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 January 3, 2010, at 3:00 p.m. in Univ. Place.

AGENDA

A. Roll
B. *Approval of the Minutes of the December 6, 2010, Meeting

C. Announcements and Communications from the Floor
   Discussion Item: Senate Agenda Setting in Breakout Sessions
   First, what are your group's four top PSU Faculty Senate agenda priorities?
   Second, how would your group narrow or define those priorities?
   Third, for one or more of your priority agenda items, please answer the following questions:
   1) How would your group frame the discussion?
      -How does it reflect on the future of PSU?
      -What questions would the discussion answer?
   2) What information would we need to address the topic?
      -Whom should the Steering Committee ask to present the topic preliminaries?
      -What information would be needed (e.g. data, comparators) to focus the discussion and
        address the topic's central issues?

D. Unfinished Business
   None

E. New Business
   *1. Curricular 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
   1. Report of the Interinstitutional Faculty Senate Meeting of 3/4 December at PSU - Ruetter

H. Adjournment

*Included with this:
   B  Minutes of the PSU Faculty Senate Meeting of December 6, 2010
   C-1 Curricular Proposals Consent Agenda
***2010-11 PSU FACULTY SENATE ROSTER***

****2010-11 STEERING COMMITTEE****
Presiding Officer: Maude Hines
Presiding Officer Elect: Gwen Shusterman
Secretary: Sarah Andrews-Collier
Steering Committee (4): Rob Daasch and Tom Luckett (2011), Dan Fortmiller and Mark Jones (2012),
Ex officio (Comm on Comm) Alan MacCormack

****2010-11 FACULTY SENATE (117)****
All Others (24)
Bagges, Tim CAPS 2011
Ingrossi, Rebecca UASC 2011
Pierce, Robin PAC 2011
Turner, April OAA 2011
*Siegel, Doug (Webb) OSA 2011
Welsh, Jennifer SALP 2011
Wendler, Denise HO-DA 2011
*Thompson, Melinda ADM 2011
Barkem, Mary Ann UASC 2011
ventional, Cynthia ADM 2012
Fortmiller, Daniel CARC 2012
Hatfield, Lisa DDPS 2012
Kotbeck, Kathy ORP 2012
Kwasigroch, Jlanna OAA 2012
McBride, Lestlie CAU 2012
Vance, Mary CARC 2012
*Timbacchus, J. Thompson* EDOS 2012
*Flores, Greg (Otland)* CARC 2013
Harmon, Steven OAX 2013
Jeltsch, Kent ARK 2013
Nixon, Nolita ADM 2013
Ryder, Bill ADM 2013
Sanchez, Rebecca SBA 2013
Business Administration (6)
Coates, Layne SBA 2011
Koga, Daniel SBA 2011
Makwicz, Charle SBA 2012
Raffo, David SBA 2012
Brown, Darrell SBA 2013
Johnson, Raymond SBA 2013
KB University (6)
*Reynolds, Candice (McKeown)* EPPA 2011
Manson, Leslie ED 2011
Caskey, Micky ED 2012
Smith, Michael ED 2012
*Nigelman, Nicole (Malhotra-Pandey)* ED 2013
Brock, Pat
Engineering & Computer Science (10)
Kolks, Sean ME 2011
Sheard, Timothy CMPS 2011
Polinico, Branimir ECE 2011
*Karavansk, Karen (Sailor)* CMPS 2011
Zalk, Lisa ECE 2012
Brown, Cynthia CS 2012
Daasch, W Robert ECE 2012
Feng, Wu-Chang CMPS 2013
Jones, Mark CMPS 2013
*Miet, David CMPS 2013
Extended Studies (2)
Griffith, Molly XS 2011
Sterling, Sarah XS PDC 2012
Fine and Performing Arts (6)
Clay, Charles MUS 2011
Hansen, Bradly MUS 2011
Leitz, Margaret ARCH 2012
Glenn, Debra MUS 2012
Bertini, Mark TA 2013
Taylor, Sue ART 2013
Library (2)
Bowman, Michael (Howard) LJB 2011
Paschild, Christine LJB 2012
Liberal Arts and Sciences (40)
Carter, Duncan ENG 2011
Clark, Michael (Wamser) ENG 2011
Ediger, Joseph MTH 2011
*Fischer, William (Cappi) FLL 2011
George, Linda ESR 2011
Hinck, Maude ENG 2011
Lackott, Thomas HST 2011
Murphy, Michael BIO 2011
*Preston, Serge (L. Mercier) MTH 2011
Ruster, John ESR 2011
Sanchez, Fernando FLL 2011
Spalasis, Tom PHIL 2011
Shusterman, Kristin CHEM 2011
Walley, Stephanie FLL 2011
Arante, Jacqueline ENG 2012
*Brown, Barbara* GEOG 2012
Beaus, Scott GEOL 2012
Butler, Virginia ANTH 2012
Cummings, Michael GEOG 2012
Danielson, Susan ENG 2012
Gambard, Michelle ANTH 2012
Jaeger, Greg ENG 2012
Lafolais, Paul MTH 2012
O'Halloran, Joyce MTH 2012
Schechter, Patricia HST 2012
*Stunner, Mark (Balschm)* ES 2012
Wetzl, Patricia FLL 2012
Agorsor, Kofi EST 2013
Bepler, Richard HST 2013
Elangoost, Marek MTH 2013
Farr, Grant GSC 2013
Greco, Jim FLL 2013
Kapoor, Priya COMM 2013
*Kowal, Lawrence FLL 2013
Lang, William HST 2013
Marronello, Karen MTH 2013
Medved, Lierom ENG 2013
Ou, John HST 2013
Palmier, Jeannette MTH 2013
Ware, Lisa BIO 2013
Other Instructional (5)
McKernack, Alan UNST 2011
Tremble, Anmarie UNST 2012
*Flower, Michael* HON 2013
Social Work (7)
Keller, Thomas SSW 2011
*Oschwald, Mary (Nissan)* SSW 2011
Taylor, Michael CPS 2011
Curry, Ann SSW 2012
Miller, Pamela SSW 2012
Nash, James SSW 2012
McReath, Bowen 2013
Urban and Public Affairs (9)
Kinsella, David PS 2011
Neal, Margaret IAO 2011
Gibson, Karen UAP 2013
Carter, Paula IAO 2012
*Heining, Kris* HST 2012
Strathman, James CAS 2012
Dill, Jennifer USP 2013
Shandas, Vivek USP 2013

*Interim appointments
*Chairman of Committee on Committees

DATE: 12/29/10

10-11 NEW SENATORS In Italic
Minutes: Faculty Senate Meeting, December 6, 2010  
Presiding Officer: Maude Hines  
Secretary: Sarah E. Andrews-Collier  


Alternates Present: Ruedas for Murphy, Baccar for Nixon, Lafferriere for Palmer.  

Members Absent: Beyler, Clark, Cabelly, Cummings, Curry, Elzanowski, Fischer, Glaze, Gray, Jacob, Johnson, Kapoor, Keller, Ketcheson, Kinsella, Kwong, Leite, Mathwick, McBeath, Nash, O’Halloran, Oschwald, Preston, Raffe, Rogers, Schechter, Shandas, Strathman, Sytsma, Wendler.  


A. ROLL  
B. APPROVAL OF THE MINUTES OF THE NOVEMBER 1, 2010, MEETING  

The meeting was called to order at 15:03. The minutes were approved with the following corrections: Burk, Karavanic, Taylor, Griffith were present in November.  

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR  

HINES called the meeting to a minute of silence in memory of our colleague, Craig Wollner, who passed away recently. Following, she noted that there would be a memorial service on 19 January.  

HINES noted that the meeting order would be changed, and that announcements were moved to follow the President’s Report. HINES noted that D2I training would progress with self-paced and guided training in winter 2011. HINES continued, the Steering Committee and the AAUP Council are preparing a resolution regarding the
university's comparators. HINES noted the January meeting would be taken up in almost its entirety with Senate Agenda Setting and would be held at University Place.

MACK reported that a fixed term faculty step promotion proposal, developed over the past 2.5 years by a labor (AAUP) – management (Associate Deans group) group, is ready for CADS and general review. LUCKETT queried if this has been discussed in the context of unfunded mandates. KOCH noted that the administration is in the process of moving fixed term funding on the same basis as other budgets. ARANTE queried if the proposal addresses the balance between teaching and service. MACK stated that there was no change.

JONES reported on the format for the January meeting. He noted that it would be directed like a planning meeting, with groups of 5-10 members with a good mix for each. The immediate purpose is to provide input for the President’s Retreat and next year’s Senate. He urged Senators to talk to constitute about topics, and use the Wiki to enter them.

**Discussion Item: Budget and Finance**

HINES noted that Koch (for Desrochers), Hillman, and Reynolds would present on the topic, and then she would move the meeting to a committee of the whole.

KOCH gave an overview of the university budget process, and academic budgeting. He noted that the process has been used for the last 5-6 years, and involves Desrochers, Fung, Koch, and now Reynolds. Desrochers will provide a context based on state-level demands, while OAA requests the academic units to provide credit hour projections, used to develop revenue estimates. There is a parallel process of establishing budgeting priorities, in the context of presidential initiatives, etc., via input from the Deans. Academic requests are then compiled in OAA, and requests and reduction proposals if required are prepared for the President. The President makes a tentative budget decision (as the appropriations are not known as yet) and seeks comments and input, campus-wide. He then makes a final budget decision, still contingent on appropriations. The timeline starts in fall so decisions can be made in winter, recommendations made in March, and consultation and open fora can be completed in April of the year. The FADM webpage provides a timeline and narrative of the activity.

KOCH continued, academic budgeting begins the summer and fall before this to talk about the academic priorities of the institution, in an effort to have consistency as well as addressing immediate demands. Criteria are developed based on themes and academic priorities, for example student success>retention>advising, sustainability, K-20, our relationship with OHSU, on-line learning, curricular effectiveness, etc. Proposals from the deans are evaluated, and recommendations are developed for the president and executive committee. Again, SCH projections are requested, based on the prior year’s budget and numbers, plus changes to the same, and enhanced budgets are developed.
HILLMAN provided an overview of the Budget Committee’s fall activities. They have been briefed by FADM on a potential 25% E&G cut from the state, but as E&G is ~7% of the budget, it is 3% of PSU’s total budget. That is as far as the committee can progress until the legislative proposals start coming in. HILLMAN continued, the committee has spent most of their effort on agenda items generated in the Senate leadership summer retreat. Based on his work in his Financial Futures subcommittee, HILLMAN projected the university will have to go to a “performance based” model. He noted that there needs to be coordination of self-support and summer school to standardize the cost of student credit hour. The committee as a whole has not agreed to a future funding model, but it is clear that there will be no state funding by 8-12 years from now. Other topics have included the cost of initiatives such as Advising and increasing the proportion of tenure lines, versus the outcomes. He noted that given the budget projections, it is hard to see how we can reduce the differential costs of instructional faculty. Another item is the issue of Facilities, in that 6-8 years ago, base budget facilities lines were cut, and the large proportion of support is now soft money driven (chargeable). Facilities has recently provided on their website what is broken out as baseline versus what is chargeable. Overall, this is not a healthy way to operate, and will continue to create tension and animosity. Distance Learning fees is another item. D2L total expense is being placed on distance learning, even though it is used elsewhere. This is also a potentially contentious issue. Finally, in the last several years, Budget Committee has been charged with the fiscal viability of new courses and programs. The overhead rate is about 70%, so that if a new program is to start, there is a significant investment.

SEPPALAINEN asked for a clarification regarding a performance based model for budgeting. HILLMAN stated the committee has not reached any final conclusions, but on average, for every dollar invested in a program there is almost another expended to make it happen. KOCH added that the beginning budget is currently historical only, it is not directly a function of prior activity. He also noted the 45% overhead is capped, one of the arguments for going to a public corporation.

REYNOLDS reported on the Financial Futures Committee. A committee charge is to look at our historic and future financial situations, and from that to model factors that can alter our financial futures. The second charge is to establish principles for future budget allocations, based on our goals and revenue bases. The committee met frequently to be educated on the issues, and more recently it broke into sub-committees, to each tackle smaller portions of the budget. Next quarter, the committee will break out to look at expenditures, and then move on to determining the budget allocation model.

HINES moved the meeting to a committee of the whole, from 15:47 to 15:59.

D. UNFINISHED BUSINESS

None.

NOTE: There is no transcript of the meeting beyond this point.
E. NEW BUSINESS

1. Curricular Consent Agenda

BUTLER/DAASCH MOVED THE SENATE APPROVE the Curricular Consent Agenda, as listed in “E-1.”

THE MOTION PASSED by unanimous voice vote.

2. Revised Graduate Academic Standing Policy

EVERETT presented the proposal for the Graduate Council.

FLOWER/DAASCH MOVED THE SENATE APPROVE the proposal in “E-2.”

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

1. Questions for Administrators

1) Question for the Provost regarding Digital Measures

KOCH noted that we somewhat overestimated what digital measures would be able to do and . The intent going forward, is to update faculty date only. The program is what it is. When we started, this was the only program, and the newer ones are no better. We will make it work or abandon it. It was undertaken as an element of the proposed new OUS compact with the state, but it does not have budget implications.

2) Question for the Provost regarding University Studies and tenure related lines

KOCH noted that the plan to convert twenty-five faculty positions to tenure lines is now complete.

2. Questions from the Floor for the Chair

None

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President’s Report

WIBWEL reported after the discussion item. He noted that many institutions are currently faced with the task of figuring out their real costs. He noted that we value all kinds of things
that do not generate revenue, but until we figure out what costs what, we can’t properly budget. WIEWEL continued that Freshman retention has increased 3% over three years ago. He discussed progress on our strategic alliance with OHSU. Regarding restructuring, in addition to the bills (3) in process, there is a new lobbying group, chaired by Jim Francesconi, the Oregon Higher Education Alliance.

Provost’s Report

KOCH noted that between new funds and reallocations we were able to leverage $800,000 for new tenure lines.

1. Educational Policy Committee Quarterly Report

The Presiding Officer accepted the report for the Senate.

2. Report of the IFS Meeting of ¾ December at PSU

The Report was tabled until January.

H. ADJOURNMENT

The meeting was adjourned at 17:06.
Budget Discussion

General University Budget Process

- Has been consistent for the past 5 years
- Coordinated by the UBT and UBT recommends budget to President
- Process:
  - Budget context (Lindsay)
  - Request for SCH projection (academic units)
  - Development of budget priorities and criteria
  - Follows Presidential themes and specific initiatives
  - Engages FS Budget Committee
    - Budget requests to VP’s, Deans and Director
    - Compile budget requests (OAA through Provost, all others through VP FADM)
    - UBT weighs requests vs. priorities and resources makes recommendations to the President
    - ExCom and President review recommendations — adjusted as required
    - President makes tentative budget decision (or decision conditional on state funding) and seeks comment and input
      - Faculty Senate
      - Campus-wide budget forum
    - President makes final budget decision (contingent on legislative funding) and updates Faculty Senate

Timeline

- Begins - late December or January
- Initial recommendation to the President — late March
- Consultation — March and early April
- Budget Forum — mid April
- Final budget decisions late April
- (See budget timeline for details)
Senate Budget Committee - Fall Work (Hillman)

1) Briefed on the plan from OUS for a 25% cut
   Obvious uncertainty based on Governor and Legislature

2) Ideas from Summer Senate Retreat
   a) Financial Futures Committee eventual budget model – tentatively from subcommittee a
      performance based model with a reorganization of self-support and Summer school
   b) Cost/Benefit Analysis of Administrative Initiatives – Ratio of Tenure track/fixed term &
      adjunct faculty, how to improve given the differential teaching load and need for growth in enrollment
   c) Facilities – recharge vs. expected base services A
      real dilemma given base budget employees vs. soft money employees

3) Distance Learning Fee – Budgetary impact vs.
   expenses to make distance learning work effectively

4) Reviewing Fiscal viability for courses before
   Curriculum and Grad Council.
Financial Futures Advisory Committee

The committee was formed as a result of recommendations made in 2009 by the Long Term Institutional Fiscal Strategies Committee (LTIFS).

COMMITTEE CHARGE

- In depth analysis of historic, current and projected financial circumstances of PSU. Model factors which can alter our financial futures and identify policy choices.

- Principles to guide future budget allocations (annual university budget process). Allocations should fund most essential goals and objectives and recognize revenue course complexity and mission-based factors.

Financial Futures Committee Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Key Goals</th>
<th>Service Area</th>
<th>Area of Expertise</th>
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<tr>
<td>John Doe</td>
<td>Program</td>
<td>Finance</td>
<td>Economics</td>
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<td>Jane Smith</td>
<td>Planning</td>
<td>Administration</td>
<td>Accounting</td>
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<tr>
<td>Mike Brown</td>
<td>Research</td>
<td>Development</td>
<td>Policy Analysis</td>
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<tr>
<td>Sarah Lee</td>
<td>Operations</td>
<td>Student</td>
<td>Higher Education</td>
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*Note: This is a fabricated table for demonstration purposes.*
Meetings to Date

- 6 collective meetings to date
- 6 subcommittees have been formed and are meeting to establish principles associated with various sources of revenue
  - State Appropriation
  - Tuition and Fee Reimbursement
  - Auxiliary, Facilities
  - Research
  - Fees
  - Donor Funds

Future Plans

1. Conclusions of subcommittees
2. Winter - expenditures
3. Budget Allocation Models
4. Recommendations to the president
December 9, 2010

TO: Faculty Senate

FROM: Margaret Everett
       Chair, Graduate Council

RF: 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

New Courses
E.1.a.1
• SOC 565/665 Environmental Sociology, 4 credits
  Analysis of the types of social forces which frame the nature of environmental problems concerning resource use and distribution across spatial and geopolitical levels. Examines the social forces which influence which problems are tackled; the mechanisms selected to solve the problems; and the social impact of the selected solutions. Expected preparation: undergraduate exposure to basic social science concepts.

Change in Existing Courses
E.1.a.2
• ESM 590 Ecosystem Services and Sustainability: Developing a Toolkit, 1 credit – add 600 level, change course description

E.1.a.3
• ESM 591 Ecosystem Services and Sustainability: Field Project, 4 credits – change course number, add 600 section, change title to Ecological Concepts of Ecosystem Services, change course description, change prereqs

Graduate School of Education

Change in Existing Courses
E.1.a.4
• COUN 536 Addictions Counseling Capstone, 3 credits – change course description
College of Urban and Public Affairs

New Courses
E.1.a.5
- PA 591 Employment Law and Policy, 3 credits
  This course delves into the legal environment and the range of laws that are associated with
  the employment process from recruiting through termination or retirement and its overall
  policy impact on the practice of human resource management (HRM). Such areas entail
  federal, state and local legislation as well as ordinances, statutes and Executive Orders that
  govern equal employment opportunity and the legal framework within which human resource
  management must operate. Also considered are the constitutionality of employment laws and
  how constitutional law is applied to certain groups that may render private sector employees
  somewhat distinct in some ways from those in the public sector, in this case, government or
  state actors (e.g., those who work on behalf of the government). This course is heavily
  focused on case law, case analyses and the impact of various court decisions over time on
  policy interpretations. HRM practices and charting the employment through termination

E.1.a.6
- USP 583 Transportation Finance, 3 credits
  Much of the current funding for roads, transit, and freight comes from fuel taxes; but
  increasing fuel efficiency of vehicles and the use of alternative energy sources raise questions
  about the long-term viability of this revenue source. This course will review existing
  transportation finance and examine some of the proposals for alternative financing
  mechanisms.

Change in Existing Courses
E.1.a.7
- PA 591 Policy Issues in Public Human Resource Management, 3 credits – drop course
December 9, 2010

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

Drake Mitchel
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 is 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
• G 455/555 Environmental Coastal Geomorphology, 4 credits
  Introduction to coastal processes, geomorphology, habitat, and development issues: emphasis on coastal shelf, beach, estuarine and dune systems. Includes the influence of sea-level, tides, waves, wind, and development pressures on these coastal systems. Prerequisites: G 351 or G 318.

Change in Existing Courses
E.1.b.2
• HST 476/576 History of Russia: Imperial, 1700-1917, 4 credits – change title to Topics in Imperial Russian History, change course description

E.1.b.3
• HST 477/577 History of Russia: Soviet Union and its Fall, 1917-Present, 4 credits – change title to Topics in Soviet History, change course description

E.1.b.4
• SOC 423 Stratification, 4 credits – add 500-level section

Maseeh College of Engineering and Computer Sciences

Change in Existing Courses
E.1.b.5
• ECE 414/514 Electronics Packaging for Electrical & Computer Engineers, 4 credits – change title to Microsystem Integration and Packaging, change course description

E-1.b., PSU Faculty Senate Meeting, January 3, 2011
School of Social Work

New Courses

E.1.b.6

- SW 447/547 Social Work and Sustainability, 3 credits
  Examines the role of professional social work in achieving sustainability at individual, community, regional, national, and global levels. Using a multidisciplinary perspective, the environmental, economic, and social aspects of sustainability, considered theoretically and practically. Sustainability linked to attainment of environmental, economic, and social justice. Includes community-based learning projects addressing sustainability. Prerequisites: SW 440 (BSW program) or SW 541 (graduate) or their equivalent.
December 1, 2010

TO: Faculty Senate

FROM: Drake Mitchell,
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee – Consent Agenda

The following proposals have been approved by the UCC, 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

Changes to Existing Programs

E.1.c.1.

- B.A./B.S. in Philosophy – Changes the description of the program (major and minor) providing a more informative description concerning the subject matter and content of the major. No requirement changes.

E.1.c.2.

- B.A./B.S in Psychology – (major and minor) changes current requirements that excludes the use of Psy 399 to fulfill requirements so that Psy 399 can count toward the major and minor in Psychology. This gives Psychology a vehicle for offering periodic 300-level courses on special studies.

New Courses

E.1.c.3.

- Anth 345 Practicing Anthropology (4)
  Introduction to applied anthropology as a tool to address real world problems related to development, environment, human health, cultural resource management, conflict, and more. Includes creation of a personalized career plan which will assist in the transition from education to profession following the completion of an undergraduate degree in anthropology. Expected preparation: Anth 101, 102, 304 and 305.

E.1.c.4.

- Bi 201 Fundamentals of Biology: Cells, Genes and Heredity (3)
  An overview of basic concepts of biology and applications to everyday life. Topics include the material basis of living systems; cell and molecular structures and interactions, and genetics and heredity, as applied to issues such as cancer, nutrition, reproductive and genetic testing, and biotechnology. Fulfills the science requirement for non-majors. This course will not fulfill biology major requirements or pre-allied health requirements for introductory biology.

E.1.c.5.

- Bi 202 Fundamentals of Biology: Ecology, Conservation, and Health (3)
  A fundamental introduction to the biological concepts and principles underlying the relationships among ecology, conservation, sustainability, and public health. Topics
include ecological principles, population ecology, and public health. These will translate into a better scientific understanding of ecology and health. Fulfills the science requirements for non-majors. This course will not fulfill biology major requirements or pre-allied health requirements for introductory biology.

E.1.c.6.
- Bi 203 Fundamentals of Biology: Evolution and Diversity of Life (3)
  An introduction to fundamental principles of evolution, origins, and diversity of life on Earth. Topics include history, development, mechanisms and processes of evolution, patterns of ancestry, diversity and extinction, and surveys of the major life forms including the origin and evolution of modern humans. Fulfills the science requirement for non-majors. This course will not fulfill biology major requirements or pre-allied health requirements for introductory biology.

E.1.c.7.
- Bi 204 Fundamentals of Biology Laboratory (1)
  A laboratory course to accompany Bi 201 Fundamentals of Biology. Hands-on inquiry and investigations of topics relating to the material basis of living systems; cell and molecular structures and interactions, and genetics and heredity. Fulfills the university laboratory science requirement.

E.1.c.8.
- Bi 205 Fundamentals of Biology Laboratory (1)
  A laboratory course to accompany Bi 202 Fundamentals of Biology. Hands-on inquiry and investigations of topics relating to ecological systems, conservation biology, and human public health. Fulfills the university laboratory science requirement.

E.1.c.9.
- Bi 206 Fundamentals of Biology Laboratory (1)
  A laboratory course to accompany Bi 203 Fundamentals of Biology. Hands-on inquiry and investigations of topics relating to the major groups of organisms. Fulfills the university laboratory science requirement.

E.1.c.10.
- Bi 207, 208, 209 Biology for Allied Health (4,4,4)
  Three-term preparatory biology lecture and integrated lab course for students preparing for allied health career tracks. 207: Cell, Molecular and Genetics: topics include cell structure and function, molecular basis of life, cellular basis of reproduction, heredity and genetics. 208: Evolution and Diversity of Life: topics include origin and evolution of diversity of life from viruses and microbes to vertebrates; animal behavior, organismal interactions. 209: Anatomy and Physiology Systems: topics include skeletal, circulatory, respiratory, digestive, urinary, endocrine, nervous, immunological, reproductive systems; organization, development, and homeostasis in animals. Integrated lab exercises emphasize the process of scientific inquiry using critical thinking and communication skills.

Changes to Existing Courses
E.1.c.11.
- Eng 300 Critical Approaches to Literature (4) – change course description.

E.1.c.12.
- Eng 319 Northern European Mythology (4) – change course description.
E.1.c.13.

- Eng 333 Topics in Literature and Film (4) – change title to History of Cinema and Narrative Media II; change description.

Changes to Prerequisites for 400/500 slash courses.
Because the changes affect the undergraduate level courses only, Grad Council approved these course changes administratively.

E.1.c.14.

- Eng 411, 412 English Drama (4, 4) – change prerequisite to Eng 300.
- Eng 413 Teaching and Tutoring Writing (4) – change prerequisite to Eng 300.
- Eng 414 Contemporary Composition Theories (4) – change prerequisite to Eng 300.
- Eng 415 Research Methods in Composition (4) – change prerequisite to Eng 300.
- Eng 425 Practical Grammar (4) – change prerequisite to Eng 300.
- Eng 426 Advanced Topics in Medieval Literature (4) – change prerequisite to Eng 300.
- Eng 430 Advanced Topics in Sixteenth Century Literature (4) – change prerequisite to Eng 300.
- Eng 440 Advanced Topics in Seventeenth Century Literature (4) – change prerequisite to Eng 300.
- Eng 441 Advanced Topics in Renaissance Literature and Culture (4) – change prerequisite to Eng 300.
- Eng 443, 444 British Women Writers (4, 4) – change prerequisite to Eng 300.
- Eng 446 American Women Writers: 20th Century (4) – change prerequisite to Eng 300.
- Eng 447 Major Forces in Literature (4) – change prerequisite to Eng 300.
- Eng 448 Major Figures in Literature (4) – change prerequisite to Eng 300.
- Eng 449 Advanced Topics in Cultural Studies (4) – change prerequisite to Eng 300.
- Eng 450 Advanced Topics in Eighteenth Century Literature (4) – change prerequisite to Eng 300.
- Eng 458 Advanced Topics in Romanticism (4) – change prerequisite to Eng 300.
- Eng 460 Advanced Topics in American Literature to 1800 (4) – change prerequisite to Eng 300.
- Eng 461 Advanced Topics in American Literature to 1900 (4) – change prerequisite to Eng 300.
- Eng 464 Advanced Topics in American Literature: 20th Century (4) – change prerequisite to Eng 300.
- Eng 467 Advanced Topics in American Literature and Culture (4) – change prerequisite to Eng 300.
- Eng 469 Asian-American Literature and Culture (4) – change prerequisite to Eng 300.
- Eng 475 Advanced Topics in Victorian Literature (4) – change prerequisite to Eng 300.
- Eng 477, 478 American Poetry (4, 4) – change prerequisite to Eng 300.
- Eng 480 Advanced Topics in Twentieth Century British Literature (4) – change prerequisite to Eng 300.
- Eng 484 Modern Drama (4) – change prerequisite to Eng 300.
- Eng 485 Contemporary Drama (4) – change prerequisite to Eng 300.
- Eng 486 Contemporary American Novel (4) – change prerequisite to Eng 300.
- Eng 487 Contemporary American Short Story (4) – change prerequisite to Eng 300.
- Eng 488 contemporary American Poetry (4) – change prerequisite to Eng 300.
- Eng 490 Advanced Topics in Rhetoric and Composition (4) – change prerequisite to Eng 300.
- Eng 492 Modern Literary Theory (4) – change prerequisite to Eng 300.
- Eng 493 Advanced topics in Feminist Literary Theory (4) – change prerequisite to Eng 300.
- Eng 494 Topics in Critical Theory and Methods (4) – change prerequisite to Eng 300.