors, 1983-85; OSUEA Newsletter Editor, 1987; President, Oregon Association of Extension Home Economists, 1979-81.

OTHER SERVICE: Third Vice-President, Oregon Home Economics Association, 1988-90; OHEA Awards Chair, 1982; OHEA Board of Directors, 1982-84; and OSU Home Ec Alumni Association Board of Directors, 1990-present.

LARRY GRIGGS (at OSU since 1972), Associate Professor of Education.

FACULTY SENATE: Senator, 1985-present; Graduate Admissions Committee, 1984-86; Academic Deficiencies Committee, 1987-90; Faculty Grievance Committee, 1989-present; and Administrative Appointment Committee, 1990-present.

ACADEMIC AFFAIRS - SPECIAL PROGRAMS: Educational Opportunities Program Director, 1987-present.

OTHER SERVICE: Athletic Advisory Board, 1988-present; and Minority Affairs Commission, 1988-present.

DIANNE W. HART (at OSU since 1982), Senior Instructor of Spanish and Coordinator of the OSSHE Ecuador Exchange Program.

FACULTY SENATE: Senator, 1985-88, 1989-present; Faculty Status Committee, 1986-89; and Ad Hoc Committee for Travel Evaluation, 1985-86.

COLLEGE OF LIBERAL ARTS: Faculty Council-at-Large, 1988-90.

OTHER SERVICE: International Programs Advisory Council (IPAC), 1987-present; and International Degree Committee, 1990.

JOE HENDRICKS (at OSU since 1988), Professor, Department of Sociology.

FACULTY SENATE: Senator, 1989-present; and Graduate Admissions Committee, 1988-present.

COLLEGE OF LIBERAL ARTS: Chair, Sociology Department, 1988-present; Enrollment Management Committee, 1988-89; Ava Helen Pauling International Peace Lectureship Committee, 1988-present; and Computer Advisory Committee, 1990-present.

OTHER SERVICE: Search Committees: OSU Registrar, 1989-90; College of Home Economics, Department of Human Development and Family Sciences Chair, 1989-90; College of Liberal Arts, Department of Economics Chair, 1989-90; College of Liberal Arts, Computer Consultant, 1989; and OSSHE, Japan/Korea Executive Board, 1989-present.

ANTHONY WILCOX (at OSU since 1987), Associate Professor, Exercise and Sport Science.

FACULTY SENATE: Senator, 1990-present.

COLLEGE OF HEALTH AND HUMAN PERFORMANCE: Graduate Curriculum Committee 1988-90, Chair, 1989-90; Lecture and Seminars Committee, 1988-present, Chair, 1989-90; Out-of-State Travel Committee, 1987-present, Chair, 1987-90; Baccalaureate Core Fitness Course Development Committee, 1987-90; Department Graduate Admissions Committee, 1987-90; Department Graduate Curriculum Committee, 1988-present; Department Advisory Committee, 1990-present; and Assistant Dean for Research and Graduate Studies Search Committee, 1990.

OTHER SERVICE: University Recreational Sports Committee, 1990-present; and New Faculty Orientation Program, 1990.

NOVEMBER 19, 1990

To: Faculty Senate Executive Committee

From: Academic Regulations Committee
Mina R. McDaniel, Chair

The Academic Regulations Committee submits the following resolution to the Faculty Senate:

Resolution: To delete from the Academic Regulations a portion (underlined) of the residency requirements section e(3):

e. Residence:

(1) Minimum, the last 45 credits, or 45 of the last 60 credits if authorized by approval of a petition to the academic requirements committee. All courses which are listed in the OSU General Catalog or Schedule of Classes, including those approved for delivery through the Office of Continuing Higher Education by the dean and department concerned, may be used. A student must be enrolled at OSU, in regular standing, before undertaking academic work to satisfy this requirement.

(2) Minimum, 15 credits of upper division credits must be taken in the student's major from courses regularly listed in the OSU General Catalog or Schedule of Classes.

(3) Subject to approval by the college and department in which the student is majoring at Oregon State University and by the academic requirements committee, credits earned in (a) a professional school which is not part of OSU but which is in a field designated for this purpose in the OSU General Catalog, or (b) a foreign study program which is sponsored by the Oregon State System of Higher Education, or (c) through the Division of Continuing Higher Education, may be accepted for all or part of the 45 credits referred to in (1) above, and all or part of the 15 credits referred to in (2) above. In this event, the total program presented for the baccalaureate degree must include a minimum of 45 credits which were earned by classroom work as a regularly enrolled student on the OSU campus in Corvallis, or through an approved off-campus degree program.

(4) Credits earned by special examination for credit (AR 23) are not considered to be resident study.

Deleting reference to courses offered through Continuing Higher Education makes section (3) compatible with section (1) which states that all OCHE-delivered courses may be used as part of the last 45, provided the student is enrolled in regular standing.

Deleting the reference to OCHE in section (3) (c) effectively makes OCHE-delivered courses the same as any other OSU course for residency purposes, and includes those courses offered off-campus through OCHE as regular OSU courses for those students who are enrolled in a degree program.

Rationale:

The control for quality and quantity of courses offered through Continuing Higher Education rests with the department and dean of the college involved. Limitations on the number and types of courses taken are built into the requirements for a degree. For example, there are limits on the number of blanket numbered courses which may be included. Since the regulations require that a student be enrolled before undertaking requirements to fulfill the last 45 hours of residence, courses taken before enrollment may still be categorized as transfer courses.

Very soon, students will be able to access courses for credit in a variety of ways, both on and off campus. Some classes will be taught in person, but some will originate on campus (or off) and be broadcast via television (EdNet) to a variety of locations. Today's students are becoming older and less traditional than students in the past. The University must acknowledge these demographic and societal changes by providing access to credit courses which are, by definition, approved by the department and college as regular OSU courses.

The fact that students are enrolled in the courses through the Office of Continuing Higher Education should make no difference in their acceptability as part of the residence requirement for a baccalaureate degree. In many cases, both regular daytime students, and those students enrolled in coursework through CHE, may be concurrently enrolled in a given class. With the advent of Evening/Weekend programming, and the development of other ways to meet the needs of non-traditional students, it becomes important to eliminate these current distinctions regarding residency.

AAUP OREGON CONFERENCE

American Association of University Professors
325 Sunset Drive
Eugene, Oregon 97403

October 19, 1990

TO: CONFERENCE OFFICERS AND CHAPTER PRESIDENTS
FROM: JETTA SIEGEL, EXECUTIVE SECRETARY
RE: MOTION TO BE PRESENTED TO FACULTY SENATES AT USO, UO, AND PSU

At the recent Conference meeting held in Corvallis, Barry Siegel agreed to draft a motion regarding the use of the academic budget for nonacademic purposes (i.e., the athletic deficit). The following is the revised draft that includes suggestions made from AAUP Board members at the UO and OSU

Whereas:

1. Lean academic budgets and a concern for the quality of undergraduate education led the Oregon State Board of Higher Education (OSBHE) in 1989 to adopt a policy of limiting student enrollments at the State Systems colleges and universities,
2. In 1990, continuing deficits have left a total debt of \$6 million in athletic departments of the three State System universities and have prompted the OSBHE to admit hundreds of additional students above established enrollment ceilings at the three universities for the sole purpose of using extra tuition income to fund the deficits,
3. And the OSBHE has stated that its decision to violate previously established enrollment ceilings is a temporary expedient, designed to buy time to devise a permanent solution to the problem of athletic departments' deficits,

Be it resolved that

OREGON STATE UNIVERSITY FACULTY

The A Senate believes that tuition income should be used solely for academic purposes and requests that, beginning with the 1991-92 academic year, the OSBHE allocate the tuition income derived from above-limit enrollments to the academic budgets of the institutions. It also requests that the OSBHE require the institutions to begin reducing their enrollments to their previously established limits until such time as the legislature provides the institutions' base budgets with sufficient funds so that the quality of undergraduate education at those institutions is not threatened.

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107

MEMORANDUM

TO: Faculty Senators

FROM: Mike Martin
President, OSU Faculty Senate

RE: Clarification on Outside Activities Policy

Attached is a draft University policy statement on faculty outside activities. It is intended to update and clarify our policies. The current policy is outlined in the Faculty Handbook, pages 95-96. The University was directed to develop this policy by the Board of Higher Education.

This draft policy statement has been developed with faculty input. It has received review and comment from the Faculty Senate's Faculty Status Committee.

We share it with you for your review as a Senator. If you have specific comments, please submit them on or before December 14 to Liz Gray, Faculty Status Chair, and Gary Hicks, who chaired the committee which developed this policy. With your input, and consultation with the Faculty Status Committee, the Executive Committee will determine whether it is desirable to seek full Senate endorsement of this policy. Thus, your input is invited.

vln



OREGON
STATE
UNIVERSITY

Administrative Services
A312
Corvallis, Oregon
97331-2140

503-737-3437
FAX - 503-737-3093

November 27, 1990

MEMORANDUM

TO: Mike Martin, President, OSU Faculty Senate

FROM: Richard A. Scanlan, Dean of Research

A handwritten signature in dark ink, appearing to read 'R.A. Scanlan'.

SUBJECT: OSU Policy on Outside Professional Activities

I send to you for Faculty Senate consideration a copy of the OSU Policy on Outside Professional Activities (dated 11/27/90). This copy reflects input received from the Faculty Status Committee as well as input from many other segments of the campus community.

I also have attached:

- 1) George Keller's memorandum of June 11, 1990 which contains some background as well as the charge to the committee which formulated the original draft of the policy.
- 2) Attachment #1 which contains a summary of the OSU Policy on Outside Professional Activities, and on the reverse side, the Request for Approval for Outside Employment form.

Thank you for your attention to this matter. If you have any questions, please give me a call at 7-0663.

RAS:bh

c: George Keller
Caroline Kerl
Committee on Outside Activities

8.
OFFICE OF
VICE PRESIDENT

for
Research, Graduate Studies,
and International Programs



OREGON
STATE
UNIVERSITY

Administrative Services
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5105960682 OSU.COVS

June 11, 1990

To: Committee Members: Gary Hicks (Chair), Dick Ohvall, Pam Wagner, Russ Meints, Roberta Hall, Boris Becker, Mike Martin, and Carroll De Kock. Dick Scanlan and Bill Hostetler, from the Research Office, and Pete Fullerton and John Dunn, from Academic Affairs, will serve in an ex officio capacity.

From: George Keller, Vice President for Research, Graduate Studies, and International Programs

Re: Oregon State University Policy on Outside Activities

First, I want to thank all of you for agreeing to help with this assignment. We need a committee of very good people from diverse areas to contribute to this important project.

As you know, the topics of Outside Activities and Conflict of Interest involving academic institutions have been a national news item for the past several years. NIH has attempted to draft guidelines on these topics and the proposed guidelines have generated a great amount of discussion. At the moment, it is not clear what will be forthcoming at the national level, but it is likely that NIH will be proposing modified guidelines on conflict of interest within the next year.

At the April 20, 1990 meeting, the Oregon State Board of Higher Education adopted a policy on Outside Activities for the Oregon State System of Higher Education. A copy of the policy, including some background information from the Chancellor's staff, is attached. The policy for OSSHE specifically requires each institution to adopt policies and procedures on Outside Activities (see page 4).

The task of this committee is to develop an institutional policy for OSU on Outside Activities which conforms to the guidelines set forth in the attached document. Our goal is to have the OSU policy in place by mid fall, (approximately November 15, 1990).

The first meeting of the committee will be on Thursday, June 21, 1990, 1:30 P.M. in the President's Conference Room, AdS A650. At the meeting we will devise a strategy to accomplish this assignment; also attached is an early draft of a policy developed at the University of Oregon as well as the current OSU Policy on Outside Activity. Bear in mind that the University of Oregon draft was formulated prior to adoption of the OSSHE policy on April 20. Please give Betty Harrison (7-0665) a call if you cannot attend the meeting.

Again, thank you for agreeing to help with this important assignment.

RAS:bh

As a Land Grant and Sea Grant university, Oregon State University is committed to providing high quality instruction, research, and service that meet the needs of the state, nation, and world. Faculty members may therefore engage in outside professional activities such as consulting, continuing education, and service activities that are beyond their regular University responsibilities. University guidelines and approval procedures, as described below, must be followed.

Activities considered to be within the regular work duties of University faculty members include: teaching; research and application of research findings; preparation, publication, and review of articles and books (whether for royalty or not); preparation and delivery of lectures; consultation to government agencies, serving on advisory bodies, memberships and activities in professional societies; and participation in artistic performances or activities. In each of these, the following must apply: 1) the activities are related to the faculty member's professional field; and 2) no compensation is received other than royalties from publications, or small honoraria typically given for service on federal or state agency advisory panels or seminars at other universities. Use of the Request for Approval of Outside Employment Form is not required for such activities. (Section 1.1 in the OSU Policy on Outside Professional Activities.)

Activities considered to be "outside" the faculty member's regular duties are: (1) Consulting for additional remuneration, (e.g., providing services to individuals or firms, educational programs presented by private firms or independently by faculty members) which requires approval by use of the Request for Approval for Outside Employment form on the reverse side of this page, and (2) deeper involvement with commercial enterprises (e.g. ownership in a commercial enterprise, holding a line management position) which requires submittal of a memorandum and its approval. (Sections 1.2 and 1.3 in the OSU Policy on Outside Professional Activities.)

Statement of Policy

It is the University policy to encourage its faculty members to undertake outside activities (not to exceed an average of one day/week) that will increase their effectiveness and broaden their experience in relation to their functions at the University, or which will be of service to the community, private sector, nation, or world provided:

- a. The cumulative total of outside professional activities and overload activities does not substantially interfere with the performance of the faculty member's University duties.
- b. The outside activities do not involve use of University property, facilities, equipment, or services, except in limited circumstances when approved by the faculty member's department head/chair and dean or the dean and vice president.
- c. The outside activities are approved by the department head/chair and dean or dean and vice president using the Request for Approval of Outside Employment form for consulting, or a memorandum for cases of deeper involvement with commercial enterprises. A copy of the approved document should be filed with the Office of Academic Affairs before the outside activity begins. If the proposed activity includes signing an agreement concerning rights in inventions or materials, the agreement must be reviewed and approved by the Vice President for Research, Graduate Studies, and International Programs.
- d. The faculty member makes it clear to the outside employer (agency, board, jury, or audience) that he or she is acting in an individual capacity and does not speak, write, or act in the name of the University or directly represent it.
- e. The faculty member does not list his or her university telephone number in commercial listings or other public documents, the purpose of which is to draw attention to the individual's availability for compensatory service. Further, use of the University name, logo, and stationery is prohibited.
- f. The outside employment is consistent with policies of the faculty member's college, school, or division.

¹OSU Policy on Outside Professional Activities

OREGON STATE UNIVERSITY
REQUEST FOR APPROVAL FOR OUTSIDE EMPLOYMENT

Outside Employer: _____
(if self-employed, please indicate)

Period of activity (not to exceed one year): From _____, 199____
to _____, 199____
month/day month/day

Anticipated time commitment (total time for an engagement or hour per week for continuing activity):

Location of activity: _____

Description of activity: _____

Note: Use of the University facilities and staff is normally prohibited in connection with outside activities. If you will be using any such University property or staff, please describe.

Does this proposed activity include the signing of an agreement concerning rights in inventions or materials? ____ Yes ____ No. If yes, attach a copy of the proposed agreement for review and approval by the Vice President for Research, Graduate Studies, and International Programs.

I have reviewed the University's policy concerning outside employment printed on the back of this form, and will comply with the provisions contained therein. In addition, I have discussed all potential conflicts of interest with my department head or chair, and we find that there are none.

Date _____

Faculty Member Signature

SS# _____

Faculty Member Name (Print or Type)

Faculty member: Attach copies of any currently approved outside employment/overload compensation forms before submitting to your department chair or head for approval.

APPROVAL: Approval by two successive levels of supervisors required. Usually department head/chair and dean or, for colleges which do not have departments, dean and vice president.

I have reviewed the above request and certify that the proposed outside employment is in accordance with the University policy.

Date: _____ Approved: _____
Dept. Head/Chair or Dean

Date: _____ Approved: _____
Dean or Vice President

DRAFT 11/27/90

POLICY ON OUTSIDE PROFESSIONAL ACTIVITIES

OREGON STATE UNIVERSITY

As a Land Grant and Sea Grant university, Oregon State University is committed to providing high quality instruction, research, and service to meet the needs of the state, nation, and world. These activities are essential features of academic life at Oregon State University and make substantial demands on the time of the faculty.

The contributions of a faculty member are not, however, measured solely by activities directly related to University programs. The objectives of the University are served and its programs enriched by the active participation of its faculty members in outside activities which contribute to the advancement of the faculty member's profession or provide an opportunity for professional growth through interaction with industry, business, government, and other institutions of our society.

The University recognizes outstanding contributions and achievements, not only by appropriate promotion and salary advancement, but also by permitting faculty members substantial freedom in arranging their academic lives. This freedom, however, is subject to an overriding principle. The primary professional obligation of a full-time member of the faculty must be to the University. This obligation supersedes all other professional or work-related obligations.

The potential magnitude of outside professional activity is such that orderly procedures must be followed to avoid ethical and legal conflicts of interest and to ensure that such activities do not conflict with the proper discharge of University responsibilities. The purpose of this document is to provide general guidance as to what constitutes appropriate and inappropriate outside professional activity. In addition, it identifies some areas for special concern in which potentially difficult situations could arise. This document is not intended to provide specific rules covering all possible situations, but rather to establish the spirit in which interactions with outside organizations (public and private) should be undertaken. In general, personal responsibility, integrity, and high ethical standards are the principal factors in avoiding conflicts of interest and conflicts of commitment, and the University expects that all members of the faculty will conduct their outside activities in a manner that reflects credit on themselves, their profession, and the University. The principal safeguards against abuse are the standards required by professional colleagues and the rigorous process by which the University evaluates and selects individuals for appointment, promotion, and tenure.

For the purposes of this policy, **conflict of interest** is concerned with placing the financial interests of an outside organization or individual ahead of those of the University. For example, a conflict of interest occurs when a faculty member attempts to influence a University decision which would benefit a company in which he/she has a financial interest.

Another example of a conflict of interest, which is disadvantageous to the University, results from the transfer of unpublished research, without authorization, to a commercial enterprise from which a faculty member obtains consulting fees or in which he/she has a financial interest. Conflicts of interest also can occur when a faculty member directs students into research that is devised, principally, to serve the faculty member's outside consulting interests and from which the faculty member stands to make financial gains. Less blatant, but no less serious to the intellectual aims of the University, are activities which create **conflicts of commitment**; that is, situations in which the time and creative energy that faculty members devote to consulting is so diversionary as to compromise their commitment to University responsibilities and expectations. It should be stressed that, in principle, a conflict of commitment can arise not only from outside industrial consulting activities and from excessive (remunerated or unremunerated) teaching or collaboration at other institutions and participating in commercially-run postgraduate courses, but also from activities not related to the profession of the faculty member.

1.0 OUTSIDE PROFESSIONAL ACTIVITIES

1.1 Activities Considered to be Within the Regular Work Duties (Faculty members receive no additional remuneration)

Members of the faculty, as part of their official University duties, may cooperate with public agencies on matters of mutual interest or of public benefit as part of the service rendered by the University. Likewise, members of the faculty are encouraged to participate in scholarly activities outside the University. For example, it is appropriate for faculty members to accept invitations to serve professional societies or advisory bodies or public commissions related to their academic work, as well as to travel to other institutions or conferences for the purpose of presenting lectures, leading seminars or workshops, visiting the laboratories of colleagues, writing textbooks, and participation in artistic performances and activities. For these activities, no compensation can be received other than royalties from publications, or small honoraria typically given for service on federal or state agency advisory panels or seminars at other universities. Such activities are not subject to the limitations outlined below under outside consulting work or deeper involvement with commercial enterprises. However, in the event an activity (e.g. president of some professional societies) is expected to consume considerable time and effort, the University should encourage this activity through the provision of appropriate release time.

1.2 Outside Consulting Activities (includes appearances and speeches, providing services to private organizations, and other outside activities for which a faculty member receives additional remuneration)

To assure the University that the ability of the individual to discharge in full his or her obligations to the University is not impaired when undertaking outside consulting activities, the following policies shall apply:

1. **Members of the faculty may engage in outside consulting work, but not to the detriment of their University obligations.** To this end, the amount of outside consulting work for remuneration in which full-time members of the faculty may engage is limited to an average of one day per week¹ during the period of full-time² university employment. This limitation is subject to review by their supervisor on a case-by-case basis to determine that participation in outside consulting activities will not conflict or impinge on the University duties and obligations of the faculty member. With approval from the supervisor, a reasonable amount of averaging of time over the quarters of an academic year ordinarily will be acceptable, though particular circumstances such as teaching assignments or the terms of support under grants or contracts will need to be taken into account.
2. **No engagement shall be accepted which will involve a conflict of interest as prohibited by applicable state law or University regulations.** In essence, faculty members owe an overriding professional allegiance to the University, and they must be alert to the possibility that outside obligations, financial interests, or employment can affect the objectivity of their decisions as members of the University community. Individuals must be sensitive to potential conflict-of-interest situations. In situations where outside obligations have the potential for conflict with the faculty member's allegiance and responsibility to the University, the faculty member is urged to discuss the situation with his or her immediate supervisor.
3. **Laboratory and other institution facilities and resources, including support staff and stationery, shall not be used in outside consulting work for which the faculty member receives remuneration unless expressly authorized by the supervisor.** If authorization is granted, the institution must be reimbursed in full for use of the institution facilities and resources (direct and indirect costs).
4. **All members of the faculty who wish to engage in outside consulting activities must complete the Request for Approval for Outside Employment form (attachment #1).**

¹ One day in five

² 9-month faculty are free to consult up to full-time during summer months.

1.3 Deeper Involvement with Commercial Enterprises

There are times when a University employee's involvement with commercial enterprise may exceed the usual relationships developed as part of normal duties, in professional affiliations, or in a consulting role, and thus may not be covered by earlier sections of this document, or by the University's Patent, Invention, and Copyright Policy. The propensity for such involvement has increased as the potential to develop commercial enterprises to market university research-based technology has increased. The University recognizes that such involvement can be, and has been, of significant benefit to the University, the employee, the commercial entity, and the general public. The University encourages worthwhile technology transfer.

Involvement with commercial enterprises offers greater potential for conflicts of interest and commitment, for inhibition of free exchange of information, and for interference with the employee's primary allegiance to the University and its teaching, research and public service missions. An essential part of the University's commitment to encouraging worthwhile technology transfer is protection of the University's integrity and its primary goals of education and open inquiry. Toward this end, this section prescribes a disclosure and approval process for deeper involvements with commercial enterprise. The policy recognizes the need for flexibility and the difficulty in anticipating all situations and, therefore, relies on the employee's supervisor to interpret the policy and evaluate the activity proposed in the context of the unit in question as discussed below:

1. So that the University may evaluate the benefits and costs of its employees' involvement with commercial enterprise, all employees must request, by a memorandum, prior approval from their department head/chair and dean (supervisor and one additional level of approval) for involvement with such enterprise where there is potential for conflict of interest or commitment with their University position. A copy of the approved memorandum must be forwarded to the Vice President for Academic Affairs. If the proposed activity includes signing an agreement concerning rights in inventions or materials, the agreement must be reviewed and approved by the Vice President for Research, Graduate Studies, and International Programs. Examples of activities for which prior approval shall be sought include:
 - a. Ownership in a commercial enterprise that carries out activities closely related to the employee's area of academic work;
 - b. Holding of a line management position in a commercial (private or public) enterprise or participation in the day-to-day operations of an enterprise; and
 - c. Assuming a "key," continuing consulting role in an enterprise (including serving as a director of a company).

2. Requests for approval of such involvement with an enterprise should be a memorandum from the faculty member and shall disclose fully to the supervisor the following aspects of the affiliation:
 - a. Nature of the relationship;
 - b. Amount of expected time and effort;
 - c. Financial aspects, including equity, and indirect and/or potential economic value;
 - d. Expected benefit to the enterprise;
 - e. Expected benefit to the faculty and the University; and
 - f. Use of institution facilities and support personnel, if any, and method of reimbursing the institution for both direct and indirect costs, if the university approves of such use.
3. Supervisors should consider the following major issues when evaluating such requests from employees:
 - a. There must be no anticipated distortion of academic programs. Involvement with an enterprise must in no way undermine the morale or academic integrity of the University.
 - b. There must be no compromise of the intellectual freedom or property rights of any member of the University community. To this end, arrangements must ultimately provide for public access to the results of all research conducted at the University. Moreover, the intellectual property of students must be protected.
 - c. There should be prospective benefits to both the employee and the University. The potential costs and benefits of proposed research projects should be carefully considered, as described in section 2.1 below.
 - d. The employee's total average time commitment over a quarter to outside consulting and/or deeper involvement with commercial enterprise should not exceed the limit specified in section 1.1 above, that is, an average of one day per week.
 - e. Except under extraordinary circumstances, holding of a line management position or participation in day-to-day operations within a commercial enterprise should not be approved for full-time employees. The only condition under which the employee might normally remain at the University while carrying out such activities is if his or her appointment is reduced by a fraction consistent with the level of activities.

4. The information disclosed by the employee and a record of the supervisor's action on the employee's request shall be placed in the employee's confidential departmental personnel file which is subject to the protection of the Faculty Records Statute. Moreover, the supervisor shall not disclose financial aspects except to his or her supervisors.

2.0 AREAS OF SPECIAL CONCERN

2.1 Research Activities Undertaken in Collaboration with the Private Sector Must Be Appropriate to the University

The activity must be appropriate to the mission of the University, that is, promising significant contributions to scholarship and knowledge and, when possible, providing appropriate opportunities for students. In judging the appropriateness of a contemplated project, the supervisor should be satisfied that the project exhibits the following qualities:

1. The facts and circumstances indicate that the faculty's financial involvement with the sponsoring organization will not affect the conduct of research and technology transfer in accordance with University policies and the highest professional standards.
2. The University's interests will be maintained despite any interest of the faculty with the sponsor.
3. The activity will lead to the advancement of knowledge.
4. The activity will contribute to the University's mission of teaching, research, and public service.
5. Consulting for the sponsor of one's research has great potential for conflict and must be guarded against. In general, such arrangements are not desirable.

2.2 The Teaching and Research Environment at the University Must Be Open

The teaching and research environment should promote the free exchange of ideas, information, and materials among students and faculty in all of their forums—classrooms, laboratories, meetings, and anywhere at the University. In addition, the formal dissemination of information through publication needs to proceed efficiently and unimpeded by outside consulting activity.

2.3 Relations Between Senior and Junior Faculty Should Not Be Influenced Adversely by Interactions With the Private Sector

The involvement of junior members of the faculty with commercial enterprise may or may not be important to their professional development. Senior faculty may be able to assist

junior faculty in developing such activities by offering potential opportunities to them and by giving them advice with respect to both technical and ethical issues. It is essential, however, that participation in commercial ventures not lead to loss of the senior faculty's objectivity in judging junior faculty in issues of promotion and tenure. Objectivity could be compromised by collaboration between junior and senior faculty in commercial enterprise activities or by expectations that junior faculty should or should not participate in such activities.

2.4 The Possible Effects on Students of Interactions Between Faculty and the Private Sector Should Be Carefully Assessed

Part-time involvement of graduate or undergraduate students in the commercial activities of faculty may, under certain conditions, offer the potential for substantial benefits to the education of the student. In each case of such employment, however, approval should be given explicitly by the department head/chair or immediate supervisor after thorough discussion with the faculty member and student.

In considering such arrangements, faculty should be guided by the need to avoid conflicts of interest and to avoid infringement of the student's academic duties and rights. For example, if the outside work is related to the student's thesis, special care always must be taken to avoid conflicts such as hindering the student's progress, or acceptance of his/her thesis, and changing standards during the conduct of exams.

3.0 PROCEDURES INVOLVING OUTSIDE PROFESSIONAL ACTIVITY

3.1 Approval Procedures

Generally, approval at two levels of supervision is required for Outside Consulting Activities (section 1.2) and for Deeper Involvement with Commercial Enterprises (section 1.3). In all cases, approval by the dean, or director for those faculty who do not have a dean, is required. If the proposed activity includes signing an agreement concerning rights in inventions or materials, the agreement must be reviewed and approved by the Vice President for Research, Graduate Studies, and International Programs.

1. Faculty who wish to engage in Outside Consulting Activities must complete the Request for Approval for Outside Employment form (attachment #1). The request must be approved by the department head/chair and dean or dean and vice president for units which do not have departments. An approved copy must be sent to the Office of Academic Affairs.
2. Faculty who wish to participate in Deeper Involvement with Commercial Enterprises must prepare a memorandum describing the activity. The request must be approved by the department head/chair and dean or dean and vice

president for units which do not have departments. An approved copy must be sent to the Office of Academic Affairs.

3.2 Appeals Policy

In the event the faculty member is denied the opportunity to engage in outside activities by his/her supervisor, it is appropriate to appeal in accordance with the grievance process described in the Faculty Handbook, Chapter 20.

3.3 Periodic Review

As a part of the periodic review of each faculty member, the supervisor shall include an assessment of the faculty member's outside activities. The review will include an evaluation of the effect of the outside activities on the faculty member's normal job activities. If they negatively affect the faculty's performance, the faculty member shall be encouraged to reduce his/her outside activities.

3.4 Monitoring Procedure

It is important to record instances of professional involvement in outside activities in order to monitor the extent of such interactions and to assess its impact on the primary functions of the University—teaching, research and public service. Because the nature of faculty participation in outside activities differs greatly among disciplines and departments, the details of the most appropriate reporting method must be developed and maintained by each unit individually. However, some centralization is necessary to ensure that information for the entire University is gathered and that its format allows ready interpretation outside the unit where it originated. Therefore, the Vice President for Academic Affairs shall be responsible for collecting and evaluating reports of faculty interaction in outside activities (see Section 1.3 and Attachment #1).

3.5 Sanctions

Faculty who fail to comply with this policy are subject to sanctions for cause ranging from a warning to dismissal in accordance with the rules of the State Board of Higher Education, OAR 580-21-320 and following.

3.6 Future Changes in Policy

Needed changes in the University policy will be submitted to the Chancellor's Office by August 31 of each year.

bh

11/27/90

DATE: November 27, 1990

TO: Faculty Senate Executive Committee

FROM: Faculty Senate Ballot Counting Committee

Bill Smart, Chair *WMS*

Joel Davis *JD*

Zoe Ann Holmes *ZAH*

RE: 1990 Election Results for Senate President-Elect and IFS Representative

Faculty Senate President-Elect

* Kathy Heath	573
Edward D. McDowell	192
Blank Ballots	<u>12</u>
Total Ballots Cast	777

Interinstitutional Faculty Senate Representative

Patrick Grace	146
* James Pease	594
Blank Ballots	<u>37</u>
Total Ballots Cast	777

* Elected

vln

FACULTY SENATE EXECUTIVE COMMITTEE ELECTION RESULTS

6 DECEMBER 1990

Ballots Cast:

Larry Curtis 35 (34-2nd cont)

Donna Gregerson 21

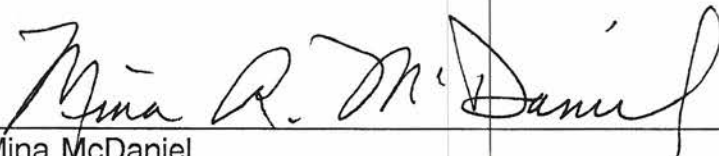
Larry Griggs 57

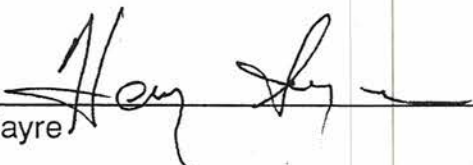
Dianne Hart 43

Joe Hendricks 36

Anthony Wilcox 16

Signatures of Counting Committee:


Mina McDaniel


Henry Sayre

FACULTY SENATE RESOLUTION

The Oregon State University Faculty Senate expresses its deepest sympathies to the Brookes family at the passing of Victor on November 8, 1990. Victor was a valued colleague and effective faculty leader at OSU for 34 years. His commitment to excellence and his devotion to the University's students, faculty and staff will be deeply missed but will inspire us for many years to come.