

PORTLAND STATE
UNIVERSITY FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **October 3, 2011**, at 3:00 p.m. in room **53 CH**.

AGENDA

A. Roll – *CLAS Caucuses, Arts & Letters and Science, respectively to elect Representative #2 to the Committee on Committees during Roll*

B. Approval of the Minutes of the June 6, 2011, Meeting

C. Announcements and Communications from the Floor

Introductions – Parliamentary Procedure, etc.
Steering Committee Election
Ad Hoc Committee on On Line Learning

D. Unfinished Business

*1. Proposal to Amend the PSU Faculty Constitution, Art. V, Sec. 2 Transition etc.

E. New Business

*1. Curricular Proposals Consent Agenda

F. Question Period

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

G. Reports from Officers of the Administration and Committees

16:00 President's Report
Provost's Report

H. Adjournment

***The following documents are included in this mailing:**

B Minutes of the Faculty Senate Meeting of June 6, 2011 (ttachments)
D-1 Proposal to Amend the PSU Faculty Constitution, Art. V., Sec. 2
E-1 Curricular Consent Agenda Proposals

***** 2011-12 PSU FACULTY SENATE ROSTER *****

******2011-12 STEERING COMMITTEE ******

Presiding Office: Gwen Shusterman
 Presiding Officer Elect: Rob Daasch
 Secretary: Sarah Andrews-Collier
 Steering Committee (4):
 Mark Jones and _____ (2012)
 Gerardo Lafferriere and Lisa Weasel (2013)
Ex officio (Comm on Comm) Cindy Baccar

******2011-12 FACULTY SENATE (56)******

All Others (8) 2 above new count

†Baccar, Cynthia	ADM	2012
Hatfield, Lisa	DDPS	2012
Ketcheson, Kathi	OIRP	2012
Vance, Mary	CARC	2012
*Tarabocchia, JR(Thompson)	DOS	2012
*Flores, Greg (Ostlund)	CARC	2013
Harmon, Steven	OAA	2013
Jagodnik, Joan	ARR	2013
Ryder, Bill	ADM	2013
Sanchez, Rebecca	SBA	2013

Business Administration (3) 1 above new count

†Raffo, David	SBA	2012
Brown, Darrell	SBA	2013
Johnson, Raymond	SBA	2013
<i>Pullman, Madeleine</i>	<i>SBA</i>	<i>2014</i>

Education (4)

†Caskey, Micki	ED	2012
Smith, Michael	ED	2012
Burk, Pat	ED	2013
<i>Rigelman, Nicole</i>	<i>ED</i>	<i>2014</i>

Eng. & Comp. Science (5)

Daasch, W Robert	ECE	2012
Feng, Wu-Chang	CMPS	2013
Jones, Mark	CMPS	2013
†Maier, David	CMPS	2013
<i>Tretheway, Eric</i>	<i>ME</i>	<i>2014</i>

Fine and Performing Arts (3) 1 above new count

†Glaze, Debra	MUS	2012
Berrettini, Mark	TA	2013
Taylor, Sue	ART	2013
<i>Magaldi, Karin</i>	<i>TA</i>	<i>2014</i>

Library (1)

†Paschild, Christine	LIB	2012
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College of Arts and Sciences (Total 23)

CLAS – Arts and Letters (9) 1 vacancy

Arante, Jacqueline	ENG	2012
Danielson, Susan	ENG	2012
* _____ (Jacob)		2012
Wetzel, Patricia	WLL	2012
Agorsah, Kofi	BST	2013
†Kominz, Larry	WLL	2013
Medovoi, Leerom	ENG	2013
<i>Jaen-Portillo, Isabel</i>	<i>WLL</i>	<i>2014</i>
<i>Greenstadt, Amy</i>	<i>ENG</i>	<i>2014</i>

CLAS – Sci (7)

Cummings, Michael	GEOL	2012
†Latiolais, Paul	MTH	2012
O’Halloran, Joyce	MTH	2012
Elzanowski, Marek	MTH	2013
Palmiter, Jeanette	MTH	2013
Weasel, Lisa	BIO	2013
<i>Lafferriere, Gerardo</i>	<i>MTH</i>	<i>2014</i>

CLAS – SS (6) 2 above new count

Brower, Barbara	GEOG	2012
Butler, Virginia	ANTH	2012
†Schechter, Patricia	HST	2012
†Beyler, Richard	HST	2013
Farr, Grant	SOC	2013
Lang, William	HST	2013
Ott, John	HST	2013
<i>Liebman, Robert</i>	<i>SOC</i>	<i>2014</i>

Other Instructional (2)

Trimble, Anmarie	UNST	2012
†Flower, Michael	HON	2013

Social Work (4) 2 below new count

†Curry, Ann	SSW	2012
<i>Jivanjee, Pauline</i>	<i>SSW</i>	<i>2013</i>
_____		2014
_____		2014

Urban and Public Affairs (4) 1 above new count

Carder, Paula	IOA	2012
†Henning, Kris	JUST	2012
McBride, Leslie	CAE	2012
Dill, Jennifer	USP	2013
<i>Newsom, Jason</i>	<i>OIA</i>	<i>2014</i>

***Interim appointments**

†Member of Committee on Committees

DATE: 9/22/11 <i>New Senators in Italics</i>

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, June 6, 2011

Presiding Officer: Maude Hines

Secretary: Sarah E. Andrews-Collier

Members Present: Baccar, Barham, Berrettini, Beyler, Bowman, Brower, C.Brown, D.Brown, Burk, Burns, Butler, Cabelly, Carder, Carter, Caskey, Ceppi, Chaille Cummings, Curry, Daasch, Danielson, Dill, Ediger, Flower, Fortmiller, Gamburd, George, Gibson, Glaze, Gray, Greco, B.Hansen, Harmon, Hatfield, Hines, Ingersoll, Jacob, Jagodnik, Johnson, Jones, Kapoor, Keller, Ketcheson, Kohles, Kominz, Kwong, Lang, Leite, Livneh, Luckett, MacCormack, Maier, Marrongelle, Mathwick, McBeath, McBride, Medovoi, L. Mercer, Miller, Munson, Nash, Neal, Nixon, O'Halloran, Oswald, Ostlund, Ott, Parnell, Paschild, Pejcinovic, Raffo, Reynolds, Rogers, Rueter, Ryder, F. Sanchez, R. Seppalainen, Shandas, Sheard, Shusterman, Smith, Sterling, Strathman, Sytsma, M.Taylor, S.Taylor, Trimble, Trifiletti, Wadley, Wamser, Weasel, Webb.

Alternates Present: Johnson for Agorsah, Ruedas for Murphy, Bleiler for Palmiter, Wise for Tarabocchia, Baker for Welnick, Holt for Wetzel.

Members Absent: Arante, Elzanowski, Farr, Feng, Hagge, Henning, Karavanic, Kinsella, Latiolais, Pierce, Sanchez, Schechter, Turner, Vance.

New Members

Present: Jaen-Portillo, Jivanjee, Lafferriere, Magaldi, Rigelman.

Ex-officio Members

Present: Andrews-Collier, Balzer, Beyler, Burton, Chisolm, Desrochers, Fung, Hickey, Hitz, Kaiser, Sestak, Su, Wiewel.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE MAY 3, 2011, MEETING

The meeting was called to order at 15:04. The minutes were approved with the following correction: HARMON was present.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Additions/Changes to the day's agenda: G-12 should read "Year One Accreditation Report" – Ketcheson

Hail and Farewell: The Presiding Officer thanked outgoing Senators, in particular former Presiding Officer Cindy Brown, who is retiring, and welcomed incoming

senators. She also reminded attendees that a reception follows the meeting, hosted by the Provost and Scott Burns, GEOL.

New members of the Advisory Council: Linda George, Maude Hines, Robert Mercer
New IFS Senator and Alternate: Darryl Brown (Jan. 2012-15) and Tom Seppalainen (2011-12).

Election of officers of the 2011-12 PSU Faculty Senate: Gwen Shusterman, Presiding Officer, Rob Daasch, Presiding Officer Elect, Lisa Weasel and Gerardo Lafferriere, Steering Committee (2011-13). Cindy Baccar, *Ex Officio* (Chair, Comm on Comm).

Removed from the Curricular Consent Agenda, Item E-1.a. USP Course Proposals and Course Change Proposals.

Discussion Item: Agenda Setting for 2011-12 (attachment)

D. UNFINISHED BUSINESS

1. Final Report of the Ad Hoc Committee on On-Line Learning

REYNOLDS presented the report for the committee, as included in the mailing.

The Presiding Officer accepted the report for the Senate.

BURNS/BLEILER MOVED THE SENATE ADOPT the recommendation in the last paragraph of the report: "... the Faculty Senate continue the work of this committee in the form of a new Faculty Senate On-Line Learning Committee which works with the Director of the Center for Online Learning," and continue the work of the ad hoc committee in the meantime.

RUETER noted he is concerned about transparency, with regard to who has a financial stake in this activity. We should be very clear about that when forming the committee.

THE QUESTION WAS CALLED.

THE MOTION TO ADOPT PASSED by unanimous voice vote.

2. Annual Report of the Library Committee

MERROW presented the final version of the report.

The Presiding Officer accepted the report for the Senate, as added to the mailing.

3. Report of the Ad Hoc Committee to Implement Changes to the Constitution

JONES presented the report for the committee, and introduced “E.3., Proposal to Amend the PSU Faculty Constitution, Art., V, Sec, 2 Transition *etc.*”

The Presiding Officer accepted the report for the Senate.

E. NEW BUSINESS

1. Curricular Consent Agenda

BURNS/DAASCH MOVED THE SENATE APPROVE the proposals, excluding courses in the program proposal in ”E-2.”

THE MOTION PASSED by unanimous voice vote.

2. Proposal for Master of Real Estate Development

JOHNSON/BROWN MOVED THE SENATE APPROVE the Master of Real Estate Development, as listed in “E-2.” She noted it is an interdisciplinary program between CUPA and SBA, combining current and new curricula.

LUCKETT requested comment from the Budget Committee. HILLMAN noted that the committee were being asked to participate in a faculty governance charade because searches, etc. have taken place prior to approval, therefore the committee declined to review the proposal and left this program to the Graduate Council to review. EVERETT noted that prior to the process, the program has not admitted students to the program, however, having faculty in place indicates to Graduate Council that the program is sound. She added that the misunderstanding may also have to do with the fact that the program was underway before the new approval process. KOCH noted that the comments here are correct; the program was approved in CUPA but the decision arose to move the program to SBA, who then encountered an accreditation issue. This program is an example of why the more rigorous budget process has been established.

RUETER asked what is the budget model that was used to analyse the program. REYNOLDS stated a budget analysis was used, not a model. CARTER asked if the program had had an external review. HARMON stated it goes to the Provosts Council, where it will have an external review. CARTER noted that it would be more productive if the external review were done before a program comes to Senate for approval

THE QUESTION WAS CALLED.

THE PROGRAM WAS APPROVED by unanimous voice vote.

MAIER/BURNS MOVED THE SENATE APPROVE the USP Course Proposals and Course Change Proposals.

_____ MOVED that USP 624 Project Design be re-named Development Project Design.

THE MOTION TO RENAME USP 624 PASSED by majority voice vote.

THE MOTION TO APPROVE THE USP COURSE PROPOSALS PASSED by unanimous voice vote.

3. Proposal to Amend the PSU Faculty Constitution, Article V, Sec. 2, Transition to Appropriate Senate Size

JONES presented the proposal after “D-3.”

CARTER/BURNS MOVED THE SENATE APPROVE THE PROPOSED AMENDMENT, AS LISTED IN “E-3.”

F. QUESTION PERIOD

1. Question for President Wiewel

HINES read a question regarding President Wiewel’s authority to reorganize administrative units, presumably Academic Affairs. She noted that this is one of eight anonymous questions she has received in her tenure as presiding officer, and the issue of verifying that it was submitted by a senator. She distributed the response to the question from university council (attached).

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President’s Report

WIEWEL lauded recent campus activities, including the Allen Award, the Civic Engagement Award, and the completion of the Walk of the Heroines project. He noted several individual faculty achievements, and notable performance indicators attained this year. He commended shared governance for the contribution to these various achievements.

WIEWEL reviewed the final budget determinations for the upcoming fiscal year (<http://www.pdx.edu/budget/2011-2012-academic-budget-process>), noting that we must find \$29.4 M to fill deficits. Most units must come up with a 3% cost reduction, tuition rates will increased, internal overhead rates were increased, savings were accrued in a few places, and \$10.8 M will be raised by taking from fund balances.

BUTLER asked for a clarification of the Athletics budget. WIEWEL noted that the reduction is on the E&G funds. The increase in the budget that is listed, is related to the tuition of formerly WUE athletes.

MAIER asked what the future holds for folks who were frugal and then lost fund balances. WIEWEL noted that it is done only in extreme duress, because it undermines new initiatives, etc.

Provost's Report

KOCH reminded that retention is 1% per each 13 freshmen, and that faculty connections are a very important part of this. He noted that research done by Professors Janine Allen and Kathleen Smith has also shown that student perception is strongly influenced by effective advising, etc.

KOCH noted that Dr. Gary Brown has been hired to direct the new On Line Learning Center. Nancy Koroloff will serve as Interim Dean of Social Work for the next year. Adrienne Lim is leaving the university, as will Gil Latz in December.

The revised faculty ranks document has been forwarded to the board and hearings will occur in late summer, or fall if possible.

GRECO noted that with respect to Koch's remarks about retention, it may be ephemeral, possibly being due to the economy. KOCH noted that this issue is being monitored.

- 1. Annual Report of the Advisory Council – Burns**
- 2. Annual Report of the Budget Committee – Hillman**
- 3. Annual Report of the Educational Policy Committee – Johnson**
- 4. Annual Report of the Faculty Development Committee – Bleiler**
- 5. Annual Report of the Graduate Council – Everett**
- 7. Annual Report of the Intercollegiate Affairs Board – Burgess**
- 8. Report of the IFS Faculty Senate Meeting of 2/3 June at PSU - Rueter**
- 9. Annual Report of the Teacher Education Committee – De La Cruz**
- 10. Annual Report of the Undergraduate Curriculum Committee – Mitchell**
- 11. Annual Report of the Committee on Committees – MacCormack**

The Presiding Office accepted the reports for the Senate and by way of their chairs, thanked the committees for their work this year. Applause for each

6. Annual Report of the Honors Council

LUCKETT presented the first annual report of the Honors Council.

LUCKETT/BLEILER MOVED THE PROPOSED RESOLUTION in "G-6, p. 3" outlining the process for establishing departmental honors tracks.

CUMMINGS queried what would appear on the diploma. LUCKETT stated it would read, "Honors in..." D.BROWN noted that this proposal would not work well in his school. LUCKETT disagreed, noting that the thesis is discipline-specific. CARTER referenced the current 8-year old policy, and asked why this must go through curriculum committees. LUCKETT stated it is a change to

degree programs. BUTLER noted that her department did not opt for the independent study path due to the added strain on faculty. LUCKETT disagreed that this is the case. BROWN reiterated that the thesis track as described doesn't fit his discipline. INGERSOLL noted the typo with respect to the BA in Social Work.

THE QUESTION WAS CALLED.

THE MOTION PASSED, by 40 in favor, 6 against, and 5 abstentions.


12. Assessment Council Report – Smallman

H. ADJOURNMENT

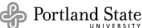
The meeting was adjourned at 4:40 p.m.

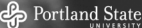
DISCUSSION ITEM: Senate Agenda Setting for 2011-12

Flexible Senate Priorities




A Follow up to the March Senate Leadership Retreat reflecting on January's agenda-setting meeting





General University Policies and Issues


- Measures of Quality - University Accountability
- Growth
- Fiscal Sustainability / budget
- Structure - OUS, and internal
- *Faculty Senate leadership joined the president's spring planning retreat - today*
- *Senate steering to formulate fall discussion topics with this information*
- *Continue meetings with Provost and President*



Quality of Faculty Experience


- Governance
 - *smaller faculty senate*
 - *represent constituency*
- Work Environment - Faculty Productivity
 - *continue collaboration with AAUP*
- Collaboration and Collegial interactions
- Faculty Senate Role
 - *interim reports from committees*
- Research focus

DISCUSSION ITEM: Senate Agenda
Setting for 2011-12

 Portland State
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**Student and Curricular
Concerns**

- On-line learning
 - *Ad hoc committee continues – works with new Director for On-Line Services*
 - *Formation of new faculty senate standing committee*
 - *Copyright issues and faculty responsibility*
 - *Resource allocation and budget as it relates to on-line courses*

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**Student and Curricular
Concerns**

- Student success
 - *Honor's Council in place*
 - *"undepartmented" students discussion ('11-'12)*
 - *Data collection/report from Advising Council (11-12)*
 - *Graduate student progress issues – grad office*
 - *UnST and Distribution requirements*
 - *Admission models and faculty input*

To: President Wim Wiewel

From: David Reese, General Counsel

Date: June 6, 2011

Subject: Faculty Constitution Requirements Regarding Office of Academic Affairs Changes

A question has been asked regarding the necessary role, if any, of the Faculty Senate prior to the reorganization of certain functions of the Office of Academic Affairs. The question is presumably referring to the creation of the Office of Research and Strategic Partnerships and the elevation of the Vice Provost of Student Affairs position. The Faculty Constitution does not require any such role.

The Constitution provides for Faculty involvement on matters related to the "establishment, abolition, or major alteration of the structure or educational functions of departments or of programs which include more than one department or instructional unit of the University." This language appears four times in the Constitution: twice in Art. III, Sec. 1 (the authority of the Faculty), once in Art. V, Sec. 4(2) (the authority of the Faculty Senate) and again in Art. IV, Sec. 4(4)(m) (the responsibilities of the Educational Policy Committee). The language and context of these provisions makes clear that they are referring to academic departments and programs, not to administrative units such as Research or Student Affairs:

- The term "department" is used through the Constitution to refer to academic departments (i.e., the sections regarding election of department chairs, etc.).
- The use of this language in Art. V, Sec. 4(2) clearly places this role of the Senate in the context of courses, curricula and courses of study. It says: "The Senate shall: . . . b) Act upon all new courses and curricula, changes in established curricula, and such new courses of study as involve consideration of educational policy or relations between divisions. The establishment, abolition, or major alteration of the structure or educational functions of departments or of programs which include more than one department or instructional unit of the University shall be construed as being within the meaning of this provision." The assignment of responsibilities among, and the structural relationships between, the offices of Research and Strategic Partnerships, Student Affairs, Academic Affairs and the President are not related to "courses, curricula or courses of study."
- The Art. III language requires that the Senate's consideration of such issues be "upon advice of the Educational Policies Committee." In Art. IV, Sec. 4(4)(m), the responsibilities of the Educational Policy Committee are defined: "The Committee shall . . . 3) Make recommendations to the Senate concerning the approval of proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, divisions, schools, colleges, centers, institutes, or other significant academic entities. All proposals must use the Process for Creation, Elimination and Alteration of Academic Units." Again, this language clearly refers to "academic units," not administrative units.

Proposal to Amend the PSU Faculty Constitution, Article V, Section 2**New Paragraph 6:****6) Transition to Appropriate Senate Size.**

a) Pursuant to an amendment to this Constitution adopted in 2010, the size of the Senate has been reduced as provided in Section 2, Paragraph 1 of this Article. The Senate will transition to this reduced size during the 2011-2012, 2012-2013 and 2013-1014 academic years.

b) The Senate Steering Committee and the Secretary to the Faculty shall make best efforts during the 2011-2012, 2012-2013 and 2013-1014 academic years to transition to the required Senate size while striving to maintain proportional representation among divisions and staggered terms among Senators. Provided that each division is represented by at least one Senator, precise adherence to the size of the Senate required by Section 2, Paragraph 1 of this Article or to the proportional representation required by Section 1, Paragraph 2 of this Article are not required during the transition.

c) This Section 2, Paragraph 6 of this Article is repealed effective June 30, 2014.

September 19, 2011

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

RE: **Submission of Graduate Council for Faculty Senate**

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2010-11 Comprehensive List of Proposals.**

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.1

- PhD in Environmental Sciences and Resources – change to existing program; revise core coursework

New Courses

E.1.a.2

- EC 698 Ecosystem Services Valuation: An Integrated Assessment, 4 credits (cross-listed with MGMT 698)
Explore environmental, social and economic theories of valuation, quantitative and qualitative methods for incorporating the values into ecosystem service management decisions, novel approaches for integrating each type of values into comprehensive measures, and applications through interdisciplinary team projects. Prerequisites: ESR 692, Soc 694 and Geog 696 or instructor's permission. This is the same course as Mgmt 698; may only be taken once for credit.

E.1.a.3

- ESM 551 Project Management for Scientists, 4 credits
Managing a science or environmental project is unique, requiring knowledge of the science discipline, project management, public participation and regulatory requirements. Topics include: defining project and tasks; understanding client or internal needs; establishing project organization, staffing, costs; public participation; satisfying regulatory requirements; adaptive management. Group work using case studies included.

E.1.a.4

- ESM 552 Environmental Regulation and Non-Regulatory Approaches, 3 credits
Understanding environmental regulations and the interaction between governmental agencies and business is critical. Course provides basics of major environmental regulations, how local, state and the federal governments are responding to regulatory issues, and interaction with businesses through innovation and performance based approaches. Case studies and group work included.

E.1.a.5

- ESR 630 Introduction to Transdisciplinary Modes of Critical Inquiry and Science in Environmental Research, 3 credits

This course draws on representatives from research groups in the School to present the many ways to formulate questions and different forms of science that are being actively used to address environmental problems. We will explore curiosity- and problem-based approaches from social, physical and biological sciences. Prerequisites: PhD student or MS with permission of instructor.

E.1.a.6

- ESR 632 Topics in Professional Transdisciplinary Writing and Communication Skills, 1 credit

Crucial skill development for advanced graduate students in writing, communicating through multiple forms of media and public messaging. Students will work on projects derived from their own scholarship. Cross sector exposure from science, management, business or non-profit partners. Students must take three different sections of this course as approved by their advisor.

E.1.a.7

- GEOG 696 Dynamics of Ecosystem Services, 4 credits

Evaluates changing ecosystem services in a holistic way, drawing knowledge from conservation ecology, economics, environmental engineering, environmental sciences, geographical and spatial sciences with a focus on methodological issues. Investigates the ecological costs of human activities in such topics as climate change, groundwater contamination, algal bloom, urbanization, agricultural intensification, deforestation, overfishing and mangrove conversion.

E.1.a.8

- SOC 694 Analysis of the Impacts of Social and Management Practices on Ecosystem Services, 4 credits (cross-listed with PAP 694)

Examination of social forces and institutions that influence use and guide policy for management of ecosystem services. Investigation of inter-jurisdictional governance of natural systems to establish law and policy that promote investment in ecosystems to create sustainable cities. This course is the same as PAP 694; may only be taken once for credit.

Graduate School of Education

Change to Existing Program

E.1.a.9

- Master of Education (Bilingual Teacher Pathway Program) – change in existing program; increase credit hours

New Courses

E.1.a.10

- CI 533 Media and Literacy, 3 credits

An in-depth look at the ways that the Literacy Curriculum can integrate a study of media texts (movies, television programs, advertisements, Web pages, etc.). Explores both the reading and writing (production) of media texts with elementary and secondary students.

Change to Existing Courses

E.1.a.11

- CI 550 Student Teaching I, Early Childhood, 6 credits – change credits to variable 4-6

E.1.a.12

- CI 551 Student Teaching II, Early Childhood, 15 credits – change credits to variable 9-15

E.1.a.13

- CI 552 Student Teaching I, Elementary, 6 credits – change credits to variable 4-6

E.1.a.14

- CI 553 Student Teaching II, Elementary, 15 credits – change credits to variable 9-15

E.1.a.15

- CI 554 Student Teaching I, High School, 6 credits – change credits to variable 4-6

E.1.a.16

- CI 555 Student Teaching II, High School, 15 credits – change credits to variable 9-15

E.1.a.17

- CI 556 Mid-Level Student Teaching I, 6 credits – change credits to variable 4-6, change course description

E.1.a.18

- CI 557 Mid-Level Student Teaching II, 15 credits – change credits to variable 9-15, change course description

School of Business Administration

New Courses

E.1.a.19

- MGMT 698 Ecosystem Services Valuation: An Integrated Assessment, 4 credits (cross-listed with EC 698)
Explore environmental, social and economic theories of valuation, quantitative and qualitative methods for incorporating the values into ecosystem service management decisions, novel approaches for integrating each type of values into comprehensive measures, and applications through interdisciplinary team projects. Prerequisites: ESR 692, Soc 694 and Geog 696 or instructor's permission. This is the same course as Ec 698; may only be taken once for credit.

College of Urban and Public Affairs

New Courses

E.1.a.20

- PAP 694 Analysis of the Impacts of Social and Management Practices on Ecosystem Services, 4 credits – new course (cross-listed with SOC 694)
Examination of social forces and institutions that influence use and guide policy for management of ecosystem services. Investigation of inter-jurisdictional governance of natural systems to establish law and policy that promote investment in ecosystems to create sustainable cities. This course is the same as Soc 694; may only be taken once for credit.

Change to Existing Courses

E.1.a.21

- PA 619 Civic Capacity, 3 credits – change prefix to PAP

E-1-a., PSU Faculty Senate Meeting, October 3, 2011

E.1.b

September 19, 2011

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

Rachel Hardesty
Chair, Undergraduate Curriculum Committee

RE: **Submission of Graduate Council and Undergraduate Curriculum Committee**

The following proposals have been approved by the Graduate Council and the Undergraduate Curriculum Committee, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2010-11 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

New Courses

E.1.b.1

- Rus 420/520 Topics in Russian History, 4 credits
A content-based language course based on study of major issues in Russian and Soviet history such as Peter I, Westerners and Slavophiles, the Thaw, and others. Expected preparation: Rus 342. Prerequisites: junior standing. May be repeated for credit when topics differ.

Graduate School of Education

New Courses

E.1.b.2

- CI 431/531 Professional Development and Reflection, 2 credits
Course designed to assist students in the beginning development of their profession as teachers, become familiar with national, state, and district teaching standards for teachers and K-12 students and become knowledgeable on educational law. Students will develop an initial teaching philosophy paper that will reflect their personal expression of values and goals as they relate to their practice. This paper will be refined throughout the program. Additionally, students will begin observation and data gathering in their district's learning community. Prerequisites: admission to the Bilingual Teacher Pathway Program.

E.1.b.3

- CI 435/535 Planning, Assessment, and Curriculum, 3 credits
This course explores the theoretical frameworks and practical strategies that assist new teachers in planning effective classroom curriculum, assessments and instruction across academic subject areas, while focusing on the developmental and learning needs of students. Students will learn and practice a variety of techniques for unit and lesson planning,

E-1.b, PSU Faculty Senate Meeting, October 3, 2011

thoughtful instructional strategies and best practices in specific content areas, and how to develop formative classroom assessments that are standards-based and are aligned with instruction and curriculum design.

E.1.b.4

- CI 438/538 Language and Literacy Development of Diverse Learners, 3 credits
Course designed for preservice teachers to help them guide elementary, mid-level, and secondary students in acquiring skills needed for reading, thinking, writing, and study in the content areas. Emphasis on the functional teaching of reading and writing- the design and preparation of materials to use with textbooks in all school subjects. Prerequisites: admission to the Bilingual Teacher Pathway Program.

Change to Existing Courses

E.1.b.5

- CI 511 Classroom Management, 1-3 credits – add 400-level section

E.1.b.6

- CI 512 Teaching and Learning, 1-3 credits – add 400-level section

E.1.b.7

- CI 513 Classroom Instruction and Technology, 2-5 credits – add 400-level section

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- CI 515 The Reflective Practitioner, 1-3 credits – add 400-level section

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- CI 517 Integrated Methods II, 1-5 credits – add 400-level section

E.1.b.10

- CI 518 Integrated Methods III, 1-5 – add 400-level section

E.1.b.11

- CI 519 Special Secondary Methods, 3 credits – add 400-level section

E.1.b.12

- CI 548 Advanced Methods-Special Subject Fields in the Secondary School, 3 credits – add 400-level section

School of Fine and Performing Art

Change to Existing Courses

E.1.b.13

- Art 494/594, 495/595, 496/596 Advanced Sculpture Topics, 4, 4, 4 credits – change course title to Advanced Sculpture I, change course number to 494/594, change description and prereqs

E.1.b.14

- Art 494/594, 495/595, 496/596 Advanced Sculpture Topics, 4, 4, 4 credits – change course title to Advanced Sculpture II, change course number to 495/595, change description and prereqs

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, June 6, 2011

Presiding Officer: Maude Hines

Secretary: Sarah E. Andrews-Collier

Members Present: Baccar, Barham, Berrettini, Beyler, Bowman, Brower, C.Brown, D.Brown, Burk, Burns, Butler, Cabelly, Carder, Carter, Caskey, Ceppi, Chaille Cummings, Curry, Daasch, Danielson, Dill, Ediger, Flower, Fortmiller, Gamburd, George, Gibson, Glaze, Gray, Greco, B.Hansen, Harmon, Hatfield, Hines, Ingersoll, Jacob, Jagodnik, Johnson, Jones, Kapoor, Keller, Ketcheson, Kohles, Kominz, Kwong, Lang, Leite, Livneh, Luckett, MacCormack, Maier, Marrongelle, Mathwick, McBeath, McBride, Medovoi, L. Mercer, Miller, Munson, Nash, Neal, Nixon, O'Halloran, Oswald, Ostlund, Ott, Parnell, Paschild, Pejcinovic, Raffo, Reynolds, Rogers, Rueter, Ryder, F. Sanchez, R. Seppalainen, Shandas, Sheard, Shusterman, Smith, Sterling, Strathman, Sytsma, M.Taylor, S.Taylor, Trimble, Trifiletti, Wadley, Wamser, Weasel, Webb.

Alternates Present: Johnson for Agorsah, Ruedas for Murphy, Bleiler for Palmiter, Wise for Tarabocchia, Baker for Welnick, Holt for Wetzel.

Members Absent: Arante, Elzanowski, Farr, Feng, Hagge, Henning, Karavanic, Kinsella, Latiolais, Pierce, Sanchez, Schechter, Turner, Vance.

New Members

Present: Jaen-Portillo, Jivanjee, Lafferriere, Magaldi, Rigelman.

Ex-officio Members

Present: Andrews-Collier, Balzer, Beyler, Burton, Chisolm, Desrochers, Fung, Hickey, Hitz, Kaiser, Sestak, Su, Wiewel.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE MAY 3, 2011, MEETING

The meeting was called to order at 15:04. The minutes were approved with the following correction: HARMON was present.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Additions/Changes to the day's agenda: G-12 should read "Year One Accreditation Report" – Ketcheson

Hail and Farewell: The Presiding Officer thanked outgoing Senators, in particular former Presiding Officer Cindy Brown, who is retiring, and welcomed incoming

senators. She also reminded attendees that a reception follows the meeting, hosted by the Provost and Scott Burns, GEOL.

New members of the Advisory Council: Linda George, Maude Hines, Robert Mercer
New IFS Senator and Alternate: Darryl Brown (Jan. 2012-15) and Tom Seppalainen (2011-12).

Election of officers of the 2011-12 PSU Faculty Senate: Gwen Shusterman, Presiding Officer, Rob Daasch, Presiding Officer Elect, Lisa Weasel and Gerardo Lafferriere, Steering Committee (2011-13). Cindy Baccar, *Ex Officio* (Chair, Comm on Comm).

Removed from the Curricular Consent Agenda, Item E-1.a. USP Course Proposals and Course Change Proposals.

Discussion Item: Agenda Setting for 2011-12 (attachment)

D. UNFINISHED BUSINESS

1. Final Report of the Ad Hoc Committee on On-Line Learning

REYNOLDS presented the report for the committee, as included in the mailing.

The Presiding Officer accepted the report for the Senate.

BURNS/BLEILER MOVED THE SENATE ADOPT the recommendation in the last paragraph of the report: "... the Faculty Senate continue the work of this committee in the form of a new Faculty Senate On-Line Learning Committee which works with the Director of the Center for Online Learning," and continue the work of the ad hoc committee in the meantime.

RUETER noted he is concerned about transparency, with regard to who has a financial stake in this activity. We should be very clear about that when forming the committee.

THE QUESTION WAS CALLED.

THE MOTION TO ADOPT PASSED by unanimous voice vote.

2. Annual Report of the Library Committee

MERROW presented the final version of the report.

The Presiding Officer accepted the report for the Senate, as added to the mailing.

3. Report of the Ad Hoc Committee to Implement Changes to the Constitution

JONES presented the report for the committee, and introduced "E.3., Proposal to Amend the PSU Faculty Constitution, Art., V, Sec, 2 Transition *etc.*"

The Presiding Officer accepted the report for the Senate.

E. NEW BUSINESS

1. Curricular Consent Agenda

BURNS/DAASCH MOVED THE SENATE APPROVE the proposals, excluding courses in the program proposal in "E-2."

THE MOTION PASSED by unanimous voice vote.

2. Proposal for Master of Real Estate Development

JOHNSON/BROWN MOVED THE SENATE APPROVE the Master of Real Estate Development, as listed in "E-2."

RUETER requested comment from the Budget Committee. HILLMAN

3. Proposal to Amend the PSU Faculty Constitution, Article V, Sec. 2, Transition to Appropriate Senate Size

JONES presented the proposal after "D-3."

CARTER/BURNS MOVED THE SENATE APPROVE THE PROPOSED AMENDMENT, AS LISTED IN "E-3."

F. QUESTION PERIOD

1. Questions for President Wiewel

President Wiewel distributed his response to the question asked regarding his authority to reorganize administrative units above the level of colleges, in particular Academic Affairs (attached).

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report (16:30)

Provost's Report

- 1. Annual Report of the Advisory Council – Burns**
- 2. Annual Report of the Budget Committee – Hillman**
- 3. Annual Report of the Educational Policy Committee – Johnson**
- 4. Annual Report of the Faculty Development Committee – Bleiler**
- 5. Annual Report of the Graduate Council – Everett**
- 7. Annual Report of the Intercollegiate Affairs Board – Burgess**
- 8. Report of the IFS Faculty Senate Meeting of 2/3 June at PSU - Rueter**
- 9. Annual Report of the Teacher Education Committee – De La Cruz**

10. Annual Report of the Undergraduate Curriculum Committee – Mitchell**11. Annual Report of the Committee on Committees – MacCormack**

The Presiding Office accepted the reports for the Senate and by way of their chairs, thanked the committees for their work this year.

6. Annual Report of the Honors Council

LUCKETT presented the first annual report of the Honors Council.

LUCKETT/BLEILER MOVED

CUMMINGS queried what would appear on the diploma.

THE QUESTION WAS CALLED.


THE MOTION PASSED, by 40 in favor, 6 against, and 5 abstentions.

12. Assessment Council Report – Smallman**H. ADJOURNMENT**

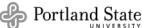
The meeting was adjourned at 4:40 p.m.

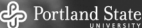
DISCUSSION ITEM: Senate Agenda Setting for 2011-12

Flexible Senate Priorities




A Follow up to the March Senate Leadership Retreat reflecting on January's agenda-setting meeting





General University Policies and Issues


- Measures of Quality - University Accountability
- Growth
- Fiscal Sustainability / budget
- Structure - OUS, and internal
- *Faculty Senate leadership joined the president's spring planning retreat - today*
- *Senate steering to formulate fall discussion topics with this information*
- *Continue meetings with Provost and President*



Quality of Faculty Experience


- Governance
 - *smaller faculty senate*
 - *represent constituency*
- Work Environment - Faculty Productivity
 - *continue collaboration with AAUP*
- Collaboration and Collegial interactions
- Faculty Senate Role
 - *interim reports from committees*
- Research focus

DISCUSSION ITEM: Senate Agenda
Setting for 2011-12

 Portland State
UNIVERSITY

**Student and Curricular
Concerns**

- On-line learning
 - *Ad hoc committee continues – works with new Director for On-Line Services*
 - *Formation of new faculty senate standing committee*
 - *Copyright issues and faculty responsibility*
 - *Resource allocation and budget as it relates to on-line courses*

 Portland State
UNIVERSITY

**Student and Curricular
Concerns**

- Student success
 - *Honor's Council in place*
 - *"undepartmented" students discussion ('11-'12)*
 - *Data collection/report from Advising Council (11-12)*
 - *Graduate student progress issues – grad office*
 - *UnST and Distribution requirements*
 - *Admission models and faculty input*

To: President Wim Wiewel

From: David Reese, General Counsel

Date: June 6, 2011

Subject: Faculty Constitution Requirements Regarding Office of Academic Affairs Changes

A question has been asked regarding the necessary role, if any, of the Faculty Senate prior to the reorganization of certain functions of the Office of Academic Affairs. The question is presumably referring to the creation of the Office of Research and Strategic Partnerships and the elevation of the Vice Provost of Student Affairs position. The Faculty Constitution does not require any such role.

The Constitution provides for Faculty involvement on matters related to the "establishment, abolition, or major alteration of the structure or educational functions of departments or of programs which include more than one department or instructional unit of the University." This language appears four times in the Constitution: twice in Art. III, Sec. 1 (the authority of the Faculty), once in Art. V, Sec. 4(2) (the authority of the Faculty Senate) and again in Art. IV, Sec. 4(4)(m) (the responsibilities of the Educational Policy Committee). The language and context of these provisions makes clear that they are referring to academic departments and programs, not to administrative units such as Research or Student Affairs:

- The term "department" is used through the Constitution to refer to academic departments (i.e., the sections regarding election of department chairs, etc.).
- The use of this language in Art. V, Sec. 4(2) clearly places this role of the Senate in the context of courses, curricula and courses of study. It says: "The Senate shall: . . . b) Act upon all new courses and curricula, changes in established curricula, and such new courses of study as involve consideration of educational policy or relations between divisions. The establishment, abolition, or major alteration of the structure or educational functions of departments or of programs which include more than one department or instructional unit of the University shall be construed as being within the meaning of this provision." The assignment of responsibilities among, and the structural relationships between, the offices of Research and Strategic Partnerships, Student Affairs, Academic Affairs and the President are not related to "courses, curricula or courses of study."
- The Art. III language requires that the Senate's consideration of such issues be "upon advice of the Educational Policies Committee." In Art. IV, Sec. 4(4)(m), the responsibilities of the Educational Policy Committee are defined: "The Committee shall . . . 3) Make recommendations to the Senate concerning the approval of proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, divisions, schools, colleges, centers, institutes, or other significant academic entities. All proposals must use the Process for Creation, Elimination and Alteration of Academic Units." Again, this language clearly refers to "academic units," not administrative units.

Proposal to Amend the PSU Faculty Constitution, Article V, Section 2**New Paragraph 6:****6) Transition to Appropriate Senate Size.**

a) Pursuant to an amendment to this Constitution adopted in 2010, the size of the Senate has been reduced as provided in Section 2, Paragraph 1 of this Article. The Senate will transition to this reduced size during the 2011-2012, 2012-2013 and 2013-1014 academic years.

b) The Senate Steering Committee and the Secretary to the Faculty shall make best efforts during the 2011-2012, 2012-2013 and 2013-1014 academic years to transition to the required Senate size while striving to maintain proportional representation among divisions and staggered terms among Senators. Provided that each division is represented by at least one Senator, precise adherence to the size of the Senate required by Section 2, Paragraph 1 of this Article or to the proportional representation required by Section 1, Paragraph 2 of this Article are not required during the transition.

c) This Section 2, Paragraph 6 of this Article is repealed effective June 30, 2014.

September 19, 2011

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

RE: **Submission of Graduate Council for Faculty Senate**

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2010-11 Comprehensive List of Proposals.**

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.1

- PhD in Environmental Sciences and Resources – change to existing program; revise core coursework

New Courses

E.1.a.2

- EC 698 Ecosystem Services Valuation: An Integrated Assessment, 4 credits (cross-listed with MGMT 698)
Explore environmental, social and economic theories of valuation, quantitative and qualitative methods for incorporating the values into ecosystem service management decisions, novel approaches for integrating each type of values into comprehensive measures, and applications through interdisciplinary team projects. Prerequisites: ESR 692, Soc 694 and Geog 696 or instructor's permission. This is the same course as Mgmt 698; may only be taken once for credit.

E.1.a.3

- ESM 551 Project Management for Scientists, 4 credits
Managing a science or environmental project is unique, requiring knowledge of the science discipline, project management, public participation and regulatory requirements. Topics include: defining project and tasks; understanding client or internal needs; establishing project organization, staffing, costs; public participation; satisfying regulatory requirements; adaptive management. Group work using case studies included.

E.1.a.4

- ESM 552 Environmental Regulation and Non-Regulatory Approaches, 3 credits
Understanding environmental regulations and the interaction between governmental agencies and business is critical. Course provides basics of major environmental regulations, how local, state and the federal governments are responding to regulatory issues, and interaction with businesses through innovation and performance based approaches. Case studies and group work included.

E.1.a.5

- ESR 630 Introduction to Transdisciplinary Modes of Critical Inquiry and Science in Environmental Research, 3 credits

This course draws on representatives from research groups in the School to present the many ways to formulate questions and different forms of science that are being actively used to address environmental problems. We will explore curiosity- and problem-based approaches from social, physical and biological sciences. Prerequisites: PhD student or MS with permission of instructor.

E.1.a.6

- ESR 632 Topics in Professional Transdisciplinary Writing and Communication Skills, 1 credit

Crucial skill development for advanced graduate students in writing, communicating through multiple forms of media and public messaging. Students will work on projects derived from their own scholarship. Cross sector exposure from science, management, business or non-profit partners. Students must take three different sections of this course as approved by their advisor.

E.1.a.7

- GEOG 696 Dynamics of Ecosystem Services, 4 credits

Evaluates changing ecosystem services in a holistic way, drawing knowledge from conservation ecology, economics, environmental engineering, environmental sciences, geographical and spatial sciences with a focus on methodological issues. Investigates the ecological costs of human activities in such topics as climate change, groundwater contamination, algal bloom, urbanization, agricultural intensification, deforestation, overfishing and mangrove conversion.

E.1.a.8

- SOC 694 Analysis of the Impacts of Social and Management Practices on Ecosystem Services, 4 credits (cross-listed with PAP 694)

Examination of social forces and institutions that influence use and guide policy for management of ecosystem services. Investigation of inter-jurisdictional governance of natural systems to establish law and policy that promote investment in ecosystems to create sustainable cities. This course is the same as PAP 694; may only be taken once for credit.

Graduate School of Education

Change to Existing Program

E.1.a.9

- Master of Education (Bilingual Teacher Pathway Program) – change in existing program; increase credit hours

New Courses

E.1.a.10

- CI 533 Media and Literacy, 3 credits

An in-depth look at the ways that the Literacy Curriculum can integrate a study of media texts (movies, television programs, advertisements, Web pages, etc.). Explores both the reading and writing (production) of media texts with elementary and secondary students.

Change to Existing Courses

E.1.a.11

- CI 550 Student Teaching I, Early Childhood, 6 credits – change credits to variable 4-6

E.1.a.12

- CI 551 Student Teaching II, Early Childhood, 15 credits – change credits to variable 9-15

E.1.a.13

- CI 552 Student Teaching I, Elementary, 6 credits – change credits to variable 4-6

E.1.a.14

- CI 553 Student Teaching II, Elementary, 15 credits – change credits to variable 9-15

E.1.a.15

- CI 554 Student Teaching I, High School, 6 credits – change credits to variable 4-6

E.1.a.16

- CI 555 Student Teaching II, High School, 15 credits – change credits to variable 9-15

E.1.a.17

- CI 556 Mid-Level Student Teaching I, 6 credits – change credits to variable 4-6, change course description

E.1.a.18

- CI 557 Mid-Level Student Teaching II, 15 credits – change credits to variable 9-15, change course description

School of Business Administration

New Courses

E.1.a.19

- MGMT 698 Ecosystem Services Valuation: An Integrated Assessment, 4 credits (cross-listed with EC 698)
Explore environmental, social and economic theories of valuation, quantitative and qualitative methods for incorporating the values into ecosystem service management decisions, novel approaches for integrating each type of values into comprehensive measures, and applications through interdisciplinary team projects. Prerequisites: ESR 692, Soc 694 and Geog 696 or instructor's permission. This is the same course as Ec 698; may only be taken once for credit.

College of Urban and Public Affairs

New Courses

E.1.a.20

- PAP 694 Analysis of the Impacts of Social and Management Practices on Ecosystem Services, 4 credits – new course (cross-listed with SOC 694)
Examination of social forces and institutions that influence use and guide policy for management of ecosystem services. Investigation of inter-jurisdictional governance of natural systems to establish law and policy that promote investment in ecosystems to create sustainable cities. This course is the same as Soc 694; may only be taken once for credit.

Change to Existing Courses

E.1.a.21

- PA 619 Civic Capacity, 3 credits – change prefix to PAP

E-1-a., PSU Faculty Senate Meeting, October 3, 2011

E.1.b

September 19, 2011

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

Rachel Hardesty
Chair, Undergraduate Curriculum Committee

RE: **Submission of Graduate Council and Undergraduate Curriculum Committee**

The following proposals have been approved by the Graduate Council and the Undergraduate Curriculum Committee, and are recommended for approval by the Faculty Senate.

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College of Liberal Arts and Sciences

New Courses

E.1.b.1

- Rus 420/520 Topics in Russian History, 4 credits
A content-based language course based on study of major issues in Russian and Soviet history such as Peter I, Westerners and Slavophiles, the Thaw, and others. Expected preparation: Rus 342. Prerequisites: junior standing. May be repeated for credit when topics differ.

Graduate School of Education

New Courses

E.1.b.2

- CI 431/531 Professional Development and Reflection, 2 credits
Course designed to assist students in the beginning development of their profession as teachers, become familiar with national, state, and district teaching standards for teachers and K-12 students and become knowledgeable on educational law. Students will develop an initial teaching philosophy paper that will reflect their personal expression of values and goals as they relate to their practice. This paper will be refined throughout the program. Additionally, students will begin observation and data gathering in their district's learning community. Prerequisites: admission to the Bilingual Teacher Pathway Program.

E.1.b.3

- CI 435/535 Planning, Assessment, and Curriculum, 3 credits
This course explores the theoretical frameworks and practical strategies that assist new teachers in planning effective classroom curriculum, assessments and instruction across academic subject areas, while focusing on the developmental and learning needs of students. Students will learn and practice a variety of techniques for unit and lesson planning,

E-1.b, PSU Faculty Senate Meeting, October 3, 2011

thoughtful instructional strategies and best practices in specific content areas, and how to develop formative classroom assessments that are standards-based and are aligned with instruction and curriculum design.

E.1.b.4

- CI 438/538 Language and Literacy Development of Diverse Learners, 3 credits
Course designed for preservice teachers to help them guide elementary, mid-level, and secondary students in acquiring skills needed for reading, thinking, writing, and study in the content areas. Emphasis on the functional teaching of reading and writing- the design and preparation of materials to use with textbooks in all school subjects. Prerequisites: admission to the Bilingual Teacher Pathway Program.

Change to Existing Courses

E.1.b.5

- CI 511 Classroom Management, 1-3 credits – add 400-level section

E.1.b.6

- CI 512 Teaching and Learning, 1-3 credits – add 400-level section

E.1.b.7

- CI 513 Classroom Instruction and Technology, 2-5 credits – add 400-level section

E.1.b.8

- CI 515 The Reflective Practitioner, 1-3 credits – add 400-level section

E.1.b.9

- CI 517 Integrated Methods II, 1-5 credits – add 400-level section

E.1.b.10

- CI 518 Integrated Methods III, 1-5 – add 400-level section

E.1.b.11

- CI 519 Special Secondary Methods, 3 credits – add 400-level section

E.1.b.12

- CI 548 Advanced Methods-Special Subject Fields in the Secondary School, 3 credits – add 400-level section

School of Fine and Performing Art

Change to Existing Courses

E.1.b.13

- Art 494/594, 495/595, 496/596 Advanced Sculpture Topics, 4, 4, 4 credits – change course title to Advanced Sculpture I, change course number to 494/594, change description and prereqs

E.1.b.14

- Art 494/594, 495/595, 496/596 Advanced Sculpture Topics, 4, 4, 4 credits – change course title to Advanced Sculpture II, change course number to 495/595, change description and prereqs