The Faculty Senate will hold its regular meeting on November 4, 1991, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

A. Roll

*B. Approval of the Minutes of the October 7, 1991, Meeting

President's Report

C. Announcements and Communications from the Floor

D. Question Period

1. Questions for Administrators

   Questions for Vice President M. Holland, from the Senate Steering Committee:
   a. You presented the elimination of the "Assistant Dean for Student Development" position as a budget savings, and have stated to this Senate that all of the reductions in Student Affairs so far mandated by you are because of Measure 5.

   What is the dollar amount of the savings you will realize because of the "elimination" of the position of Assistant Dean for Student Development—given the fact that you simultaneously created a "new position" of "Acting Assistant Dean of Students," whose responsibilities are essentially identical?

   b. The General Policy of the Student Conduct Code, while providing for due process, reads:

   …informal resolution of student conduct problems will be sought whenever possible. (577-31-125, para (3))

   How many disciplinary cases are on the current agenda of OSA, and how long have they been in process? How many discipline cases have gone to a Contested Case Hearing in the past year? In the past two years?

   c. What current staff have been re-assigned in the past six months, and are any of them to be terminated?

      1) What are their new assignments?
      2) When are staff to be terminated, if at all?
      3) Who is the senior person on your staff responsible for Minority Affairs?

2. Questions from the Floor for the Chair

E. Reports from the Officers of Administration and Committees

1. Registration Update—Tufts

F. Unfinished Business

1. ARC Update on Diversity Requirement and Course Selection—Millner

G. New Business

   *1. Curriculum Committee and Graduate Council Course and Program Proposals—Holloway, Brennan
   2. UPC Recommendation re SBA Reorganization—Goslin
   3. Preliminary Report on Introspect and Open Discussion—Goslin

H. Adjournment

*The following documents are included with this mailing:

B Minutes of the October 7, 1991, Senate Meeting*
G Proposed Course and Program Changes**

**Included for Senators and Ex-officio Members only.
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, November 4, 1991
Presiding Officer: Ansel Johnson
Secretary: Ulrich H. Hardt


Alternates Present: Gurtov for Goucher, Becker for D. Johnson, Rad for Kocaoglu, Kristof for Sestak, Grubb for Visse.

Members Absent: Ashbaugh, Bjork, Casperson, Dunnette, Haaken, Kasal, Sobel, Westover.


APPROVAL OF THE MINUTES

The minutes of the November 4, 1991, meeting were approved as distributed.

PRESIDENT'S REPORT

President RAMALEY announced two upcoming changes in senior administrative positions. Interim Provost Robert Frank will return to OSU in the middle of December and will be replaced by Acting Provost Michael Reardon. The President is delighted with Reardon’s acceptance of the position. She also reported that the provost search committee is working hard on identifying strong candidates for the position.

RAMALEY announced that Morris Holland is stepping down as Vice President on December 1 to become senior advisor to the acting provost. The President praised Holland for his three years of service to the University, pointing out particularly the strong ties he helped develop with the community colleges and providing access to their students. She said he will develop those relations further in his new role in the provost’s office, and she is grateful that Holland will help with these important activities, including the Portland Education Network (PEN).

RAMALEY elaborated on PEN. Armando Laguardia is the coordinator; a steering committee is in place, and an agenda is being developed. An inventory of educational reform activities in the region is being put together. The concept of a regional library is developing apace, with plans for automation also proceeding. The Institute of Portland Metropolitan Studies is progressing; Elizabeth Kutza is the director.

The President announced that RFPs would soon be issued from Reardon’s office, inviting faculty to make proposals that would strengthen the links between the University and the community. RAMALEY said the alumni weekend had been a big success and had been well attended. The seminars planned in conjunction with the dedication of the library addition were especially good for our kinds of alumni.

The President’s final report and recommendations growing out of the Introspect study will be made the third week of November. Input from the University community is being sought now. Changes in OSA will be addressed as well.
REARDON reported successful contract negotiations. He estimated the AAUP will soon be given a proposal to ratify. It is the hope to have salary increases begin on January 1, 1992, for 12-month employees, and on February 1, 1992, for 9-month employees.

RAMALEY said Devorah Lieberman had won the rumor contest for reporting that the President was going to be the chancellor of the University of Colorado. A dinner at Atwater’s is the prize.

QUESTION PERIOD

HOLLAND responded to questions posed by the Steering Committee. Regarding the search for an assistant dean of students he said that the new position is not identical to the one being eliminated. One was narrow, the other quite broad. He invited people to compare the two job descriptions. The change is therefore not entirely due to B.M. 5; increased effectiveness and productivity is the reason for change in this instance, not salary savings by elimination. (Attached to these minutes is an analysis of the Jack Lutes and Ken Fox positions, as provided by Holland.)

HOLLAND also provided a document showing new assignments within OSA, and he said that three persons will be eliminated. Three senior-level people are assigned to work with Minority Affairs: Gil Sanchez, Brenda Green, and Catherine Collier. J. BRENNER asked why it was unnecessary to have one person who has an oversight position for minority affairs. HOLLAND said he has tried to distribute these functions to departments throughout the University. The assistant dean who had that responsibility for seven months is losing his job. He acknowledged that the decentralization of minority affairs needs to be reviewed carefully; we don’t know the right answer yet.

DECARRICO asked why Sanchez shows up as director of minority affairs when he is leaving in February. HOLLAND said that was his current position. HOLLAND did not know what will happen to OSA and to this position.

Regarding the number of student conduct complaints, HOLLAND said there have been 22 complaints in 1989-91 as follows:

- 17 resolved
- 3 open and ongoing
- 2 on administrative hold

He described the pending cases. BURNS asked to whom investigations were delegated. Usually to the assistant dean, but in two cases there is a conflict of interest involving Ken Fox who therefore can’t do the investigation. Holland has selected two senior staff to the cases (C. Collier and P. Waring), and they have met with Holland and Fox. They will bring reports to Holland. BURNS asked why Holland preferred to have a lawyer at PSU when we have the services of the attorney general. HOLLAND said he relied on the A.G. for some issues, but he said that student affairs needs to navigate through many issues and therefore needs someone who knows the OARs and Oregon. Fox can interact easily with the justice system. Complex tracking is needed, and an attorney’s advice is especially helpful. J. BRENNER was not convinced that legal experience should be such a high priority in the new position, since 22 cases in three years is not much. She thought that minority affairs, student leadership, and student government were more important areas on which PSU should focus. HOLLAND said a legal license was not a requirement, but experience with diverse cultures, advising, and student government was important.

REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. JACKSON gave an update on the Mediation Center Work-group. See attachment to these minutes.

2. TANG reported that fall term registration was down 3% from last year (at the fourth week), but that PSU was well within its enrollment corridor. There were 14,285 students. She said enrollment at all private colleges in the state was up.
3. MILLNER reported that ARC was trying to determine the criteria to be used for the selection of courses for the diversity requirement. FARR asked if 199 and 399 courses may be used. That is up for discussion. ARC is requesting input from faculty, student groups, and campus support units by December 2. The committee plans to have criteria drafted by the end of the fall term. MILLNER said he’ll assume that each course did not have to include both ethnic culture and gender diversity.

NEW BUSINESS

1. HOLLOWAY presented the following course change proposals, all recommended by the Curriculum Committee, and all were approved by the Senate:
   Accounting, Engineering (except CS), Administration of Justice, Dance, Music, Theater Arts, and HPE 298. In Art, two new prefixes were approved: Architecture (ARCH) and Art History (ArH).
   KARANT-NUNN made a strong plea for keeping ceramics and textiles. TANG said ceramics had been eliminated with the budget cuts. GOSLIN asked about dropping the music courses, but DIMAN explained that only the third term of a course was being dropped.

   Regarding the change in the HPE 298 course, JOHNSON ruled that the ARC should be consulted, since it involved quite a drastic change in graduation requirements. MOOR and BOWLDEN asked whether the Transition Team had in mind the elimination of the requirement. FRANK thought that was likely and possible, but no final decision had been made. The HHP faculty have now decided they can offer 298 as a lecture course.

2. BRENNAN said the Graduate Council recommended approval of all proposed courses. However, two motions were passed to take the School of Education and System Science courses off the proposal for further discussion next month. Education faculty wanted to double-check prerequisites for their courses. GOSLIN wondered why SYSC would drop the courses, given PSU's urban mission. Once dropped, courses are difficult to add, especially given the current climate. KOCH said the proposal reflected a change in faculty during the last three years.

   The Senate approved the Graduate Council’s recommendations.

3. GOSLIN gave UPC’s review of the Introspect Draft Document. A detailed written response is attached to these minutes. Also attached is the quarterly UPC report to the Senate.

4. BURNS gave a report from UPC regarding the SBA reorganization. She said that SBA did not go through the appropriated Senate committees for review and approval of the reorganization, even though Provost Frank had made that a requirement. SBA minutes indicate that some faculty thought reorganization was a "done deal." SBA departments were abolished on July 1, and new associate deans began to serve on September 16. UPC has been told that it would take a year to develop bylaws and guidelines for the new school organization. BURNS reported that a UPC telephone survey of the SBA faculty found that faculty were willing to give the new organization a chance to succeed.

   BURNS/WEIKEL moved "that the School of Business Administration submit a proposal for reorganization of their school, to include promotion and tenure guidelines, and explanation of grievance procedures, and explanation of the faculty voice in electing administrative representation, and demonstration of financial savings through the loss of FTE or other means."

   REARDON and MOOR pointed out that departments were not allowed to have their own grievance procedures. WEIKEL and MOOR therefore moved to drop "an explanation of grievance procedures" from the resolution. The amendment was passed. KARANT-NUNN urged Senators to vote for the resolution. Faculty committees and the requirements of the constitution should not be bypassed in these matters, even
when a financial emergency exists.

The motion was passed.

5. BURNS/BRENNAN then moved "that the Library submit both their proposal for reorganization and information on the procedures involved in reorganizing the Library."

J. BRENNER complained that this proposal will also come to the Senate after it has been implemented. PFINGSTEN said he had sent his proposal to the Library Committee and to the chairperson of the Advisory Council, but not to UPC. The Library faculty had not been formally polled on the reorganization.

The motion was passed unanimously.

6. BURKE/WEIKEL moved "that the PSU Senate endorse the IFS resolution on the proposed bailout of university intercollegiate athletics which follows:

The IFS shares the Oregon State Board of Higher Education's frustration that it should be forced to consider bailing out university intercollegiate sports programs at a time when valuable academic programs have been cut. While IFS is cognizant of the symbolic value of athletics in higher education, we reaffirm the value of academic programs to the State of Oregon. Therefore, we heartily encourage the creative and thorough search for alternative dollars to fund university intercollegiate sports programs. However, we are unalterably opposed to the transfer of any dollars that would otherwise fund academic programs."

BURKE said he supports athletics, but this proposal was a travesty. The state legislature should put up the money or shut down athletics. BEESON observed that the chancellor's recent article in The Oregonian never identified the source of the bailout money.

The motion was passed.

ADJOURNMENT

The meeting was adjourned at 16:40.
COMPARISON OF TWO STUDENT AFFAIRS ADMINISTRATIVE POSITIONS:
*Assistant Dean, Student Affairs  (Jack Lutes)
*Acting Assistant Dean of Students  (Ken Fox)

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1 Responsibilities as of June, 1991
2 Responsibilities as of July, 1991
## STUDENT AFFAIRS RESTRUCTURING PLAN

### BUDGET, INCLUDING OPE

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1. Position eliminated 9-30-92
2. Position eliminated 6-30-92
3. Position eliminated 6-30-91
4. Position eliminated 6-30-91
5. Position eliminated 6-30-91
PERSONNEL

New Assignments Within Student Affairs

Mike Bower: Medical Director of Student Health Services; confirmed permanent appointment.

Mary Cumpston: Director of Career Center; to assume role of Director of the Information and Academic Support Center.

Dan Fortmiller: Director of Academic Support Center; to assume role of Associate Director of the Information and Academic Support Center.

Ken Fox: Acting Assistant Dean of Students; Assistant Dean over Student Development, Judicial Affairs, Mediation, Student Legal Services, International Student Services, and liaison to ASPSU, Publications Board, IFC.

Sandy Franz: Administrative Director of Student Health Services; confirmed permanent appointment.

Brenda Green: Assistant to the VP; New Role: Special assignment to develop plans and proposals for multicultural programming, and to coordinate the Minority Leadership Program for Freshmen (Mentoring).

Gwen Jagernauth: Business Manager/Adviser of Student Development; New Role: Adviser, Student Organizations & Leadership--International and Cultural Organizations.

Jo Lucke: New Role: Manager of Administrative Services, Vice President's Office.

Jack Lutes: Assistant Dean; New Role: Temporary special assignment to prepare plans for student leadership development.

Candyce Reynolds: Assistant Director of CAPS; New Additional Role: OSA Coordinator of Staff Development.

Gil Sanchez: Assistant Dean; New Role: Special assignment to oversee Upward Bound and implement Talent Search Program.
Reassignments/Moves to Other Campus Positions

Maria Alanis: Assistant Director of Admissions
Terri Cummings: Administrative Specialist, Early Childhood Training Office, Extended Studies
Jean Thomas: Office Specialist, Math Learning Center, Extended Studies
Bob Vieira: Director of Affirmative Action and Assistant to the President

New Staff - Welcome!!!

Jennifer Artman: Early Childhood Assistant, Helen Gordon Child Development Center
Ruth Ann Campbell: Coordinator, Women's Health Clinic, Health Services
Julie Houston: Early Childhood Assistant, Helen Gordon Child Development Center
Kathleen Jones: Acting Coordinator of Student Legal Services
Sharon Kirks: Early Childhood Assistant, Helen Gordon Child Development Center
Digambar Misra: Early Childhood Assistant, Helen Gordon Child Development Center
Jeff Pierson: Consulting Physician, Health Services
Donna Session: Office Specialist, Career Center
Jolanda Swain: Office Assistant in Counseling and Psychological Services
Nadine Wall: Assistant to the Coordinator, Student Legal Services
Isobel Weber: Medical Transcriptionist, Health Services
Pat Zagelow: Temporary Adviser, Student Organizations and Leadership--Arts and Performan...
MEDIATION CENTER WORK-GROUP

Update

PREPARED BY:

Ken Fox
Mary Beth Collins
Janice Jackson
Robert Lockwood
Jack Lutes
Kofi Oduro
Georgia Owens
Larry Steward
Jonny McMullen
The campus Mediation Center Workgroup was organized in response to a growing recognition that existing campus processes did not adequately meet students' needs for positive ways to resolve disputes. Following numerous meetings since December 1990, the Workgroup has developed a model by which mediation services can be offered to PSU students at no charge, and through which students can receive training and experience in this model of alternative dispute resolution. This update summarizes the workgroup's progress to date.

**Mediation**

Mediation is commonly described as the process by which the participants to a dispute, together with the assistance of a neutral third person or persons, systematically isolate disputed issues in order to develop options, consider alternatives, and reach a consensual agreement that will accommodate the parties' needs and interests.

**Mediation Center**

The work-group is establishing a campus mediation center, whose mission is "to provide students with an alternative process for resolving disputes in a constructive, non-adversarial atmosphere."

Initially, the center would be less a location than a concept. The program will use a panel of qualified mediators who will be matched with the disputants through a central contact. Ultimately, the center could become part of a larger "Center for Dispute Resolution".

The center will pursue the following goals:

1. To serve as a neutral, safe environment where students can come to resolve conflicts in a non-adversarial manner;

2. To integrate its functions, as appropriate, into existing dispute resolution processes and to make mediation as widely available as possible;

3. To serve as a training and learning laboratory for students seeking to develop mediation skills;

4. To provide mediation participants the opportunity to appreciate and develop dispute resolution skills so as to foster independence in resolving future problems.
The mediation center will serve all PSU students, whether part or full time, graduate or undergraduate. Mediator training and selection will recognize and reflect the unique diversity of PSU as an urban university community.

The Center will accept disputes under the following conditions:

- All parties to the dispute must consent to the process;
- If the dispute is subject to another established process, that other process must not prohibit mediation as a means of addressing the dispute.
- If one disputant approaches the center without the consent of the other(s), the center will provide information to the consenting party. The center will not actively recruit, on behalf of any party, the non-consenting party(ies) into the process.
- The center will make its best effort to match disputants with an appropriate mediator, taking into account the nature of the dispute, the cultural and contextual framework within which the dispute arose and any unique factors affecting the dispute.
- The center will not mediate disputes where, in the professional judgement of the center personnel, the dispute involves mental health or other professional issues beyond the training of the mediators or where mediation might exacerbate rather than resolve the underlying issue(s).
- The center will accept disputes involving an off-campus party, so long as the dispute is presented to the center by a party who is a PSU student.
- The center will not mediate grade disputes. This policy may be reviewed and revised in the future based upon campus community acceptance and response to the mediation program.
- The center will mediate disputes that are referred to it from other campus departments or processes, although the disputants must consent to mediation.

Subject to the conditions above, the center will accept all disputes where at least one party is a PSU student.

The work-group anticipates that the most common issues brought to mediation will include the following: roommate disputes; landlord/tenant disputes; disputes with creditors and involving other money-related issues; intra and inter-organizational
disputes; alleged conduct code violations; affirmative action complaints; student misunderstandings.

Mediator Training Program.

The second component of the program involves mediator training. Since a small pool of qualified mediators are already available to mediate commencing in fall, 1991, the training program can develop at a slower pace.

The work-group proposes convening a separate group of academic faculty to explore the appropriate design for a training program. The group anticipates that the faculty group will either identify an existing course to serve as the nucleus for a training program, or to expand upon or modify existing courses on dispute resolution to provide appropriate training.

The training component would involve actual role modeling and observation, and may incorporate other mediation programs in the Portland area.

As PSU students qualify as mediators, they would be added to the panel available to respond to campus demand for mediation.
MEMORANDUM
November 12, 1991

TO: Rick Hardt, Secretary, Faculty Senate
FROM: Lew Goff, UPC Chair
SUBJECT: UPC Fall Report to Senate

The UPC had two agenda items this fall: reviewing the Introspect Draft Document and the reorganization of the School of Business Administration.

The Introspect review drew two major conclusions:

1. There was insufficient detail to make any realistic evaluation and
2. A concern was reflected that the draft reorganization may create a structure which could be detrimental to the primary research and teaching goals of the University.

The UPC response in detail is contained in a memo to the Presiding Officer.

The School of Business Administration reorganization was reported by Marjorie Burns.
MEMORANDUM
October 31, 1991

TO: Ansel Johnson, Presiding Officer, Faculty Senate
FROM: Lew Goslin, UPC Chair
RE: Review of Introspect Draft Document (IDD)

At its meeting on Monday, October 28, 1991, the UPC reviewed the Introspect draft document as you requested. We addressed our initial attention to: (1) the document with general comments and then to (2) your specific issues of interest.

General Comments

The overall response of the UPC to Introspect recommendations and the organizational chart preceding them (no page numbers) was consistently negative. As a basic principle, any reorganization of units which play an essentially academic role has to be reviewed and approved by the faculty. The general comments of the UPC membership are reflected by the following observations.

Doubts are raised about Introspect's qualifications, citing AT&T's experience of short-term savings, long-term, large increases in cost (cited in U.S. News and World Report). To buy report is to buy changes ("a done deed").

Graduate programs and research seem all but lost in reorganization; however, it has been made clear by the President that the studies do exclude academic areas.

Plan splits the Registrar's Office, reduces services to faculty (especially advising).

Too much power given Provost; units under him/her too complex.

The central function of university, e.g., education, seems lost in chart.

The equivalency of the academic deans with directors and a vice president is most disturbing. It seems to indicate that the teaching function of the university is to have no more priority than the services which are auxiliary to it. Does this mean that the provost will not meet with the Council of Academic Deans, but rather with a sort of mish-mash cabinet?

Seemingly academic units were reviewed, if only via a review of the Provost's Office.

Reorganization of academic support services (including graduate studies) certainly touches on academic units.
The report does not seem to address the issue of cultural diversity nor mention any of the following programs:

- Upward Bound
- Talent Search
- EOP
- Minority Freshman Mentoring Program
- Portland Teachers Program
- Minority Scholarship Program

What role, if any, will ethnic student organizations play in the development of any new structures?

Do we want to avoid "logical clusters of services"?

Human Resources under Provost, rather than FADM Vice President, seems misplaced.

The following are questions raised by A. Johnson, Senate Presiding Officer.

1. Any recommendations which appear adoptable?
   
   All recommendations by the Introspect draft document (IDD) lack sufficient detail to establish any basis for a useful response.

2. Any faculty concerns about the recommendations which might remove specific recommendations?
   
   See response #1.

3. Any priorities which might be placed on the recommendations? Apparently only a couple of major recommendations are to be implemented in the near term.
   
   See response #1.

4. Any comment you may have on how the faculty should be involved in the review process?
   
   Faculty involvement should be the rule, where faculty and members of the university community are affected, they should participate "a priori" in the review process on a unit-by-unit basis.

C: President Ramaley
   UPC Committee
Academic Requirement Committee (ARC)

An Approach to Diversity Course Selection

1. Circulate a request to departments and student organizations to solicit views and opinions on what the "criteria" for creating a list should be.

   Include with the letter:
   
a. language of Senate motion
   b. sample "criteria" used at other places (including UO/OSU)

2. ARC then to create an appropriate "criteria statement" based on such input and internal discussions.

3. Submit ARC "criteria statement" for discussion at a Faculty Senate meeting and at parallel open public meetings for commentary and reaction from the university community.

4. Once a "criteria statement" is created - ask departments to submit courses they feel meet the criteria.

5. Establish a review mechanism within ARC to create the "list". (sub-committee, committee of the whole, consultants, etc.)

6. Provide an opportunity for challenges and appeals.

7. Submit list to Senate for approval.


- **SCHOOL OF BUSINESS ADMINISTRATION**

**Accounting**

Actg 390 INTERNATIONAL ACCOUNTING (3)
Investigates international differences in the financial and management reporting environments. Accounting principles, financial disclosure, managerial accounting issues and techniques and their application to multinational entities. Contemporary issues in financial and management reporting and auditing diverse reporting systems at an international level. Prerequisites: Actg. 213, FinL 369. [CHANGE TITLE AND DESCRIPTION]

Actg 415 COST MANAGEMENT (3) [DELETE GRADUATE CREDIT]

Actg 391 INTERNATIONAL MANAGERIAL ACCOUNTING (3) [DROP]

- **SCHOOL OF EDUCATION**

**Special Education and Counselor Education**

SpEd 519 PRINCIPLES OF SPECIAL EDUCATION (3)
Prepares students entering special education with basic knowledge, skills, and values necessary for future success in their profession. Major overview of theory and research underlying delivery of special education services in the public schools. Intensive study of career planning, graduate writing and research, information systems, current legislation, teaching and learning theory, curricular models, and professional ethics and standards. [NEW]

SpEd 560 OUTDOOR EDUCATION/RECREATION FOR THE HANDICAPPED (6)
Prerequisite: SpEd 418/518. [CHANGE NUMBER FROM 460 AND PREREQUISITE]

- **SCHOOL OF ENGINEERING AND APPLIED SCIENCE**

**Civil Engineering**

CE 576 WATER QUALITY MODELING (3)
Introduction to the mathematical description of water quality changes in lakes, reservoirs, rivers, and estuaries. Analysis of toxins, pathogens, dissolved oxygen, nutrient and temperature dynamics. Use of EPA QUAL2E as a modeling tool. Prerequisite: EAS 361, senior or graduate standing. [NEW]

CE 333 DESIGN OF STEEL STRUCTURES (4)
Fundamental principles necessary in the design of steel members and connections subject to various combinations of loads; application of principles to design problems consistent with current design codes; introduction to plastic analysis and design. Three lectures; one 2-hour design or laboratory period. Prerequisite: CE 325. [CHANGE PREREQUISITE]

CE 442/542 IN SITU BEHAVIOR AND TESTING OF SOILS (4) [ADD GRADUATE CREDIT]
CE 484 ENGINEERING PROJECT MANAGEMENT (3)
Engineering process including owner-design professional-constructor relationships, procurement procedures, project evolution; contracts, dispute resolution, bonds, warranties; construction documents including specifications; cost estimating, planning and scheduling; construction administration; group process and leadership. Prerequisite: senior standing in civil engineering. [CHANGE DESCRIPTION]

Electrical Engineering

EE 485/585 MICROPROCESSOR SYSTEM DESIGN (4) [CHANGE NUMBER FROM 471/571]

EE 486/586 COMPUTER ARCHITECTURE (4)
An introduction to the key concepts of computer system architecture and design. Topics include: the design and analysis of instruction set architectures, memory systems, and high-performance IO systems; basic CPU implementation strategies; basic pipelined CPU implementation; performance analysis; and a survey of current architectures. Prerequisite: EE 485/585. [CHANGE NUMBER FROM 575, TITLE, DESCRIPTION AND ADD UNDERGRADUATE CREDIT]

EE 587/687 ADVANCED COMPUTER ARCHITECTURE I (4)
An advanced course in computer system architecture and design. Key topics include: advanced CPU implementation techniques including pipelining, dynamic instruction issue, superscalar architectures, and vector processing; high-performance memory and IO system design; an introduction to parallel computers; and a survey of current literature in computer architecture and of current advanced computer systems. Students will begin a project that will be completed in EE 588/688. Prerequisite: EE 486/586. [CHANGE NUMBER FROM 576, TITLE, DESCRIPTION AND DIVISION OF SEQUENCE]

EE 588/688 ADVANCED COMPUTER ARCHITECTURE II (4)
Discussion of parallel computer architectures and their uses. Key topics include: MIMD architectures; associative processing; shared-memory and message-passing architectures; dataflow and reduction architectures; special-purpose processors; design and analysis of interconnection networks; and an overview of parallel software issues. Students will complete the project started in EE 587/687. Prerequisite: EE 587/687. [CHANGE NUMBER FROM 577, TITLE, DESCRIPTION AND DIVISION OF SEQUENCE]

Mechanical Engineering

ME 313, 314 DESIGN OF MACHINE ELEMENTS (3, 3)
Design and analysis of machine elements and systems. Coverage includes stress and deflection analyses of machine elements, failure theories, fatigue analysis, and tolerancing. Machine element topics include fasteners, welds, bearings, gears, shafts, clutches, and brakes. Prerequisites: ME 312 for ME 313; ME 313 for ME 314. [NEW]
ME 458/558 PRINCIPLES OF CNC MACHINING (3)
A study of principles of machining, tool path generation and analytic geometry, part design and programming, integration of CAD/CAM software, structure and control of CNC machines, and introduction to Computer-Integrated-Manufacturing. Prerequisite: ME 241 and senior standing in mechanical engineering. [NEW]

ME 588/688 DESIGN OF INDUSTRIAL EXPERIMENTS (3)
This course represents the statistical basis of industrial experimentation used in process improvement. The course emphasizes the importance of the design of the data collection scheme such that the experimental noise is reduced with minimum investment. Topics to be discussed include: randomization and blocking, analysis of variance, factorial designs, fractional factorial designs, and evolutionary operations. Prerequisite: Mth 459. [NEW]

ME 491 DESIGN METHODS (2)
Philosophy and morphology of design. Introduction to design methodology. Fundamental elements of the design process. Lecture and case studies. Prerequisites: ME 314, ME 351. [CHANGE TITLE, DESCRIPTION, PREREQUISITES, CREDITS FROM 4 TO 2, AND DIVISION OF SEQUENCE]

ME 492, 493 DESIGN PROJECT (3, 4)
Applications of the design methodology, including socio-ecological factors and decision processes in design. Consideration of design constraints, such as economics factors, safety, reliability, aesthetics, and ethics. Computer optimization of design. Design project from concept to prototype testing. Lecture and project laboratory. Prerequisite: ME 491 for ME 492, ME 492 for ME 493. [CHANGE, TITLE, DESCRIPTION, PREREQUISITE, CREDIT HRS. FROM 4, 4 TO 4, 3, AND DIVISION OF SEQUENCE]

SCHOOL OF FINE AND PERFORMING ARTS

Art
Arch 199 SPECIAL STUDIES (Credit to be arranged) [NEW]
Arch 399 SPECIAL STUDIES (Credit to be arranged) [NEW]
Arch 401/501 RESEARCH (Credit to be arranged) [NEW]
Arch 404/504 COOPERATIVE EDUCATION/INTERNSHIP (Credit to be arranged) [NEW]
Arch 405/505 READING OR STUDIO AND CONFERENCE (Credit to be arranged) [NEW]
Arch 407/507 SEMINAR (Credit to be arranged) [NEW]
Arch 408/508 WORKSHOP (Credit to be arranged) [NEW]
Arch 410/510 SELECTED TOPICS (Credit to be arranged) [NEW]
Arch 180 ARCHITECTURE: FORM AND SPACE (3) [CHANGE PREFIX FROM ART]
Arch 230, 231, 232 ARCHITECTURAL GRAPHICS I (2, 2, 2) [CHANGE PREFIX FROM ART]
Arch 260, 261, 262 ARCHITECTURAL DESIGN STUDIO I (3, 3, 3)
Should be taken concurrently with Art 230, 231, 232. Prerequisite: Art 195, 196, 197. [CHANGE PREFIX FROM ART, ADD COREQUISITE AND PREREQUISITE]
Arch 330 ARCHITECTURAL GRAPHICS II (2) [CHANGE PREFIX FROM ART]
Arch 360, 361, 362 ARCHITECTURAL DESIGN STUDIO II (4, 4, 4) [CHANGE PREFIX FROM ART]
Arch 365 FUNDAMENTALS OF STRUCTURE (3) [CHANGE PREFIX FROM ART]
Arch 366 FUNDAMENTALS OF CONSTRUCTION (3) [CHANGE PREFIX FROM ART]
Arch 367 FUNDAMENTALS OF ENVIRONMENTAL DESIGN (3) [CHANGE PREFIX FROM ART]
Arch 368 CONTEMPORARY ISSUES IN ARCHITECTURE (3) [CHANGE PREFIX FROM ART]
Arch 460, 461, 462 ARCHITECTURAL DESIGN STUDIO II' (4, 4, 4) [CHANGE PREFIX FROM ART]

ArH 199 SPECIAL STUDIES (Credit to be arranged) [NEW]
ArH 399 SPECIAL STUDIES (Credit to be arranged) [NEW]
ArH 401/501 RESEARCH (Credit to be arranged) [NEW]
ArH 404/504 COOPERATIVE EDUCATION/INTERNSHIP (Credit to be arranged) [NEW]
ArH 405/505 READING OR STUDIO AND CONFERENCE (Credit to be arranged) [NEW]
ArH 407/507 SEMINAR (Credit to be arranged) [NEW]
ArH 410/510 SELECTED TOPICS (Credit to be arranged) [NEW]

ArH 204, 205, 206 HISTORY OF WESTERN ART (3, 3, 3) [CHANGE PREFIX FROM ART AND TITLE]
ArH 427/527, 428/528, 429/529 ANCIENT ART (3, 3, 3) [CHANGE PREFIX FROM ART]
ArH 430/530, 431/531, 432/532 WOMEN IN THE VISUAL ARTS (3, 3, 3) [CHANGE PREFIX FROM ART]
ArH 441/541, 442/542, 443/543 MEDIEVAL ART (3, 3, 3) [CHANGE PREFIX FROM ART]
ArH 446/546, 447/547, 448/548 HISTORY OF ORIENTAL ART (3, 3, 3) [CHANGE PREFIX FROM ART]
ArH 451/551, 452/552, 453/553 AMERICAN ART AND ARCHITECTURE (3, 3, 3) [CHANGE PREFIX FROM ART]
ArH 457/557, 458/558, 459/559 HISTORY OF ARCHITECTURE (3, 3, 3) [CHANGE PREFIX FROM ART]
ArH 465/565 GREAT PERIODS IN ART AND ARCHITECTURE (3) [CHANGE PREFIX FROM ART]
ArH 472/572 NORTHERN RENAISSANCE ART (3) [CHANGE PREFIX FROM ART]
ArH 473/573, 474/574, 475/575 ITALIAN RENAISSANCE ART (3, 3, 3) [CHANGE PREFIX FROM ART]
ArH 476/576, 477/577, 478/578 MODERN ART (3, 3, 3) [CHANGE PREFIX FROM ART]
ArH 483/583, 484/584, 485/585 BAROQUE ART (3, 3, 3) [CHANGE PREFIX FROM ART]
ArH 486/586, 487/587, 488/588 NINETEENTH CENTURY ART (3, 3, 3) [CHANGE PREFIX FROM ART]

Art 201, 202, 203 APPLIED DESIGN (3, 3, 3)
Introduction to three-dimensional design as it applied to manufacturing and product design. Study of visual implications of human factors in design of utilitarian objects. Studio exercises in planning, visualization and presentation of designs for manufactured and hand-crafted utilitarian objects.
Prerequisites: Art 195, 196, 197. [CHANGE TITLE AND DESCRIPTION]

Art 260, 261, 262 ELEMENTARY SCULPTURE, FIGURE/CLAY/METAL (3, 3, 3)
Study of sculptural forms and volumes, exploration of sculptural elements as expressed in materials and through observation of natural forms. Art 260 Elementary Sculpture/Figure focuses on study of the human figure in form and gesture. Art 261 Elementary Sculpture/Clay introduces ceramic materials and process, and explores their expressive qualities as sculpture form. Art 262 Elementary Sculpture/Metals introduces nonferrous metals and their hand-working processes in constructing expressive sculptural forms. [CHANGE NUMBER FROM 293, TITLE, DESCRIPTION AND CREDIT HRS. FROM 2-4 WITH MAXIMUM OF 12 CREDITS TO 3, 3, 3]
Art 279 PRINTMAKING (3)
Prerequisite: Art 270, 271, 272. [CHANGE PREREQUISITE]

Art 292 WATERCOLOR (3)
Prerequisite: Art 270, 271 or equivalent. [CHANGE PREREQUISITE]

Art 315, 316, 317 APPLIED DESIGN (3, 3, 3) [CHANGE TITLE]

Art 490/590 ADVANCED PAINTING (3) [CHANGE CREDIT HRS. FROM 2-3 TO 3]

Art 494/594 ADVANCED SCULPTURE (3) [CHANGE CREDIT HRS. FROM 2-3 TO 3]

Art 255 CERAMICS (2-3) [DROP]
Art 257 JEWELRY AND METALSMITHING (2-3) [DROP]
Art 334, 335, 336 TECHNIQUES OF CERAMIC ART (3, 3, 3) [DROP]
Art 356 TEXTILES (3) [DROP]
Art 357 INTERMEDIATE JEWELRY AND METALSMITHING (3) [DROP]
Art 455/555 CERAMICS (2-3) [DROP]
Art 502 GRADUATE STUDIO (Credit to be arranged) [DROP]

Music

Mus 383 MUSIC METHODS FOR ELEMENTARY TEACHERS (3) [DROP]

Theater Arts

TA 325 COSTUME PRODUCTION (3)
A study and practical application of stage costume construction techniques, beginning and advanced. Students will participate in the construction of costumes for departmental productions. Prerequisite: 3 credits of theater arts. Maximum: 6 credits. [ADD MAXIMUM CREDITS]

TA 327 COSTUME TECHNOLOGY (3)
A study and practical application of costume craft and decorative techniques, including fabric dyeing and painting, and accessories fabrication. Prerequisite: TA 321. [CHANGE DESCRIPTION AND DROP MAXIMUM CREDIT STATEMENT]

SCHOOL OF HEALTH AND HUMAN PERFORMANCE

HPE 298 HEALTH AND FITNESS FOR LIFE (3)
A foundation course designed to expose the student to the interrelation of all aspects of health and physical fitness. The interacting role of stress, nutrition, weight control and physical fitness in achieving optimal health will be explored with particular emphasis on cardiovascular disease. Meets the current health and exercise science requirement. [CHANGE DESCRIPTION AND LECTURE/LAB TO LECTURE ONLY]
School of Urban and Public Affairs

Administration of Justice

AJ 330 Crime Control Strategies (3)
An analysis of the methods used to control crime in American society. Emphasis on understanding the sometimes conflicting goals of the criminal justice system; attention is given to the general categories of deterrence, aggressive enforcement, environmental defensive measures, and modification of the social order. Prerequisite: AJ 220, or Soc 204, or Psy 204. [CHANGE DESCRIPTION AND PREREQUISITE]

AJ 409 Senior Practicum (6)
Placement in an administration of justice professional organization with supervision and evaluation of work performance by both agency and university staff. Minimum 6 credits required, with a total maximum of 15 credits that can be applied toward the administration of justice degree. Prerequisites: senior status and a cumulative GPA of 2.50 in AJ core courses. [CHANGE DESCRIPTION, PREREQUISITES, CREDIT HOURS TO 6 AND P/NP TO LETTER GRADE]

Public Administration

PA 512 Integrative Seminar (3)
This course is intended for those MPA students who are nearing the end of their MPA program (42 credit hours completed). It attempts to assist the MPA student in integrating various components of the required portion of the MPA program curriculum in order to further develop each student’s framework toward public administration. The integrative seminar emphasizes the following: delineating of the contemporary setting of public organizations; management knowledge and skills that are especially crucial for dealing with such a setting; and contributions from the study and practice of public administration as well as elsewhere that will help the MPA student attain such knowledge and skills. [NEW]

PA 561 Public Bureaucracy: Political and Legal Aspects (3)
An examination of the theoretical and practical role of public bureaucracy in the administration and formation of public policy. Issues and concepts in the management and planning of public policy will be analyzed. The role of the bureaucracy in contemporary government will be critically reviewed in light of institutional reform proposals. Issues of responsiveness, responsibility, equity, effectiveness, and efficiency will be assessed. Administrative procedures and law will be addressed in the context of bureaucratic processes and decision-making. [CHANGE TITLE AND DESCRIPTION]

Urban Studies and Planning

USP 530 Computer Applications to Urban Studies (2)
Use of library programs for modeling and statistical analysis of urban studies problems in a micro-computer environment. Operating system for IBM and SYSTAT package emphasized. Pre- or co-requisite USP 430. [NEW]
USP 559 PLANNING PRACTICE WORKSHOP (4)
Classroom component of professional internships required of students seeking academic credit for internships. [NEW]

USP 568/668 NATIONAL LONG TERM CARE POLICY (3)
This course examines the need for long term care services and the risk factors associated with utilization of them as well as familiarizing students with the financing and delivery mechanisms in long term care, both public and private. The policy issues in current long term care initiatives are explored. [NEW]

USP 557 URBAN DESIGN WORKSHOP (4) [CHANGE CREDIT HOURS FROM 6 TO 4]

USP 558 PLANNING WORKSHOP (4)
Organized team approach to a current planning problem in the Portland metropolitan area. Focus on applied planning practice, field investigation, data analysis, written and oral communication. Work program includes strategies, methods, and skills needed to identify issues and draw together all participants in the search for solutions. Emphasis is on the blending of practical skills with knowledge gained from core-area courses. Two term sequence, credit for first term dependent on successful completion of second term. [CHANGE DESCRIPTION AND CREDIT HOURS FROM 6 TO 4]

USP 664 ORGANIZATIONAL THEORY AND BEHAVIOR (3)
Prerequisite: admission to doctoral program in the School of Urban and Public Affairs. [CHANGE NUMBER FROM 564, TITLE AND ADD PREREQUISITE]

USP 638 ORGANIZATIONAL THEORY AND BEHAVIOR (3) [DROP]

SYSTEMS SCIENCE

SySc 535, 536 TECHNOLOGICAL FORECASTING I, II (3, 3) [DROP]
SySc 537 TECHNOLOGY ASSESSMENT (3) [DROP]
SySc 591 FUTURES SEMINAR (3) [DROP]