Faculty Senate Monthly Packet May 2000

Portland State University Faculty Senate

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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 Committee 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) Determination of Divisional Representation

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 Committee 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) 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
andrewscolliers@pdx.edu • 341 CH • (503) 725-4416/Fax 725-4499
Minutes:

Faculty Senate Meeting, April 3, 2000

Presiding Officer: Barbara Sestak
Secretary: Sarah E. Andrews-Collier

Members Present:

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:

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:


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 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 MOTON PASSED by unanimous voice vote.

Minutes, Faculty Senate April 3, 2000
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 Intnl. Studies and Intnl. 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 Intnl. Studies and Intnl. 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 Intnl. Affairs in OAA. BRENNAN 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.

Minutes. Faculty Senate April 3, 2000
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.


THE MOTION PASSED by unanimous voice vote.


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.


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.


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."

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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.

LATIO.LAIS 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...
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

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).
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
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 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:

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

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)

<table>
<thead>
<tr>
<th>Biennium</th>
<th>PIT</th>
<th>CORP</th>
<th>TOTAL</th>
<th>Mar-00 General Fund*</th>
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</thead>
<tbody>
<tr>
<td>1999-01</td>
<td>-865.7</td>
<td>-68.1</td>
<td>-933.8</td>
<td>10,013</td>
</tr>
<tr>
<td>2001-03</td>
<td>-1,593.2</td>
<td>-434.5</td>
<td>-2,027.7</td>
<td>11,135</td>
</tr>
<tr>
<td>2003-05</td>
<td>-1,746.8</td>
<td>-340.7</td>
<td>-2,087.5</td>
<td>12,509</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>FY</th>
<th>PIT</th>
<th>CORP</th>
<th>TOTAL</th>
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<tr>
<td>2000-01</td>
<td>-865.7</td>
<td>-68.1</td>
<td>-933.8</td>
</tr>
<tr>
<td>2001-02</td>
<td>-809.9</td>
<td>-267.0</td>
<td>-1,076.9</td>
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<tr>
<td>2002-03</td>
<td>-783.3</td>
<td>-167.5</td>
<td>-950.8</td>
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<tr>
<td>2003-04</td>
<td>-841.1</td>
<td>-169.0</td>
<td>-1,010.1</td>
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<tr>
<td>2004-05</td>
<td>-905.7</td>
<td>-171.7</td>
<td>-1,077.4</td>
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</table>

<table>
<thead>
<tr>
<th>Biennium</th>
<th>PIT</th>
<th>CORP</th>
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<tbody>
<tr>
<td>1999-01</td>
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<td>-340.7</td>
<td>-2,087.5</td>
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</tbody>
</table>

LRO TOTAL IMPACT 3-00 2/23/00
### Revenue Impact of Sizemore 2000 Ballot Initiative
#### (Full Deductibility of Federal Income Taxes)

<table>
<thead>
<tr>
<th>Biennium</th>
<th>PIT</th>
<th>CORP</th>
<th>TOTAL</th>
<th>General Fund*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-01</td>
<td>-865.7</td>
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</table>

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

### Oregon Tax vs. Federal Tax Comparison

#### Tax Year 2000

<table>
<thead>
<tr>
<th>TOTAL INCOME</th>
<th>OREGON TAX</th>
<th>FEDERAL TAX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of Total</td>
<td>% of Total</td>
</tr>
<tr>
<td></td>
<td>OR Tax</td>
<td>OR Tax</td>
</tr>
<tr>
<td></td>
<td>Reduction</td>
<td>Reduction</td>
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</table>

**ALL RETURNS**

<table>
<thead>
<tr>
<th>Income Range</th>
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<th>RETURNS (#)</th>
<th>% of TOTAL</th>
<th>CURRENT ($,000)</th>
<th>PROPOSED ($,000)</th>
<th>CHANGE ($,000)</th>
<th>OR Tax (% of OR TAX)</th>
<th>Proposed OR Tax (% of OR Tax)</th>
<th>OR Tax Reduction (%)</th>
<th>Proposed OR Tax Reduction (%)</th>
<th>Federal Tax Reduction (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL RETURNS</td>
<td>1,635,526</td>
<td>100%</td>
<td>4,181,376</td>
<td>3,511,337</td>
<td>-670,039</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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**SINGLE RETURNS**

<table>
<thead>
<tr>
<th>Income Range</th>
<th>TOTAL INCOME</th>
<th>RETURNS (#)</th>
<th>% of TOTAL</th>
<th>CURRENT ($,000)</th>
<th>PROPOSED ($,000)</th>
<th>CHANGE ($,000)</th>
<th>OR Tax (% of OR TAX)</th>
<th>Proposed OR Tax (% of OR Tax)</th>
<th>OR Tax Reduction (%)</th>
<th>Proposed OR Tax Reduction (%)</th>
<th>Federal Tax Reduction (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL RETURNS</td>
<td>739,273</td>
<td>100%</td>
<td>969,034</td>
<td>858,575</td>
<td>-110,459</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**JOINT RETURNS**

<table>
<thead>
<tr>
<th>Income Range</th>
<th>TOTAL INCOME</th>
<th>RETURNS (#)</th>
<th>% of TOTAL</th>
<th>CURRENT ($,000)</th>
<th>PROPOSED ($,000)</th>
<th>CHANGE ($,000)</th>
<th>OR Tax (% of OR TAX)</th>
<th>Proposed OR Tax (% of OR Tax)</th>
<th>OR Tax Reduction (%)</th>
<th>Proposed OR Tax Reduction (%)</th>
<th>Federal Tax Reduction (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL RETURNS</td>
<td>896,253</td>
<td>100%</td>
<td>3,212,342</td>
<td>2,652,762</td>
<td>-559,580</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Average OR Tax Change TI < $100,000: -$136
Average OR Tax Change TI > $100,000: -$4,420
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.
ARTICLE IV. ORGANIZATION OF THE FACULTY.

Section 4. Faculty Committees

4.m) Standing Committees and Their Functions.

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.

PSU Faculty Senate
May 1, 2000
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.

PSU Faculty Senate
May 1, 2000
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANTH/BST/HST 319U/INTL 399U</td>
<td>Traditional Cultures of Africans</td>
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<tr>
<td>ANTH/BST 362U</td>
<td>African Prehistory</td>
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<tr>
<td>BST 470U/Arh 426U/INTL 410U</td>
<td>African Art</td>
</tr>
<tr>
<td>BST 305U/HST 312U/INTL 399U</td>
<td>African History Before 1800</td>
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<td>BST 306U/HST 313U/INTL 399U</td>
<td>African History Since 1800</td>
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<td>African Music and Festivals</td>
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<td>BST 406U</td>
<td>Caribbean Overseas Program</td>
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<td>BST 410U/ENG 420U/INTL 410U</td>
<td>Caribbean Literature</td>
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<td>BST 414U</td>
<td>Racism</td>
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<td>BST 422U/ENG 421U</td>
<td>African Fiction</td>
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<td>BST 424U</td>
<td>African-American/African Culture in Cinema</td>
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<td>Black Cinema in the 1970's</td>
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<td>Contemporary African-American Cinema</td>
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<td>African-American Films and Film Makers</td>
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<td>Topics in African/Caribbean History &amp; Culture</td>
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<td>African Development Issues</td>
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<td>GEOG 354U</td>
<td>Geography of Africa</td>
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<td>MUS 374U</td>
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### AMERICAN STUDIES

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<td>American Culture</td>
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<td>Race and Ethnicity</td>
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<td>ANTH417U</td>
<td>Indians of North America</td>
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<td>ARH 486U</td>
<td>American Art and Architecture: Colonial Period</td>
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<td>ARH 487U</td>
<td>American Art and Architecture: Jacksonian to 20th Century</td>
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<td>American Women Writers</td>
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<td>ENG 447U</td>
<td>Major Forces in Literature: American Sentimentalism</td>
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<td>Geology and National Parks</td>
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<td>HST/WS 343U</td>
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<td>Women and Gender in America (Women 1865 to present)</td>
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<td>State and Local Politics</td>
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<td>Women and Film</td>
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<td>The Language of Violence</td>
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<td>Multicultural Theater</td>
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<td>TA 331U</td>
<td>20th Century American Theater &amp; Drama</td>
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<td>USP 385U</td>
<td>History of American Cities</td>
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<td>WS 410U</td>
<td>Power and Knowledge</td>
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<td>ANTH 350U</td>
<td>Archaeological Method and Theory</td>
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<td>Mesoamerican Prehistory</td>
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<td>ANTH 368U</td>
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<td>ArH 451U</td>
<td>Ancient Art: Prehistoric and Egyptian</td>
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<td>ArH 452U</td>
<td>Ancient Art: Mesopotamian, Aegean, Greek through Archaic</td>
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<td>Ancient Art: Greek from Classical Period, Etruscan &amp; Roman</td>
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<td>BST 406U</td>
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<td>BST 450U</td>
<td>Topics: Caribbean Archaeology, Overseas Experience</td>
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<td>G 399U</td>
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<td>G 399L</td>
<td>Survey Methods for Archaeology - Lab Section</td>
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<td>GEOG 366U</td>
<td>Historical Geography of North America</td>
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<td>HST 315U</td>
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<td>Roman History</td>
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<td>Ancient Near East &amp; Egypt</td>
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<td>Topics in Greek History</td>
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<td>HST 412U</td>
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<td>ANTH 312U</td>
<td>Southeast Asian Societies and Cultures</td>
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<td>ANTH 316U</td>
<td>Traditional East Asia</td>
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<td>ANTH 446U</td>
<td>Chinese Culture and Society</td>
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<td>ArH 311U</td>
<td>History of Asian Art: Indian and Indonesian</td>
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<td>History of Asian Art: Chinese</td>
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<td>History of Asian Art: Japanese</td>
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<td>ArH 321U</td>
<td>Survey of Korean Art</td>
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<td>ArH 411U</td>
<td>Chinese Buddhist Art</td>
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<td>Japanese Buddhist Art</td>
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<td>Issues in Asian Art</td>
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<td>Chinese Painting</td>
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<td>ArH 423U</td>
<td>Japanese Painting</td>
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<td>ArH 426U</td>
<td>Modern Japanese Painting</td>
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<td>CHN 341U/HST 399U</td>
<td>Topics in Chinese Literature and Thought</td>
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<td>CHN 342U/ENG 399U</td>
<td>Chinese Vernacular Literature [Traditional]</td>
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<td>CHN 343U</td>
<td>Chinese Vernacular Literature in (Modern)</td>
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<td>EC 410U</td>
<td>Economic Systems of the Western Pacific Rim</td>
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<td>GEOG 352U</td>
<td>The Himalayas and Tibet</td>
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<td>GEOG 353U</td>
<td>Pacific Rim</td>
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<td>HST 320U</td>
<td>East Asian Civilization</td>
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<td>HST 321U</td>
<td>Modern East Asia</td>
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<td>HST 399U</td>
<td>Traditional Southeast Asia</td>
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<td>Modern Southeast Asian</td>
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<td>HST 420U</td>
<td>Topics in Early Japanese History</td>
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<td>HST 421U</td>
<td>Topics in the History of Early Modern Japan</td>
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<td>HST 423U</td>
<td>Topics in Chinese Social History</td>
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<td>HST 424U</td>
<td>Topics in Chinese Thought and Religion</td>
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<td>HST 425U</td>
<td>Modern China</td>
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<td>JPN 341U</td>
<td>Topics in Japanese Literature: Introduction to Classical and Medieval Japanese Literature</td>
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<td>JPN 342U</td>
<td>Topics in Japanese Literature: Introduction to Early Modern and Modern Japanese Literature</td>
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<td>JPN 361U</td>
<td>Japanese Literature Through Film</td>
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<td>JPN 410U</td>
<td>Japanese Traditional Drama</td>
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<td>PS 466U/INTL 410U</td>
<td>Politics of East Asia</td>
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<td>PS 468U</td>
<td>International Politics of East Asia</td>
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**CLASSIC GREEK CIVILIZATION**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ArH 451U</td>
<td>Ancient Art: Ancient Near Eastern Art and Architecture</td>
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<td>ArH 452U</td>
<td>Ancient Art: Greek Art and Architecture (to Archaic Period)</td>
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<tr>
<td>ArH 453U</td>
<td>Ancient Art: Greek Art and Architecture (Classical to Hellenistic)</td>
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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 418U 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 Chicano/Latino Communities
EC 399U Public and Private Investment
ENG 390U Literary Utopian Communities
ESR 395U Understanding the Environment
ESR 396U Understanding Environmental Conservation
GEOG 332U Urban Geography
GEOG 410U Urban Natural Resources
GEOG 452U Sense of Place
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 427U Concepts of Community Development
USP 428U Neighborhood Conservation and Change

CULTURE OF PROFESSIONS

ARCH/ASC 410U Developing as a Professional
ARCH 340U Profession of Architecture
EC 399U Quantification for the Professions and Society
ENG 390U Private and Public Investment
ENG 398U Literature and Medicine in the Community
EPFA 410U Socialization Across Professions
HST 397U Science in Society
HST 398U American Colleges and Universities
HST 410U Culture of Diplomacy
HST 448U Topics in the History of American Professions: American Technology
HST 448U Topics in the History of American Professions: American Medicine in the 20th Century
HST 448U Topics in the History of American Professions: American Lawyering
HST 448U Topics in the History of American Professions: Foundations of American Medicine
PHL 390U Professional Ethics
PHL 455U Health Care Ethics
SCI 390U Gender and Science
SCI 395U Biopolitics
SP 313U Communication in Groups
TA 410U Professionalism in the Arts
SW 399U Helping Professions and the Welfare State
WR 410U Discourse of the Professions
WE 410U Power and Knowledge

ENVIRONMENTAL SUSTAINABILITY

ARCH 367U Fundamentals of Environmental Design
ARCH 389U Towards Sustainable Architecture
CH 371U Environmental Chemistry
ESR 365U Understanding the Environment
ESR 395U Understanding Environmental Conservation
GEOG 345U Resource Management
GEOG 455U Minerals and World Affairs
GEOG 460U Environmental Writing: Ecology of Malheur National Wildlife Refuge
GEOG 336U Environment and History
GEOG 381U Environmental Ethics
GEOG 386U Modern Ideologies
SCI 331U/332U Atmospheric Interactions I & II
SCI 335U/336U Water in the Environment I & II
SCI 341U Population Trends and Policy
SOC 313U Urban Planning: Environmental Issues

EUROPEAN STUDIES

AHF 481/482U Nineteenth Century Art
ENG 399U Literature between the Wars
ENG/HST 410U/GER 441U Major Works: Variety of Topics
EC 445U Comparative Economic Systems
EC 447U Transitional Economics
FR 441/442U French Literature in Translation
GER 441/442U German Literature in Translation
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<td>English History: England 18th - 20th Century</td>
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<td>HST 360U</td>
<td>French Revolution and Napoleon</td>
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<td>HST 398U</td>
<td>European Enlightenment</td>
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<td>HST 452U</td>
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<td>HST 457U/458U</td>
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<td>Russian Cultural and Intellectual History</td>
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<td>PS 356U</td>
<td>Western European Politics</td>
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<td>RUS 330U</td>
<td>Russian Culture &amp; Civilization</td>
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<td>RUS 411U/412U</td>
<td>Russian Literature in Translation</td>
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<td>Spanish Literature in Translation</td>
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**FAMILY STUDIES CLUSTER**

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<td>Psychological Development of African American Children</td>
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<td>American Family History</td>
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<td>HST 415U</td>
<td>Topics in Greek History</td>
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<td>PHE 363U</td>
<td>Health Promotion Programs for Children and Youth</td>
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<td>PSY 311U</td>
<td>Human Development</td>
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<td>PSY 456U</td>
<td>Infant Development</td>
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<td>PSY 481U</td>
<td>Psychology of Adolescence</td>
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<td>SOC 334U</td>
<td>Marriage and Intimacy</td>
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<td>SP 218U</td>
<td>Interpersonal Communication</td>
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<td>SW 301U</td>
<td>Introduction to Social Work</td>
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<td>SW 407U</td>
<td>Issues in Child Welfare</td>
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**FREEDOM, PRIVACY, AND TECHNOLOGY**

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<td>BI 341U</td>
<td>Introduction to Genetics</td>
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<td>CS 410U</td>
<td>Cryptography</td>
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<td>HST 330U</td>
<td>American Revolution/Constitution 1763-1789</td>
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<td>U.S. in the 19th Century</td>
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<td>French Revolution and Napoleon</td>
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<td>Topics in the History of American Professions: American Technology</td>
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<td>France in the Revolution</td>
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<td>Elementary Ethics</td>
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<td>PHL 206U</td>
<td>Science and Pseudoscience</td>
</tr>
<tr>
<td>PHL 208U</td>
<td>Business Ethics</td>
</tr>
<tr>
<td>PHL 213U</td>
<td>Life and Death Issues</td>
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<tr>
<td>PHL 310U</td>
<td>Environmental Ethics</td>
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<tr>
<td>PHL 311U</td>
<td>The Morality of Punishment</td>
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<tr>
<td>PHL 407U</td>
<td>Bioethics in Health Care</td>
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<tr>
<td>PHL 355U</td>
<td>Health Care Ethics</td>
</tr>
<tr>
<td>PS 325U</td>
<td>Politics and the Legal Enforcement of Morals</td>
</tr>
<tr>
<td>PS/AWS 380U</td>
<td>Women and Politics</td>
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<tr>
<td>PS 425U/WS 424U</td>
<td>Women and the Law</td>
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<tr>
<td>SCI 355U</td>
<td>Biopolitics</td>
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<tr>
<td>SCI 361U</td>
<td>Science: Power-Knowledge</td>
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<tr>
<td>SCI 363U</td>
<td>Ethics in Science</td>
</tr>
<tr>
<td>WS 399U</td>
<td>Genes and Society</td>
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**GLOBAL ENVIRONMENTAL CHANGE**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CH 371U</td>
<td>Environmental Chemistry</td>
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<tr>
<td>GEOG 311U</td>
<td>Climatology</td>
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<tr>
<td>GEOG 312U</td>
<td>Climate Variability</td>
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<tr>
<td>GEOG 313U</td>
<td>Biogeography</td>
</tr>
<tr>
<td>GEOG 322U</td>
<td>Mountains</td>
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<tr>
<td>GEOG 346U</td>
<td>World Population and Food Supply</td>
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<tr>
<td>GEOG 347U</td>
<td>Environmental Issues and Action</td>
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<tr>
<td>G 351U</td>
<td>Oceanography</td>
</tr>
<tr>
<td>G 398U/485U</td>
<td>Field Methods in Archaeology</td>
</tr>
<tr>
<td>G 399U</td>
<td>Geology of National Parks</td>
</tr>
<tr>
<td>G 455U</td>
<td>Geology and the History of Hawaii</td>
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<tr>
<td>G 456U</td>
<td>Astrobiology</td>
</tr>
<tr>
<td>G 410U</td>
<td>Environmental Writing: Ecology of Malheur National Wildlife Refuge</td>
</tr>
<tr>
<td>G 430U</td>
<td>Life in the Past</td>
</tr>
<tr>
<td>G 457U</td>
<td>Geology of the Oregon Country</td>
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<tr>
<td>G 458U</td>
<td>Minerals and World Affairs</td>
</tr>
<tr>
<td>G 459U</td>
<td>Astrogeology</td>
</tr>
<tr>
<td>HST 338U</td>
<td>The Environment and History</td>
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<tr>
<td>PHL 310U</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>PH 375U</td>
<td>The Earth's Atmosphere</td>
</tr>
<tr>
<td>SOC 334U</td>
<td>Globalization</td>
</tr>
<tr>
<td>SOC 341U</td>
<td>Population Trends and Policy</td>
</tr>
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</table>
HEALTHY PEOPLE/HEALTHY PLACES

AJ 330U  Crime Control Strategies
ENG 308U  Literature and Medicine in the Community
EPFA 456U/USP 454U  Urban Schools and At Risk Status
PHE 326U  Drug Education
PHE 346U  Crime, Violence, and Personal Safety
PHE 356U  Consumer Health
PHE 443U  Environmental Health
PHE 446U  Community Health Principles
PHE/WS 410U  Women's Health: Social and Biological Perspectives
SW 407U  Community Based Interventions
USP 319U  Urban Planning: Environmental Issues
USP 339U  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  The History of Race in the New World
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  20th 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 398U  Early Medieval Civilization
FR 341U  Introduction to French Literature I [taught in French]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FR 441U</td>
<td>Major Works in Translation (when appropriate)</td>
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<tr>
<td>FR 442U/WS 410U</td>
<td>Medieval Works in Translation</td>
</tr>
<tr>
<td>GER 341U</td>
<td>Introduction to German Literature I (taught in German)</td>
</tr>
<tr>
<td>GER 442U</td>
<td>Medieval Works in Translation</td>
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<tr>
<td>HST 350U</td>
<td>English History I</td>
</tr>
<tr>
<td>HST 355U</td>
<td>Early Medieval Europe</td>
</tr>
<tr>
<td>HST 356U</td>
<td>Late Medieval Europe</td>
</tr>
<tr>
<td>HST 359U</td>
<td>England in the Dark Ages</td>
</tr>
<tr>
<td>HST 407U</td>
<td>Seminar (when content is appropriate to cluster)</td>
</tr>
<tr>
<td>HST 450U</td>
<td>Medieval England</td>
</tr>
<tr>
<td>HST 475U</td>
<td>Russian History, 800-1700</td>
</tr>
<tr>
<td>SPAN 341U</td>
<td>Introduction to Hispanic Literature I (taught in Spanish)</td>
</tr>
<tr>
<td>SPAN 441U</td>
<td>Major Works in Translation (when content is appropriate to cluster)</td>
</tr>
<tr>
<td>TA 471U</td>
<td>Theater History: Medieval/Renaissance Drama</td>
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**MIDDLE EAST STUDIES**

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<th>Course Code</th>
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<tbody>
<tr>
<td>AR 441U</td>
<td>Major Arabic Works in Translation</td>
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<tr>
<td>EC 445U</td>
<td>Comparative Economic Systems</td>
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<tr>
<td>EC 450U</td>
<td>Third World Economic Development</td>
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<tr>
<td>ENG 308U</td>
<td>Cultural Studies in Literature: Post-Colonial Literature</td>
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<tr>
<td>ENG 410U</td>
<td>Trans-National Literature</td>
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<tr>
<td>HST 315U</td>
<td>Greek History</td>
</tr>
<tr>
<td>HST 385U</td>
<td>Middle East in Modern Times: 19th and Early 20th Century</td>
</tr>
<tr>
<td>HST 386U</td>
<td>Middle East in Modern Times: 20th Century</td>
</tr>
<tr>
<td>HST 407U</td>
<td>The Ottoman 16th Century</td>
</tr>
<tr>
<td>HST 410U</td>
<td>Ancient Egypt</td>
</tr>
<tr>
<td>HST 418U</td>
<td>Topics in Roman History</td>
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<tr>
<td>HST 485U</td>
<td>The Ottoman World</td>
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<tr>
<td>HST 486U</td>
<td>Modern Turkey</td>
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<tr>
<td>HST 487U</td>
<td>Palestine and Israel</td>
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<td>HST 488U</td>
<td>Modern Arabia</td>
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<tr>
<td>HST 495U</td>
<td>Comparative World History</td>
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<tr>
<td>INTL 389U</td>
<td>Model Arab League</td>
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<tr>
<td>INTL 401U/TUR 401U/WS 410U</td>
<td>Women in the Middle East</td>
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<tr>
<td>PS 361U</td>
<td>Introduction to the Politics of the Middle East</td>
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<tr>
<td>PS 407U</td>
<td>The Arab-Israeli Conflict</td>
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<tr>
<td>PSY 410U</td>
<td>The Politics of North Africa</td>
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<tr>
<td>SOC 483U</td>
<td>Sociology of the Middle East</td>
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<td>TUR 410U</td>
<td>Contemporary Turkish Culture</td>
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**MORALITY**

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<th>Course Code</th>
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<tbody>
<tr>
<td>PHL 202U</td>
<td>Elementary Ethics</td>
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<tr>
<td>PHL 205U</td>
<td>Business Ethics</td>
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<tr>
<td>PHL 213U</td>
<td>Life and Death Issues</td>
</tr>
<tr>
<td>PHL 310U</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>PHL 311U</td>
<td>Morality of Punishment</td>
</tr>
<tr>
<td>PHL/HST 399U</td>
<td>American Value Conflict</td>
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<tr>
<td>PHL 407U</td>
<td>Bioethics in Health Care</td>
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<td>PHL 455U</td>
<td>Health Care Ethics</td>
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<tr>
<td>PS 325U</td>
<td>Politics and the Legal Enforcement of Moars</td>
</tr>
<tr>
<td>PSY 410U</td>
<td>Psychology of Moral Development</td>
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<td>SCI 383U</td>
<td>Ethics in Science</td>
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**NINETEENTH CENTURY STUDIES**

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<tr>
<td>ArH 486/487U</td>
<td>American Art and Architecture</td>
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<tr>
<td>ArH 481U/482U</td>
<td>Nineteenth Century Art I, II</td>
</tr>
<tr>
<td>ArH 483U</td>
<td>Cultural Studies in Literature: Nineteenth Century Novel</td>
</tr>
<tr>
<td>Eng 308U</td>
<td>British Women Writers</td>
</tr>
<tr>
<td>Eng 443U</td>
<td>American Women Writers</td>
</tr>
<tr>
<td>Eng 445U</td>
<td>Major Forces in Literature (when content is appropriate to cluster)</td>
</tr>
<tr>
<td>Eng 448U</td>
<td>Major Figures in Literature (when content is appropriate to cluster)</td>
</tr>
<tr>
<td>Eng 458U/459U</td>
<td>Literature of the Romantic Period I, II</td>
</tr>
<tr>
<td>Eng 460U</td>
<td>American Literature: Beginning to 1865</td>
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<tr>
<td>Eng 463U</td>
<td>American Literature: 1865 - 1955</td>
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<tr>
<td>Eng 475/476U</td>
<td>Literature of the Victorian Period I, II</td>
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<tr>
<td>FL 448U</td>
<td>Major Figures in Literature: Dostoevsky</td>
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<tr>
<td>Fr 399/407/410U</td>
<td>Selected Topics: [e.g., French Civilization: Napoleon to WWI]</td>
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<tr>
<td>Fr 441/442U</td>
<td>French Literature in Translation</td>
</tr>
<tr>
<td>GER 410U</td>
<td>Selected Topics (when content is appropriate to cluster)</td>
</tr>
<tr>
<td>GER 441/442U</td>
<td>Major Works in Translation: German Intellectual History</td>
</tr>
<tr>
<td>HST 399U</td>
<td>Science in Society</td>
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<tr>
<td>HST 332U/333U</td>
<td>The U.S. in the 19th Century</td>
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<tr>
<td>HST 339U</td>
<td>Russian Cultural and Intellectual History</td>
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<tr>
<td>Rus 427U</td>
<td>Russian Literature of the 19th Century</td>
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<tr>
<td>Span 423U</td>
<td>Major Topics: Peninsular Poetry [taught in Spanish]</td>
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<tr>
<td>TA 471U</td>
<td>Theater History: 19th Century European Theater</td>
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<tr>
<td>Wr 325U</td>
<td>Writing About 19th Century Texts</td>
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**POPULAR CULTURE**

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<th>Course Title</th>
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<tr>
<td>ANTH 300U or W</td>
<td>Modern World in Anthropological Perspective</td>
</tr>
<tr>
<td>Eng 308U</td>
<td>Topics in Literature and Popular Culture (e.g., Fiction and Film, Practice of Everyday Life)</td>
</tr>
</tbody>
</table>
ENG 307U  Science Fiction (when content is appropriate to cluster)
ENG 308U  Cultural Studies in Literature (when content is appropriate to cluster)
ENG 309U  American Indian Literature (when content is appropriate to cluster)
ENG 410U  Folklore and Mass Media
ENG 448U  Major Figures in Literature (when content is appropriate to cluster)
HST 479U  Russian Popular Culture in the 20th Century
MUS 365U  Jazz History
MUS 366U  History of Rock Music
SP 314U  Persuasion
SP 315U/337U  Communication and Gender
SP/TA 399U  Off Hollywood
SP/TA 399U  Film Studies I
SP/TA 399U  Film Studies II
SP/TA 399U  International Film History
SP/TA 399U  American Cinema/American Culture
SP/TA 399U  The Fifties: Media and Culture
SP 399U  Gender and Race in Media
SP 399U  Film Studies III: Documentary and A.G. Film
SP 399U  Debate and Forensics
SP/TA 410U  Selected Topics: (e.g., Alternative Media, Gender and Difference in Popular Media)
SP 422U  Critical Theories of Mass Communication
SP 427U  International Communication
TA 399U  Documentary and A.G. Film
USP/PS/SP 410U  The Information City
WR 399U  Modern Travel Writing
WS/SP 410U  Gender and Difference in Popular Media

RENAISSANCE STUDIES
ArH 458U  Medieval Art, III
ArH 461U  Northern Renaissance Art
ArH 471U  Italian Renaissance Art
ArH 476U/477U  Baroque Art
ENG 410U  Loving Shakespeare: The Tragedies
ENG 411U  English Drama
ENG 430U/431U  Literature of the Renaissance
ENG 440U/441U  17th Century Literature
ENG 448U  Major Figures in Literature (when content is appropriate to cluster)
FR 341U  Introduction to French Literature
FR 441U  Major Works in Translation
FR 442U/WS 410U  Medieval Works in Translation
HST 350U  History of England, I*
HST 356U  Medieval Europe II
HST 407U  Seminar [when content is appropriate to cluster]
HST 450U  Medieval England *
HST 451U  Tudor England
HST 455U  The Renaissance
HST 458U  The Reformation
SPAN 341U  Introduction to Hispanic Literature (taught in Spanish)
SPAN 422U  Major Topics: Peninsular Drama (when content is appropriate to cluster)
SPAN 423U  Major Topics: Peninsular Poetry (when content is appropriate to cluster)
SPAN 441U  Major Works in Translation (when content is appropriate to cluster)
TA 471U  Theater History: Medieval/Renaissance Drama

SCIENCE IN THE LIBERAL ARTS
Sci 311U/312U  Teaching Everyday Science, Parts I & II
Sci 313U  Environmental Mathematical Modeling
Sci 314U  Environmental Statistics
Sci 315U/316U/PH 261U/262U  General Astronomy, Parts I & II
Sci 317U/PH 265U  Fractals, Chaos and Complexity
Sci 319U/PH 366U/367U  Complexity and Universe, Parts I & II
Sci 321U/322U/ME 304U  Energy and Society, Parts I & II
Sci 323U/324U  Materials for the 21st Century, Parts I & II
Sci 331U/332U  Atmospheric Interactions, Parts I & II
Sci 333U/GEOG 310U  Climate and Water Resources
Sci 334U/GEOG 312U  Climate Variability
Sci 335U/336U  Water in the Environment, Parts I & II
Sci 341U/342U  Biology Concepts and Applications, Parts I & II

SCIENCE - HUMANITIES
HON 407U  Visual Practices in the Arts and Sciences
HON 407U  THEATRON: Place of Observation
HON 407U  Self/Life/Writing
HON 407U  Freud Between the Two Cultures
HON/SCI 407U  Experimentation
HON/HST 407U  History and Memory
HON/HST 407U  History of Science and Religion
HST 397U  Science in Society
SCI 338U  Ethics in Science
SCI 361U/HON 407U  Science: Power-Knowledge
SCI 395U  Biopolitics
TA 471U  Theater History: 19th Century (European Theater)
SCI 343U/344U
SCI 345U/348U
SCI 347U/348U
SCI 351U
SCI 352U
SCI 353U
SCI 355U/PH 378U
SCI 359U
SCI 363U
SCI 399U
HON 407U/SCI 381U
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/SCI 347U/348U
WS 399U
WS/PHE 410U

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 initially 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.
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 26th. Thank you for your input.

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*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.