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PORTLAND STATE
UNIVERSITY
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on May 1, 2000, at 3:00 p.m. in room **53 CH.**

AGENDA

- A. Roll
- *B. Approval of the Minutes of the April 3, 2000 Meeting
- C. Announcements and Communications from the Floor
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. Faculty Development Committee Annual Report - Works
 - *2. Intercollegiate Athletic Board Annual Report - Lall
 - *3. Teacher Education Committee Annual Report - Jimerson
 - *4. Interinstitutional Faculty Senate Meeting Report - Burns
 - 5. Report of the Ad Hoc Cmttee. on Omni-numbered & Cross-listed Courses - Holloway
 - *6. UCC Remarks Regarding the Use of 200-level Courses in UNST Clusters - Gelmon
- F. Unfinished Business
 - *1. Amendment to the Constitution, Art. IV, Sec. 4., 4), m) University Planning Council
 - *2. Amendment to the Constitution. Art. V, Sec.1., 1) Ex-officio membership
 - *3. Amendment to the Constitution, Art. V., Sec. 2., 1) Deter. of Div. Representation
 - *4. University Studies Cluster Proposals for 2000-2001, Revised - Gelmon
- G. New Business
 - *1. Graduate Council Course Proposals - Eder
 - *2. Curriculum Committee Proposals for Freshman Inquiry - Gelmon
- H. Adjournment

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

- B Minutes of the April 3, 2000, Senate Meeting
- E1 Faculty Development Committee Annual Report - Works
- E2 Intercollegiate Athletic Board Annual Report - Lall
- E3 Teacher Education Committee Annual Report - Jimerson
- E4 Interinstitutional Faculty Senate Meeting Report
- ~~E5 Report of the Ad Hoc Cmttee. on Omni-numbered & Cross-listed Courses~~
- E6 Curriculum Committee Discussion Regarding the Use of 200-level Courses in UNST Clusters
- F1 Amendment to the Constitution, Art. IV, Sec. 4., 4), m) University Planning Council
- F2 Amendment to the Constitution, Art. V, Sec.1., 1) Ex-officio membership
- F3 Amendment to the Constitution, Art. V., Sec. 2., 1) Determination of Divisional Representation
- F4 University Studies Cluster Proposals for 2000-2001, Revised
- G1 Graduate Council Course Changes/Proposals
- G2 Curriculum Committee Proposals for Freshman Inquiry

Secretary to the Faculty

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PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, April 3, 2000

Presiding Officer: Barbara Sestak

Secretary: Sarah E. Andrews-Collier

Members Present: Agre-Kippenhan, Anderson, Balshem, Barham, Barton, Becker, Bleiler, Bodegom, Brennan, Brenner, Brown, Burns, Carpenter, Casperson, Chapman, Collins, Crawshaw, Dieterich, Eder, Enneking, Erskine, Fisher, Fortmiller, Fuller, Gelmon, Goucher, Harmon, Herrington, Heying, Hickey, Hoffman, Holliday, A. Johnson, D. Johnson, L. Johnson, Kern, Kenny, Ketcheson, Koch, Latiolais, Lowry, Mercer, Morgan, Neal, O'Grady, Patton, Powell, Robertson, Reynolds, Rueter, Sestak, Shireman, Squire, Stevens, Sussman, Taggart, Thompson, Walsh, Wetzal, Williams, Works, Zelick.

Alternates Present: Jacob for Carter, Worsh for Hopp, Halverson for Lewis.

Members Absent: Ames, Beasley, Biolsi, Chaille, Corcoran, Ellis, Farr, Fountain, George, Holloway, R. Johnson, Kiam, Miller-Jones, Rectenwald, Rogers, Watne, Wollner, Wosley-George.

Ex-officio

Members Present: Dunbar for Alberty, Andrews-Collier, Brown, Davidson, Feyerherm, Kaiser, Kenton, Lieberman, Limbaugh, Pernsteiner, Pratt, Tetreault, Vieira, Ward.

A. ROLL

B. APPROVAL OF THE MINUTES

The meeting was called to order at 3:09 p.m. The Minutes of the March 6, 2000 Meeting of the Faculty Senate were approved with the following correction:

p.41, item E.2., para. 3, line 3: date is April 3, 2000.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

President Bernstine has approved the actions of the Senate passed at the March 6, 2000 meeting, in accordance with normal governance procedures:

- Graduate Council Proposals for Course and Program Changes as corrected on the floor from the College of Arts and Sciences, the College of Urban and Public Affairs, the School of Fine & Performing Arts, and the School of Engineering.

CHANGES IN SENATE/COMMITTEE APPOINTMENTS SINCE 6 MARCH 2000:

Mary Ann Barham has been appointed to the Curriculum Committee. Rudy Barton, ARCH replaces Sarah Andrews-Collier as FPA representative to the Budget Committee. Cynthia Brown is Acting Chair of the University Studies Committee for Spring 2000.

- ← THE ANNUAL REPORT OF THE UNIVERSITY BUDGET COMMITTEE has been moved from the May to the June Senate meeting to accommodate their reporting on the new budget process, which includes hearings scheduled for early May.

CHANGES IN TODAY'S SENATE AGENDA:

Added to the Agenda: D.1. Responses by the Administration and PSU-AAUP as regards prospects for settlement, as requested by Senate motion on March 6, 2000.

The Interinstitutional Faculty Senate Meeting Report is rescheduled for May 2000.

Provost's Report

TETREAULT announced the establishment of the Enrollment Management Policy Oversight Committee with the purpose of reviewing all issues of enrollment management. Janine Allen is appointed Chair, and the members appointed are Barbara Sestak for Faculty Senate, Lois Becker for Academic Department Chairs, Mike Driscoll for CADS, Agnes Hoffman for Enrollment and Student Services, Kathi Ketcheson, OIRP, Mary Kay Tetreault, George Pernsteiner, and Jay Kenton.

TETREAULT noted that recommendations for membership were solicited from the Advisory Council and the Senate Steering Committee.

TETREAULT announced that as of today, enrollment for Spring term 2000 is up 5.29% from this date in Spring term 1999.

TETREAULT noted that the new budget process it is on schedule and OAA internal hearings will begin 4 April.

TETREAULT requested Senators and Ex officio members reserve their calendars on April 27 at 12:00 noon, for the presentation on faculty work by Al Guskin. TETREAULT indicated that the announcement for the newly created position of Vice Provost for Curriculum appears in *"The Chronicle"* this week, and urged faculty to communicate the position description to qualified candidates.

D. QUESTION PERIOD

1. Responses by the Administration and PSU-AAUP as regards prospects for settlement.

PRATT representing the Administration, was selected to speak first by coin toss.

PRATT displayed an overhead which included his major points. The administration has four bargaining goals and we are committed to reaching a fair and equitable settlement. The two parties agreed to extend the old contract in April 1999 until completion of a successor agreement. The details of bargaining are confidential, a previous requirement of collective bargaining in Oregon, and past practice at PSU. The two parties have been meeting regularly with the mediator since mid-January, although more frequent meetings would be preferable. Most of the substantial issues are resolved. The stuff's that's left, the money issue, is the hard stuff.

Gary Brodowicz, PSU-AAUP Vice President for Collective Bargaining, read prepared remarks (attached).

HEYING asked Pratt what he thinks is a timeline for a settlement. PRATT stated he does not feel as pessimistic as Brodowicz, and that there is a good chance that bargaining will be concluded by the end of the month.

POWELL asked if PSU chose to include Vice Chancellor Sicotte on their team. Brodowicz stated that yes, that would be the assumption, and yielded to Pratt. PRATT stated they are in general agreement with the Chancellor's office that be represented at the table.

HOLLIDAY asked if there is new money coming in, as has been indicated this year, then why would that item fall into the category of "hard stuff," and where is the money going. PRATT stated that a lot of that money has gone into new faculty salaries; the answer regarding the rest of those monies is more complicated.

HEYING asked for a clarification regarding who the faculty are bargaining with, the university or the Chancellor. PRATT stated that faculty are bargaining with PSU.

BRENNER asked if OSU and UO have received their salary packages and do we know what they are? PRATT stated it is not confidential. KENTON stated that his understanding is that the OSU package is 2% on 1/1/00 and 3% on 1/1/01, and that it is "self-funded," and the UO package is 2% on 1/1/00 and 5% on 11/1/00, and it is "self-funded."

BRENNER requested that data be supplied for the entire system to the Faculty Senate, and noted that this is our opportunity to live up to the autonomy that the Legislature has invested in us. Since our salaries are lower and our cola higher, we need a salary improvement package that is reasonable, instead of just using the funding to new hires.

HEYING noted that at the AAUP Meeting for Legislators last Friday, one speaker said that OUS doesn't want our salaries gains to be higher than the other campuses, because that would attest to the power of collective bargaining and AAUP, and asked if Pratt had a response to that. PRATT stated that it is an assertion, but he has no knowledge of an organized plan.

ZELICK asked if the bargaining timeline has deadlines. BRODOWICZ noted that Pratt sounds more optimistic, possibly because he hasn't been at this as long, but the mediator wants results.

_____ asked Brodowicz to comment on the question, have Academic Professional negotiations ended up as part of the "hard stuff." BRODOWICZ stated, yes, however their issues won't be completely resolved in this round of bargaining.

BURNS noted that settlements on the various campuses has been a topic at IFS and he expects to be receiving that data at Saturday's meeting.

HEYING/A. JOHNSON MOVED (after G.6.) that if bargaining is not concluded by the next Senate meeting on 1 May 2000, the Administration and PSU-AAUP return to Senate to each respond to the question of what are the prospects for settlement.

THE MOTION PASSED by unanimous voice vote.

2. Questions from the Floor for the Chair

None.

E. Reports from the Officers of Administration and Committees

1. Academic Requirements Committee Annual Report

WETZEL presented the report for the committee, noting they had a more manageable workload this year, as compared to last.

The Presiding Officer accepted the report for Senate.

F. Unfinished Business

1. University Planning Council Quarterly Report

LIMBAUGH presented the report for the committee, noting that they have meetings scheduled this quarter for new business items, a review of the logistics of classroom space allocation, and a review of the vision statement on the future of higher education.

The Presiding Officer accepted the report for Senate.

G. New Business

1. Amendment to the Constitution, Art. IV, Sec. 4., 4), m) University Planning Council

SESTAK indicated that this "housekeeping" amendment has been proposed because the President does not have an external advisory board, so UPC can't be represented there.

2. Amendment to the Constitution. Art. V, Sec.1., 1) Ex-officio Membership

SESTAK indicated that this "housekeeping" amendment has been proposed in order to facilitate communication between Faculty Senate and our IFS representatives, who are often serving as Senators but not always.

BURNS spoke in favor of this amendment, noting that the IFS has already discussed asking campuses to take this step for this same reason.

3. Amendment to the Constitution, Art. V., Sec. 2., 1) Determination of Divisional Representation

SESTAK indicated that this "housekeeping" amendment has been proposed to bring this part of the Constitution in line with changes in the definition of faculty made by Constitutional Amendment in 1994.

Hearing no further discussion SESTAK noted that the three Amendments will be forwarded to the Advisory Council for review, in accord with Art. VIII.

4. M.A. in Intl. Studies and Intl. Studies Graduate Course (2) Proposals

EDER presented the proposal, noting that this is a CLAS program.

A. JOHNSON/BURNS MOVED THE SENATE APPROVE the M.A. in Intl. Studies and Intl. Studies Graduate Course (2) Proposals.

BRENNAN asked what the administrative costs would be and where the program will be located. EDER stated it is a CLAS program, with involvement from other divisions as well. Administrative costs will be .2 FTE, and under Intl. Affairs in OAA. _____ asked for a clarification regarding the Library costs. K. BROWN stated they are a one-time expense to add materials we are lacking.

REUTER asked for a clarification regarding the Foreign Language proficiency. EDER stated the 48 hours coursework is the minimum proficiency requirement, but it could be higher. BROWN stated that it was based on the undergraduate proficiency, which is third year, plus professional proficiency.

THE MOTION WAS APPROVED by unanimous voice vote.

5. Curriculum Committee Course Changes/Proposals

GELMON presented the proposals ("G5"), noting that she would recommend their division into eight motions.

GELMON/BURNS MOVED THE SENATE APPROVE 2. Economics proposals.

CHAPMAN asked about 2., f. and g, and the replacement of 399U-numbered courses. GELMON stated they will still be "U" courses if ECON requests approval, and tentatively, approval will be streamlined for such changes.

A. JOHNSON noted that this is an example of the ongoing confusion resulting from the "U" not showing up in the course catalog. BARHAM asked a question about the credit changes for majors and minors in 2., c. GELMON stated they were caused by changes in hours on specific courses. BRENNER asked if a course would replace the dropped course in 2. a. EC 421/521. No response was available.

THE MOTION PASSED by unanimous voice vote.

GELMON/BURNS MOVED THE SENATE APPROVE 3. Biology proposals.

THE MOTION PASSED by unanimous voice vote.

GELMON/BURNS MOVED THE SENATE APPROVE 6., Geography proposals.

THE MOTION PASSED by unanimous voice vote.

GELMON/BURNS MOVED THE SENATE APPROVE 7. Geology proposals, with the correction to part 7..o.: course number is GEOL 458/558.

THE MOTION PASSED by unanimous voice vote.

GELMON/BURNS MOVED THE SENATE APPROVE remaining CLAS proposals, in 4. English, 5. ESS, 9. History, 10. Speech, and 11. Others.

THE MOTION PASSED by unanimous voice vote.

GELMON/BURNS MOVED THE SENATE APPROVE 8. Political Science undergraduate proposals.

THE MOTION PASSED by unanimous voice vote.

GELMON/BURNS MOVED THE SENATE APPROVE 12. a. and b., University Studies Clusters proposals.

THE MOTION PASSED by unanimous voice vote.

GELMON/BURNS MOVED THE SENATE APPROVE 12. c. including the attached proposal dated 17 February 2000, from Michael Flower, "Summary of additions to UNST clusters."

REUTER requested an interpretation regarding what can be the smallest sized cluster. PATTON stated the few small clusters are viable clusters in that the courses are offered frequently. She agreed, on the other hand, that American Studies is a very large, overly broad cluster, and noted that the UnSt Committee is looking at this.

WORKS asked what is the basis for deleting classes, as two classes in her department have been dropped without their knowledge. GELMON stated the cluster coordinators are responsible for confirming cluster courses. REUTER asked how is it that 200-level courses qualify for a junior-level cluster.

PATTON stated they are in small departments and are allowed special dispensation.

WORKS reiterated that ANTH 431 and GEOG 360U are still in clusters but do not appear in this document.

BLEILER stated that the present discussion leads him to believe that this document has been forwarded prematurely.

HICKEY noted there is an error in the European Studies cluster as well. RUS 399U, 1000 Years of Russian Culture and Russian film are actually two separate courses.

MERCER cautioned there will be advising problems if the list is not approved so it can be included in the class schedule.

REUTER stated this list could be put on the web, regardless of publication deadlines, but that he urged a review of the policy which allows inclusion of 200-level courses.

REUTER/HEYING MOVED TO TABLE the motion.

THE MOTION TO TABLE PASSED by 31 in favor and 17 against.

A. JOHNSON/REUTER MOVED the list be reviewed especially as regards the approval of 200-level courses and be returned to Senate no later than June 2000.

THE MOTION PASSED by unanimous voice vote.

6. Curriculum Committee Recommendations on University Studies Clusters

GELMON/BURNS moved "G6," part 1., Changes in clusters. REUTER suggested that agrarian calendars are anachronistic. GELMON stated that, to the contrary, students need something that doesn't change every term. BARHAM concurred.

THE MOTION PASSED by majority voice vote.

GELMON/BURNS moved "G6," part 2., Counting of courses for clusters and/or majors.

GELMON noted that the Bulletin, p. 63 indicates that "Upper division cluster course may not be used to fulfill a student's major or program requirements.," however, the statement is generally ignored. WETZEL agreed that departments ignore the policy but asked why this issue came up at UCC.

ENNEKING stated that African Studies and Women's Studies are examples of areas where all courses are in the major and both major and a cluster can be taken.

LATIOLAIS added that it is also possible for students to take a course twice, for major and cluster credit, so strong language would be helpful. BRENNER expressed opposition to this.

THE QUESTION was called.

THE MOTION PASSED by unanimous voice vote.

BRENNER/ZELICK MOVED the Academic Requirements Committee review and recommend appropriate measures to prevent undergraduates in the future from pursuing clusters in the same area discipline as his/her major program.

THE MOTION PASSED by unanimous voice vote.

GELMON distributed a questionnaire to Senators regarding the substance of curriculum proposals to be presented to Senate. BRENNAN noted that the Senate retains the right to approved curriculum and asked the purpose of this questionnaire.

H. ADJOURNMENT

The meeting was adjourned at 4:48 p.m.

Faculty Senate Report on the Status of Bargaining and Prospects for Settlement

April 3, 2000

Gary R. Brodowicz, Chief Negotiator
PSU-AAUP

Negotiations for the 1999-01 contract have been underway for nearly one year. Progress has been slow, and I have been asked to provide the PSU Faculty Senate with a report describing the faculty perspective on the prospects for settlement. I am therefore submitting this document, with a request that it be included in the official minutes of this meeting.

For the past 12 months, members of PSU-AAUP have received my e-mail bargaining session updates, and can attest to the validity of overhead #1, which depicts the history of bargaining the 1999-01 collective bargaining agreement between PSU and PSU-AAUP. As you can see, we began this process on April 9, 1999. PSU-AAUP attempted to shorten the long process endured by the previous bargaining team by proposing a schedule that would have bargaining sessions taking place—after the Oregon legislature adjourned—once per week. The proposal was rejected.

With the exception of the month of August—when the PSU bargaining team refused to meet or set up subcommittees to work out differences of opinion on important issues—we have worked within the administration's schedule of availability, meeting twice per month for 2-3 hours per session. One session in September was cancelled by mutual agreement, and one session was cancelled by PSU in December when we filed for mediation. Our decision to request mediation services came after 8 months of no progress at the table.

Overhead #2 outlines several important points that were made during the 1st bargaining session on April 9, 1999. Listed first are the points I outlined as being important to PSU faculty. At this initial session I also emphasized recommendations of the Campus Climate Commission Report. The PSU-AAUP bargaining team has worked hard to keep these recommendations in mind in developing its proposals.

Overhead #3 provides information I believe to be important in understanding these negotiations. First, it must be recognized that the faculty of PSU bargain with the State of Oregon, the Oregon University System, and Portland State University. Why is this important? The chief negotiator selected by PSU to represent the administration in these negotiations is the Vice-Chancellor for Human Resources of the Oregon University System. Those of you who have attended negotiation sessions as guest observers have met Mr. Sicotte.

The PSU-AAUP bargaining team tried to speed things along by proposing table rules that would provide for consistent work toward settlement on some complex issues. The administration's bargaining team rejected these ideas.

The last overhead shows that tentative agreement was reached on the 1997-99 contract on April 22, 1998; this resulted in a 2-year contract that was considerably shorter than intended. We are headed there again, and the next contract may be shorter. In the past 3 months of mediation we have made more progress than the 8 months previous, but there are still several important issues that remain unresolved.

Finally, I would like to refer to a commentary that David Sarasohn wrote for The Oregonian several weeks ago. In the commentary he wrote that Chancellor Cox began meeting with the university presidents and the higher education board's budget and finance committee to talk about the system's next budget proposals. Sarasohn wrote, "On top of their list are enrollment growth and faculty salaries. The hope is to close the salary gap over four years, but there may not be that much time."

I believe that we are at a point in negotiations where it must be demonstrated that PSU faculty are a priority. What is my assessment concerning prospects for settlement? Based on the progress to date, I think it may be a while.

Respectfully submitted to the PSU Faculty Senate

April 3, 2000

Gary R. Brodowicz, Ph.D. FACSM

Vice-President for Collective Bargaining

PSU-AAUP



HISTORY OF 1999-01 BARGAINING

- 1) **April 9, 1999** Table Rules (meet 2/mo; 1/week)
- 2) **April 26, 1999** Table Rules

- 3) **May 10** AAUP Proposals
- 4) **May 28** AAUP Proposals (salary proposal)

- 5) **June 16** PSU Package Proposal (no salary proposal)
- 6) **June 29** AAUP

- 7) **July 13** AAUP & PSU
- 8) **July 21** AAUP Fixed-Term Faculty Session

- (PSU requested no sessions be held in August)
- (PSU rejected proposal for bargaining subcommittees)

- 9) **September 10** PSU ("conceptual piece" salary proposal)

- 10) **October 7** PSU Package Proposal
- 11) **October 28** AAUP Package Proposal

- 12) **November 12** PSU (3)
- 13) **November 18** AAUP

- 14) **December 8** AAUP
- 15) **December 17** PSU Cancelled Session (mediation 12-16-99)

- 16) **January 18** Mediation #1

- 17) **February 10** Mediation #2
- 18) **February 23** Mediation #3

- 19) **March 7** Mediation #4
- 20) **March 20** Mediation #5

- 21) **April 7** Mediation #6 (Happy Birthday!)
- 22) **April 13** Mediation #7

1st bargaining session (April 9, 1999)...

AAUP

- ✓ timely, productive negotiations leading to a fair contract
- ✓ believe that there is no need to take as long as last time
- ✓ central question: Is it “good” for PSU?

--G. Brodowicz

The following recommendations were emphasized...

✓ Campus Climate Commission Report

Workplace Issues

“Every effort needs to be made to create an institutional climate that values and supports its staff, faculty, and students.”

“It is of paramount importance that people working at PSU be treated with respect, courtesy, and appreciation; all employees should expect this kind of treatment as well as acknowledgement for their contribution to the student experience.”

Recommendation #24

“There must be accountability and responsiveness to quality of life concerns....”

WHY HAS THIS PROCESS TAKEN SO LONG?

“State of Oregon by and through the Oregon University System on behalf of Portland State University”

**PSU Chief Negotiator – Joe Sicotte, Vice-Chancellor for
Human Resources, Oregon
University System**

Table Rules (conduct for negotiations)

AAUP Proposals—(rejected)

- ✓ **meet twice/month until legislature adjourned; meet
once/week thereafter**
- ✓ **set up subcommittees to work away from table
Fixed-Term Faculty
Working Conditions**

The Result:

- ✓ **Meetings twice/month (2-3 hr/session)...**
- ✓ **No sessions in August...**
- ✓ **No subcommittees to work away from bargaining table...**
- ✓ **Foot-dragging (response to 5/28 proposal: 4 months!)...**
- ✓ **Mediation 12/16/99 (12/17/99 session cancelled)...**
- ✓ **1 year of bargaining...**

HOW MUCH LONGER? WHY?

1997-99 - agreement reached on April 22, 1998
(2-year contract = 13-month contract)

Issues have been narrowed since mediation...

- ✓ Article 12. Academic Professional Faculty
- ✓ Article 13a. Working Conditions
- ✓ Article 20. Grievances
- ✓ Article 25. Salary
- ✓ Article 26. Health and Dental Insurance

David Sarasohn (Commentary in The Oregonian):

“It is serious enough,” notes Cox, “that the presidents as a group gave some serious consideration” to making faculty salaries their single priority for the next session.

We believe that PSU faculty deserve more than “some serious consideration”...for the “next session”...

(Without your help it may be a while...)

University Planning Council: Report of Activities - QUARTERLY

In January, the University Planning Council was asked to consider and comment on the draft PSU Strategic Resource Plan, and to make recommendations concerning its own role.

On Jan. 13, the Council met to discuss the PSU Strategic Resource Plan. Discussion centered around the second goal, and on the list of criteria.

- With respect to the second goal, we agreed that innovation is one way to achieve excellence, but does not in itself manifest excellence. We voted to recommend that Goal Two be revised to read as follows: "Support a diverse faculty of distinction who combine the best of teaching and research excellence as manifested by student achievement and contribution to knowledge."
- We noted that the goals outlined in the Strategic Resource Plan can only succeed if the university can attract and retain "faculty of distinction" which means we must find ways to increase salaries above the lowest national quadrant.
- We suggested an additional criterion for program, infrastructure and facilities investments/reallocations: "Supports faculty in their efforts to achieve the mission of the institution."
- With respect to the Proposed Budget Process, the Council noted an ambiguity in steps 3 and 4, and recommended explicit recognition that resources needed to fulfill previous commitments and meet enrollment targets must be allocated *before* amounts available for new or expanded programs can be estimated.

On Feb. 10, the Council met to discuss the role of the University Planning Council with the Provost, Mary K. Tetreault. It was agreed that the Council should be proactive rather than reactive, should focus on long-range planning, and should act as an advisory body in consultation with the Provost as well as the Faculty Senate. It was agreed that Provost Tetreault will discuss the role of the Planning Council with the President and the President's Advisory Committee, and that the Council will refine our ideas about our role, then we will meet again to work out details.

Subsequent to the meeting with the Provost, we decided on the following general principles concerning the role of the Council:

1. We should begin by putting together a long-range plan for the committee, an agenda for our work over at least the next two years.
2. Subject to the support of the Senate and the Administration, we should take on the role of long-range planning along the lines of the "SWOT" model – Strengths, Weaknesses, Opportunities, Threats. In order to perform this function effectively, the committee should take actions including but not limited to:

- a. Consider and evaluate information that is available in the scholarly and administrative literature concerning the environment of higher education nationwide and in Oregon,
 - b. Consider and evaluate information developed by other units at PSU, including the Collins Report,
 - c. Consult with co-ordinate the planning activities of other committees and groups, including groups charged with budgeting and space planning,
 - d. Conduct such other investigations as may be required.
3. We should consider the implications of the content and form of various guidelines and principles that are considered by the University, for example, guidelines governing the budget process.
 4. We should engage in frequent dialogue with the Budget Committee, the Senate, the Senate Steering Committee, the Provost, and the President concerning the Committee's findings and recommendations.
 5. All of the Committee's activities should be conducted within the guidelines established by the University Mission and the priorities established by the President.
 6. The Committee should be proactive and focussed on long-range planning rather than reactive and focussed on immediate issues.

Faculty Development Committee
Annual Report to the Faculty Senate

April 10, 2000

Committee Members: CLAS: Martin Streck, Tom Kindermann, Pavel Smetjek, Jie Lin, Martha Works (Chair); LIB: Oren Ogle, Sharon Elteto; FPA, Sue Taylor; UPA: Theresa Rapida; SSW: Pauline Jivanjee; ENGIN: Mueller Wendelin, SBA: Tom Gillpatrick; ED: Joan Strouse; XS: Tom Luba; AO: Kathi Ketcheson; Ex-officio: Terri Cummings, Bill Feyerherm

1. Calls for Faculty Enhancement proposals went out in December 1999. Proposals were due to ORSP February 16, 2000.
2. Committee met March 2, 2000 to discuss schedule for reviewing proposals. Proposal review will be completed April 17, 2000. Committee will begin meeting to evaluate proposals and allot monies in the first weeks of May. Recommendations will be forwarded to ORSP by the end of May and ORSP will make notifications to faculty by the end of the term.
3. The committee received 61 proposals, requests total \$525,238. The committee has been informed that \$135,000 will be available to distribute.

Intercollegiate Athletics Board

Report to the Faculty Senate

4/10/2000

Members: Kent Lall, Acting Chair, Richard Forbes, Alan Cabelly, Mary Gordon-Brannan, Charles Smith

Community: Jim Mustard

Mentor: Sy Adler

Ex-officio: George Pernsteiner, Jim Sterk, Robert Lockwood, and Anne McCoy

1. Board is currently going through a rare dormant phase partly because of Chair's resignation through retirement. Search is actively underway for a new Chair, as none of the current members could switch other assignments midyear to accept this role. The lull in activity could not have come at a more appropriate time as we look to very busy two years ahead.
2. The University comes up for a NCAA Peer-Review in December 2001. In anticipation of the official visit, an extensive document in the way of self-examination needs to be prepared. This document addresses several areas including theory, academic integrity, fiscal issues, and athlete welfare.
3. The preparation for the upcoming NCAA visit will be a university-wide effort. President Bernstine is expected to appoint a separate committee during fall 2000 to lead this effort. It is likely that a senior administration official will chair this committee.
4. Several subcommittees (about six) are expected to assist this new committee. Members of IAB will be asked to serve on all subcommittees. Next year would see the Board meeting perhaps on a weekly schedule.
5. Future changes in Athletic Conference membership or status of playing facilities like stadium are difficult to report as information changes occur rapidly. However, these items present some difficult challenges ahead.
6. A progress is reported in reaching Title IX goals and equity. Lack of participants in athletic events and gender equity remains a major issue.

DATE: April 9, 2000

TO: PSU Faculty Senate

FROM: Teacher Education Committee
David Jimerson, Chair

RE: Annual Report 1999-2000

Committee Members: William Tate, TA; Nancy Brawner-Jones ED (SPED); Lorraine Mercer for Ray Mariels, ENG; William Fischer, FFL; Sandra Wilde for Emily de la Cruz, ED (CI); Robert Tinnin, BIO; Gary Brodowicz, PHE; William LePore, ART; Lisa Adajian, MTH; Ellen Reuler, SPHR; Cathleen Smith, PSY; Tom Chenoweth, ED (EPFA)

Ex-Officio Members: Phyllis Edmundson, Dean, Graduate School of Education; Carol Mack, Associate Dean, Graduate School of Education; Sarah Beasley, Education Library

The University Teacher Education Committee operates under the premise that teacher education is an all-University activity and responsibility. It serves in an advisory capacity to coordinate the activities of the schools, colleges, and departments of the University which are directly involved in teacher education, providing a direct communication link between the Graduate School of Education, the unit directly responsible for teacher education, and those departments across the University involved in the education of teacher candidates. During the 1999-2000 academic year, the Teacher Education Committee discussed and took action on the following:

1. Changes in speech and hearing course requirements. The Speech and Hearing Sciences Program offers programs leading to Oregon licensure for speech impaired and communication disorders. The SPHS Program faculty proposed course changes reflecting the new Oregon Continuing Licensure requirements and the scope of practice of speech-language pathology in public school, medical, clinical, private practice and other settings. The Teacher Education Committee supported and approved these changes with the understanding that they would need to fulfill requirements set forth by the department, CLAS, the University Curriculum Committee, and the Graduate Council.
2. Preparing Tomorrow's Teacher to Teach Using Technology. The Graduate School of Education, in cooperation with several community partners, has received a three-year million-dollar federal grant to continue to infuse technology into teacher education. This summer, a group of 25-30 students will enter a preservice teacher education cohort dedicated to this project in Beaverton's Capital Center High School, known for its work in teaching technology for tomorrow's future.

3. Summer-start Teacher Education Cohorts. Changes in starting dates for the Graduate Teacher Education Program are underway. A cohort of students will begin this summer rather than fall of 2000 to alleviate problems at both the beginning and ending of the program. Admissions dates for the 1999-2000 academic year remained unchanged for advising purposes. Next year's new admissions dates will be November 1, 2000 for the spring 2001 cohorts and February 1, 2001 (changed from April 1), for the Summer 2001 cohorts. The Teacher Education Committee will monitor the effect of these changes on advising and prerequisites courses.
4. Continuing Licensure. During 1998-1999, the TEC reviewed and approved plans to offer coursework that will fulfill requirements for Oregon's new Continuing Licensure. In July, the Teacher Standards and Practices Commission approved these plans for the Graduate Teacher Education Program, Special Education, Counselor Education, Speech and Hearing Programs and Administration Programs. The TEC revisited these plans and will be advising programs regarding coursework, masters programs, and content area recommendations. The Graduate School of Education is in the process of developing the portfolio process, a requirement for documenting development in TSPC advanced teaching competencies. GSE has been working with the Graduate Council as well.
5. Transitional Licensure. Information was presented to TEC regarding the new Transitional License option for qualified applicants. As PSU students receive these licenses, we will need to provide them with options for fulfilling the Initial Teaching License. Since students on transitional licenses are often teaching full time, we will need to look at ways of providing a part-time option.
6. Oregon-Quality Assurance in Teaching grant. PSU is a partner with the Governor's Office, OUS, TSPC, ODE, and others, in the O-QAT program, funded through a federal Title II Teacher Quality Enhancement Grant. The project is managed through the Oregon University System's Office of Academic Affairs. PSU is involved in and has received funds to work on four initiatives:
 - A. Accountability/Assessment. The establishment, piloting, and implementation of new statewide accountability guidelines, including a first-time report card for new teachers and alignment of the state's required tests (PRAXIS) and performance assessment requirements (teacher work samples) with K-12 standards.
 - B. Implementation of Redesigned Initial License Programs. The implementation of enhanced content preparation for initial licensure.
 - C. Continuing Licensure/Professional Development. Focuses on the assessments which will be used to determine when/how a teacher has met the requirements for Continuing Licensure.
 - D. Teacher Shortages. Expands the capacity to address critical teacher shortages areas through new recruitment strategies and alternative pathways. PSU is focusing on special education in this particular initiative.

7. PRAXIS Test Scores. TEC discussed the problem that some students have in passing certain content area PRAXIS tests. The Art and Music test scores required for licensure seem to be set particularly high. In fact, the Oregon Music Educators Association is considering making a case to TSPC to lower the cut-off scores. TEC will unite with any content area group that has adequate evidence of the inappropriateness of these test scores.
8. Future Agenda items. Based on this year's agenda, discussions, and upcoming events, the following is a list of items that should be addressed during the 2000-2001 academic year.
 - A. Review and possible revision of the GTEP program, including the impact of the new start dates on advising and prerequisites; admissions procedures (and departmental recommendations/letters of recommendation from content area faculty); credit hours; inclusion of a masters degree (M.Ed. or MAT) within the program; articulation between competencies for initial and continuing licensure through the portfolio process and other performance assessments; the infusion of technology in the program; and tests required for licensure;
 - B. Development of a part-time program;
 - C. Development of the continuing licensure requirements;
 - D. Content area enhancement for initial licensure;
 - E. Using the National Board Standards for coursework and professional development;
 - F. Preparation for the 2001 site visit for National Accreditation of Colleges for Teacher Education;
 - G. Monitoring, articulation, coordination and/or development of departmental teacher education committees or work groups in units across campus (e.g. Secondary Advisor's Group).

**INTERINSTITUTIONAL FACULTY SENATE
REPORT OF MEETINGS: 4/7-8/2000
Scott Burns, PSU Geology**

1) OUS Universities: Compensation

a) Oregon State University: settled

- 1) First Year: 2%
- 2) Second Year: 2.5%
- 3) College of Education splitting off from Home Economics
- 4) Hiring replacement faculty for next year

b) University of Oregon: settled

- 1) First Year: 2%
- 2) Second Year: 5%
- 5) Has developed a plan to catch salaries up to 95% of comparators by 2005 (Provost and Senate Budget Committee)
 - a) now = 82% of comparators
 - b) Source of Money:
 - 1) administration reduction
 - 2) increase enrollment
 - 3) increase tuition
 - 4) increase gifts
 - 5) auxiliary budgets
- 4) Hiring replacement faculty for next year

c) Southern Oregon University: settled

- 1) 5% (Nov. 1999) for everyone except full professors
- 2) 6% (Nov. 1999) for full professors
- 3) can hire replacements for next year

d) Eastern Oregon University: settled

- 1) First Year: 2%
- 2) Second Year: 2%
- 4) budget model shortfalls in funding

e) OIT: settled

- 1) First Year: 3%
- 2) Second Year: 1%
- 3) problems with budget model shortfall:
 - a) no sabbaticals for next year
 - b) frozen positions for next year
 - c) no summer productivity money

- f) Western Oregon University: tentative agreement 4/12/00
 - 1) Problems with budget model:
 - a) 2/3 of faculty searches for next year not happening
- 2) Causes of budget shortfalls this year for all universities under new model
 - a) 2 years of deficit spending to keep enrollments up - now paying back
- 3) Ballot initiatives by Sizemore
 - a) Based on the attached Legislative report, 22.9% reduction in the State General Fund would be required if instant implementation occurs.
- 4) Advice for Legislative Presentation for next biennium: Looking for help from us
 - a) we are asking for full "RAM" funding(\$35-40 million)
 - b) three areas of attention:
 - 1) enrollment
 - 2) faculty compensation
 - 3) physical plant
- 5) Startup costs getting high

MEMORANDUM

Legislative Fiscal Office
Room 178-H, State Capitol
Salem, Oregon 97310
Phone (503) 986-1828
FAX (503) 373-7807

To: Legislative Leadership
From: Mike Stinson
Date: March 7, 2000
Subject: **1999-01 Budget Impact of Federal Tax Deduction Initiative**

In order to respond to inquiries regarding the 1999-01 budgetary impact of the proposed initiative to allow full deduction of federal taxes paid in determining Oregon taxable income (prospective initiative petition #10), we have combined the efforts of the Legislative Fiscal Office (LFO), the Legislative Revenue Office (LRO) and the Department of Administrative Services.

The Legislative Revenue Office cautions that predicting the actual fiscal period in which the taxpayer will act to realize the savings is difficult. This is especially true for corporate taxpayers. Based on previously observed patterns, the LRO estimate anticipates a lag of revenue effect from 1999-01 into 2001-03.

Based on the March 2000 revenue forecast, the Legislative Revenue Office estimates that passage of the measure would cause a reduction of 1999-01 revenues in the amount of \$933.8 million (see attachment #1). This represents 9.3% of total estimated 1999-01 General Fund revenues. The 2001-03 reduction is estimated to be \$2.028 billion or 18.2% of total estimated 2001-03 General Fund revenues. A major concern with regard to the potential 1999-01 reduction is its timing. Although the loss is estimated to be 9.3% of biennial revenues, two-thirds of biennial expenditures will have been incurred by the time the voters decide on the initiative in November leaving the full impact to be absorbed in the final 6 to 8 months of the biennium.

In order to project the potential 1999-01 budgetary impact of the measure, we begin with the LRO 1999-01 estimate of revenue loss of \$933.8 million. **We then assume that projected ending balances above those estimated at the close of session would be used to offset the lost revenues.** The March revenue forecast projects a 1999-01 General Fund ending balance of \$212.4 million. This is \$166.5 million above the close of session estimated ending balance of \$45.9. The net loss of revenues available to support budgeted 1999-01 program would then be \$767.3 million (\$933.8 less \$166.5).

The total amount of General Fund appropriated for the 1999-01 biennium was \$10.126 billion. A net loss of \$767.3 million represents 7.5% of the biennial amount appropriated. Due to program and salary adjustment phase-in, we estimate that most agencies expend 48% of their biennial appropriation in the first fiscal year and 52% in the second year. Several agencies have expenditure patterns that expend more in the first year (K-12, Community Colleges, and Higher Education) and one (the Department of Corrections) would expend a greater percentage in the second year due to phased-in prison openings. In total, we expect \$4.937 billion of the \$10.126 billion biennial 1999-01 appropriation to be expended in the first year, leaving \$5.188 for the second year.

If instantaneous implementation of a spending reduction plan following voter adoption of the measure on November 7th is assumed, an estimated \$3.352 billion of the biennial appropriation would remain to accommodate the net loss of \$767.3 million. This would translate into a 22.9% reduction of remaining General Fund budget authority.

Assuming a more realistic spending reduction plan implementation effective January 1, 2001, an estimated \$2.594 billion of the biennial appropriation would remain to accommodate the loss. Accommodating the \$767.3 million net loss in the final six months of the biennium would necessitate a reduction of 29.6%.

It is highly unlikely that budgetary reductions would be imposed uniformly across all agencies and programs since the share of expenditures devoted to legally mandated programs varies from agency to agency. However, for the purpose of this exercise, assuming that the required reductions (\$767.3 million) are prorata spread among all agencies based on shares of total 1999-01 appropriations, the following reductions would occur:

Agency/Program	Reduction (in millions)
K-12 State School Fund	\$323.1
Community Colleges	\$32.4
Higher Education	\$65.7
Corrections	\$57.8
Oregon Youth Authority	\$15.6
Oregon State Police	\$12.6
Judicial Department	\$27.0
Department of Human Services	
Adult and Family Services	\$16.9
Health Division	\$2.2
Mental Health & Developmental Disabilities	\$49.6
Services to Children and Families	\$15.9
Senior and Disabled Services	\$33.8
Oregon Medical Assistance Program	\$47.6
Alcohol and Drug Programs	\$1.8
Vocational Rehabilitation	\$1.0
Commission on Children and Families	\$3.9
All other agencies	\$60.4

The following examples are offered to place the allocated prorata dollar reductions into the context of programmatic reductions, assuming the reductions are taken in the last six months of the biennium. These examples are intended to be descriptive only and do not represent a recommended or prioritized response plan.

K-12 - (\$323.1 million) The best illustration of the reduction impact to K-12 is in terms of contract days. On average, 89% of contract days represent classroom contact instruction days. It costs an average of \$17.2 million per statewide K-12 contract day. The loss of \$323.1 million converts to a reduction of nearly 19 contract days or about 16% of the average days scheduled January through June. A reduction of 19 contract days would likely result in a reduction of at least 13 or 14 classroom instruction days.

Higher Education – (\$65.7 million) Approximately \$47.5 million of this total would be the prorata share of the academic programs. It would require a 36% overall tuition increase beginning in the Winter Term to make up the \$47.5 million academic program loss. Because of market constraints, nonresident tuitions could not be increased this much and resident tuitions would be increased more.

Community Colleges – (\$32.4 million) It would require a 50% overall tuition increase beginning in the Winter Term to make up the \$32.4 million state funding loss.

Corrections – (\$57.8 million) If all of this reduction was taken by the reduction of budgeted correction officers for six months, it would require elimination of all 1,987 officers and 70% of the non-security institution staff to achieve this target. Alternatively, it would require a reduction in the number of inmates incarcerated over a six-month period of approximately 4,900 inmates to achieve these savings. This would be the equivalency of shutting down the two largest Oregon prison institutions, the Snake River Correctional Institution and the Oregon State Penitentiary for six months.

Oregon State Police – (\$12.6 million) If all of this reduction were taken by the elimination of budgeted sworn officers for six months, it would require elimination of approximately 350 of the 720 officers and support to achieve this target.

Oregon Medical Assistance Program – (\$47.6 million) The state would be able to provide coverage only for those people who meet the minimum federal requirements for Medicaid services. This would eliminate coverage for over 100,000 people currently receiving benefits under the Oregon Health Plan. The reduction in state funding would result in the loss of \$121.7 million of matching federal Medicaid dollars.

Mental Health and Developmental Disability Services – (\$49.6 million) Reducing expenditures by \$49.6 million over a six month period would equate to the elimination of mental health service coverage for over 100,000 people currently receiving these services under the Oregon Health Plan, and the elimination of residential, outpatient, and vocational services to 8,500 persons. The reduction in state funding would result in the loss of \$34 million of matching federal dollars.

Services to Children and Families – (\$15.9 million) A \$15.8 million General Fund reduction in the State Office for Services to Children and Families (SCF) in the January through June 2001 time frame equates to cutting about 50 percent of SCF's total staff -- more than 950 positions -- including child protective services, adoption and child permanency workers. Investigations of reported abuse, neglect or threat of harm; finding and providing foster care or other services for children and their families; and timely out-of-home placements for children who cannot stay safely at home would all be affected. The impact on direct services staff could be partly reduced by cuts in purchased services such as residential treatment, family treatment and support, respite and day care payments, special foster care or adoption assistance payments. The reduction in state funding would result in the loss of \$6.1 million of matching federal dollars.

Senior and Disabled Services – (\$33.8 million) Reducing expenditures by \$33.8 million over a six month period would equate to the elimination of Oregon Project Independence, General Assistance, and long term care for about 15,500 elderly and disabled persons. The reduction in state funding would result in the loss of \$39.5 million of matching federal dollars.

State Employees – (\$767.3 million) Should it be decided to exempt State School Fund payments and other direct service payments from reduction and focus all the required reduction on state employees, the result would be significant. The average monthly General Fund state employee payroll (salary and benefits) is approximately \$84 million. At that rate, it would take complete elimination of all General Fund financed positions for approximately nine months to accommodate the \$767.3 million reduction.

**Revenue Impact of Sizemore 2000 Ballot Initiative
(Full Deductibility of Federal Income Taxes)**

		(\$ million)		<i>Mar-00</i>
<u>Biennium</u>	<u>PIT</u>	<u>CORP</u>	<u>TOTAL</u>	<i>General Fund*</i>
1999-01	-865.7	-68.1	-933.8	10,013
2001-03	-1,593.2	-434.5	-2,027.7	11,135
2003-05	-1,746.8	-340.7	-2,087.5	12,509

Note: Currently personal income taxpayers can deduct up to \$3,000 of their federal income tax liability.

No such deduction exists for corporate taxpayers.

* *Estimated General Fund revenues (excluding lottery) under current law:* *Mar-00 forecast*

FY	PIT	CORP	TOTAL
2000-01	-865.7	-68.1	-933.8
2001-02	-809.9	-267.0	-1,076.9
2002-03	-783.3	-167.5	-950.8
2003-04	-841.1	-169.0	-1,010.1
2004-05	-905.7	-171.7	-1,077.4
Biennium		CORP	TOTAL
1999-01	-865.7	-68.1	-933.8
2001-03	-1,593.2	-434.5	-2,027.7
2003-05	-1,746.8	-340.7	-2,087.5

Revenue Impact of Sizemore 2000 Ballot Initiative (Full Deductibility of Federal Income Taxes)

Estimated Change in Collections

(\$ million)				Mar-00
<u>Biennium</u>	<u>PIT</u>	<u>CORP</u>	<u>TOTAL</u>	<u>General Fund*</u>
1999-01	-865.7	-68.1	-933.8	10,013
2001-03	-1,593.2	-434.5	-2,027.7	11,135
2003-05	-1,746.8	-340.7	-2,087.5	12,509

Note: Currently personal income taxpayers can deduct up to \$3,000 of their federal income tax liability.

No such deduction exists for corporate taxpayers.

* *Estimated General Fund revenues (excluding lottery) under current law:* Mar-00 forecast

Unlimited Federal Tax Subtraction

Tax Year 2000	OREGON TAX								FEDERAL TAX		
	RETURNS	% of	CURRENT	PROPOSED	CHANGE	% of Total	Average	% of	CURREN	Total	% of
		Returns				OR Tax	OR Tax	Current			
	(#)	(%)	(\$,000)	(\$,000)	(\$,000)	Reduction	Reduction	Liability	(\$,000)	Increase	ax Change
						(%)	(\$)	(%)		(\$,000)	(%)
ALL RETURNS											
LESS THAN 10,000	313,604	19.2%	25,996	25,996	0	0.0%	\$0	0.0%	-58,515	0	0.0%
10,000 TO 20,000	312,741	19.1%	144,390	144,357	-33	0.0%	\$0	0.0%	14,287	0	0.0%
20,000 TO 30,000	235,950	14.4%	261,590	260,672	-918	0.1%	-\$4	-0.4%	388,567	11	-1.2%
30,000 TO 40,000	171,467	10.5%	303,923	295,135	-8,788	1.3%	-\$51	-2.9%	549,500	588	-6.7%
40,000 TO 50,000	133,791	8.2%	318,728	298,167	-20,561	3.1%	-\$154	-6.5%	609,962	2,117	-10.3%
50,000 TO 75,000	214,103	13.1%	729,947	660,905	-69,042	10.3%	-\$322	-9.5%	1,391,128	10,233	-14.8%
75,000 TO 100,000	149,220	9.1%	759,739	651,553	-108,186	16.1%	-\$725	-14.2%	1,617,185	21,575	-19.9%
100,000 TO 200,000	78,400	4.8%	690,486	549,371	-141,115	21.1%	-\$1,800	-20.4%	1,768,474	26,028	-18.4%
200,000 AND OVER	26,250	1.6%	946,577	625,181	-321,396	48.0%	-\$12,244	-34.0%	3,597,579	47,838	-14.9%
ALL RETURNS	1,635,526	100%	4,181,376	3,511,337	-670,039	100%	-\$410	-16.0%	9,878,167	108,390	-16.2%
SINGLE RETURNS											
LESS THAN 10,000	252,641	34.2%	25,757	25,757	0	0.0%	\$0	0.0%	7,031	0	0.0%
10,000 TO 20,000	177,800	24.1%	115,986	115,953	-33	0.0%	\$0	0.0%	174,588	0	0.0%
20,000 TO 30,000	127,568	17.3%	172,827	171,924	-903	0.8%	-\$7	-0.5%	306,322	11	-1.2%
30,000 TO 40,000	78,129	10.6%	161,012	153,530	-7,482	6.8%	-\$96	-4.6%	306,208	536	-7.2%
40,000 TO 50,000	43,371	5.9%	117,089	104,927	-12,162	11.0%	-\$280	-10.4%	257,320	1,679	-13.8%
50,000 TO 75,000	35,502	4.8%	126,753	107,393	-19,360	17.5%	-\$545	-15.3%	315,408	3,390	-17.5%
75,000 TO 100,000	13,973	1.9%	72,808	58,238	-14,570	13.2%	-\$1,043	-20.0%	200,786	2,270	-15.6%
100,000 TO 200,000	7,512	1.0%	68,892	51,780	-17,112	15.5%	-\$2,278	-24.8%	209,757	2,363	-13.8%
200,000 AND OVER	2,777	0.4%	107,910	69,073	-38,837	35.2%	-\$13,985	-36.0%	437,601	4,974	-12.8%
SINGLE RETURNS	739,273	100%	969,034	858,575	-110,459	100%	-\$149	-11.4%	2,215,021	15,223	-13.8%
JOINT RETURNS											
LESS THAN 10,000	60,963	6.8%	239	239	0	0.0%	\$0	0.0%	-65,546	0	0.0%
10,000 TO 20,000	134,941	15.1%	28,404	28,404	0	0.0%	\$0	0.0%	-160,301	0	0.0%
20,000 TO 30,000	108,382	12.1%	88,763	88,748	-15	0.0%	\$0	0.0%	82,245	0	0.0%
30,000 TO 40,000	93,338	10.4%	142,911	141,605	-1,306	0.2%	-\$14	-0.9%	243,292	52	-4.0%
40,000 TO 50,000	90,420	10.1%	201,639	193,240	-8,399	1.5%	-\$93	-4.2%	352,642	438	-5.2%
50,000 TO 75,000	178,601	19.9%	603,194	553,512	-49,682	8.9%	-\$278	-8.2%	1,075,720	6843	-13.8%
75,000 TO 100,000	135,247	15.1%	686,931	593,315	-93,616	16.7%	-\$692	-13.6%	1,416,399	19305	-20.6%
100,000 TO 200,000	70,888	7.9%	621,594	497,591	-124,003	22.2%	-\$1,749	-19.9%	1,558,717	23665	-19.1%
200,000 AND OVER	23,473	2.6%	838,667	556,108	-282,559	50.5%	-\$12,038	-33.7%	3,159,978	42864	-15.2%
JOINT RETURNS	896,253	100%	3,212,342	2,652,762	-559,580	100%	-\$624	-17.4%	7,663,146	93,167	-16.6%
Average OR Tax Change TI < \$100,000											
Average OR Tax Change TI > \$100,000											

April 7, 2000

MEMO TO: Faculty Senate

FROM: Sherril Gelmon, UCC Chair

RE: Discussion Regarding 200 Level Courses in UNST Clusters

As requested by the Senate, UCC discussed the inclusion of 200 level courses in clusters, with particular attention to those that have already been approved. UCC noted that 200 level courses are an exception rather than the rule in clusters. Only 2 departments offer 200 level courses as part of clusters: Speech 218 Interpersonal Communication is offered as part of the Family Studies cluster, and this was justified and approved by the cluster coordinator, UNST, UCC and the Faculty Senate. Philosophy offers a number of 200 level courses in several clusters, with particular representation in Knowledge, Rationality and Understanding; Morality; and Freedom, Privacy and Technology. Each of these are small clusters and rely heavily on Philosophy's participation. The Cluster Coordinator has indicated that the Philosophy department has been a major participant in UNST, and in fact has a greater percentage participation rate than many other departments. Since these courses have been justified and approved by the cluster coordinator, UNST, UCC and the Faculty Senate, UCC does not propose to make any changes at present, but proposes to look carefully in the future at any new cluster proposals that include 200 level courses.

**Proposed Amendment to the
Constitution of the Portland State University Faculty**
Deletions in text line-out. Additions in text underlined

ARTICLE IV. ORGANIZATION OF THE FACULTY.

Section 4. Faculty Committees

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 each from Business Administration, Education, Engineering & Applied Science, Fine & Performing Arts, Social Work, and Urban & Public Affairs, one faculty member from the Library, one faculty member from the School of Extended Studies, one faculty member representing All Other faculty, 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 Associate Vice President for Finance & Administration, 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:

- 1) In consultation with the appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University.
- 2) Serve as the faculty advisory body to the President and to the Faculty Senate on matters of educational policy and planning for the University.
- 3) Receive and consider proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, schools, colleges, or other significant academic entities.
- 4) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate.
- 5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.
- 6) Form subcommittees as needed to carry out its work.
- 7) Report to the Faculty Senate at least once each term.
- ~~8) Coordinate with the President's external advisory board by having the UPC chairperson sit on the advisory board.~~

**Proposed Amendment to the
Constitution of the Portland State University Faculty**
Deletions in text ~~line-out~~. Additions in text underlined

ARTICLE V. FACULTY SENATE.

Section 1. Membership.

1) Ex-officio Members

a) The President, the Provost, all Vice Presidents; all Deans; the Director of the Library; all Vice Provosts; all Assistants to the President; the Secretary to the Faculty; a representative of the retired faculty association; and the Student Body President of the Associated Students of Portland State University shall serve as ex-officio members of the Senate. Ex-officio members shall have full rights of discussion and making of motions but shall not have the right to vote. These Ex-officio members are not eligible to become elected members.

b) The chairpersons of constitutional committees and representatives to the Interinstitutional Faculty Senate shall serve as ex-officio members if they are not serving as elected members.

2) Elected Members. Elected members of the Senate shall be chosen from the members of the Faculty. Representation shall be proportional by division. Elected members shall have full right of discussion, making of motions and voting. For the purpose of representation, the word "division" shall mean any school or college, the Library, and All Other faculty jointly as a single entity; the term "instructional division" shall mean any school or college. Faculty who are involved in programs that are not within an instructional division shall be attached as groups to an appropriate school, college or instructional unit. (See Article V, Section 2, Paragraph 1.)

3) Alternates. Each elected member of the Senate is expected to attend its meetings regularly. However, before the first meeting of the fall term each senator shall designate in writing to the Secretary to the Faculty an alternate who shall serve in the senator's absence with full rights and powers. A senator may change his or her alternate at any time by so informing the Secretary in writing. A senator who takes a leave of absence or sabbatical leave for one academic year or more must resign his or her Senate seat, which shall be filled in accordance with Section 2, Paragraph 5 of this Article.

**Proposed Amendment to the
Constitution of the Portland State University Faculty**
Deletions in text ~~lined-out~~. Additions in text underlined.
ARTICLE V. FACULTY SENATE.

Section 2. Election of the Senate.

1) Determination of Divisional Representation. By the first Monday in March of each year, the chief administrative officer of each division (see Article V, Section 1, Paragraph 2) shall report to the Secretary to the Faculty the name of each faculty member, and the number of full-time equivalent faculty assigned to each division. At the same time, names of regular faculty and the number of full-time equivalent faculty in ~~academic~~ programs not in any instructional division shall be reported by the chief academic administrative officer and the vice presidents, or their designees, to the Secretary to the Faculty. These Faculty shall be assigned by the Senate Steering Committee to divisions as prescribed in Article V, Section 1, Paragraph 2. The Secretary to the Faculty, under the supervision of the Senate Steering Committee, shall then determine the number of senators to be allocated to each division, apportioning one senator for each multiple of ten full-time equivalent faculty with an additional senator for any remainder of 5.0 or more full-time equivalent faculty. Any division with fewer than ten full-time equivalent faculty shall have one senator. A newly instituted division shall elect its senator(s) in the next regular senate election.

April 7, 2000

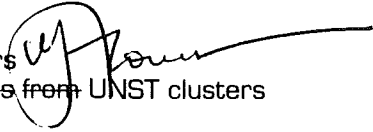
MEMO TO: Faculty Senate

FROM: Sherril Gelmon, UCC Chair

RE: Materials for Approval Regarding University Studies

Attached is a revised memo from Michael Flower regarding the composition of University Studies junior clusters. This reflects work he has done since the April Senate meeting to verify the current composition of the clusters. Additions and deletions to clusters are noted. UCC submits this information for approval by the Senate; these lists would become the approved lists for cluster content for academic year 2000-2001.

April 12, 2000

TO: Faculty Senate
FROM: Michael Flower, Chair, UNST Cluster Coordinators 
RE: Corrected summary of **additions to** and ~~deletions from~~ UNST clusters

This list reflects amendments to the February 17, 2000 list approved by the UCC, both corrections and further additions and deletions. There are **17 new** additions to clusters (i.e. they are courses that were "in the pipeline" when the UCC's February decision was taken). At the April 3 Faculty Senate meeting several courses were identified as having been inappropriately deleted; it turns out that in nearly all the cases of concern faculty were unaware of actual course titles and thus misunderstood our listings, or did not notice that we have attempted to list some courses (e.g. "Advanced topics") as the generic category, i.e. not listing the specific courses because the titles change. I have deleted three more courses, this being a change that did not result from an error on our part, but from recent decisions by departments to no longer offer those courses or, in the case of the Sciences-Humanities cluster, because the faculty member who offers the course is leaving the Honors Program. A few courses have been assigned permanent numbers since February 17 and those permanent numbers are used here but not otherwise highlighted.

AFRICAN STUDIES

ANTH/BST/HST 319U/INTL 399U	Traditional Cultures of Africas
ANTH/BST 362U	African Prehistory
BST 470U/ArH 426U/INTL 410U	African Art
BST 305U/HST 312U/INTL 399U	African History Before 1800
BST 306U/HST 313U/INTL 399U	African History Since 1800
BST 399U	African Music and Festivals
BST 406U	Caribbean Overseas Program
BST 410U/ENG 420U/INTL 410U	Caribbean Literature
BST 414U	Racism
BST 422U/ENG 421U	African Fiction
BST 424U	African-American/African Culture in Cinema
BST 425U	Black Cinema in the 1970's
BST 426U	Contemporary African-American Cinema
BST 427U	African/American Films and Film Makers
BST 450U/HST 412U/WS 410U	Topics in African/Caribbean History & Culture
BST 467U/INTL 410U	African Development Issues
GEOG 363U	Geography of Africa
MUS 374U	World Music (African)

AMERICAN STUDIES

ANTH313U	Indian/White Relations
ANTH314U/HST 407U	Native Americans
ANTH315U	American Culture
ANTH410U	Race and Ethnicity
ANTH417U	Indians of North America
ArH 486U	American Art and Architecture: Colonial Period
ArH 487U	American Art and Architecture: Jacksonian to 20th Century
BST 302U	African-American 20th Century
BST 412U	Oregon African-American History
BST 414U	Racism
BST 424U	African-American/African Culture in Cinema
BST 427U	African-American Films and Film Makers
BST 484U	African American Community Development
CHLA 399U	<i>The History of Race in the New World</i>
EC 399U	Family Values and American Economic Decline
EC 399U	Cultural Economics
EC 417U	<i>Women in the Economy</i>
EC 419U	<i>Economics of Race and Ethnicity</i>
EC 466U	<i>Labor Institutions and Policy</i>
ENG 306U	Topics in Literature and Popular Culture
ENG 308U	Cultural Studies in Literature (when content is appropriate to cluster)
ENG 309U	American Indian Literature
ENG 365U	American Fiction
ENG 445U	American Women Writers
ENG 447U	Major Forces in Literature: American Sentimentalism
G 399U	Geology and National Parks
HST 337U	History of American Cities
HST 338U	Oregon History
HST/WS 343U	American Family History
HST/WS 340U	Women and Gender in America (Women US to 1865)
HST/WS 341U	Women and Gender in America (Women 1865 to present)
HST/PHL 399U	American Values/Conflict
HST 399U	World War I
HST 410U	Special Studies (when content is appropriate to cluster)
HST 440U, 441U	American Environmental History
HST 442U, 443U	History of the Westward Movement
HST 444U	History of the Pacific NW
LING390U	Introduction to Linguistics

PHL 420U
 PS/WS 380U
PS 313U
 PS 431U
 PSY/WS 410U
 PSY/WS 310U
 SOC 337U
 SOC 350U
 SOC 436U
 SP/WS 410U
 TA 330U
 TA 471U
 USP 385U/HST 337U
 WS 410U

ARCHAEOLOGY

ANTH 350U
 ANTH 362U/BST 362U
 ANTH 364U
 ANTH 365U
 ANTH 366U
 ANTH 367U
 ANTH 368U
 ArH 451U
 ArH 452U
 ArH 453U
 ArH 426U/BST 470U/INTL 410U
 BI 387U
 BST 305U/HST 312U/INTL 399U
 BST 406U
 BST 450U
 G 399U
 G 399U
 GEOG348U
 GEOG366U
 HST 315U
 HST 316U
 HST 399U
 HST 415U
 HST 416U
 HST 420U

ASIAN STUDIES

ANTH 312U
 ANTH 316U
 ANTH 446U
 ArH 311U
 ArH 312U
 ArH 313U
 ArH 321U
 ArH 411U
 ArH 412U
 ArH 415U
 ArH 422U
 ArH 423U
 ArH 425U
 CHN 341U/HST 399U
 CHN 342U/ENG 399U
 CHN 343U
EC 446U
 GEOG 352U
 GEOG 353U
 GEOG 453U
 HST 320U
 HST 321U
 HST 399U
 HST 410U
 HST 420U
 HST 421U
 HST 422U
 HST 423U
 HST 424U
 HST 425U
 JPN 341U
 JPN 342U
 JPN 361U
 JPN 452U
 PS 466U/INTL 410U
 PS 468U

CLASSIC GREEK CIVILIZATION

ArH 451U
 ArH 452U
 ArH 453U

Wittgenstein

Women and Politics
The Power Game
 State and Local Politics
 Women and Film
 Psychology of Women
 Minorities
 Comparative Industrial Societies
 Social Movements
 The Language of Violence
 Multicultural Theater
 20th Century American Theater & Drama
 History of American Cities
 Power and Knowledge

Archaeological Method and Theory
 African Prehistory
 Pacific Northwest Prehistory
 North American Prehistory
 Mesoamerican Prehistory
 East Asian Prehistory
 Oceania Prehistory
 Ancient Art: Prehistoric and Egyptian
 Ancient Art: Mesopotamian, Aegean, Greek through Archaic
 Ancient Art: Greek from Classical Period, Etruscan & Roman
 African Art
 Vertebrate Zoology (must register for lab section, also)
 African History, before 1800
 Overseas Experience
 Topics: Caribbean Archaeology; Overseas Experience
 Survey Methods for Archaeology
 Survey Methods for Archaeology - Lab Section
 Cultural Ecology
 Historical Geography of North America
 Greek History
 Roman History
 Ancient Near East & Egypt
 Topics in Greek History
 Topics in Roman History
 Topics in Early Japanese History

Southeast Asian Societies and Cultures
 Traditional East Asia
 Chinese Culture and Society
 History of Asian Art: Indian and Indonesian
 History of Asian Art: Chinese
 History of Asian Art: Japanese
 Survey of Korean Art
 Chinese Buddhist Art
 Japanese Buddhist Art
 Issues in Asian Art
 Chinese Painting
 Japanese Painting
 Modern Japanese Painting
 Topics in Chinese Literature and Thought
 Chinese Vernacular Literature (Traditional)
 Chinese Vernacular Literature in (Modern)
Economic Systems of the Western Pacific Rim
 The Himalayas and Tibet
 Pacific Rim
 Japan
 East Asian Civilization
 Modern East Asia
 Traditional Southeast Asia
 Modern Southeast Asian
 Topics in Early Japanese History
 Topics in the History of Early Modern Japan
 Modern Japan
 Topics in Chinese Social History
 Topics in Chinese Thought and Religion
 Modern China
 Topics in Japanese Literature: Introduction to Classical and Medieval Japanese Literature
 Topics in Japanese Literature: Introduction to Early Modern and Modern Japanese Literature
 Japanese Literature Through Film
 Japanese Traditional Drama
 Politics of East Asia
 International Politics of East Asia

Ancient Art: Ancient Near Eastern Art and Architecture
 Ancient Art: Greek Art and Architecture (to Archaic Period)
 Ancient Art: Greek Art and Architecture (Classical to Hellenistic)

ENG 317U	Greek Mythology
ENG 490U	Rhetoric
HST 315U	Greek History
HST 316U	Roman History
HST 407U	Seminar in Classical Antiquity
HST 415U	Topics in Greek History
HST 416U	Topics in Roman History
MTH 410U	Mathematics and Science of Early Greece
PHL 201U	Introduction to Philosophy
PHL 301U	History of Philosophy
TA 471U/ENG 410U	Ancient Greek Drama

COMMUNITY STUDIES

CHLA 301U	<i>Chicano/Latino Communities</i>
EC 399U	Public and Private Investment
ENG 410U	Literary Utopian Communities
ESR 355U	Understanding the Environment
ESR 356U	Understanding Environmental Conservation
GEOG 332U	Urban Geography
GEOG 410U	Urban Natural Resources
GEOG 462U	<i>Sense of Place</i>
MGMT 407U	Generative Dialogue
SOC 420U	Urbanization and Community
SOC 436U	Social Movements
SP 437U	Urban Communication
USP 311U	Introduction to Urban Planning
USP 312U	Urban Housing and Development
USP 385U/HST 337U	History of American Cities
USP 425U/PSY 410U	Community and the Built Environment
USP 407U	Concepts of Community Development
USP 426U	Neighborhood Conservation and Change

CULTURE OF PROFESSIONS

ARCH/ASC 410U	Developing as a Professional
ARCH 340U	Profession of Architecture
EAS 399U	Quantification for the Professions and Society
EC 399U	Private and Public Investment
ENG 308U	<i>Literature and Medicine in the Community</i>
EPFA 410U	Socialization Across Professions
HST 387U	Science in Society
HST 410U	American Colleges and Universities
HST 410U	Culture of Diplomacy
HST 446U	Topics in the History of American Professions: American Technology
HST 446U	Topics in the History of American Professions: American Medicine in the 20th Century
HST 446U	Topics in the History of American Professions: American Lawyering
HST 446U	Topics in the History of American Professions: Foundations of American Medicine
PHL 399U	Professional Ethics
PHL 455U	Health Care Ethics
SCI 350U	Gender and Science
SCI 359U	Biopolitics
SP 313U	Communication in Groups
TA 410U	Professionalism in the Arts
SW 399U	<i>Helping Professions and the Welfare State</i>
WR 410U	Discourse of the Professions
WS 410U	Power and Knowledge

ENVIRONMENTAL SUSTAINABILITY

ARCH 367U	Fundamentals of Environmental Design
ARCH 399U	Towards Sustainable Architecture
CH 371U	Environmental Chemistry
ESR 355U	Understanding the Environment
ESR 356U	Understanding Environmental Conservation
GEOG 345U	Resource Management
G 455U	Minerals and World Affairs
G 410U	Environmental Writing: Ecology of Malheur National Wildlife Refuge
HST 339U	Environment and History
PHL 310U	Environmental Ethics
PS 385U	Modern Ideologies
SCI 331U/332U	Atmospheric Interactions I & II
SCI 335U/336U	Water in the Environment I & II
SOC 341U	Population Trends and Policy
USP 313U	Urban Planning: Environmental Issues

EUROPEAN STUDIES

ArH 481/482U	<i>Nineteenth Century Art</i>
ENG 399U	Literature Between the Wars
ENG/HST 410U/GER 441U	Major Works: Variety of Topics
EC 445U	<i>Comparative Economic Systems</i>
EC 447U	<i>Transitional Economics</i>
FR 441/442U	French Literature in Translation
GER 441/442U	German Literature in Translation

GER 441U	German Intellectual History
HST 350U	English History
HST 351U	English History: England 18th - 20th Century
HST 360U	French Revolution and Napoleon
HST 399U	European Enlightenment
HST 452U	Irish History
HST 457U/458U	History of Germany I, II
HST 459U/460U	European Intellectual History I, I
HST 475U/476U/477U	History of Russia
HST 478U/479U	Russian Cultural and Intellectual History
INTL 410U	Russian Perspectives of America
PS 352U	Western European Politics
PS 385U	Modern Ideologies
RUS 330U	Russian Culture & Civilization
RUS 441/442U	Russian Literature in Translation
SPAN 441U	Spanish Literature in Translation
TA 464/465U	Development of Dramatic Art

FAMILY STUDIES CLUSTER

CFS 485

PSY 410U /BST 410U

HST/WS 343U

HST 415U

PHE 365U

PSY 311U

PSY 459U

PSY 461U

SOC 339U

SP 218U

SP 399U

SW 301U

SW 407U

Working with Diverse Families

Psychological Development of African American Children

American Family History

Topics in Greek History

Health Promotion Programs for Children and Youth

Human Development

Infant Development

Psychology of Adolescence

Marriage and Intimacy

Interpersonal Communication

Family Communication

Introduction to Social Work

Issues in Child Welfare

FREEDOM, PRIVACY, AND TECHNOLOGY

AJ 355U

BI 341U

CS 410U

HST 330U

HST 332U

HST 360U

HST 446U

HST 446U

HST 407U

PHL 202U

PHL 206U

PHL 209U

PHL 213U

PHL 310U

PHL 311U

PHL 407U

PHL 355U

PS 325U

~~PS/WS 380U~~

PS 425U/WS 424U

SCI 359U

SCI 361U

SCI 363U

WS 399U

Perspectives on Terrorism

Introduction to Genetics

Cryptography

American Revolution/Constitution 1763-1789

U.S. in the 19th Century

French Revolution and Napoleon

Topics in the History of American Professions: American Technology

Topics in the History of American Professions: American Lawyering

France in the Revolution

Elementary Ethics

Science and Pseudoscience

Business Ethics

Life and Death Issues

Environmental Ethics

The Morality of Punishment

Bioethics in Health Care

Health Care Ethics

Politics and the Legal Enforcement of Morals

Women and Politics

Women and the Law

Biopolitics

Science: Power-Knowledge

Ethics in Science

Genes and Society

GLOBAL ENVIRONMENTAL CHANGE

CH 371U

GEOG 311U

GEOG 312U

GEOG 313U

GEOG 322U

GEOG 346U

GEOG 347U

G 351U

~~G 399U~~

G 344U

G 399U

G 458U

G 410U

~~G 430U~~

G 452U

G 455U

G 456U

HST 339U

PHL 310U

PH 375U

~~SOC 320U~~

SOC 341U

Environmental Chemistry

Climatology

Climate Variability

Biogeography

Mountains

World Population and Food Supply

Environmental Issues and Action

Oceanography

~~Field Methods in Archaeology~~

Geology of National Parks

Geology and the History of Hawaii

Astrobiology

Environmental Writing: Ecology of Malheur National Wildlife Refuge

~~Life in the Past~~

Geology of the Oregon Country

Minerals and World Affairs

Astrogeology

The Environment and History

Environmental Ethics

The Earth's Atmosphere

~~Globalization~~

Population Trends and Policy

HEALTHY PEOPLE/HEALTHY PLACES

AJ 330U	Crime Control Strategies
ENG 308U	<i>Literature and Medicine in the Community</i>
EPFA 456U/USP 454U	Urban Schools and At Risk Status
PHE 326U	<i>Drug Education</i>
PHE 346U	Crime, Violence and Personal Safety
PHE 355U	Consumer Health
PHE 443U	Environmental Health
PHE 446U	Community Health Principles
PHE/WS 410U	<i>Women's Health: Social and Biological Perspectives</i>
SW 407U	Community Based Interventions
USP 313U	Urban Planning: Environmental Issues
USP 399U	Health Resource Lifestyles and Community Development
USP 410U	Healthy Communities
USP 425U	Community and the Built Environment
USP 426U	Neighborhood Conservation and Change
USP 450U	Concepts of Citizen Participation

KNOWLEDGE, RATIONALITY AND UNDERSTANDING

EC 399U	Public and Private Investment
PHL 203U	Critical Thinking
PHL 204U	Introduction to Formal Logic
PHL 206U	Science and Pseudoscience
PHL 300U	Philosophical Methods and Concepts
PHL 399U	Practical Epistemology
PSY 300U	Personal Decision Making
PSY 491U	Decision Making I
PSY 492U	Decision Making II

LATIN AMERICAN STUDIES

ANTH 311U	Peoples and Cultures of Latin America
ANTH 431U	Advanced Topics in Latin American Anthropology (when content is appropriate to cluster)
CHLA 399U	<i>The History of Race in the New World</i>
EC/INTL 410U	Latin American Economy
GEOG 360U	Latin America
GEOG 407U	Seminar: Latin America
HST 365/366U	Latin American History
HST 407U	Selected Topics: [e.g., Mexican Exoticism, The Mexican Revolution, Mexico in the 1930's]
HST 410U/INTL 410U	Modern Brazilian History
HST 467U	Latin American Culture and Society
HST 465U/INTL 410U	20 th Latin American Politics
HST 468/469/470U	History of Mexico I, II, III
INTL 407U	Mexico Between Europe and the U.S.
INTL 407U	The Mexican Revolution
INTL 407U	US-Latin American Relations
HST 465U/INTL 410U	Latin American Politics of the 20th Century
SPAN 331U	Latin American Culture and Civilization
SPAN 343U	Hispanic Literature
SPAN 399U	Selected Topics (when content is appropriate to cluster)
SPAN 410U	Selected Topics (when content is appropriate to cluster)
SPAN 427U	Major Topics: Latin American Prose [taught in Spanish]
SPAN 441U	Major Works in Translation (when content is appropriate to cluster)

LEADERSHIP FOR CHANGE

AJ 410U	Leadership and Social Justice
AJ 410U	Political and Legal Issues of Ethical Leadership
BA 302U	Organizational Behavior
EPFA 410U	Educational Leadership in Schools
EPFA 456U/USP 454U	The Urban Schools and "At Risk" Status
PA 410U	Foundations of Citizen and Community Leadership
PHE 446U	Community Health: Principles and Practices
SOC 410U	Charismatic Leadership: Frameworks, Exemplars, Insights
SP 313U	Communication in Groups
SP 399U	Debate and Forensics
SP 415U	Problems in Intercultural Communication
SP 423U	Organizational Communication
USP 410U	Civility, Service and Civic Capacity: Building and Sustaining Community in Contemporary Society

MEDIEVAL STUDIES

ArH 456/457/458U	Medieval Art
ArH 461U	Northern Renaissance Art
ArH 471U	Italian Renaissance Art I
ENG 319U	Northern European Mythology
ENG 410U/WS 410U	Medieval Women
ENG 426/427U	Medieval Literature I, II
ENG 447U	Major Forces in Literature: Arthurian Literature
ENG 448U	Major Figures in Literature (when appropriate)
FL 399U	<i>Early Medieval Civilization</i>
FR 341U	Introduction to French Literature I (taught in French)

FR 441U
 FR 442U/WS 410U
 GER 341U
 GER 442U
 HST 350U
 HST 355U
 HST 356U
 HST 399U
 HST 407U
 HST 450U
 HST 475U
 SPAN 341U
 SPAN 441U
 TA 471U

Major Works in Translation (when appropriate)
 Medieval Works in Translation
 Introduction to German Literature I (taught in German)
 Medieval Works in Translation
 English History I
 Early Medieval Europe
 Late Medieval Europe
 England in the Dark Ages
 Seminar (when content is appropriate to cluster)
 Medieval England
 Russian History: 800-1700
 Introduction to Hispanic Literature I (taught in Spanish)
 Major Works in Translation (when content is appropriate to cluster)
 Theater History: Medieval/Renaissance Drama

MIDDLE EAST STUDIES

AR 441U
 EC 445U
 EC 450U
 ENG 308U
 ENG 410U
 HST 315U
 HST 385U
 HST 386U
 HST 407U
 HST 410U
 HST 416U
 HST 485U
 HST 486U
 HST 487U
 HST 488U
 HST 495U
 INTL 399U
 INTL 401U/TUR 401U/WS 410U
 PS 361U
 PS 362U
 PS 407U
 SOC 483U
 TUR 410U

Major Arabic Works in Translation
 Comparative Economic Systems
 Third World Economic Development
 Cultural Studies in Literature: Post-Colonial Literature
 Trans-National Literature
 Greek History
 Middle East in Modern Times: 19th and Early 20th Century
 Middle East in Modern Times: 20th Century
 The Ottoman 16th Century
 Ancient Egypt
 Topics in Roman History
 The Ottoman World
 Modern Turkey
 Palestine and Israel
 Modern Arabia
 Comparative World History
 Model Arab League
 Women in the Middle East
 Introduction to the Politics of the Middle East
 The Arab-Israeli Conflict
 The Politics of North Africa
 Sociology of the Middle East
 Contemporary Turkish Culture

MORALITY

PHL 202U
 PHL 209U
 PHL 213U
 PHL 310U
 PHL 311U
 PHL/HST 399U
PHL 407U
 PHL 455U
 PS 325U
 PSY 410U
 SCI 363U

Elementary Ethics
 Business Ethics
 Life and Death Issues
 Environmental Ethics
 Morality of Punishment
 American Value Conflict
Bioethics in Health Care
 Health Care Ethics
 Politics and the Legal Enforcement of Morals
 Psychology of Moral Development
 Ethics in Science

NINETEENTH CENTURY STUDIES

ArH 486/487U
 ArH 481U/482U
 ENG 308U
 ENG 443U
 ENG 445U
 ENG 447U
 ENG 448U
 ENG 458/459U
 ENG 460U
 ENG 463U
 ENG 475/476U
 FL 448U
 FR 399/407/410U
 FR 441/442U
 GER 410U
GER 441/442U
 HST 399U
 HST 332U/333U
 HST 478U
 RUS 427U
SPAN 423U
 TA 471U
 WR 323U

American Art and Architecture
 Nineteenth Century Art I, II
 Cultural Studies in Literature: Nineteenth Century Novel
 British Women Writers
 American Women Writers
 Major Forces in Literature (when content is appropriate to cluster)
 Major Figures in Literature (when content is appropriate to cluster)
 Literature of the Romantic Period I, II
 American Literature: Beginning to 1865
 American Literature: 1865 - 1955
 Literature of the Victorian Period I, II
 Major Figures in Literature: Dostoevsky
 Selected Topics: (e.g., French Civilization: Napoleon to WWI)
 French Literature in Translation
 Selected Topics (when content is appropriate to cluster)
Major Works in Translation: German Intellectual History
 Science in Society
 The U.S. in the 19th Century
 Russian Cultural and Intellectual History
 Russian Literature of the 19th Century
Major Topics: Peninsular Poetry (taught in Spanish)
 Theater History: 19th Century European Theater
 Writing About 19th Century Texts

POPULAR CULTURE

ANTH 300U or W
 ENG 306U

Modern World in Anthropological Perspective
 Topics in Literature and Popular Culture (e.g., Fiction and Film, Practice of Everyday Life)

ENG 307U
 ENG 308U
 ENG 309U
 ENG 410U
 ENG 448U
 HST 479U
MUS 355U
MUS 360U
MUS 361U/362U
 SP 314U
 SP/WS 337U
 SP/TA 399U
 SP/TA 399U
 SP/TA 399U
 SP/TA 399U
 SP/TA 399U
 SP/TA 399U
 SP 399U
 SP 399U
 SP 399U
 SP/TA 410U
 SP 422U
 SP 427U
 TA 399U
 USP/PS/SP 410U
 WR 399U
 WS/SP 410U

RENAISSANCE STUDIES

ArH 458U
 ArH 461U
 ArH 471U
 ArH 476U/477U
 ENG 410U
 ENG 411U
 ENG 430U/431U
 ENG 440U/441U
 ENG 448U
FR 341U
FR 441U
 FR 442U/WS 410U
 HST 350U
 HST 356U
 HST 407U
 HST 450U
 HST 451U
 HST 455U
 HST 456U
SPAN 341U
SPAN 422U
SPAN 423U
 SPAN 441U
 TA 471U

SCIENCES - HUMANITIES

HON 407U
 HON 407U
HON 407U
HON 407U
 HON/SCI 407U
 HON/HST 407U
 HON/HST 407U
HST 387U
 SCI 363U
 SCI 361U/HON 407U
 SCI 359U
 TA 471U

SCIENCE IN THE LIBERAL ARTS

SCI 311U/312U
 SCI 313U
 SCI 314U
 SCI 315U/316U/PH 261U/262U
 SCI 317U/PH365U
 SCI 318U/319U/PH 366U/367U
 SCI 321U/322U/ME 304U
 SCI 323U/324U
 SCI 331U/332U
 SCI 333U/GEOG 310U
 SCI 334U/GEOG 312U
 SCI 335U/336U
 SCI 341U/342U

Science Fiction (when content is appropriate to cluster)
 Cultural Studies in Literature (when content is appropriate to cluster)
 American Indian Literature (when content is appropriate to cluster)
 Folklore and Mass Media
 Major Figures in Literature (when content is appropriate to cluster)
 Russian Popular Culture in the 20th Century
Jazz History
The Guitar: History and Music
History of Rock Music
 Persuasion
 Communication and Gender
 Off Hollywood
 Film Studies I
 Film Studies II
 International Film History
American Cinema/American Culture
The Fifties: Media and Culture
 Gender and Race in Media
 Film Studies III: Documentary and A.G. Film
 Debate and Forensics
 Selected Topics: [e.g., Alternative Media, Gender and Difference in Popular Media]
 Critical Theories of Mass Communication
 International Communication
 Documentary and A.G. Film
 The Information City
 Modern Travel Writing
 Gender and Difference in Popular Media

Medieval Art, III
 Northern Renaissance Art
 Italian Renaissance Art
 Baroque Art
 Loving Shakespeare: The Tragedies
 English Drama
 Literature of the Renaissance
 17th Century Literature
 Major Figures in Literature (when content is appropriate to cluster)
Introduction to French Literature
Major Works in Translation
 Medieval Works in Translation
 History of England, I*
 Medieval Europe II
 Seminar (when content is appropriate to cluster)
 Medieval England*
 Tudor England
 The Renaissance
 The Reformation
Introduction to Hispanic Literature (taught in Spanish)
Major Topics: Peninsular Drama (when content is appropriate to cluster)
Major Topics: Peninsular Poetry (when content is appropriate to cluster)
 Major Works in Translation (when content is appropriate to cluster)
 Theater History: Medieval/Renaissance Drama

Visual Practices in the Arts and Sciences
 THEATRON: Place of Observation
Self/Life/Writing
Freud Between the Two Cultures
 Experimentation
 History and Memory
 History of Science and Religion
Science in Society
 Ethics in Science
 Science: Power-Knowledge
 Biopolitics
 Theater History: 19th Century (European Theater)

Teaching Everyday Science, Parts I & II
 Environmental Mathematical Modeling
 Environmental Statistics
 General Astronomy, Parts I & II
 Fractals, Chaos and Complexity
 Complexity and Universe, Parts I & II
 Energy and Society, Parts I & II
 Materials for the 21st Century, Parts I & II
 Atmospheric Interactions, Parts I & II
 Climate and Water Resources
 Climate Variability
 Water in the Environment, Parts I & II
 Biology Concepts and Applications, Parts I & II

SCI 343U/344U
 SCI 345U/346U
 SCI 347U/348U
 SCI 351U
 SCI 352U
 SCI 353U
 SCI 355U/PH 378U
 SCI 359U
 SCI 363U
 SCI 399U
 HON 407U/SCI 361U
 HON/SCI 407U

Columbia Basin Plant Community, Parts I & II
 Old Growth Forest Ecology and Management, Parts I & II
 Science, Gender & Social Context, Parts I & II
 Northwest Wetlands Parts I & II
 Science and Policy of Climate Change
 Radiation in the Environment
 Science Through Science Fiction
 Biopolitics
 Ethics in Science
 Rates of Change
 Science: Power-Knowledge
 Experimentation

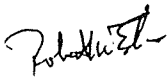
WOMEN'S STUDIES

EC/WS 417U
 EC 419U
 ENG/WS 399U
 ENG/WS 444U
 ENG/WS 445U
 ENG/WS 447U
 EPFA/WS 455U
 HST/WS 340U
 HST/WS 341U
 HST/WS 343U
 HST/BST/WS 410U
 HST/WS 407U
 HST/WS 410U
 HST 415U/WS 410U
 PS/WS 380U
 PSY/WS 310U
PSY/WS 410U
SCI 347U/348U
SCI 359U
 SP/WS 337U
 SP/WS 399U
 SP/WS 410U
 SP/WS 410U
 SP/WS 410U
 WS 330U/CHLA/BST 399U
 WS 331U/FL 331U/INTL 331U
WS 399U
WS/PHE 410U
WS/SCI 347U/348U

Women in the Economy
 Economics of Race and Ethnicity
 Contemporary Women Writers
 British Women Writers
 American Women Writers
 Major Forces in Literature: American Sentimentalism
 Gender and Education
 Women and Gender in America to 1865
 Women and Gender in America 1865-present
 American Family History
 Women in African History
 Family/Sex/Marriage
 Women in East Asia
 Topics in Greek History: Greek Family
 Women and Politics
 Psychology of Women
Psychology of Men and Masculinity
Science, Gender and Social Context
Biopolitics
 Communication and Gender
 Gender and Race in the Media
 Gender and Difference in Popular Media
 Women in Contemporary Film
 Language of Violence
 Women of Color in the U.S.
 Women in the Middle East
Genes and Society
Women's Health: Social and Biological Perspectives
Science, Gender and Social Context, Parts I & II

April 6, 2000

MEMORANDUM

To: Faculty Senate 
From: Bob Eder, Chair, Graduate Council
Re: Recommended for approval by the Faculty Senate:
A. MA/MS Economics: Program Change and New Course Proposals
B. Graduate Certificate in Applied Energy Economics
C. Graduate Certificate in Earth and Space Sciences for K-12 Educators
D. Graduate Certificate in Applied Statistics
E. Master of Engineering in Systems Engineering
F. Graduate Certificate in Systems Engineering Fundamentals

- A. MA/MS Economics program changes and new course proposals (Economics Dept. - CLAS):
(Rationale: This is a re-organization of the graduate Economics curriculum to update curriculum content, create an integrated core curriculum, reduce low enrollment seminars electives, and better attract graduate students.)

Dropped Courses:

EC 573 Seminar in Quantitative Economics (4)
EC 524 Seminar in Monetary Theory and Policy (4)
EC 567 Seminar in Labor Economics (4)
EC 544 Seminar in International Economics (4)
EC 527 Seminar in Industrial Organization (4)
EC 421/521 Monetary Theory and Policy (4)
EC 572 Econometric Forecasting and Simulation (4)
EC 595 Research Methods (4)
EC 466/566 Labor Institutions & Policy (4)

Course Changes:

EC 570 Econometrics (4) (updated course description)
EC 571 Advanced Econometrics (4) (updated course description)
EC 596 Research Project I (4) plus EC 597 Research Project II (4) for 8 credits total
EC 420/520 Money & Monetary Systems (4) (Old course title "Money & Banking"; updated course description)
EC 450/550 Third-World Economic Development (4) (updated course description)
EC 465/565 Economics of Labor Markets (4) (Old course title "Economics of Labor Markets"; updated course description)
EC 480/580 Mathematical Economics (4) (updated course description)

New Course Proposals:

(400/500 new course descriptions were included in approval packet for 4-2-00 Senate)
EC 411/511 Cultural Economics (4)
EC 416/516 Managerial Economics (4)
EC 433/533 Natural Resource Economics (4) – crosslisted ESR 43/533
EC 434/534 Business Environmental Management Economics (4)- crosslisted ESR 434/534
EC 443/543 Global Environmental Economics (4)
EC 451/551 Micro-enterprises in Developing Areas (4)

NOTE: Though EC 414 Public & Private Investment Analysis (4) was approved as an undergraduate course, EC 514 was withdrawn because it duplicates FinL 552.

New Course Proposals (cont.)

EC 595 Application of Advanced Econometrics (4)

This course covers applications of financial time series for forecasting and simulation. Both classical and modern approaches of time series analysis are discussed. The classical approach of time series analysis emphasizes techniques of moving average, proper differencing, and autocorrelation adjustment in order to identify and estimate the data structure. The modern approach examines the time series by testing the unit roots and by checking the regression relationship. Prerequisite: EC 570, 571.

EC 591 Applications of Advanced Microeconomic Theory (4)

This course will apply theories of consumer and producer behavior to a variety of real world problems. Different sub-disciplines on microeconomics will be covered, which may include two or three of the following: Information Economics, Environmental Economics, Economics of Regulation, Industrial Organization, Law and Economics, Natural Resource Economics, Labor Economics, Regional Economics, Urban Economics and the Economics of Contracting. For each sub-discipline covered by the course, the most important economic model will be discussed and a review of major research studies and techniques will be undertaken. Prerequisite: EC 576

EC 590 Applications of Advanced Macroeconomic Theory (4)

This course coverage includes current topics of interest in macroeconomics. The focus is on the applications of neoclassical and Keynesian theories of macroeconomic theory to a variety of real world problems. The various sub-disciplines of macroeconomics that may be covered include: Financial Economics, Monetary Economics, Economic Growth Models, Labor Economics, Public Finance, International Economics and Radical Macroeconomic Thought. Prerequisite: EC 575

*EC 527 Applied Energy Economics (4)

This course covers applications of microeconomics to energy. Consumer behavior, demand, production, costs, market structure, and price theory (including tariff design). Prerequisite: Bachelor's Degree or consent of instructor.

*EC 528 Energy Modeling (4)

This course covers applications of energy modeling. Optimization with Linear Programming as well as statistical models including regression analysis and econometrics. Prerequisites: Bachelor's Degree or consent of instructor.

*EC 529 Energy Regulations & Policy (4)

This course covers the creation and enforcement of legislation as it affects the production, distribution, and consumption of energy. Social and economic forces along with technical changes are examined for their roles in the creation of regulations for the energy industry. Current policy issues, such as de-regulation of the energy industry, are analyzed. Prerequisites: Bachelor's Degree or consent of instructor.

*EC 530 Energy Economics Practicum (4)

Students will take classroom knowledge into the field. A current topic in Energy Economics and/or policy will be selected. Students will work with private and public agencies, collecting and processing information, and offering advice on improvements in the energy industry. Prerequisites: EC 527, 528.

* The last four new course proposals constitute the Applied Energy Economics Certificate which is expected to be self-supporting. In the aggregate, the effect on department resources (i.e., faculty teaching loads and budget) is neutral.

MA / MS Economics Program Change

Existing Program:

52 credit hours (13 course in which a maximum of six 400/500 level courses are allowed). Each student completes a three-course core requirement (EC 570 Econometrics, EC 575 Advanced Microeconomics, EC 576 Advanced Macroeconomics) (12 credits), research methods and project (8 credits), and major elective courses (32 credits from a long list of possible electives). Upon completion of the program, each student must take the comprehensive exam on core theory courses and write a field project.

Proposed Program:

52 credit hours (11 courses and a research project). Each student completes an eight-course core requirement (32 credits), a research project (8 credits), and 3 major elective courses (12 credits). The research project will normally be undertaken in the student's second year of study, after completion of course requirements. A working knowledge of mathematics and statistical methods is required for all students; this requirement may be fulfilled by examination or successful completion of approved coursework.

Proposed Core Requirements:

EC 560 History of Economic Thought (4) (existing course)
 EC 576 Advanced Microeconomics (4) (existing course)
 EC 570 Econometrics (4) (updated course description)
 EC 575 Advanced Macroeconomics (4) (existing course)
 EC 571 Advanced Econometrics (4) (updated course description)
 EC 590 Applications of Advanced Microeconomics (4) (new course)
 EC 591 Applications of Advance Macroeconomics (4) (new course)
 EC 595 Advanced Econometrics (4) (new course)

EC 596 Research Project I (4) (existing course)
 EC 597 Research Project II (4) (new course)

B. Graduate Certificate in Applied Energy Economics (Economics Dept. - CLAS)

Portland has the highest per capita jobs in the Energy Sector in the US. Program is targeted towards individuals working in or desiring to work in the field of Energy Economics and Policy. Proposed program builds upon existing, cooperative partnerships between PSU and the energy sector, both public and private. Local industry and professional groups have requested that PSU offer this program. Only two other similar programs exist in the country (U. of California, Berkeley, University of Pennsylvania). Projected student demand per year is 30. Industry has expressed the willingness to assist with adjunct instructors and financial support to make the program self-sustaining in financial terms.

This is a 16 credit hour graduate certificate program taught over one year. Courses include:

EC 527 Applied Energy Economics (4)
 EC 528 Energy Modeling (4)
 EC 529 Energy Regulations & Policy (4)
 EC 530 Energy Economics Practicum (4) (See descriptions in part A above.)

C. Graduate Certificate in Earth and Space Sciences for K-12 Educators
(Geology Dept – CLAS)

This program provides practicing teachers with the opportunity to upgrade their geoscience credentials while they continue to hold their full time jobs, and may also be taken as part of the MST Degree in Science/Geology.

This is a 24 credit hour graduate certificate program that includes the following courses:

4 credits: G 510 Integrated Geoscience Concepts for Educators

8 credits from among the following courses in Earth Processes and Society (4 credits each):

- G 543 Ground Water Geology
- G 547 Environmental Sediment Transport
- G 557 Volcanoes and Earthquakes
- G 560 Morphology and Genesis of Soils
- G 561 Environmental Geology
- G 565 Glacial Geomorphology
- G 570 Engineering Geology
- G 574 Geomorphic Processes

6 credits from among the following courses in Field Science:

- G 551 Geology of Portland (2)
- G 552 Geology of the Oregon Country (4)
- G 554 Cascade Volcanoes (1) (can repeat)
- G 582 Field Geology II (3)
- G 508 Workshop in GPS (1)

4 credits from among the following courses in Space Science:

- G 556 Astrogeology (4)
- G 541 Astrobiology (4) (recently approved new course)
- Ph 510 On-line Astronomy for Educators (4)

2 independent study credits:

- G 505 Reading and Conference (2)
- G 508 Practicum (2)

D. Graduate Certificate in Applied Statistics (Department of Mathematical Sciences – CLAS)

In cooperation with the Interdisciplinary Faculty in Applied Statistics (IFAS), the mathematics department proposes a graduate certificate program in applied statistics to provide a companion credential for students in PSU graduate programs that have demonstrated expertise in methods and techniques for the quantitative analysis and modeling of data appropriate to their particular disciplines.

This is a 24 credit hour graduate certificate program that includes the following:

- (1) Stat 564 Applied Regression Analysis (3)
- Stat 565, 566 Experimental Design: Theory and Methods (3 credits each)

(2) A minimum of 12 credit hours from the following course list (subject to updating):

CE 566 Environmental Data Analysis
 EC 570, 571 Econometrics, Advanced Econometrics
 EC 572 Econometric Forecasting and Simulation
 EE 565 Signals and Noise
 ESR 529 Applied Environmental Statistics
 ME 588 Design of Experiments
 ME 587 Statistical Process Control
 MTH 567, 568 Applied Probability Models I, II
 PA 551 Data Analysis and Statistics for PA
 PA 552 Statistical Modeling in PA
 PSY 523 Quantitative Methods III
 PSY 524 Quantitative Methods IV
 PSY 594 Mathematical Models in Psychology
 SOC 586 Applied Survey Research
 SOC 593 Quantitative Methods
 USP 532 Data Collection
 USP 534 Data Analysis

(3) three terms of statistical consulting, Stat 509 Practicum (1 credit each), as offered through the Statistics Consulting Laboratory. This will provide the student with direct experience with real statistical problems.

Admitted students will be assigned an advisor from among the IFAS faculty to develop and monitor a suitable program of study.

E. Master of Engineering in Systems Engineering (School of Engineering & Applied Sciences)

The Master of Engineering in Systems Engineering, requested by OUS to meet immediate education needs of PSU's engineering industry partners, was approved in Spring 1998. Subsequently, the external review team recommended a number of changes to strengthen the degree program. These are all Web-based courses. No additional resources are requested, given that the program is self-supporting. The following five new course proposals are requested:

(1) New Course Proposals

SYSE 591 Systems Engineering Approach (4) Required
 Engineering of complex hardware, software systems encompasses quantitative methods to understand vague problem statements, determine what a proposed product/system must do (functionality), generate measurable requirements, decide how to select the most appropriate solution design, integrate the hardware and software subsystems and test the finished product to verify it satisfies the documented requirements. Additional topics that span the entire product life cycle include interface management and control, risk management, tailing of process to meet organizational and project environments, configuration management, test strategies and trade-off studies. Prerequisite: Consent of Instructor.

Note: This replaces SYSE 513: Systems Approach, which is dropped. The new initial course is more focused and specific to program learning goals.

SYSE 590 Integrative Workshop (4) Required

Systems Engineering is an acquired behavior to be developed throughout the Masters degree program. Students and faculty advisors will engage in creative workshop activities integrating technical specialty skills and project experience invoking systems engineering applications of communication, synthesis and creativity, team building, problem solving, management of time and resources, and system life-cycle thinking. A student portfolio will document the program plan and document that the desired behavioral change is taking place. Prerequisite: Consent of Instructor

Note: Students develop a portfolio of their experiences and learning beyond the course work and internship/project completed during the student's program. Involvement in online chat room discussions are monitored, and reflective and self-evaluative activities are documented. Students are graded on P/NP basis.

SYSE 595 Hardware-Software Integration (4) Required

Systems Engineering is applied to the integration of hardware-software systems, focusing on embedded computer products development and information technology systems. Factors that affect the selection of hardware and software solutions in design will be examined, as well as the use of trade studies to optimize the efficiency of integration issues. Techniques for partitioning of system-level functions and requirements to hardware/software components will be provided, as will practical guidance, through case studies, process templates and design check-lists. Prerequisite: Basic understanding of hardware and software development.

SYSE 561 Logistics Engineering (4) New Elective

This course will concentrate on logistics from a systems engineering perspective. Systems will include a mix of products and processes, materials, equipment, software, people, data, information, and services within some form of hierarchy. The design for supportability/serviceability, the production and effective distribution for customer use, and the sustaining maintenance will be addressed on a total system life-cycle basis, with particular emphasis in the early phases of the development of new systems and/or reengineering of existing systems. Prerequisite: Basic knowledge of systems engineering concepts and statistics.

SYSE 573 Requirements Engineering (4) New Elective

This course provides the knowledge and skills necessary to translate needs and priorities into system requirements and develop derived requirements, which together form the starting point for engineering of complex hardware, software systems. The student will develop an understanding of the larger context in which requirements for a system are developed, and learn about trade-offs between developing mission needs or market opportunities first versus assessing available technology first. Techniques for translating needs and priorities into an operational concept and then into specific functional and performance requirements will be presented. The student will assess and improve the usefulness of requirements, including such aspects as correctness, completeness, consistency, measurability, testability and clarity of documentation. Case studies, many involving software-intensive systems will be used.

Prerequisite: SYSE 591

(2) Master of Engineering in Systems Engineering – Minor Program Changes

This remains a 45 credit hour degree program. The 4 credit SYSE 590 Integrative Workshop replaces the 4 credits initial assigned for writing up the 9-credit internship/project each student must complete.

Students are required to take only one modeling course (SYSC 514 System Dynamics; SYSC 527 Discrete System Simulation; SYSC 529 Process Modeling and Simulation) rather than two.

SYSE 595 Hardware-Software Integration is now part of the core requirements.

G. Graduate Certificate in Systems Engineering Fundamentals
(School of Engineering & Applied Sciences)

This graduate certificate program would be one of seven acknowledged by the International Council on Systems Engineering (INCOSE), and well received by the Systems Engineering community as a desirable credential. This also fulfills the State legislature's request to see the development of more technical courses / programs to meet industry needs.

This 16 credit hour graduate certificate in Systems Engineering Fundamentals includes:

SYSE 591 Systems Engineering Approach (4)

One of the following three modeling courses:

SYSC 514 System Dynamics (4)

SYSC 527 Discrete System Simulation (4)

SYSC 529 Process Modeling and Simulation (4)

EMGT 540 Operations Research in Engineering Management (4)

SYSE 595 Hardware-Software Integration (4)

April 7, 2000

MEMO TO: Faculty Senate

FROM: Sherril Gelmon, UCC Chair

RE: Materials for Approval Regarding Freshman Inquiry

Freshman Inquiry submitted proposals from 3 FRINQs; these are all repeat offerings from last year, and the submissions respond to UCC's concerns from 1999.

- a. Knowledge, Art and Power: learning objectives are now more concrete, and percentage allocations for assessment of student learning are explicit. Recommended for approval.
- b. Human=Nature: Exploring the Equation: learning objectives are more concrete; methods and percentage allocation for student learning assessment strategies have been added; assignments and assessment plan are explicitly linked to UNST goals. UCC noted that this is an excellent proposal and recommended that others follow the format of this proposal in future, in particular with respect to explicitly setting out the assignments across all terms for each of the goals. Recommended for approval.
- c. Metamorphoses: Learning objectives are now more concrete. Recommended for approval.

April 3, 2000

MEMO TO: Faculty Senators
FROM: Sherril Gelmon, Curriculum Committee and Bob Eder, Graduate Council
RE: Future Senate Consideration of Curricular Materials

There has been considerable discussion about the scope and content of materials to be brought before the Faculty Senate by University Curriculum Committee and Graduate Council. We would like your input on the kinds of materials to be brought forward for Senate approval as compared to those that can be dealt with administratively by the respective committees. We would also like your input regarding the extent of documentation you would like to receive for those items brought to the Senate for approval.

We invite you to respond to us over the next two weeks so that we can draft a recommendation to be brought to the Senate before the end of this academic year, to take effect for 2000-2001. Please note that requests for documentation will likely necessitate changing the University's documentation for faculty submitting materials for curricular review in order to streamline the various steps from faculty preparation through the various levels of review (departmental, college/school, university) prior to reaching the Senate.

If you would like to offer comments, please return this form by campus mail to Sherril Gelmon (PA) or Bob Eder (SBA) by April 17th. Thank you for your input.

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Category of curricular action	*Do not bring to Senate	*Do bring this to Senate	Documentation required by Senate
1. Approval of new courses			
2. Approval of course changes			
3. Approval of course drops			
4. Approval of new programs			
5. Approval of program changes			

*NOTE: The PSU Faculty Constitution currently specifies that all program and course proposals/changes recommended by the Curriculum Committee and Graduate Council be forwarded to and approved by the Faculty Senate, and such approval is subject to veto by the PSU Faculty.

S. Andrews-Coffin