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Portland State University Faculty Senate

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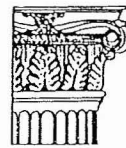
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THE PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and *Ex-officio* Members to the Senate

FROM: Sarah E. Andrews-Collier, Secretary to the Faculty

The next regular meeting of the Faculty Senate is on **November 7, 1994**, at 3:00 p.m. in room 53 Cramer Hall.

AGENDA

- A. Roll
- B. Approval of the Minutes of the October 3, 1994, Meeting
- C. Announcements and Communications from the Floor
 - 1. President's Report
 - 2. Provost's Report
- D. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- E. Reports from the Officers of Administration and Committees
 - 1. Fall Term Registration Report - Tufts
 - 2. Report from the October 1994 Interinstitutional Faculty Senate meeting - Cooper
- F. Unfinished Business
 - 1. Criteria for Faculty Development Committee Awards - Hales
- G. New Business
 - 1. Curriculum Committee and Graduate Council Course Proposals - Bulman and Frost
 - 2. Constitutional Amendment, Art. IV, Sec. 4, 4 (Budget Committee membership) - Hales
 - 3. Constitutional Amendment, Art. IV, Sec. 4, 4 (University Planning Council membership) - Hales
- H. Adjournment

The following documents are included with this mailing:

- B Minutes of the October 3, 1994, Senate Meeting
- E Report from the October 1994 Interinstitutional Faculty Senate Meeting
- F1. Background Information: Criteria for Faculty Development Committee Awards
- G1. Curriculum Committee and Graduate Council Course Proposals
- G2. Constitutional Amendment, Art. IV, Sec. 4, 4 (Budget Committee membership)
- G3. Constitutional Amendment, Art. IV, Sec. 4, 4 (University Planning Council membership)

The Secretary must have names of Senators' alternates in order for them to be officially noted in your absence. Please submit your alternate's name to the Secretary at the 7 November Senate meeting, or by telephone (5-4416) or e-mail (sarah@po.pdx.edu).

THE PORTLAND STATE UNIVERSITY FACULTY SENATE

Minutes: Faculty Senate Meeting, October 3, 1994
Presiding Officer: Loyde Hales
Secretary: Sarah Andrews-Collier

Members Present: Barton, Becker, Bluestone, Bodegom, Bowlden, Bowman, Brenner, Cooper, DeCarrico, Feeney, Fosque, Franks, Goldman, Greco, Hales, A. Johnson, Dan. Johnson, Jolin, Kenny, Kocaoglu, Kosokoff, Krug, Lall, Lendaris, Lieberman, Liebman, Limbaugh, Maynard, McBride, Miller, Ogle, Rhee, Svoboda, Tinnin, Watanabe, Weikel, Wetzell, Wollner.

Alternates Present: Dusky for Abrams.

Members Absent: Etesami, Falco, Gray, Dav. Johnson, Manning, Novy, Raedels, Robertson, Seltzer, Smith, Talbott, Watne.

Ex-officio Members Present: Andrews-Collier, Bulman, Constans, Cross, Davidson, Desrochers, Diman, Erzurumlu, Kaiser, Koch, Oshika, Ramaley, Reardon, Toscan, Toulan, Vieira, Ward.

B. APPROVAL OF THE MINUTES

The meeting was called to order at 3:10 p.m. by Loyde Hales. The Faculty Senate Minutes of June 4, 1994, were approved with the following corrections:

- Senators additionally noted as present at that meeting: S. Watanabe, T. Bulman.
- J. COOPER noted under E. 2. (page 63), that the names J. Cooper and B. Oshika be reversed, as Oshika is the on-going and Cooper is the incoming member of Advisory Council.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

HALES made the following announcements:

a. Changes in the Faculty Senate and Committee rosters since June 15:

- SENATE: Nancy Goldman replacing Robert Mercer (moved to CLAS) until 1995. Lois Becker replacing Marvin Beeson (sabbatical) until 1996.
- COMMITTEES: Committee on Committees: Add - George Lendaris, SYSC, AO representative (1994-96) until 1995.
University HIV: Add - Joan Strouse, ED, Chair.
Advisory Committee on Information Technologies: Add - Roy Koch, Vice Provost for

Graduate Studies and Research, Consultants

Educational Activities Speakers Program Board: Delete - Lawrence Wheeler, HON, Ex-officio

- b. Please let the Secretary know if you did not receive the Senate mailing. There are extra copies.
- c. Please submit the name of your alternate to the Secretary.

1. President's Report

- a. Working with our Congressional delegation, we have now received a \$2 million "set aside" to help design the urban center building, which will become the anchor with the associated plaza, for our university district plan. Thanks to many people, particularly Lindsay Desrochers who met with our delegation in Washington. This is Portland State's first "set-aside."
- b. We are also continuing to work to obtain a routing of the South-North Light Rail which will go through our campus in association with the new university district plaza and building. We would like it to go to Portland State but not through our existing campus, as cited in one proposal. Those interested in helping with this effort should contact Debbie Murdock.
- c. We plan to apply for a \$1.5 million grant to enhance Portals. The grant would be written in a way that is equivalent to an "earmark" for Portland State and our associate members of Portals. \$1 million would go to Portals to become an on-line Federal document repository, and \$.5 million would go to converting the Oregon Historical Society records to a database which would be maintained by Portals.
- d. The Innovations in Undergraduate Education Symposium was held the weekend before classes began. It is apparent that we are in the forefront nationally in educational reform, both in General Education and curriculum revision in major concentrations. The number of contacts we have received recently indicate that we have a growing national reputation which will give us an opportunity to influence national policy in the future.
- e. Associated with the development of the urban university must be a thoughtful examination of the role and responsibilities of faculty and staff. We are being called upon to do a variety of non-traditional scholarly activities which have not previously been supported or assessed. We will examine the range of scholarship, how we support it, how we provide documentation, and how we provide recognition of excellence for both faculty and staff efforts. This year during Fall term we will put together a support structure for faculty for all

aspects of research, from traditional classic research, to teaching innovations, to community-based teaching and research.

- f. A series of public forums have been scheduled in the next three weeks to debate ballot measures before the voters. These are intended to provide background which will contribute to an informed electorate. Please encourage your colleagues and students to attend.
- g. The Voter Registration Act requires, according to state mandate, that the Oregon State System of Higher Education make voter registration available to everyone who participates in campus activities. This will be a regular component of our service to the community in the future.

2. Provost's Report

- a. We are going to undertake the process of revising the Promotion and Tenure Guidelines around two issues. The first is the integration of the new category of Academic Professional into our existing guidelines. Representation from the committee which developed those ranks for the last contract will be involved in the follow-up process of implementation and integration. The second task will be to review the definition of scholarship and criteria, and revise them in terms of the newer, broader definition of scholarship which has been developing nationally. A.A.U.P., the Advisory Council and the Deans have forwarded recommendations for committee membership, and letters will go out shortly.
- c. REARDON is waiting for a report on academic advising, so that recommendations for improvements can be made early in the new year and implemented by the end of the academic year.
- d. The Deans and Vice Provost Roy Koch have been requested to begin reviewing aspects of graduate education, in the areas of program review and potential enhancement, and in the training of graduate students for newer academic careers in teaching and community-applied research.
- e. REARDON would like to see the continuation this year of another activity, to extend and redefine academic support of curricular development, teaching, and issues related to community-university projects and outreach. He has recommendations from two task forces, and is beginning to identify faculty interested in implementing those activities.
- f. Connected to that is another proposal from last year, to look at ways to institutionalize formally the activity of assessment. Assessment is a vital issue in higher education, and is directly related to our accreditation activities.

REARDON would like to see a group form to develop processes which could be used in the assessment of student learning, programs, and involvement with and impact on the community. This would also lead to faculty assistance when assessment is required in grant preparation. He will be sending out a communication on this shortly.

- g. REARDON reviewed issues relating to the Academic calendar which were introduced last year.

It has been decided at the state level that semester conversion will not be proposed at this time; however the Vice Chancellor and the Academic Council are interested in institutional reform of the calendar and curriculum. Therefore, REARDON reminded the Senate of his request to consider changing from a three to a four credit course system at the undergraduate level. The Academic Council had extensive discussions, and it is the consensus of the Deans that we should undertake this revision. The curriculum revision in the School of Business Administration entails the move to predominantly four credit courses. REARDON acknowledged that Senate Steering has referred this proposal to committees, and requested a recommendation as soon as possible. He noted that if the semester system is introduced later, it has been established that it would be a three credit system; therefore, a move to a four credit quarter system would be fairly congruent with a three credit semester system. He urged the Senate not to defer due to a future potential semester conversion. REARDON noted that Senate Steering has charged Academic Requirements to revisit his proposal for reduction of the baccalaureate degree to 180 hours. He urged the committee to present a positive recommendation.

COOPER asked what would be the effect on double listed undergraduate-graduate courses? REARDON stated that it may not be best to change some graduate courses, so he would prefer to begin with the undergraduate curriculum and wait on graduate programs. This does not preclude moving graduate courses to four credit hours, but change should be based on programmatic need.

BOWLDEN asked if the Promotion and Tenure Guidelines review will also include an examination of fixed-term faculty. REARDON replied yes.

A. JOHNSON asked if there will be more activity on the issue of the "three-year degree," as seems to be occurring at S.O.C. REARDON stated it is not an important issue for us, as it appears to be for S.O.C. They are, in fact, moving to implement an accelerated three year degree. We should look at reducing the time to graduation as a more realistic approach for our students, as the three year degree doesn't relate to them. REARDON stated that changing the number of course credits, reducing the number of

classes, and reducing the number of hours for the baccalaureate would reduce the time it takes to complete the degree, regardless of whether students are Freshmen or transfers. This would show an increase in academic and learning productivity. He also noted, however, some local high schools involved in the K-12 reform will move to closer interaction with higher ed., which could eventually lead to some form of reduced degree. There is a grant program which will fund certain pilot projects for implementation of the Certificate of Advanced Mastery. These will require high schools to be in collaboration with a higher ed. institution, and will explore ways to reduce time as a result of curricular developments in the future.

BRENNER asked, regarding faculty productivity, if review of Promotion and Tenure Guidelines would include an examination of integrating community outreach rather than layering it on. REARDON said the intention is to insure that the Guidelines recognize its relationship to faculty workload. We are under a mandate from the state system to examine productivity, by legislature and board directives a year ago.

3. Vice President's Report

- a. DESROCHERS introduced John Fowler, Director of Public Safety, who comes from the Presidio, San Francisco after a distinguished military career. He is meeting as many people as he can; if you have issues for him, please make contact. She also introduced Dr. Bruce Taggart, formerly of U. of Conn., who began in July as the new Director of Academic and Administrative Information Technology. In order to complete the new technological infrastructure, the decision was made last year to put a number of units, including AV, TV, Telecommunications, and Computing Services, under one director. This includes a new complex of labs and classrooms on Neuberger 4th floor, as well as the labs in Smith and Cramer.
- b. The public corporation concept introduced last year has resulted in proposed legislation entitled the Higher Education Administration Efficiency Act. It proposes to separate the System from the state's daily business activities, but not to separate the institutions or the System from the state as such. The primary focus is on personnel, contracting and purchasing, facilities management, and how we relate to the state regarding moving facility projects through the process of approval and related issues. The goal is to give higher education greater autonomy in its day to day business. The System will still be required to bring its budget to the state legislature for approval for state funds, but it will not be a state agency in the same sense that other agencies are. DESROCHERS recently attended a retreat of Vice Presidents, Deans, and the Vice Chancellor to explore the future relationship of campuses to each other, the Chancellor, and the Board. The goal is to obtain as much autonomy as possible so that another bureaucratic layer does not result.

- c. On July 1, the Financial Information System (FIS) was activated. It is not complete, but it is up and running. There was extensive staff training during the summer. We have made a very good start at decentralizing management of fiscal affairs.

A. JOHNSON requested an update on Harrison Hall. DESROCHERS said the proposal was approved after President Ramaley testified before the "E" Board. It will be used for a 400-seat classroom space and for revenue-generating community activities. Construction will begin January, 1995. It is being funded primarily through auxiliary funds, a creative way to finance a much needed large lecture facility.

D. QUESTION PERIOD

There were no questions from the Floor to Administrators or to the Chair.

E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. & 2. 1993-94 Steering Committee Reports on Reorganization of Business Administration and Library (E1 and E2). OSHIKA submitted two written reports: the 1993-94 Steering Committee Evaluation of the Library Reorganization(E1) and the 1993-94 Steering Committee Evaluation of the School of Business Administration(E2), which she gave orally at the June Senate meeting.

A. JOHNSON/KOSOKOFF MOVED "to recommend the Library address the Steering Committee Evaluation of the Library Reorganization, item 3. Recommendations, and reply to the Senate."

The MOTION PASSED by unanimous voice vote.

DeCARRICO/WETZEL MOVED "to recommend the Business School address the Steering Committee Evaluation of the School of Business Administration Reorganization, item 3. Recommendations, and reply to the Senate."

The MOTION PASSED by unanimous voice vote.

MAYNARD asked for clarification on the two motions just passed. It is understood that in these cases, the Senate cannot compel action, but can only recommend. HALES concurred for the Senate.

3. Fall Term Registration Report

TUFTS reported that our headcount is down 1.4 %, and the total credit hours are up 3.36 %.

A. JOHNSON noted the contrast between reduction in faculty and the increase in SCH. DESROCHERS asked how this translates into FTE. TUFTS stated there is no breakdown yet between G/UG credit; this applies to 15 credits per FTE. It mean there are more full time students.

4. Status Report on University Studies

- a. WHITE reported there are 840 students in Freshman Inquiry, about 50 of whom are high school seniors from Portland in cooperation with Challenge/LINK and PEN. Over summer, the faculty involved in the program worked very hard, both in faculty development and in course team planning. The Student Peer Mentor program has succeeded beyond expectations. They also received intensive training during the summer. The program has also had the generous cooperation of many other units including Facilities, Information Technology, Library, and Smith Center.
- b. Assessment activity has begun, including the ACT test administered with state funding. There will also be focus groups and internal projects.
- c. This Fall, forums are scheduled on the Gen Ed report regarding Sophomore Inquiry and the upper division clusters. One has already occurred, and two more are scheduled for 12 and 13 October. This Fall we will also develop and propose a transition experience for transfers students for next year. There will also be pilot capstone projects this year.
- d. In conclusion, so far it has been a great experience. Please explore and assist, especially with development of the upper division clusters.

BOWLDEN asked if faculty can visit classes. WHITE stated of course, but ask the faculty involved. If you drop in you must be willing to participate.

5. Interim Report of the General Education Implementation Task Force

LIEBMAN stated the Task Force charge was to study three areas: curriculum review in the context of the faster track, faculty issues, especially workload and rewards, and student issues, especially how the program will alter the student's interaction with the university. A forthcoming written report will detail their response and reflect the work of subcommittees. The Task Force recommendations will raise three issues: 1) how to make the Senate a partner in the program through the use of appropriate standing committees tailored to special tasks and tracks; 2) the opportunity for the program to become a platform for faculty development through various devices such as the forums;

and, 3) the problem of "midstream" entrants into and transfer within the program. This is an emergent program and it is not appropriate to set hard guidelines. Rather, we should allow for flexibility so that the program can be developed, observed, and accepted piece by piece. The Senate should view development of the program as a regular agenda item with standing and special report dates, with the different parts of it parcelled out to standing committees.

F. UNFINISHED BUSINESS

OSHIKA, for Advisory Council, returned three proposed constitutional amendments. The Council noted an issue arose relating to the amendment to eliminate the University Honors Program Board. Honors students are exempted from the diversity requirement as they do not take the Gen Ed curriculum and there is no diversity requirement in Honors Program.

1. Constitutional Amendment, Art. II (F1), which provides for the inclusion of other and new ranks of full-time faculty in the Constitution.

SVOBODA asked for a clarification of the definition of faculty. REARDON stated that it relates in this case to the definition in the Faculty Governance Guide. The question was called.

The constitutional amendment PASSED 28-0.

2. Constitutional Amendment, Art. IV, Sec. 4, 4 (F2), which provides for reducing the size of the Faculty Development Committee by one-half, PASSED by unanimous voice vote.
3. Constitutional Amendment, Art. IV, Sec. 4, 4 (F3), eliminating the University Honors Program Board, PASSED by unanimous voice vote.
4. Scholastic Standards Committee Proposal, Revision
CONSTANS presented the revised proposal(F4) of Scholastic Standards, Deadline Appeals, and the Registrar.

WETZEL/A.JOHNON moved "to change the deadline for grade option changes to the fourth week of the term the course is taken."

LENDARIS asked what problems this is intended to address. A. JOHNSON stated it was to make deadlines more consistent. It was asked when the change would take place. It is listed in the *Schedule of Classes* but not the *Bulletin*. The change could take place before Fall 1995.

The MOTION PASSED by unanimous voice vote.

Other Old Business.

HALES announced that the 180 credit baccalaureate proposal, and the four credit course system proposal, have been sent to committee for preliminary reporting dates in December and January, respectively. Academic Requirements, Curriculum, and University Planning have been charged to jointly review both proposals, and Graduate Council will join the review of the four credit course system proposal.

G. NEW BUSINESS

There was no new business.

ADJOURNMENT

HALES adjourned the meeting at 4:25 p.m., and invited those in attendance for refreshments at "K" House.

Meeting of Inter-Institutional Faculty Senate at OIT, October 7-8, 1994

Friday October 7

The IFS was greeted by President Wolf of OIT, who discussed the effects of last year's earthquake on the buildings of his institution and the proposed legislation changing the relationship of the State System of Higher Education with the rest of state government. As the draft legislation now stands, the system would be called the State University System. It would be given considerable budgetary autonomy from the rest of state government, with the aim of achieving significant savings.

The IFS was lectured by Representative Del Parks, who said that higher education has not been doing a good job in the political arena. His criticism was focused on the Chancellor's office. A bone of contention with legislators is still the issue of the number of hours spent in the classroom. He accused higher education of lacking empathy with the plight of the working population, for example, those in Klamath Falls whose real income has decreased. It is up to faculty to defend PERS from the anti-PERS initiative. The best argument, he asserted, was the sanctity of the contract. He said that there is significant sentiment in the legislature for eliminating the office of the Chancellor. He said that faculty must establish personal relationships with their own legislators. He pointed out that, while we do have some friends in the legislature, we have lost some, such as Tom Mason and Tony Van Vliet.

President Wolf qualified Representative Parks's remarks by saying that the presence of the faculty on campus was more of an issue than simple presence in the classroom.

Provost Martha Ann Dow of OIT next spoke to IFS. Having come from Montana, she found the situation of higher education in Oregon very similar to that in Montana. Neither state had a sales tax and both faced similar budget problems. She perceived no strains between different institutions in the state, although a senator from WOSC pointed out that credits from her program were not accepted at one of the universities.

IFS President Bill Danley reported on his discussions State Board members and Chancellor Joe Cox, particularly on the issue of the public corporation. Chancellor Cox emphasized that it is not his intention to centralize power in his office, but on the contrary to distribute authority even to the level of the department. Danley felt that the System was looking for faculty support on this issue. Discussion of this issue resumed the next day.

IFS heard a report on the meeting of the AOF council concerning the prospects for ballot measure 8. Support appeared to be declining. Its strongest support is in the metropolitan area.

Bill Danley reported on the latest State Board meeting. He reported the testimony of Shirley Clark, who said that there has been a net loss of 80 programs in the system as a result of Measure 5. The system has established a Faculty Legislative Response Team, that is, an organization to provide scholarly and technical advice to legislators. IFS will look for ways to support that enterprise. Board members learned how, as institutions are becoming direct lenders, higher education will increasingly have the relationship of creditor to its students, with all the power that that implies.

Governor Roberts addressed the joint boards of education and higher education. She approved of the two boards' meeting together and thought that the relationship should be legislated into permanence.

Saturday, October 4.

The first order of business was the proposed Higher Education Efficiency Act. After considerable discussion, the IFS passed the following motion:

The Interinstitutional Faculty Senate supports the intent of the State Board of Higher Education as embodied in the Higher Education Efficiency Act to improve administrative efficiency and maintain student access while preserving the rights and authority of the faculties and the autonomy of individual campuses.

Next, IFS discussed the process by which the interim President at Western Oregon State College was selected. There had been concern that the process had sought and then neglected faculty advice. IFS took no action, but will discuss the issue with Chancellor Cox at the next meeting.

A proposed by-laws amendment concerning the election of the IFS President was defeated, but there was a straw vote in favor of making the retiring President a continuing ex-officio member in the interest of giving a new President advice and counsel. An amendment to the by-laws will be presented at the December meeting.

Respectfully submitted,



John R. Cooper
Interinstitutional Faculty Senator

Portland State University

MEMORANDUM

May 31, 1994

Dear Colleague:

The Faculty Development Committee is pleased to announce another internal grant program for Portland State University faculty. This Faculty Development Program provides a single opportunity to apply for the many forms of internal support. Faculty holding an appointment of 0.5 FTE or more, and whose appointment continues throughout the 1995-96 academic year, are eligible to apply to this Program.

Statement of Purpose

In response to the current budget climate, the primary purpose of this year's program is to aid in building our capacity for research, instruction, and service through the enlargement of the university's resource base. While the Committee will support a limited number of meritorious proposals that address other aspects of scholarly activity, proposed projects should have as their major purpose the development of a subsequent proposal for external funding. Included in the proposal to the Committee should be the results of a preliminary investigation of funding sources. Investigators are encouraged to contact the Office of Research and Sponsored Projects, 105-C Neuberger Hall, for help in identifying funding agencies and programs, both public and private.

The Committee will support a broad range of scholarly activities, including but not limited to activities which

- 1) promote the discovery, integration, or application of knowledge
- 2) develop community partnerships or have a significant professional or community service component
- 3) promote effective teaching and/or innovative curricular development
- 4) are of an interdisciplinary nature and/or have the involvement of multiple faculty
- 5) are in keeping with the major general initiatives in the areas of health, the environment, international affairs, educational reform, information technology, and organizational effectiveness, and/or
- 6) have a significant impact on the professional development of the faculty members involved.

The Committee emphasizes that the above list is not a ranking of priorities and is by no means exclusive.

PORTLAND STATE UNIVERSITY
New Courses and Course Changes-Part 1
Effective Fall 1995

COLLEGE OF LIBERAL ARTS AND SCIENCES

Biology

- Bi 336 INTRODUCTION TO CELL BIOLOGY (4)
One hour recitation; and three *lecture* hours. [CHANGE COURSE NUMBER FROM 337, AND SEPARATE LECTURE FROM LAB]
- Bi 337 CELL BIOLOGY LABORATORY (1)
Experiments in cell biology to complement lecture. One three hour laboratory.
Prerequisite: prior completion of/or concurrent enrollment in Bi 336. [SEPARATE LAB FROM LECTURE]
- Bi 338 INTRODUCTION TO MOLECULAR BIOLOGY (4)
Prerequisite: Bi 341, and either Bi 335 or one term of college level biochemistry.
[CHANGE PREREQUISITES]
- Bi 430/530 THEORY OF RECOMBINANT DNA TECHNIQUES (3)
Lectures on the principles and theory of recombinant DNA and molecular cloning techniques. Topics will cover use of restriction and other DNA modifying enzymes, host-vector systems, DNA fragment and plasmid isolation techniques, gene mapping, subcloning techniques, in vitro mutagenesis, cDNA and genomic cloning, screening of clones, blot hybridizations, DNA transfection and use of reporter genes, DNA sequencing and PCR.
Prerequisite: Bi 338. [CHANGE NUMBER FROM 425/525, DESCRIPTION AND PREREQUISITES]
- Bi 431/531 RECOMBINANT DNA TECHNIQUES LABORATORY (2)
Laboratory of recombinant DNA and molecular cloning techniques. Corequisite: Bi 430/530. [NEW]
- Bi 472/572 NATURAL HISTORY (3)
A study of plant and animal interrelationships, emphasizing maintenance of proper field records, identification, distribution, and ecology of vertebrates in Oregon. Includes one two-hour laboratory. Prerequisite: one year of biology. [CHANGE DESCRIPTION]

Black Studies

- BSt 206 INTRODUCTION TO CARIBBEAN STUDIES (3)
Interdisciplinary examination of the historical and cultural experience of the circum-Caribbean regions. Special attention will be given to issues in the creation of multicultural society, such as the dynamics of resistance and the interplay of cultural identity and political domination. [NEW]
- BSt 425/525 BLACK CINEMA: THE 1970s (3)
Examination of the treatment of Black themes, issues and characterization during the decade of the 1970s in the cinema industry. Particular attention will be focused on the genre of the blaxploitation film as an industry response to the rapidly shifting social and racial dynamics of American culture as the Civil Rights era wound down. Prerequisites: BSt 202, 203, 204, or 302. [NEW]

BSSt 426/526 CONTEMPORARY BLACK CINEMA (3)

Examination of the treatment of Black themes, issues and characterization in the contemporary cinema industry. Particular attention will be focused on the development of new Black actors, directors and producers. The impact of these new factors in the industry will be analyzed for the influence they have on the traditions of cinema history relative to the Black experience. Prerequisites: BSSt 202, 203, 204, or 302. [NEW]

BSSt 440/540 CARIBBEAN STUDIES (3)

Interdisciplinary examination of historical or cultural issues in the Caribbean experience. Emphasis will be on issues and dilemmas related to the creation of a multicultural society. Prerequisites: BSSt 205 or Hst 105, BSSt 206. [NEW]

BSSt 470/570 AFRICAN ART (3)

Examination of selected African art forms, styles and traditions. Emphasis on the context of the art and artist, and their relationship to politics and society in African history. Prerequisites: ArH 204, 205, 206, BSSt 205 or Hst 105. [NEW]

Mathematical Sciences

Mth 481/581 PROBABILITY FOR MATHEMATICS TEACHERS (3)

Introduction to probability as a modeling technique in mathematics and methods of teaching probability. Use of probability in decision making and inference. Simulation of experiments. Methods of enumeration. Laws of probability. Special probability distributions. Computer-assisted analysis. Prerequisite: Mth 344 or 346. [NEW]

Mth 482/582 STATISTICS FOR MATHEMATICS TEACHERS (3)

Introduction to methods of statistical analysis and methods for teaching statistics. Descriptive statistics, organization of data, sampling techniques, sampling distributions, methods of statistical inference, estimation, hypothesis testing, regression and correlation. Computer assisted analysis. Prerequisite: Mth 344 or 346. [NEW]

Mth 488/588 COMPUTING TECHNOLOGY FOR MATHEMATICS TEACHERS (3)

Hands-on experience in the study of the role of computer software and calculators in the teaching and learning of mathematics. Prerequisite: Mth 344 or 346. [NEW]

Mth 483/583 TOPICS IN GEOMETRY FOR MATHEMATICS TEACHERS (3)

Mth 484/584 TOPICS IN ALGEBRA FOR MATHEMATICS TEACHERS (3)

Mth 485/585 TOPICS IN ANALYSIS FOR MATHEMATICS TEACHERS (3)

[CHANGE HIGH SCHOOL TEACHERS TO MATHEMATICS TEACHERS IN ALL 3 COURSE TITLES AND DESCRIPTIONS]

Physics

Ph 472/572 INTRODUCTION TO NONLINEAR DYNAMICS AND CHAOS (4)

Introduction to basic theoretical and experimental tools to study chaos and nonlinear behavior. Desktop experiments and computer simulations of chaotic systems. Prerequisite: one year of general physics. [NEW]

Speech Communication

SpHr 488/588 ADVANCED AUDIOLOGY (3)

Introduction to the audiological test battery. Topics include bone-conduction, masking, speech audiometry, and objective tests. Auditory pathologies and their audiometric correlates are also covered. Prerequisite: SpHr 487/587. [CHANGE DESCRIPTION AND CREDIT HOURS FROM (4) TO (3)]

SpHr 488L/588L ADVANCED AUDIOLOGY LABORATORY (1)
Practical training in basic audiometry. Practical experience in bone-conduction testing, masking, speech audiometry, and other tests. Concurrent registration in SpHr 488/588 required. [SEPARATE LAB FROM LECTURE]

SpHr 576 HEARING AIDS I (4)
Introduction to amplification for the hearing impaired. Topics include: types of hearing aids and their components, electroacoustic characteristics of hearing aids, coupler and real-ear measurement, output limitation, earmolds, and plumbing. Prerequisite: SpHr 388. [CHANGE NUMBER FROM 579, TITLE AND DESCRIPTION]

SpHr 579 ADVANCED HEARING AIDS (3)
Advanced topics in amplification for the hearing impaired. Topics include: hearing aid evaluation, prescription of electroacoustic characteristics, fitting procedures, post-fitting counseling. [NEW]

SCHOOL OF ENGINEERING AND APPLIED SCIENCE

School Course

EAS 102 ENGINEERING COMPUTATION STRUCTURES (4)
Introduction to advanced data structures useful for solving engineering problems. Continues developing skills in the algorithmic method for engineering problem solving. Modern programming language. Prerequisite: EAS 101. [CHANGE TITLE AND DESCRIPTION]

Civil Engineering

CE 421/521 ANALYSIS OF FRAMED STRUCTURES (3)
Generalized analysis of multi-story and irregular structural framework with classical methods; analysis of arches, curved beams and frames with nonprismatic members. Energy methods with introduction to matrix methods. Prerequisite: CE 325. [NEW]

CE 526/626 THEORY OF PLATES (3)
Small and large deformation theories of thin plates; numerical and energy methods; free vibrations. Prerequisite: Mth 256. [NEW]

CE 521/621 FRAME ANALYSIS (3) [DROP]

CE 524/624, 525/625 MATRIX AND COMPUTER METHODS IN STRUCTURAL ANALYSIS (3, 3) [DROP]

Computer Science

CS 200 COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE (4)
Introduction to computer organization, number representation and digital logic, hardware interrupts, input/output programming, systems software, operating systems interface, assembly language programming, macros, linking and loading. Three lecture hours; one 3-hour laboratory period. Prerequisite: CS 162. [CHANGE TITLE, DESCRIPTION AND DIVISION OF SEQUENCE]

CS 201 COMPUTER ARCHITECTURE (4)
Study of the interrelationship and interaction of various parts of computer systems, digital logic, instruction sets, processing and control units, hardwired and microprogrammed control units, buses, input-output, arithmetic and logic processing, memory system hierarchies, virtual memory. Three lecture hours; one 3-hour laboratory period. Prerequisite: CS 162, 200. [CHANGE TITLE, DESCRIPTION AND DIVISION OF SEQUENCE]

Electrical Engineering

EE 491/591 LASER SYSTEMS DESIGN I (4)

Laser topics: especially design of laser, fiber-optic, and related optical systems. Formation and propagation of modes and beams, matrix methods for the analysis and synthesis of optical systems. Prerequisite: EE 331. [CHANGE TITLE AND DESCRIPTION]

EE 593/693 ADVANCED LASER SYSTEMS (4)

Prerequisite: EE 492/592. [CHANGE TITLE AND PREREQUISITES]

Mechanical Engineering

ME 426/526 HVAC EQUIPMENT DESIGN (3)

Applications of HVAC fundamentals with emphasis on design of HVAC equipment for buildings. Subjects include chilled water systems, fluid and air distribution, unitary equipment, indoor air quality, acoustics, refrigeration, fans, cooling/heating plants, energy calculations, and controls. Prerequisite: ME 421/521. [NEW]

ME 428/528 FUNDAMENTALS OF BUILDING SCIENCE (3)

Introduction to the fundamental concepts of building science. Buildings as a system, including interactions among subsystems such as heating and cooling, ventilation, the thermal envelope, air leakage, and occupants. Building energy efficiency. Performance and economic analysis of residential heating, cooling, and ventilating systems. Indoor air quality and other health and safety issues, including assessing and resolving moisture problems. Applications of diagnostic tools. Lecture plus in-field demonstration and laboratory. Prerequisite: ME 421/521. [NEW]

ME 429/529 HVAC CONTROLS (3)

Design of control systems specifically for HVAC applications and equipment. Subjects include control concepts and terminology, zonal controls, sensors, measurements, actuators, pneumatic control, electronic control, and digital control. Prerequisite: ME 421, 426 and 452. [NEW]

ME 540/640 COMBUSTION (3)

Fundamental concepts of the complex phenomena involved in combustion: thermodynamics, fluid mechanics, gas phase chemical kinetics and turbulence. Specific topics include: closed vessel explosions, detonations, flammability, flames, heterogeneous combustion, ignition, and combustion and the environment. Prerequisites: ME 322, 323, and EAS 361. [NEW]

ME 565 ADVANCED FINITE ELEMENT APPLICATIONS (3)

Discussion and implementation of advanced element types and modeling techniques in finite element analysis. Topics include plate and shell elements, non-linear modeling, frequency and buckling analysis, thermal modeling, gap-contact modeling and implementation of the above using COSMOS/M finite element analysis code (or other available commercial codes). Prerequisite: ME 455/555. [NEW]

SCHOOL OF FINE AND PERFORMING ARTS

Art

Art 220 INTRODUCTION TO COMPUTER GRAPHICS (3)

Introduction to the Macintosh computer as a tool for electronic visual arts design and production. Students survey tools and techniques in the graphics environment of paint, draw, and layout applications. Each graphics environment is explored through assignments and individual projects. Computer graphics theory and production issues are discussed. Students gain a working knowledge of the Macintosh computer and essential desktop skills. This course serves as a prerequisite to all further computer graphics courses. [NEW]

Art 326 COMPUTER GRAPHICS/ELECTRONIC PUBLISHING (3)

Introduction to electronic tools and techniques for publication design. Students will gain experience with page composition, typesetting, typography, and learn how to specify color, incorporate graphics, and structure complex documents. Work-flow and production issues, including color pre-press, will be discussed. Coursework will emphasize weekly assignments and individual projects. Students will prepare publications for digital and offset reproduction using page layout software and work with a service bureau to complete their projects. Prerequisite: Art 220. [NEW]

Art 327 COMPUTER GRAPHICS/POSTSCRIPT ILLUSTRATION (3)

Introduction to PostScript illustration tools and techniques. Students will gain experience with drawing, painting, layering, masking, and transformation tools, and learn how to specify color, design custom typography, and incorporate pixel images. Issues in color pre-press will be discussed. Coursework will emphasize weekly assignments and individual projects. Students will prepare illustrations for digital and offset reproduction using leading illustration and design software and work with a service bureau to complete their projects. Prerequisite: Art 220. [NEW]

Art 328 COMPUTER GRAPHICS/PHOTO IMAGING (3)

Introduction to the fundamentals of digital imaging tools and techniques. This course will explore photographic manipulation, painting, drawing, and collage. Students will gain experience with scanning, retouching, image processing, and masking techniques. Theoretical aspects of pixel-based imaging technologies, including color theory, resolution, halftoning, and pre-press will be discussed. Coursework will emphasize weekly assignments and individual projects. Students will prepare illustrations for digital and offset reproduction using leading photo imaging software and work with a service bureau to complete their projects. Prerequisite: Art 220. [NEW]

ArH 470/570 AFRICAN ART (3)

Examination of selected African art forms, styles and traditions. Emphasis on the context of the art and artist, and their relationship to politics and society in African history. Prerequisites: ArH 204, 205, 206, BSt 205 or Hst 105. [NEW]

ArH 480/580, 481/581, 482/582 ART SINCE WWII (3, 3, 3)

Introduction to early Modernist movements in Europe and America. ArH 480/580 Painting, Sculpture, and Architecture to 1950. ArH 481/581 European and American Art and Architecture 1950-1980. ArH 482/582 European and American Art and Architecture 1980-present. Open to non-majors. Prerequisite: ArH 204, 205, 206. Recommended: ArH 476, 477, 478. [NEW]

Music

Mus 271, 272, 273 JAZZ IMPROVISATION (2, 2, 2)

Introduces the fundamentals of jazz improvisation. Beginning jazz skills include scales, song forms, melodic patterns and repertoire development. Instructor approval required. [NEW]

Mus 424/524 INSTRUMENTAL JAZZ ARRANGING (2)

Introduces the fundamentals of composing and arranging for jazz ensembles. Subjects included are transposition, instrument ranges, song forms, harmonic and melodic construction, rhythm section studies, voicing, moving harmonization, score and part preparation, and MIDI applications. Instructor approval required. [NEW]

Mus 587 ADVANCED INSTRUMENTAL METHODS (3)

Designed for the experienced teacher. In addition to studies of current methods and trends in instrumental music teaching, the course also provides a forum for problem solving and dealing with special issues and problems in current music education. [NEW]

Mus 588 ADVANCED CHORAL METHODS (3)

Designed for the experienced teacher. In addition to studies of current methods and trends in choral music teaching, the course also provides a forum for problem solving and dealing with special issues and problems in current choral music education. [NEW]

Theater Arts

TA 111, 112, 113 FUNDAMENTALS OF TECHNICAL THEATER (3, 3, 3)

Must be taken in sequence. [CHANGE STATEMENT TO REQUIRE SEQUENCE]

TA 301 SCRIPT ANALYSIS (3)

Examination and analysis of fundamental principles of dramatic structure, form, and style through study and analysis of representative plays selected from major periods. Emphasis on the production implications of selected texts. [NEW]

TA 311 BACKGROUND TO SCENE DESIGN (4)

Prerequisites: TA 111, 112, 114, 115, 301. [CHANGE PREREQUISITES]

TA 314 STAGE LIGHTING (3) Prerequisites: TA 113, 301, 315. [CHANGE PREREQUISITES]

TA 321 FUNDAMENTAL STAGE COSTUMING (4) Prerequisite: TA 301. [ADD PREREQUISITE]

TA 364 DIRECTING I (4)

Prerequisites: TA 141, 142, 143, 111, 112, 113, 114, 115, 116, 301. [CHANGE PREREQUISITES]

GRADUATE SCHOOL OF SOCIAL WORK

SW 530 GENERALIST SOCIAL WORK PRACTICE I (3)

Overview of the major influences on the service delivery system, including social work values and ethics with special emphasis on bias, prejudice, discrimination and oppression in society. Focuses on the influence of these factors on the change process at five levels of social work practice (individual, family, group, organizational, and community). Based on the ecological systems perspective. [CHANGE TITLE AND DESCRIPTION]

SW 531 GENERALIST SOCIAL WORK PRACTICE II (3)

Based on generalist social work practice principles about the change process. Family systems and cognitive behavioral theories selected for practice application. Assessment is grounded in the social and cultural context of the consumer situation. Different assessment techniques considered based on the process at the individual, family, group, organizational and community levels. Prerequisite: SW 530; corequisite: SW 500. [CHANGE TITLE AND DESCRIPTION]

SW 532 GENERALIST SOCIAL WORK PRACTICE III (3)

Based on generalist social work practice model emphasizing family systems and cognitive-behavioral theoretical approaches. Focuses on the later stages of the change process: a) intervention at the individual, family and organizational levels; b) evaluation at the individual and family levels and role disengagement at multiple levels. Prerequisite: SW 531; corequisite: SW 500. [CHANGE TITLE AND DESCRIPTION]

SW 533 DIRECT SOCIAL WORK PRACTICE I (3)

First course in a three course sequence. Introduces the concept of personal change and the influence of policy and organizational context on the purpose and nature of the change process. Theories presented for understanding individuals and how they both seek and resist change. Theories applied to the direct social work practice process with consideration of the importance of culture, strengths, and empowerment. Introduces the complexities of systematic study of the processes and outcomes of direct practice.

Prerequisite: SW 532; corequisite: SW 500. [CHANGE TITLE, DESCRIPTION, AND DIVISION OF SEQUENCE]

SW 534 DIRECT SOCIAL WORK PRACTICE II (3)

Second course in a three course sequence. Addresses the issue of termination. Presents a family of origin perspective on family systems theory. Both the worker's and the client's families of origin are considered as sources of influence on the intervention process.

Deepens students' understanding of family centered practice and integrates their understanding of other theories with family systems theory. Integrated perspective then applied to case situations involving physical and sexual abuse, neglect of children, drug and/or alcohol abuse and physical and developmental disabilities. More technical approaches (e.g., case management, psychoeducational services, brief interventions) are addressed as well. Prerequisite: SW 533; corequisite: SW 500. [CHANGE TITLE, DESCRIPTION, AND DIVISION OF SEQUENCE]

SW 535 DIRECT SOCIAL WORK PRACTICE III (3)

Third course in a three course sequence. Addresses the use of groups in clinical practice.

Articulates the differences between change and support groups. Group theory discussed as it relates to stages of group development. Legal and ethical issues discussed as they relate to practice. Students required to develop their frame of reference of personal model of practice drawing on a variety of theoretical orientations and practice models. The strengths and limitations of their models will be discussed. Master's supervision, continued professional development, and licensing requirements addressed. Prerequisite: SW 534; corequisite: SW 500. [CHANGE TITLE, DESCRIPTION, AND DIVISION OF SEQUENCE]

SW 543 SOCIAL SERVICE PROGRAM MANAGEMENT I (The Social Worker as Manager) (3)

Designed to examine issues related to managing the provision of high quality, effective, culturally appropriate services to consumers. Emphasis placed on providing leadership to a program, team or unit, managing diversity in the workplace, developing strategic plans and promoting outcome oriented services. Introduces concepts of consumer-centered management. Prerequisite: SW 532; corequisite: SW 500. [CHANGE TITLE AND DESCRIPTION]

SW 544 SOCIAL SERVICE PROGRAM MANAGEMENT II (Managing Social Service Human Resources) (3)

Examines the role of the social worker as team leader or supervisor; supporting, motivating and empowering social service staff. Topics include the systems related to hiring staff, evaluation of staff performance, staff development and solving staff related problems. Affirmative action principles addressed as central elements in each of these systems. Emphasis placed on communication in supervision, building a supportive work environment and team building oriented to the needs of the consumer. Prerequisite: SW 543; corequisite: SW 500. [CHANGE TITLE AND DESCRIPTION]

SW 545 SOCIAL SERVICE PROGRAM MANAGEMENT III (Managing Change in the Social Work Environment) (3)

Examines issues related to the introduction and management of change within the work group, organization or service system. Topics include collaborating with community agencies, leaders and consumer groups, using the political process, developing interagency agreements and understanding the role of technology in change. Interpersonal skills emphasize coping with on-going change, taking risks, handling conflict that comes with change and setting and maintaining vision. Prerequisite: SW 544; corequisite: SW 500. [CHANGE TITLE AND DESCRIPTION]

SW 640, 641, 642 RESEARCH PRACTICUM (3, 3, 3) [CHANGE TO P/NP ONLY]

SW 529 GENERALIST SOCIAL WORK PRACTICE LAB (6) [DROP]

SW 541, 542 FOUNDATION FOR ADMINISTRATIVE PRACTICE I, II (3, 3) [DROP]

SCHOOL OF URBAN AND PUBLIC AFFAIRS

Public Administration

PA 571 HEALTH POLICY (3)

Centers on an investigation of the public policy process as it affects the health care field. Specific health care policies and programs are used to explore the characteristics of the health care policy process and the factors involved in the formulation, implementation, and evaluation of health care policies and programs. [NEW]

PA 573 ETHICS AND VALUES IN HEALTH (3)

Explores a number of issues and questions in health care, including the following: conflicting and competing values; making choices by policy makers and health care professionals and administrators as to who gets what health services; the conflict between money and profits and the concept that all people within the American democratic system are entitled to at least basic health care. [NEW]

Public Health Education

PHE 370 APPLIED KINESIOLOGY (3)

Prerequisite: Bi 301. [CHANGE NUMBER FROM 478/578 AND PREREQUISITE]

PHE 513 PRINCIPLES OF HEALTH BEHAVIOR I (3)

This course has three goals: 1) to introduce major intrapersonal and interpersonal theories of health behavior and behavior change; 2) to explore specific examples of applications of these theories; and 3) to address ethical considerations surrounding health education/promotion efforts developed to produce changes in behavior. First of a two-term sequence for students doing graduate work in health education/health promotion. Students seeking to satisfy the core M.P.H. requirement should enroll in PHE 512. [NEW]

PHE 514 PRINCIPLES OF HEALTH BEHAVIOR II (3)

Examines major health education and health behavior theories developed to inform group and community-level interventions. Traditional perspectives are augmented with critical theory, including feminist and empowerment-based approaches. Potential contributions of generative theory and reflective practice are explored as are the ethical implications of positivist and postpositivist orientations toward research and practice in health education. Prerequisite: PHE 513. [NEW]

PHE 515 EVALUATING HEALTH BEHAVIOR (3) [CHANGE NUMBER FROM 514]

PHE 520 RESEARCH DESIGN: NONTRADITIONAL APPROACHES (3)

Presents the philosophical and theoretical bases supporting the development of alternate research paradigms in human inquiry. Essential characteristics of three major alternate paradigms (interpretivist, constructivist, and critical theory) are introduced. Validity, reliability and related concepts are examined from the perspective of each paradigm. Alternate strategies for inquiry are presented and ethical considerations related to qualitative forms of inquiry are addressed. Prerequisite: graduate standing. [NEW]

PHE 521 RESEARCH DESIGN IN HEALTH: TRADITIONAL APPROACHES (3)

Introduction to traditional methods of designing and conducting research as they are currently practiced in the fields of health education and health/fitness promotion. Topics include: descriptive, historical, and evaluative research methods, plus experimental, quasi-experimental and non-experimental designs and review of statistical concepts. Prerequisite: graduate standing. [NEW]

PHE 531 WOMEN AND EXERCISE: PHYSIOLOGICAL ASPECTS (3)

Overview of physiological and health-related effects of exercise on women. Emphasis on the responses and adaptations to exercise specific to women. Topics include gender differences, the menstrual cycle, pregnancy, menopause, and osteoporosis. Prerequisite: PHE 473/573. [NEW]

Public Health Studies

PHS 450 EPIDEMIOLOGY (3)

Study of how and why both infectious and noninfectious diseases are distributed in the population. Provides an introduction to the concepts, principles and methods of epidemiology with an emphasis on actual investigations conducted by professional epidemiologists. Prerequisite: upper division standing. [CHANGE TITLE AND DESCRIPTION]

PHS 451 EPIDEMIOLOGY OF CANCER (3)

Designed to enhance skills and understanding in cancer epidemiology, including fundamental methods, research strategy, study design, and interpretation of data. Prerequisite: PHS 450. [CHANGE TITLE AND DESCRIPTION]

Urban Studies and Planning

USP 385 HISTORY OF AMERICAN CITIES (3)

Traces the evolution of urban centers from the colonial period to the present. Focuses on the developing system of cities, on growth within cities, and on the expansion of public responsibility for the welfare of urban residents. Particular attention is given to the industrial and modern eras. Prerequisite: upper division standing. [NEW]

USP 531 GEOGRAPHIC DATA ANALYSIS AND DISPLAY (2)

Introduction to using spreadsheet software, graphic displays of data, and desktop mapping packages, as a means to explore and analyze geographic information. [NEW]

USP 533 PLANNING ANALYSIS (3)

Introduction to applied research in planning with emphasis on problem definition, planning/policy research design, collection and analysis of secondary data and the use of qualitative observations. Other topics include land use surveying and the development of communication skills including writing, presentations, interpersonal dialogue, and group process. Prerequisite: USP 531. [CHANGE NUMBER FROM 531 AND DESCRIPTION]

- USP 535 METROPOLITAN DATA ANALYSIS (3)
Introduction to primary data acquisition and elementary statistical analysis for planners.
Prerequisite: undergraduate statistics introduction. [NEW]
- USP 540 HISTORY AND THEORY OF PLANNING (3)
[CHANGE CREDIT HRS. FROM (4) TO (3)]
- USP 541 HISTORY AND THEORY OF PLANNING II (3)
Continuation of USP 540 focusing on theoretical and practical issues involved in plan implementation. Topics include alternative institutional approaches to implementing plans, such as government production, regulation, the use of market mechanisms, and various forms of coproduction; and professional roles associated with implementation alternatives, such as investor, developer, regulator, negotiator, mediator, and facilitator.
Prerequisite: USP 540. [CHANGE TITLE, DESCRIPTION, AND ADD PREREQUISITE]
- USP 543 GEOGRAPHIC APPLICATIONS TO PLANNING (3)
Urban ecology/land use/cartography; metropolitan commercial structure/analog method of market area analysis; graph analysis and gravity concepts within transportation analysis; urban climate, geomorphology and ecosystems/McHarg method/floodplain zoning. [NEW]
- USP 559 PLANNING PRACTICE WORKSHOP (4)
Involves the completion of a 400 hour internship as part of the MURP program. Content of the internship and expectations for it are negotiated among the student, the academic adviser and the field sponsor. Student must also participate in a colloquium which will emphasize planning criticism at the level of the job, the organization, and the issues with which the organization is concerned. [CHANGE DESCRIPTION]
- USP 568/668 NATIONAL LONG TERM CARE POLICY (3)
Examines the need for long term care services and the risk factors associated with utilization of them as well as familiarizing students with the financing and delivery mechanisms in long term care, both public and private. The policy issues in current long term care initiatives are explored. [NEW]
- USP 573/673 HOUSING ECONOMICS (3)
Looks at the economics of real estate and housing, including land rent, interest rates, apartment rents and housing prices, using an economic framework. Basic concepts in urban economics such as land rents, externalities, and public goods are reviewed. Explores the technique most commonly used in real estate and housing economics: hedonic pricing. Explores the rationale and impact of government intervention in the private real estate market. [NEW]
- USP 582/682 POVERTY, WELFARE, AND INCOME DISTRIBUTION (3)
Looks at the problem of poverty in the United States and the various programs designed to alleviate or reduce the level of poverty. Looks at the measurement of the poverty level, the competing theories of poverty, and the related problems of racial discrimination. Looks at the rationale behind our anti-poverty programs and assesses how well those programs are meeting their intended goals. [NEW]
- USP 588/688 U.S. HEALTH CARE SYSTEM: HISTORICAL, COMPARATIVE, AND POLITICAL PERSPECTIVES (3)
Survey of the historical development of the health care system in the United States, focusing on relationships between professionals, health care institutions, and government. The changing structure of the U.S. system will be compared with developments in other countries, and the politics of current policy proposals will be analyzed. [NEW]

USP 589/689 ECONOMICS OF AGING (3)

Objectives are 1) understand the roots of income inequality between the aged and non-aged; 2) review the economic and policy factors that influence the decision to retire; 3) understand the political economy of old age income support in the U.S. and abroad; 4) explore the history, operation, and policy questions of our major public pension system, social security; and 5) discuss private pensions in relationship to U.S. income maintenance policy. [NEW]

USP 595 RESHAPING THE METROPOLIS (3)

Examination of the contrast between classic models of metropolitan settlement and new patterns emerging in the late twentieth century. Land use changes in the context of new patterns of economic activity; ideas about the physical form of the good city and the societal implications of development patterns; issues of residential choice, community change, globalization, and environmental protection as affected by metropolitan growth. [NEW]

**AMENDMENT TO THE CONSTITUTION OF THE PORTLAND STATE
UNIVERSITY FACULTY**

We, the ten undersigned members of the PSU Faculty Senate, present to the PSU Faculty Senate the following Amendment to the constitution of the Portland State University Faculty.

Text to be deleted is struck out. Text to be added is underlined.

ARTICLE IV. Organization of the Faculty.

4) Standing Committees and Their Functions.

l) Budget Committee. This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the ~~other instructional divisions~~ professional schools, one from the Library, one from The School of Extended Studies, one representing All Other faculty, two students, the chairperson of the University Planning Council and, as consultants, each of the following or his or her representative: the Vice President for Finance and Administration, the Provost, and the University Budget Director. The chairperson (or a designated member) shall serve on the University Planning Council.
The Committee shall: ...

October 10, 1994

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ARTICLE IV. Organization of the Faculty

4) Standing Committees and Their Functions.

m) University Planning Council. The University Planning Council shall advise the Faculty Senate and the President on educational policies and planning for the University. Membership of the Council shall be composed of the chairperson of the Budget Committee, plus five faculty members from the College of Liberal Arts and Sciences, one faculty member from each of the professional schools, one faculty member from the Library, one faculty member from the School of Extended Studies, one faculty member representing ~~unranked~~ All Other faculty, one Management Services person, one classified person, and two students (one undergraduate and one graduate). The chairperson shall be selected from the membership by the Committee on Committees. The Provost, the Budget Director, and a representative from the Office of Institutional Research and Planning shall serve as consultants at the request of the Council. The chairperson (or a designated member) shall serve on the Budget Committee. The Council shall:...

October 10, 1994

F-1

November 14, 1994

To: Faculty Senate
From: University Planning Council
Beatrice T. Oshika, Chair x5-4141
Subj: 180 Credit Baccalaureate Degree *Beatrice Oshika*

In Fall 1994, the Senate Steering Committee referred consideration of the proposal to reduce credit hours for a baccalaureate degree from the current 186 credits to 180 credits to the Academic Requirements Committee, the Curriculum Committee and the University Planning Council. The chairs of those committees, Teresa Bulman (Curriculum), Sandra Rosengrant (ARC) and Oshika (UPC) met in October and determined that ARC and UPC would take primary responsibility for this task because curricular content issues were not materially affected by this proposal. The chairs have met since then to exchange information, but ARC and UPC have discussed the issues independently.

Separately, the two committees have approved the proposal to reduce the required credits from 186 to 180 (ARC report is on reverse page). Because Writing and HPE requirements have already been eliminated, the reduced credit requirement appears to have no significant negative impact on majors or distribution requirements. The change is consistent with other OSSHE institutions, such as UO, and with national norms (e.g., UCalifornia, UMinnesota, UWashington).

Both committees expressed concern that this change is being considered in a situation of flux -- the General Education requirements are changing, there is discussion of conversion of undergraduate courses from a base of 3 credits to 4 credits, and there is even discussion of a possible change to a semester system. Everyone agrees it would be more efficient to deal with these issues in a unified and consistent manner since they are so related. However, we understand that the probability of these factors becoming stable and 'real' in the same time period is very low, and therefore we are willing to make this first step.

We recommend that the Faculty Senate approve the reduction of credits required for the baccalaureate degree from 186 to 180.

November 1, 1994

To: Faculty Senate

From: Sandra Rosengrant, ARC *Sandra Rosengrant*

Re: 180 Credit Baccalaureate Degree

The Academic Requirements Committee, together with the University Planning Council and the Curriculum Committee, has been asked to evaluate the proposal that the minimum number of credits required for graduation be reduced from 186 to 180.

The Committee considered a number of arguments both in support of and in opposition to the proposal. The most persuasive argument in its favor was the reduction in the total number of hours required for Health and Physical Education. Because the number of hours required for Health and Physical Education has been reduced, it seems reasonable that the total minimum number of hours required for graduation can also be reduced without undue risk of devaluing the Bachelor's Degree. Our greatest concern at this point is that the overall level of achievement represented by a degree from Portland State University not be reduced or impaired in any way. The total number of hours required for graduation should be within national norms and should be capable of completion within four years by a student carrying a full academic load. The number 180 seems to meet both requirements.

The Committee would like to express its concern about the timing of this change. Other changes that have already been implemented (the new General Education Requirement) or that now are being considered (the conversion to a 4-hour standard) may eventually produce patterns that lead us to regard another total number as more appropriate to our circumstances. It may in the long run be more efficient to make a decision on this proposal after resolving the other issues that are currently under consideration.

Resolutions passed by IFS at its December 3, 1994 meeting at OHSU:

- The IFS urges the OSBHE to re-think its legislative strategy and to put faculty compensation and tuition reduction as highest priorities.
- The IFS requests that the Chancellor's office discuss its legislative strategy with IFS during its development.
- IFS resolves to pursue legislation adding faculty representatives to the OSBHE, and seeks OSBHE support for this action.

Officers after January 1, 1995:

President: Sam Connell (OHSU)
Vice-Pres: Martha Sargent (WOSC)
Secretary: Dennis Swanger (EOSC)

Executive Committee members (in addition to officers):
Beatrice Oshika (PSU)
Eric Wakkuri (OIT)

Representative at Academic Council:
Tony Wilcox (OSU)