GRADUATE COUNCIL MEETING
December 1, 2005
3:00pm, Kidder 128

Present: Koenig (chair), Filtz, Francis, Gitelman, Harter, McMullen, Pehrsson, Proebsting, Rockey, and Tadepalli

Absent: Gupta, McCandless, McLain, Rettig, Unsworth

Guests: Sam Stern, Colleen Hill (via phone), Tammy Bray, Sheryl Thorburn, Leonard Friedman

1. Minutes from the Meeting on October 20

The minutes from the Graduate Council on October 20, 2005 were approved as distributed.

2. Category I Proposal for Name Changes in the Department of Bioengineering: Announcement of Results of E-mail Vote

The proposal to change the name of the Bioresource Engineering graduate degrees to Biological and Ecological Engineering was originally introduced and discussed in the October 20 meeting of the Graduate Council, but voted upon at a later time electronically. Sally Francis (Graduate School) explained that this CAT I proposal was returned to today’s Graduate Council agenda, as a mechanism to get the results of the electronic vote into the minutes. The result of the e-vote was that the proposal was approved as revised.

3. 700-level courses on a PhD Program of Study (follow-up)

As this was her first time attending a Graduate Council meeting this quarter, Dale Pehrsson (School of Education) introduced herself to the new members of the Council. She then provided the Council with background information concerning the Category II subcommittee’s work reviewing a number of 700-level Pharmacy courses.

At its meeting on March 3, 2005 the Council approved a motion that 700 level courses that successfully go through the Category II proposal process (the process used to gain approval for a graduate course) would be accepted as graduate level for programs of study. Pehrsson and the members of the Category II subcommittee determined that the 700 level Pharmacy courses they reviewed offered a thorough graduate education experience and the committee will be recommending to the Graduate Council that the courses be allowed on programs of study.
4. Proposal to offer the Master of Arts in Teaching at the OSU-Cascades Campus

Dean Sam Stern (College of Education) and Colleen Hill (phoning in from OSU-Cascades) announced that they were happy to be before the Graduate Council to talk about offering the Master of Arts in Teaching (MAT) in Bend.

Stern explained that the proposed MAT is the same program, from a curricular standpoint, as the program that has been offered on the OSU main campus for over twelve years. Stern informed the Council that he has been working with the faculty and staff in Bend and with a committee of educators from the Central Oregon community to develop this MAT program. Eastern Oregon University (EOU) had offered a similar program on the Cascades campus, but will be withdrawing it after their 2005-06 cohort has completed. This would leave Central Oregon without a teacher education program. Stern added that there is currently a need for 2,500 additional K-12 teachers in Central Oregon. This presents a growing demand for the preparation of teachers at the local level. The Central Oregon community is excited that OSU is interested in providing them with this vitally needed program. Stern also mentioned that although a high school authorization program is also needed in the area, the MAT program proposed today only offers elementary and middle school authorization.

Sally Francis (Graduate School) then distributed the MOU (Memorandum of Understanding) clarifying the OSU-Cascades approval process for establishing existing OSU Degrees and Certificates on the Bend campus. The policy was approved by the Graduate Council on April 15, 2004. Francis mentioned that the policy could be revised if Council members felt it was needed.

The Council asked Stern for clarification on the following issues:

Library Assessment – Council members were concerned over the library holdings documentation attached to the MAT proposal. The document prepared by the head librarian at OSU-Cascades, provided no summary or conclusion as to the current level of holdings at the OSU-Cascades library, and the full library assessment, originally submitted with the School of Education’s March 2003 proposal to add an undergraduate degree in education, concluded that holdings at the Valley Library were only adequate to support undergraduate work. The Council questioned the Valley Library’s present ability to handle graduate level needs both here and at OSU-Cascades.

Stern informed the Council that over the past two years work had been done to enhance the Library’s collection and that he believed that the concerns raised over the March 2003 assessment had already been resolved.

Council members were unconvinced and asked Stern if meeting the shortfalls highlighted on the old assessment now satisfied the resource level needed for the Library to support graduate work in education. Stern could not respond to that, but told the Council that in 2001 the OSU MAT program was reviewed by a major accreditation body who found
that the OSU MAT program library holdings were sufficient. A Council member suggested that a new library analysis still would be in order.

**Faculty and Faculty Support** — Council members had a number of questions regarding the number and quality of education faculty at OSU-Cascades. Stern informed the council that two tenure-track faculty positions are currently being recruited with hopes of having them in place by Fall 2006. The proposed MAT program would begin Summer 2006 with a minimum cohort of 24 students. Stern anticipates employing both fixed term and tenure track faculty to serve the MAT program. He believes that the advising load for the new faculty will not be heavy. He informed the Council that the proposed MAT program’s faculty will need to meet the same quality standards as OSU campus faculty as the new MAT program will fall under the same accreditation as the OSU main campus MAT program.

Tadepalli (Engineering) broached a concern that the faculty in Bend would need additional support due to their isolation and small numbers. Stern assured him that he is aware of the issue and believes that the people at OSU-Cascades are already implementing strategies to foster faculty community and scholarship in Bend. Pehrsson (School of Education) informed the Council that collaborative work is already a strong part of the OSU-Cascade’s culture, with a faculty open to crossing department and college boundaries and providing each other a strong network of support.

Stern and Hill then left the meeting.

After additional discussion, including a discussion of the possible need for the Council to revisit the MOU procedures in terms of supplemental document requirements, a motion was made and seconded to approve the MAT proposal contingent upon receiving the Valley Library’s head librarian’s signature upon the proposal. All voted in favor. Motion passed.

**5. Category I Proposal to Rename the Graduate Certificate in Health Management and Policy**

Tammy Bray, Dean (College of Health and Human Sciences), Sheryl Thorburn (Public Health), Leonard Friedman (Public Health) entered the meeting.

After introducing himself, Friedman explained the reasoning behind the proposal to rename to Graduate Certificate in Health Care Administration to the Graduate Certificate in Health Management and Policy. Along with the desire to obtain consistency in the naming of their undergraduate and graduate programs, Friedman informed the committee that the new name is a more accurate reflection of the curricular requirements of the program’s students. Bray added that the new name would also help to distinguish OSU’s health programs from Portland State’s program.
6. Category I Proposal for Name Changes for degrees and Minor in Health Promotion and Education

Thorburn described similar reasons for changing the names of the programs and minor in Health Education (including changing the name of the M.S. program in Health Education to the M.S. Program in Health Promotion and Health Behavior). She explained that over time many of the department faculty members have shifted the focus of their research to behavioral issues (e.g. obesity, smoking) and that the degree has also evolved to a more comprehensive community-based health promotion program. Bray added that the name changes will also aid in the recruitment of new faculty members doing similar research. She told the Council that the College of Health and Human Sciences now has a research cluster in behavior and that the proposed name changes would allow the cluster to become more visible to the education community.

After answering the few questions asked, the visitors left the meeting.

No discussion was held concerning the two CAT I proposals, but Pehrsson (School of Education) told the Council that she has noticed that the College of Health and Human Sciences has realigned since Bray became Dean. She said she is aware of awesome changes and finds it very exciting. Koenig (Business) added that he shares Pehrsson’s view of the College’s forward movement.

Motions were made and seconded to approve both CAT I proposals from the Department of Public Health. All voted in favor. Motions approved.

The meeting was adjourned at 4:33 PM.
Proposal to Offer an Existing OSU Graduate Program at the Cascades Campus

College: Education
Department: Teacher and Counselor Education
Degree: Master of Arts in Teaching (MAT)

Rationale:

The Oregon State University College of Education and Oregon State University-Cascades began exploring the feasibility of offering the Master of Arts in Teaching (MAT), which includes an Initial Teaching License in Bend during Spring quarter 2005. A committee of educators from Central Oregon was formed and met to advise OSU-Cascades about the local needs for the MAT program. It is clear from the reports from the committee that there is a need for a one-year, full-time Initial Teaching License MAT program that will serve the needs of local students. The existing program for licensure, the Education Double Degree is a baccalaureate program that enables students currently seeking a degree at OSU to earn two undergraduate degrees concurrently – one in their chosen field and one in education. The Double Degree program does not meet the needs of the many people in the Bend community who already have a BS or BA degree and who are seeking teacher licensure.

Eastern Oregon University (EOU), one of the partner schools at the Cascades Campus, has announced that they are withdrawing their MAT program from the Bend campus after the 2005-2006 cohort has completed their program.

Data indicate that there is a strong need for a MAT program in Central Oregon. We have also received many inquiries in the past 4 months from students requesting to be put on our mailing list for application materials. The application list is now includes approximately 100 students and we have not yet started a recruitment program. We are confident that we will be able to fill a cohort of 20 - 25 students. Moreover, offering the MAT program will be a public service to Central Oregonians as it is difficult to obtain a degree of this nature via distance learning.

Resources:

The enrollment and fiscal data indicates that this program can be self-supporting and will likely produce significant income for OSU-Cascades campus. If, due to unexpected circumstances, we are unable to enroll a cohort of 20 - 25 students, we will admit 15-18 students and still be able to cover our expenses. Tuition revenue was calculated on the basis of graduate tuition assessed for AY 2004-05.

Library resources are available at the OSU-Cascades campus and the EOU resources will remain. In addition, the OSU Education Double Degree program has teacher educational material that will be available for the MAT program. Many of the teacher education library resources are on-line and available from the OSU-Corvallis campus. The program
coordinator in Bend has discussed the library resources with the education librarians at the Bend and Corvallis campuses.

Admissions, Scheduling and Logistics:

All OSU admissions policies and procedures will be followed. The MAT curriculum will be replicated without any deviation from the National Council for Accreditation of Teacher Education (NCATE) accredited program offered on the Corvallis campus. Admission process for students will include the same procedures as the OSU main campus. The attached schedule of classes demonstrates the replication of the approved MAT program offered in Corvallis.

The Corvallis campus and Bend campus faculty who administer and teach in the MAT program have worked together very carefully to ensure that the programs at both campuses are equitable and both exceed the national and state accreditation standards. The program will follow the Elementary Education graduate curriculum and provide licensure in two authorizations. Along with attaining a masters degree, students will be able to acquire licensure in the elementary authorization (grade 3 through grade 8) and either the early childhood elementary authorization (age 3 through grade 4) or the middle school authorization (grade 5 through grade 9). As there is a state and national need for high school teachers, especially in the areas of mathematics and science, we are hoping to add the high school authorization in the near future.

Programmatic Ability to Comply with Graduate Council and Graduate School Policies and Procedures:

The MAT program at OSU-Cascades will follow all policies and procedures that are in place on the main campus. Curriculum and courses are all identical to the MAT program offered on the main campus. All faculty members who teach in the MAT program will be eligible for and be nominated for membership in the Graduate College. The OSU-Cascades campus will be hiring at least one more Education faculty member to teach in the MAT program.

____________________  __________  _____________________  ______
Dr. Farah Ibrahim     Dr. Marla Hacker
Dept Chair, T & C E  CAO OSU-Cascades Campus

____________________  __________  _____________________  ______
Dr. Sam Stern      Dr. Jay Casbon
Dean, College of Education  CEO OSU-Cascades Campus

____________________  __________  _____________________  ______
Dr. Sally K. Francis     Dr. Sabah Randhawa
Dean of the Graduate School  Provost
OSU Libraries Support of the MAT Degree at Cascades

OSU Cascades Library Services
The OSU Libraries provide services for the Cascades campus in collaboration with the COCC Library. Two OSU Cascades librarians provide reference and instruction services tailored for Cascades students. Circulation is handled by COCC staff, and interlibrary loan is provided by OSU.

Budget and Print & Video Collection
The local library education collection in print and video is combined with the COCC Library collection and it has shown considerable growth in the last 2 years. Cascades spent $2,890 towards the purchase of education books and videos in 03-04, and increased that to $5,404 in 04-05. In each of these years Cascades has also contributed $1,994 to the purchase of the online database Education Full Text, a subscription it shares with OSU main campus. Main campus library print and video materials are delivered to Cascades within 2-3 days. In 2003, OSU education subject librarian Paula McMillen wrote an assessment of OSU education holdings for the dual degree program. Please see file Cat 1 Education Dual Degree.doc for an in-depth analysis of this collection.

In addition to the branch library and the OSU main collection, the Summit catalog (http://summit.orbiscascade.org) provides noteworthy access to education books and videos. Summit includes the collections of over 30 academic libraries in Oregon and Washington. Twenty of these libraries are at other institutions offering masters degrees in education, and eight of these offer doctorates in education. Summit materials are brought to the Cascades campus by courier and are generally available within 2-3 days of being requested. Books and videos that are not available through Summit can usually be borrowed through the WorldCat catalog which provides access to hundreds of libraries in the United States and to some foreign libraries.

Journal Collection
Through the OSU Libraries the Cascades campus has immediate access to hundreds of electronic journals in education and related areas. (See http://mw8xt6bj7r.search.serialssolutions.com/?V=1.0&L=MW8XT6BJ7R&S=SC&C=SO for journal title lists under education categories.) Journal articles can be requested through the OSU catalog from journals in print format. Requested articles are scanned and posted to the web in 2-3 days, and the user is notified via e-mail. Articles that are not held at OSU are available from other libraries via Interlibrary Loan, and the average turn around time is 6 days. There is also a small number of subscriptions to print journals locally, such as Educational Leadership, Harvard Educational Review, Instructor and Journal of Developmental Education.
Reference
OSU subscribes to the online version *the Encyclopedia of Education* by Gale (2003) which provides comprehensive coverage of all aspects of education. The local print collection includes other education encyclopedias and dictionaries, such as *Encyclopedia of Special Education* (2003), *Encyclopedia of World Education* (2002), *Greenwood Dictionary of Education* (2003), and *Learning Theories A-Z* (2002). All volumes of *Mental Measurements Yearbook* and *Tests in Print* are available.

Databases
Cascades students have access to the same research databases available to main campus. *ERIC, Education Full Text, and Professional Development Collection, PsycINFO, Psychology & Behavioral Sciences Collection* are key databases for education literature. *Social Science Citation Index* via *Web of Science* is critical for tracking citations.

Maureen Kelly
OSU Cascades Head Librarian
October 11, 2005
Library Assessment: Bachelor of Arts/ Bachelor of Science in Education
March 2003

Paula McMillen, Ph.D., Social Science Reference Librarian, The Valley Library

Background:
OSU’s School of Education currently offers an undergraduate degree (B.S.) in Technology Education, and graduate degrees in Adult Education (Ed.M.), Counseling (M.S., Ph.D.), Education (Ed.M., M.S., Ed.D., Ph.D.), and Teaching (Ed.M., M.A.T.). The proposed addition of an undergraduate degree in education would seem, at first glance, to offer no extraordinary demands on library resources that support higher level programs. Several concerns are raised, however, by the anticipated increase of students utilizing education resources in the library and from a distance (an estimated “500 students—Corvallis campus plus OSU-Cascades campus-- participating in the program within five years” according to the proposal, p.10).

The major costs/concerns related to providing library services/resources include:

- The increased use of interlibrary loan services to provide materials (books and journal articles) not currently held by the Valley Library
- The increased support services for distance education users which include librarian time for on site or online instruction and phone consultation; costs for delivering materials owned by the Valley Library to distance education students; costs of providing greater online access to full-text journals.
- The current lack of a Curriculum Materials Collection in the Valley Library
- The increased instructional load for the librarian supporting the School of Education.
- Cost of purchasing, on a regular basis, more copies of the study guides for teacher exams required for Provisional Admission into the program (CBEST) and for Professional Admission into the program (subject based PRAXIS exams). Cost is estimated at $400-$500 annually)

The Valley Library’s Current Holdings

Monographs
The most recent comprehensive assessment of the library’s education holdings was completed in 1999, so it is somewhat dated. At that time, it was found that the median age of book collections for specific areas within education ranged from the 1950’s for areas such as Child Study and General Education to the 1980’s and 90’s for Computer Assisted Instruction and Intercultural Education. The most positive finding was that 21% of book holdings were published within the last 10 years, meeting national standards of currency for libraries supporting doctoral level education programs.

Specific title comparisons for “core” holdings in education showed that we held 63% of titles in the Core list of books and journals in education, published in 1991. This is sufficient to support master’s level study according to national benchmarks.

For this assessment, two more recent bibliographies, were used to compare holdings on a title by title basis.
The educator’s desk reference (Freed et al, 2002).

This work “seeks to facilitate educational research [by identifying] both traditional and electronic sources of information.” (p.ix) Given the emphasis on research articulated in this new program (Action Research ED 433 required for Professional Education component of both Adult and Youth Development pathways; “contributing to research” as an explicit outcome of the learning experience, and a capstone project which includes a research review), this seems an appropriate benchmark for library holdings. The Valley Library owns approximately 62% of the reference titles in this bibliography (see Table 1 for a more specific breakdown of material types). Because this is a bibliography of basic reference sources, which are not usually available through interlibrary loan, the library should probably own about 75% of these titles.

Table 1

<table>
<thead>
<tr>
<th>Material Category</th>
<th># titles owned by Valley Library/# titles in Freed, et al</th>
<th>Percentage of titles owned by Valley Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibliographies</td>
<td>11/21</td>
<td>52%</td>
</tr>
<tr>
<td>Biographical Information</td>
<td>1/1</td>
<td>100%</td>
</tr>
<tr>
<td>Research, Statistics, Measurement</td>
<td>5/10</td>
<td>50%</td>
</tr>
<tr>
<td>Dictionaries &amp; Thesauri</td>
<td>4/9</td>
<td>44%</td>
</tr>
<tr>
<td>Directories</td>
<td>28/35</td>
<td>80%</td>
</tr>
<tr>
<td>Encyclopedias &amp; Handbooks</td>
<td>10/20</td>
<td>50%</td>
</tr>
<tr>
<td>Indexes &amp; Abstracts</td>
<td>18/26</td>
<td>69%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>4/11</td>
<td>36%</td>
</tr>
<tr>
<td>Statistical Digests &amp; Sources</td>
<td>7/8</td>
<td>88%</td>
</tr>
<tr>
<td>Yearbooks</td>
<td>2/4</td>
<td>50%</td>
</tr>
</tbody>
</table>

Education: A guide to reference and information sources (O’Brien, 2001)

“The purpose of this guide is to provide information about the key reference and information resources in the field of education.” (p.xi) Students are included as part of the intended audience. Selected subject areas within education were compared (see Table 2 for detailed figures). Overall, the Valley Library holds approximately 69% of the titles in these areas. Because this is a bibliography of largely reference titles, our holdings should be closer to 75%.

Table 2

<table>
<thead>
<tr>
<th>Subject Area</th>
<th># of titles owned by Valley Library/# titles in O’Brien</th>
<th>Percentage of titles owned by Valley Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>39/64</td>
<td>61%</td>
</tr>
<tr>
<td>Early Childhood, Elem. &amp;</td>
<td>11/16</td>
<td>69%</td>
</tr>
</tbody>
</table>
There is a modest Children’s Literature collection (ca. 4,000-5,000 thousand books) which is currently budgeted at $840 per year. The focus for this collection has been on national award winning books, multicultural materials (although few in languages other than English) and books used in support of various courses, such as the Theories and Techniques of Counseling (COUN 552).

Overall, the circulating collection is adequate to meet the needs of education students either through the Valley Library’s holdings or limited interlibrary loan services. However, our reference collections need to be supplemented with key titles and with study guides for the two sets of examinations required for the undergraduate education students.

**Journals**
In 1999, the assessment found the Valley Library owned or provided access to 52% of the journal titles from the “Education and Education Research” and “Education, Special” areas of *SSCI Journal Citation Reports*, the standard source for doing citation analysis and assessing the impact of particular journals in the fields covered. We held 76% of the titles identified in *Core list of books and journals in education* (1991). This benchmarks our journal collection at a level to support lower division and upper division undergraduates, respectively, for the two areas.

Again, a comparison to more current bibliographies was done. The Valley Library provides either a print subscription or electronic access to approximately 68% of the journal titles in *The educator’s desk reference* (Freed, et al., 2002) and to approximately 70% of the titles in *Education: A guide to reference and information sources* (O’Brien, 2001. See Table 3 for more detailed analysis).

<table>
<thead>
<tr>
<th>Secondary Ed.</th>
<th># of journals at Valley</th>
<th>Percentage journal titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multilingual &amp; Multicultural Ed.</td>
<td>6/6</td>
<td>100%</td>
</tr>
<tr>
<td>Adult, Alternative &amp; Continuing Distance Ed.</td>
<td>4/8</td>
<td>50%</td>
</tr>
<tr>
<td>Career &amp; Vocational Ed.</td>
<td>2/2</td>
<td>100%</td>
</tr>
<tr>
<td>Curriculum, Instruction &amp; Content Areas</td>
<td>15/16</td>
<td>94%</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>4/4</td>
<td>100%</td>
</tr>
<tr>
<td>Educational Technology &amp; Media</td>
<td>4/10</td>
<td>40%</td>
</tr>
<tr>
<td>Educational History &amp; Philosophy</td>
<td>2/5</td>
<td>40%</td>
</tr>
<tr>
<td>Educational Research, Testing &amp; Measurement</td>
<td>11/12</td>
<td>92%</td>
</tr>
</tbody>
</table>

Table 3
<table>
<thead>
<tr>
<th>Library/ # of journals in O’Brien</th>
<th>owned/ provided by Valley Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education 29/42</td>
<td>69%</td>
</tr>
<tr>
<td>Early Childhood, Elem. &amp; Secondary Ed. 10/12</td>
<td>83%</td>
</tr>
<tr>
<td>Multilingual &amp; Multicultural Ed. 8/13</td>
<td>62%</td>
</tr>
<tr>
<td>Adult, Alternative &amp; Continuing Ed. 6/7</td>
<td>86%</td>
</tr>
<tr>
<td>Career &amp; Vocational Ed. 5/11</td>
<td>45%</td>
</tr>
<tr>
<td>Curriculum, Instruction, &amp; Content Areas 28/36</td>
<td>78%</td>
</tr>
<tr>
<td>Educational Psychology 9/14</td>
<td>64%</td>
</tr>
<tr>
<td>Educational Technology &amp; Media 7/10</td>
<td>70%</td>
</tr>
<tr>
<td>Educational History &amp; Philosophy 5/7</td>
<td>71%</td>
</tr>
<tr>
<td>Educational Research, Testing &amp; Measurement 14/22</td>
<td>64%</td>
</tr>
</tbody>
</table>

In addition, our journal holdings and/or electronic access to full-text journal literature were compared to the titles currently indexed in *Education Abstracts*, one of the two major electronic indexes to educational research journals. Of the 464 titles currently indexed, approximately 271, or 58%, are available in print or electronically through the Valley Library. **This places our journal collection at only a 3a level on a national conspectus, adequate to support lower division undergraduate study.**

The demand for and potential access to online versions of research journals has increased dramatically over the last few years. In order to ensure access to older materials, the library often has to purchase both print and electronic subscriptions to key journals in the field. Given the double digit annual increases in the average cost of journal subscriptions, and the single digit or even negative changes in the library’s budget in the last 5-6 years, it is not surprising that we have had to cut our journal holdings almost every year since 1997.

Our journal access should be brought to at least a 3b conspectus level, adequate to support upper division undergraduate study; that is, we should own or have full-text access to 75% of the titles in *Education Abstracts*. This means purchasing or providing access to an additional 77 titles. This goal could be reached in large part through purchase of the *Education Full-Text* database, which currently costs $6,248. Any additional acquisitions can only be estimated based on the 2002 American Library survey of journal prices which places education titles at approximately $147 per year ([http://www.ala.org/alonline/archive/periodicals02/2002perpricetable1.html](http://www.ala.org/alonline/archive/periodicals02/2002perpricetable1.html)). Further analysis is needed for an exact cost.

**Additional Electronic Resources**
The library provides two major education indexes in electronic form: *Education Abstracts* and *ERIC*. We have for the last 3 years purchased a separate subscription to full-text of a subset of the *ERIC* database, *ERIC* documents published between 1996 and the present. These subscribed products are available to off-campus students through a proxy server maintained by the library. Through several other database vendors (e.g., EbscoHost’s *Professional Development Collection* and *Academic Search Elite*), we also provide online access to recent years of dozens of education related journals (see discussion above). Due to cost and service considerations, we are at present considering dropping our access to *ERIC* documents online ($1,752 per year) as well as limiting access to some lower-use databases in order to purchase additional access to full-text journal articles through *Education Full-Text*. Although this would increase online access to educational journal content, it comes at the cost of reduced access to curriculum materials (classroom guides, etc. available in *ERIC* documents).

One way to offset some of the reduced online access to curriculum materials would be to purchase *Kraus Curriculum Development Library (KCDL)* in a web-based version; the annual cost for this service is currently $1,850. Ideally, we would provide access to both of these online curriculum collections, but, if a choice must be made between the two products, service issues would favor the *KCDL* product at this time.

**Other Formats**
The Valley Library has microfiche holdings of the complete *ERIC* document collection. We also hold the *Kraus Curriculum Development Collection* in microfiche as well as Educational Testing Service’s *Tests in Microfiche* collection.

**Curriculum Materials**
The Valley Library has not had, in recent memory, a budget for, separate location, or collection plan for curriculum materials, other than research based books and a children’s literature collection. There is a somewhat dated assortment of student and teacher versions of subject based textbooks covering the last several decades. This is a selective, not a comprehensive collection, accumulated primarily from faculty donations. The proposed undergraduate teaching degree highlights the lack of a formal Curriculum Materials Center (CMC) for several reasons. In the past, students participating in the M.A.T. program were already involved in school settings, often as student teachers, with, presumably, ready access to whatever materials were being used in their district. And, in fact, past accreditation reviews, when noting the lack of a CMC either in the library or school of education, were told that the program relied on the resources of the school districts. This is of concern because undergraduate students will likely have access to such district based materials only during their student teaching. Additionally, school districts themselves have been affected by significant state budget cuts and curriculum materials purchase is likely to be reduced. The other OUS institutions which have undergraduate education programs, University of Oregon, Eastern Oregon University, and Western Oregon University, all have some level of CMC’s, either within their library or situated in the education schools. This year, the Association of College and Research Libraries, in conjunction with the American Library Association, issued a new set of guidelines for CMC’s in academic institutions supporting teaching programs ([http://www.ala.org/acrl/guides/cmc.html](http://www.ala.org/acrl/guides/cmc.html)). The document recommends a collection
framework, levels of service and access, space and equipment requirement, staffing levels and budget parameters, but not specific numbers of items or budget figures. The costs of establishing a CMC in the Valley Library would include not only the purchase and cataloging of materials, but also providing secure storage (due to the nature of many instructional materials) and personnel to provide access to, and assistance with the materials. To the extent that such materials would be reviewed onsite, costs would also include equipment such as video monitors and computers to run software. Often connected to CMC’s are collections of educational tests. The Valley Library does not have such a print collection, although we do provide several indexes to tests and publishers in our education reference collection. There is a microfiche collection of tests from Educational Testing Service, and students can get selected test materials through their faculty from the Northwest Regional Education Library.

**Interlibrary Loan Services**

Much of the burden for providing access to materials – books, journal articles, theses, videotapes, etc.—that are not owned by the Valley Library falls to the Library’s Interlibrary Loan services. Any increase in classroom curriculum which involves the use of research materials will increase the use of ILL services. At present, the library subsidizes the total cost of borrowing materials which can range from a few dollars, to $40 or more. At an average cost of $14 per transaction, the cost of providing ILL services for just those education materials within the “L” call number range for the last 2 calendar years are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Monographs</th>
<th>Journal Articles</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>151 x $14 = $2,114</td>
<td>269 x $14 = $3,766</td>
<td>$5,880</td>
</tr>
<tr>
<td>2002</td>
<td>176 x $14 = $2,464</td>
<td>212 x $14 = $2,968</td>
<td>$5,432</td>
</tr>
</tbody>
</table>

Some of the decreased journal activity may be due to increased access to full-text of education journals through our database subscriptions. The borrowing of book materials does not include the transaction costs of processing materials obtained through our regional borrowing/ purchasing consortium, Orbis.

**Instructional services**

Utilization of librarian instructional and consultation services has increased over the last several years, from 14 class sessions taught in 1999 to 22 class sessions taught in 2002. Classes have been taught both on the Corvallis and Bend campuses, as well as at distance sites for adult education and community college program cohorts. More students in classes that have curriculum which rely on library materials inevitably means more instruction, either in group/ class or one on one settings.

**Distance education student support**
Distance students in particular often require substantially more support due to their unfamiliarity with the library’s resources and the necessity of going through additional service points to get materials. Using resources from a distance means additional technological hurdles, as well, and these concerns often are mediated through the reference desk, access services, library technology, or subject specialist personnel. This is particularly true since the position of distance education & outreach librarian which was vacated last August has not been refilled. The Cascades campus librarian has assumed some of the liaison responsibilities but the workload has also increased for the other library service areas as a result. Increasing the number of distance education students as this program proposes will require increased support from the library in terms of staff time for developing and maintaining online instructional materials, increased costs associated with delivering materials, increased use of ILL services, increased phone consultation for technology and research issues, and a portion of the costs from providing more online access to education journal content.

Summary

The Valley Library and the School of Education have enjoyed a collaborative and mutually supportive relationship for many years. The library and its personnel strive to support not only the education students on campus but also the large number of distance education students in education courses in a way that helps them integrate a research-oriented approach into their life’s work. The Valley library’s circulating monographic (book) collection is adequate to support this new program, based on the 1999 collection assessment. This recent assessment suggests that our reference books should be supplemented. Our journal holdings have been and continue to be inadequate to support education students beyond lower division undergraduate study. We have dealt with this historically by subsidizing interlibrary loan access to materials not owned/provided by this library. As is clear from the ILL statistics, we often have to rely on borrowing materials from other libraries in order to meet the information needs of current education students. We have also endeavored to provide increased levels of electronic access to education related material, e.g., journal articles and classroom teaching guides, in response to student and faculty demand, both on and off-campus. There is a cost for providing information, whether it is electronically or in print. A significant increase in the number of students using education resources means a significant increase in our costs to meet their information needs. Aside from the actual cost of materials, there is the associated cost of personnel to provide services related to accessing and effectively using library resources, such as interlibrary loan, materials delivery, reference and instruction. Because library staffing is already so lean, it is not realistic to expect the same levels of service for increasing numbers of students without accompanying increases in personnel. Actual costs can only be approximated since changes in technology, products, and even the number of students cannot accurately be predicted.

Recommendations

Suggested augmentations to resources:
• Refill the distance education and outreach librarian position, and/or hire a full-time education librarian. Minimum cost for 1 additional librarian: ca $56,400 (includes benefits at 41% of salary)

• Purchase reference materials to reach 75% level of titles in current bibliographies. More detailed analysis is needed: ca. cost $1,455.30 (30 titles x $48.51 per Blackwell’s cost study of June 30, 2002)

• Purchase Education Full-Text database: cost ca. $1,600 over and above cost of dropped databases

• Purchase journals not covered by Education Full-Text in designated areas as identified by O’Brien (2001) and/or from Education Abstracts sufficient to bring us to a 3b (supports upper division undergraduates) level on national standards. Cost estimate requires more detailed analysis, but an outside estimate would be 77 additional titles at $147 each = $11,319.

• Purchase access to Kraus Curriculum Development Library online: ca $1,850

• Renew subscription to ERIC documents electronic access when service reliability improves: ca $1,752

• If no additional journal titles are purchased, we must increase funds for interlibrary loan services. An estimate would be to increase current expenditures by the percentage increase in number of education students: 100 new education students per year /406 current students in SOE. (Current estimate of students in the School of Education is based on a personal conversation with Dean’s office 3/13/03). Admittedly undergraduates probably do not use ILL services at the same rate as graduate students, but this is a 25% increase in the number of students for the 1st year alone. $5,432 x .25 = $1,358.

• Increase funds for Children’s Literature collection to $1,000 per year: ca. $160

• Develop a CMC within the institution, either at the Valley Library or in the School of Education, with designated secure storage and access space, appropriate equipment and designated personnel to staff the center. Materials should be cataloged so that distance education students can locate and request them. Funding would need to be provided for mailing materials to distance students as well. Funds would be required for annual updates of materials. Cost estimate requires more detailed analysis.

BIBLIOGRAPHY

http://www.ala.org/alonline/archive/periodicals02/2002perpricestable1.html

http://www.ala.org/acrl/guides/cmc.html


PROPOSAL TITLE:  Name changes for degrees and minor in Health Promotion and Education

Oregon Statue University
College of Health and Human Sciences
Department of Public Health
CIP number: 51.2207

Date of Proposal:    April 29, 2005
Proposed Effective Date or Term:    Fall 2005

A. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.

The current and proposed names are indicated below, followed by a description of the reasons for the proposed change.

<table>
<thead>
<tr>
<th>Current Name</th>
<th>Proposed Name</th>
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<tbody>
<tr>
<td>B.S. Health Promotion and Education</td>
<td>B.S. Health Promotion and Health Behavior</td>
</tr>
<tr>
<td>Undergraduate Minor in Public Health</td>
<td>Undergraduate Minor in Health Promotion and Health Behavior</td>
</tr>
<tr>
<td>Promotion and Education</td>
<td></td>
</tr>
<tr>
<td>M.S. Health Education</td>
<td>M.S. Health Promotion and Health Behavior</td>
</tr>
</tbody>
</table>

Currently, the health promotion degree names at the bachelor’s through doctorate level are different, reflecting the evolution of our program and the profession over time. As new degree programs were added over the years, their names reflected the current national philosophies and practices in our field. Essentially, we have evolved from the early days in which our programs were titled as “health education programs” and had strong school health and educational methods elements, along with a solid emphasis on social and behavioral factors affecting health, to the “health promotion” name that emerged as a national standard in the 1980s and 1990s. Early health promotion programs had a much greater emphasis on community health and social and behavioral strategies designed to promote health and prevent premature death and disability. Our programs have not focused on school health education for the last 10 years. Faculty, curriculum and related research have evolved to focus on more comprehensive community-based health promotion programs and the application of behavioral theory in reducing health risks.

Given this focus and the need to streamline our programs, we recently eliminated (1) the Health Education Teacher Training concentration in the MS in Health Education degree program; and (2) the “Child and Adolescent Health” option of the undergraduate major, which focused on pedagogy and health teacher training. The undergraduate option and MS concentration, in combination, were for students who wanted to teach health in schools. There is a new double degree in Public Health and Education offered, so students who want to be health teachers can complete the double degree. With the double degree, students will receive their initial teaching license and will be able to begin teaching right after graduation. An additional advantage for students is that
they will graduate with two degrees, which should give them an edge in the job market. Memos from the Department Chair notifying students and professionals about these changes are attached.

With the recent discontinuation of the MS in Health Education Teacher Training and the undergraduate option in Child and Adolescent Health, our programs are now exclusively focused on health promotion and health behavior in communities. Thus, the proposed names for the undergraduate major and minor, as well as the M.S., more accurately reflect the curriculum and the skills and knowledge base that our students gain in these degree programs. Importantly, “Health Promotion and Health Behavior” is consistent with comparable programs in the majority of Schools of Public Health throughout the United States. For example, the name of the department at the University of Michigan’s School of Public Health is Health Behavior and Health Education. At the University of North Carolina at Chapel Hill’s School of Public Health, the name is Health Education and Health Behavior. At the University of South Carolina’s Arnold School of Public Health, it is Health Promotion Education and Behavior. For your information, as suggested above, Health Promotion is the broader term and includes Health Education.

Another example of how the name and focus of our field has changed over time is the names of the journals. In the late 1990s, the Society for Public Health Education (SOPHE) changed the name of its official publication from Health Education Quarterly to Health Education & Behavior. In addition, SOPHE’s newest journal – published since 2000 – is titled Health Promotion Practice.

We have already changed the name of our PhD concentration to “Health Promotion and Health Behavior.” We recently changed the name of our MPH track to “Health Promotion”; it is necessary for our MPH track and our sister MPH track at PSU to share the same name, and “Health Promotion” is the name we jointly adopted. With the proposed names changes, all of our degree programs will have the same name, except the MPH track. Thus, the proposed changes will also increase consistency in the names of our degree programs, which is also a desirable outcome.

B. Location within the institution’s organizational structure. Include “before” and “after” organizational charts (show reporting lines all the way up to the Provost).

Not applicable. These degrees are offered by the Department of Public Health in the College of Health and Human Sciences. There is no proposed change in organization structure or function.

C. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

Not applicable.

D. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.

1. Not applicable.
2. The Health Promotion and Health Behavior faculty are requesting these name changes. The Department of Public Health faculty approved the changing of our program’s name, as well as the names of our degrees, to “Health Promotion and Health Behavior” at the January 26, 2004 faculty meeting (the submittal of this proposal was postponed until the re-naming of our MPH track, which was a decision jointly made with the Health Promotion faculty at PSU, was final; see above). The undergraduate academic advisors are also supportive of these changes (see attached e-mail).

E. Funding sources: state sources (institutional funds – state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.

1. Not applicable.
2. Not applicable.
3. This proposal requires no additional funds (see attached budget).

F. Relationship of the proposed unit to the institutional mission.

1. Not applicable.
2. We have not identified any potential negative impacts of the proposed name changes. As noted above, the positive impacts are (a) degree names that better reflect the curriculum and the skills and knowledge base that our students gain, (b) degree names that are consistent with comparable programs at other institutions, and (c) greater consistency in the names of degrees offered by the Health Promotion and Health Behavior program in the Department of Public Health.

G. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

Not applicable.

H. Relationship of the proposed unit to programs at other institutions in the state.

Not applicable.

I. If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.

The undergraduate program is approved by the SOPHE/AAHE Baccalaureate Program Approval Committee (SABPAC), a voluntary credential for undergraduate professional programs in health education. There will be no effect on accreditation.

J. Disability access.

Disability access has been considered and accommodations can be made for full inclusion both for the built and instructional environment.

APPENDICES

Transmittal Sheet: Original with signatures provided separately.

Budget Table: Provided in separate document.

Library Evaluation: Not applicable

Liaison: Correspondence with the following individuals is attached:

Karen Willard
Advisor, Undergraduate Students in Health Promotion and Education

Stephanie Farquhar, PhD
Track Coordinator for PSU Health Promotion Track of the Oregon Master of Public Health Program (OMPH)
School of Community Health
Portland State University
Additional Attachments:

Memoranda from Dr. Marie Harvey, Chair, Department of Public Health regarding (1) phasing out of Health Education Teacher Training concentration in the Health Education MS degree program and (2) new double degree with School of Education.
Hello Sheryl,

I spoke with Carey, and she had a similar reaction to the name that I did. Logistically it's longer than what we currently have—that's a doable challenge. Apparently the name change had been mentioned years before, so it wasn't a surprise to Carey.

We both agree that it better reflects the content of the major. We do not see this having adverse impacts on our students, instead we feel that it will allow the students to better express their knowledge base to employers. We are in support of the name change.

Please let me know if there's more specifics that I can provide for you.

Karen
---Original Message---
From: Stephanie Ann farquhar [mailto:farquhar@pdx.edu]
Sent: Monday, May 23, 2005 3:39 PM
To: Thorburn, Sheryl
Subject: RE: Liaison regarding Name changes for degrees and minor in Health Promotion and Education

Dear Sheryl,

I have no concerns regarding the change of names in your B.S., minor, or M.S. programs. Thanks for the update and for soliciting input.
Best,
Stephanie

-----------------------------------
Stephanie Ann Farquhar, PhD
School of Community Health
450F Urban Center
506 SW Mill Street
Portland Oregon 97207.0751
ph 503.725.5167
tax 503.725.5100

---Original Message----
From: Thorburn, Sheryl [mailto:Sheryl.Thorburn@oregonstate.edu]
Sent: Monday, May 23, 2005 2:42 PM
To: Stephanie Ann farquhar
Subject: Liaison regarding Name changes for degrees and minor in Health Promotion and Education

Stephanie --

I am writing regarding the Abbreviated Category I Proposal we are submitting to change the names of our B.S. in Health Promotion and Education, our undergraduate minor in Public Health Promotion and Education, and our M.S. in Health Education. We propose to change the names of these majors/minors to "Health Promotion and Health Behavior." Of course, the name of our MPH track will remain Health Promotion. Because you are the Track Coordinator for PSU's Health Promotion track of the OMPH program, I wanted to formally give you the opportunity to provide input and/or comment on these changes, etc. So, please let me know if you have any questions or concerns about the proposed name changes.

Thanks, Sheryl

Sheryl Thorburn, PhD, MPH
Associate Professor
Department of Public Health
Oregon State University
Office: 314 Waldo Hall
Mail: 256 Waldo Hall
Corvallis, OR 97331-6406
phone 541-737-9493; fax: 541-737-4001
e-mail: Sheryl.Thorburn@oregonstate.edu
Hi Sheryl,
I do not see any problems with these name changes from an OMPH perspective. Thank you for letting me know.

Liana

Liana Winett, DrPH, CHES
Director
Oregon Master of Public Health Program (OMPH)
TEL 503-725-5106
FAX 503-725-5100

OMPH Program Office Mailing Address:
PO Box 751
Portland, OR 97207-0751
Mail Code: OMPH-SCH

Hi, Liana --

Thanks again for a great event on Friday - I think the OMPH Student Symposium was a success!

I am writing regarding an Abbreviated Category I Proposal we are submitting here at OSU. The proposal is to change the names of our B.S. in Health Promotion and Education, our undergraduate minor in Public Health Promotion and Education, and our M.S. in Health Education to "Health Promotion and Health Behavior." I think you already know that we have changed the name of our PhD concentration to "Health Promotion and Health Behavior." Of course, the name of our MPH track will remain Health Promotion.

I wanted to let you know about the proposed changes and to give you the opportunity to provide input and/or comment on these changes, etc. As Director of the Oregon Master of Public Health Program (OMPH), do you have any questions or concerns, or see any potential problems for the OMPH resulting from the proposed changes? Please let me know if you have any questions.

Thanks, Sheryl

Sheryl Thorburn, PhD, MPH
Associate Professor
Department of Public Health
Oregon State University
Office: 314 Waldo Hall
Mail: 256 Waldo Hall
Corvallis, OR 97331-6406
phone 541-737-9493; fax: 541-737-4001
e-mail: Sheryl.Thorburn@oregonstate.edu
Hi Sheryl,

I have reviewed the Abbreviated Category I proposal for a name changes for degrees in the Department of Public Health. I am supportive of the proposal and appreciate the work of your department to facilitate the transition from the preparation of health education teachers through the former MS in Health Education degree program to the Education Double Degree. I understand that your department will work closely with the College of Education to advise undergraduate Health Promotion and Health Behavior students about the opportunity to pursue the Education Double Degree with a focus in health education.

Best,
Sam

Sam Stern, Professor & Dean
College of Education
Education Hall, OSU
Corvallis, OR 97331-3502
Phone 541.737.6392
Email sam.stern@oregonstate.edu
http://oregonstate.edu/education

------Original Message------

From: Stern, Sam
Sent: Thursday, June 02, 2005 11:10 AM
To: Thorburn, Sheryl
Cc: Ibrahim, Farah; Higgins, Karen
Subject: RE: Curriculum Liaison

Hi Sheryl,

I have reviewed the Abbreviated Category I proposal for a name changes for degrees in the Department of Public Health. I am supportive of the proposal and appreciate the work of your department to facilitate the transition from the preparation of health education teachers through the former MS in Health Education degree program to the Education Double Degree. I understand that your department will work closely with the College of Education to advise undergraduate Health Promotion and Health Behavior students about the opportunity to pursue the Education Double Degree with a focus in health education.

Best,
Sam

Sheryl Thorburn, PhD, MPH
Associate Professor
Department of Public Health
Oregon State University
Office: 314 Waldo Hall
Mail: 256 Waldo Hall
Corvallis, OR 97331-6406
phone 541-737-9493; fax: 541-737-4001
e-mail: Sheryl.Thorburn@oregonstate.edu
May 10, 2004

TO: Professional Colleagues in Health Education and Teacher Training

FROM: S. Marie Harvey, Chair
Department of Public Health

RE: Department of Public Health’s Teacher Training Concentration in the Health Education MS Program

I write to inform you that effective Fall 2005 the Health Education Teacher Training concentration in the Health Education MS degree program in Department of Public Health will be phased out. The Department of Public Health will continue to offer graduate programs leading to an MS in Health Promotion and Education, and an MPH and PhD in Public Health with concentrations in Health Promotion and Education. Additionally, our undergraduate program in Health Promotion and Education will continue to prepare students for careers in a diverse range of health-related fields including school health education.

Because of our commitment to the preparation of OSU students for professional teaching careers in health, I am pleased to announce the creation of a new joint degree program between the College of Health and Human Sciences and the new School of Education at Oregon State University. Beginning Fall 2004, students will be able to enroll in a double degree program where they will earn two degrees concurrently – a primary degree in Health Promotion and a secondary one in Education – in preparation for teaching health in middle and high schools.

This partnership between the two academic units will not only provide exciting options for students who want to teach health, but because they will receive their initial teaching license, the double degree will enable them to begin teaching right after graduation. As an additional advantage, students will graduate with two degrees, which should give them an edge in the job market. We are proud to be a partner in this double degree program and believe that this approach will better meet the needs of future health teachers and communities across Oregon.

Please feel free to contact me at mharvey@oregonstate.edu or (541) 737-3824, if you would like additional information about these changes.
May 10, 2004

TO: Undergraduate Students in the Department of Public Health

FROM: S. Marie Harvey, Chair
Department of Public Health

RE: Department of Public Health’s Teacher Training Concentration in the Health Education MS Program

I write to inform you that effective Fall 2005 the Health Education Teacher Training concentration in the Health Education MS degree program in Department of Public Health will be phased out. The Department of Public Health will continue to offer graduate programs leading to an MS in Health Promotion and Education, and an MPH and PhD in Public Health with concentrations in Health Promotion and Education. Additionally, our undergraduate program in Health Promotion and Education will continue to prepare students for careers in a diverse range of health-related fields including school health education.

Because of our commitment to the preparation of OSU students for professional teaching careers in health, I am pleased to announce the creation of a new joint degree program between the College of Health and Human Sciences and the new School of Education at Oregon State University. Beginning Fall 2004, students will be able to enroll in a double degree program where they will earn two degrees concurrently – a primary degree in Health Promotion and a secondary one in Education – in preparation for teaching health in middle and high schools.

This partnership between the two academic units will not only provide exciting options for students who want to teach health, but because they will receive their initial teaching license, the double degree will enable them to begin teaching right after graduation. As an additional advantage, students will graduate with two degrees, which should give them an edge in the job market. We are proud to be a partner in this double degree program and believe that this approach will better meet the needs of future health teachers and communities across Oregon.

The College of HSS will be hosting an Open House for students interested in the double degree program on Tuesday, May 25th from 5:00 to 6:00 pm in Milam 215. Karen Kvidt, Advisor for the School of Education will be available to answer questions. In addition, please feel free to contact me at mharvey@oregonstate.edu or (541) 737-3824, if you have questions or would like more information about these changes.
Title of Proposal: Graduate Certificate in Health Management and Policy

Effective Date: Fall 2005

Department/Program: Public Health

College: Health and Human Sciences

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

S. Marie Harvey
Print (Department Chair/Head; Director)

Tammy Bray
Print (Dean of College)
Proposal to Change the Name of the
Graduate Certificate in Health Care Administration to
Graduate Certificate in Health Management and Policy

Oregon State University
Department of Public Health
College of Health and Human Sciences
CIP 510701
03 May 2005
Proposed Effective Date: Fall 2005

A. Title of propose instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.

Current Name: Graduate Certificate in Health Care Administration
Proposed Name: Graduate Certificate in Health Management and Policy
Reasons: The term Health Care Administration does not adequately describe the scope of professional opportunities and preparation our students receive. Health Management and Policy is a much more accurate reflection of the curricular requirements for our students. We seek to change the name of the Graduate Certificate to bring it in line with our MPH (track concentration in Health Management and Policy) and PhD (emphasis in Health Management and Policy). Concurrent with this proposal is one that seeks to change the name of the BS in Health Care Administration to Health Management and Policy.

B. Location with the institution’s organizational structure. Include “before” and “after” organizational charts

N/A

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

There will be absolutely no change in course offerings, admission requirements, program requirements, student learning outcomes and experiences, or advising structure and availability.

D. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment

No additional resources will be needed to support this proposal. The proposed name change has been approved by and is fully supported by the faculty in the Department of Public Health, members of our external advisory committee, and program alumni.
E. Funding sources: state sources, federal funds, and other funds as specified.

Funds for this proposed name change will come from a reallocation of existing Department funds.

F. Relationship of the proposed unit to the institutional mission

N/A

G. Long-range goals and plans for the unit

The Graduate Certificate in Health Care Administration has been operational since 2004. In that time, this certificate program has served over 150 students across Oregon. The name change will not affect our prestige but will more accurately describe to current and future students and employers, that which our graduates can do.

H. Relationship of the proposed unit to other programs at other institutions in the State.

Aside from OSU, only OHSU/OGI offers a graduate certificate in health administration. That program wrote a strong letter of support for our initial program proposal.

I. If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.

There is no certification or accreditation for graduate certificates in health management and policy.
### Category I Proposal Budget Outline

**Estimated Costs and Sources of Funds for the Proposed Program**

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

See "Budget Outline Instructions" on the OUS Forms and Guidelines Website: [www.ous.edu/aca/aca-forms.html](http://www.ous.edu/aca/aca-forms.html)

**Institution:** Oregon State University  
**Category I Proposal Name:** Graduate Certificate in Health Management and Policy  
**Academic Year:** 2005-06  
**Operating Year:** (indicate 1st, 2nd, 3rd, or 4th year--prepare one page for each)

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**Personnel**

- Faculty (include FTE)  
- Support Staff (include FTE)  
- Graduate Assistants (include FTE)  
- Fellowships/Scholarships  
- *OPE: Faculty*  
- *Staff*  
- GTA/GRA  
- Nonrecurring

**Personnel Subtotal:**

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**Other Resources**

- Library/Printed  
- Library/Electronic  
- Supplies and Services  
- Equipment  
- Travel  
- Other Expenses

**Other Resources Subtotal:**

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**Physical Facilities**

- Construction  
- Major Renovation  
- Other Expenses

**Physical Facilities Subtotal:**

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**Grand Totals:**

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Percentage of Total: 100.00%  

* See current OPE tables at [http://oregonstate.edu/dept/budgets/budgand/tables.htm](http://oregonstate.edu/dept/budgets/budgand/tables.htm)