MEMORANDUM

To: Senators and Ex-officio Members to the Senate
From: Ulrich H. Hardt, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on November 2, 1987, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

A. Roll

*B. Approval of the Minutes of the October 5, 1987, Meeting

C. Announcements and Communications from the Floor

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. Registration Up-date -- Tufts

F. Unfinished Business -- None

G. New Business

*1. Course and Program Proposals, Curriculum Committee/Graduate Council -- Kilgour/Savery

H. Adjournment

*The following documents are included with this mailing:

B Minutes of the October 5, 1987, Meeting
G1 Course and Program Proposals, Curriculum Committee/Graduate Council

** Included for Senators and Ex-officio Members only

REMINDER:

Senators need to submit names of alternates to the Secretary to the Faculty.
Question for Vice Provost O. Forbes, submitted by Don Moor:

"Has a report been filed concerning the results of last summer's review of the Publications Board?
Were the Publications Board's guidelines and procedures satisfactory?
If not, in what respects were they unsatisfactory?
What are the University's procedures for amending the Publications Board guidelines?"
Minutes: Faculty Senate Meeting, November 2, 1987
Presiding Officer: Marjorie Burns
Secretary: Ulrich H. Hardt


Alternates Present: Cabelly for Anderson, Turner for Boyle, Jannsen for Etesami, Mulkai for Olsen, Zonoozy for Ronacher, Gerbing for West.

Members Absent: Badi'i, Gerber, Rose, Steward.


Attendance at Special Senate Meeting, November 16, 1987


Alternates Present: Cabelly for Anderson, Anderson for Cumpston.


Ex-officio Members Present: Diman, Edgington, Erzurumlu, Forbes, Hardt, Harris, Martino, Schendel, Sheridan, Toulan.

APPROVAL OF THE MINUTES

The minutes of the October 5, 1987, meeting were approved as distributed.
ANNOUNCEMENTS

BURNS announced that a special Senate meeting had been scheduled for November 16, 1987, at 3:00 p.m., in 53 CH to "discuss the Delkin Committee report and its implications for the academic future of the University." The meeting had been requested by five Senators.

BURNS also reported that the Steering Committee has asked the Committee on Committees to review the functioning of all University committees, in particular the Budget Committee and its relationship to the University Planning Council. A report is to be made in early Winter. The Steering Committee has also asked the Advisory Council to make a recommendation regarding the status of the UPC as a constitutional committee.

QUESTION PERIOD

1. President SICURO had requested time on the agenda to make comments to the Senate. He thanked faculty for their patience during the transition period of the past thirteen months and reviewed the extensive number of changes which have taken place, particularly in the administration. Searches for the deans in Social Work and Fine and Performing Arts are now going on. Several of the ten challenges issued at the first Convocation last year have already been achieved. The University Advisory Board and the University Planning Council are monitoring progress. The PSU Plan for the 90s is also being put into place and will be ready for the 1989-91 legislative session. Provost Martino will work with both groups.

SICURO expressed hope that the University Planning Council would soon become a permanent committee, incorporated into the Senate committee structure.

The President identified as high priorities the following: study of the future of research, graduate science and engineering; the campus beautification project; the future of Fine and Performing Arts and its relationship to the community and the community's existing facilities; the renovation of Lincoln Hall and the possibility of moving the entire FPA School (including Art) into it; the future of athletics at PSU.

He then reviewed the process which had been used in dealing with the athletics question, from the discovery of deficits and the transfer of IFC funds, to the appointment of the Delkin Committee and their report on December 3 to the University Advisory Board and the State Board decision on December 18. SICURO explained that he had signed new guidelines, halting the practices of transferring IFC funds without consultation of the IFC. He reviewed the remaining steps to be taken by the Delkin Committee, including the November 9 open forum at which time tabulations from student and faculty surveys would be available. He ended by saying that he had spent too much time on athletics and hoped that after December 18 that
would no longer be necessary. He urged the faculty to weigh the facts, not be emotional, to consider what is best for PSU, and to remember that we are not competing with or to be compared with UO, OSU, or Notre Dame.

There were no questions for the President.

2. TANG, reporting for the Interinstitutional Faculty Senate, said that IFS passed a resolution at the last meeting, October 2 and 3, 1987, supporting three specific areas of the AAUP Proposed Revision of Presidential Search Process. This resolution was submitted to the State Board of Higher Education and also presented in testimony at the hearing held on October 21, 1987, at OSU.

The resolution reads:

a. The recommendation for a 15-member search committee for the universities and a 10-member search committee for the colleges with increased representation by the faculty is of the utmost importance.

b. The appointment of a campus committee should continue in order to broaden the decision base at the time the selection process has determined five to ten semifinalists. We suggest that the campus committee have a classified representative added and have two student representatives.

c. Although the IFS Senators understand the need for confidentiality in the search process, once the finalists have been determined, we strongly support the recommendation that the candidates then visit the campus and meet with faculty and other interested groups.

The IFS is working with representatives from the Chancellor's office regarding both the Semester Conversion Committee activities and the State System/Community College General Education and Course Numbering Committee. Because of the problems in getting optimal communications established regarding the progress of these committees TANG recommended that:

a. Professor Jim Heath, PSU representative to the Semester Conversion Committee, be asked to report to the Faculty Senate at each Senate meeting for the 1987-88 year to keep University Senators apprised of the Semester Conversion Committee actions.

b. Professor Rod Diman, PSU representative to the State System/Community College General Education and Course Numbering Committee, also be asked to report at each PSU Senate meeting for the remainder of the year.

3. R. NUSSBAUM asked to what degree science faculty were involved with the administration in decisions regarding the Oregon Graduate
Center and its relationship to PSU. MARTINO acknowledged that there were a lot of things brewing, and the Governor wants science and technology in Oregon to develop for the benefit of the economy. A Governor's Science Council has been formed with Bend business person Harry Lownsdale as chair. At this point there are only rumors. MARTINO pledged that he would be the first to rush out and call for political action by faculty when there is something to talk about. The major focus in science in the Portland area should be at PSU, he stated.

4. VICE PROVOST FORBES responded to the question by Moor regarding the review of the Publications Board. She said that the review had not taken place last summer because the Board did not have its full membership. The first meeting of the Board was October 30, and the review was asked for at that time and is now being carried out. She said that the last time a review was made the amended guidelines were drawn up by the Publications Board, reviewed by the Office of Student Affairs, and sent to the President's Office.

MOOR wanted to know why the review was being called for at this particular time. FORBES said there were several reasons: it was time for a periodic review; Sicuro had asked that the Board not report directly to the President; and a review of the role of the faculty advisor was in order and to whom that person reports. MOOR asked if the Vice Provost could deny rumors that there is a more substantial reason for the review. FORBES said she did not know what he was talking about.

REPORTS FROM OFFICERS OF THE ADMINISTRATION

DIMAN reported that headcount in registration was down .09 percent. HARRIS thought it would eventually be 1 or 2 FTE above last year. MARTINO explained that PSU enrollment this term was a result of conscious decisions made by him. PSU has an eager clientele but is not adequately funded for the number of part-time students it serves. He said that the BAS model does not recognize that serving part-time students costs almost as much as serving full-time students, and PSU has a very high ratio of part-time students. The enrollment at PSU is down because of our decision, not because of demographics. HAMMOND applauded the decision but wanted to know how it had been reached. MARTINO admitted that it had not been done with care, forethought, planning, and rationale. There had not been time for that Fall term. A committee chaired by Vice Provost Forbes is working on that now. Most of the cut-backs were achieved by eliminating lecture sections, he said.

UNFINISHED BUSINESS

BURNS read the following memo from Affirmative Action Director HARRELL:
"In response to the Faculty Senate's Resolution at the October 5 meeting of the Faculty Senate, please be advised the matter of racial misconduct in student government during 1986-87 and the manner in which University administrators responded to these allegations has been referred to the Minority Affairs Council. That committee met on October 12, 1987 and a subcommittee was appointed as a result of the concern over this issue. That subcommittee met on October 23 and a report will be given to the Minority Affairs Council at the November 9, 1987 meeting.

A report will be provided to the Faculty Senate after the Minority Affairs Council meeting."

NEW BUSINESS

1. JONES declared that, in light of the review of the Publications Board, he wanted to introduce a resolution regarding support of an autonomous and free campus press. He read a lengthy statement from the current guidelines of the Publications Board, saying he subscribed to them totally. He then urged the Senate to affirm the position by passing the following resolution:

"Be it resolved that the Faculty Senate unequivocally supports an autonomous and free campus press. The Senate also views all administrative orders hindering personal expression by university employees as an embarrassment to the institution and a violation of the spirit of open dialogue on campus."

The resolution was seconded by GOEKJIAN and unanimously passed by the Senate.

2. HEATH made a report regarding the progress on the conversion to semesters. Fall 1990 is the target date. General guidelines from OSSHE have been provided, but each campus is autonomous. PSU has added to the OSSHE guidelines and those have been distributed by the Provost to departments in September. Still being discussed are block transfers and general education requirements.

DIMAN described HS 2913 and the discussion of distribution under the semester system. No final decisions have been made, but community colleges are looking at several proposed options, including one which specifies 42 to 45 semester hours as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>9</td>
</tr>
<tr>
<td>Social Science</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>9</td>
</tr>
<tr>
<td>Composition</td>
<td>6</td>
</tr>
<tr>
<td>HPE</td>
<td>2</td>
</tr>
<tr>
<td>Math/SCS</td>
<td>3-4</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>8</td>
</tr>
</tbody>
</table>
TANG asked if PSU could refuse transfer. DIMAN said that the Curriculum Committee and ARC were reviewing every draft and proposal.

3. J. DAILY introduced a resolution to increase faculty representation on presidential search committees from 3 to 7, as recommended by AAUP guidelines.

"Be it resolved, the PSU Senate urges the State Board of Higher Education to accept the AAUP recommendations and to incorporate them in a revised version of the Board's Presidential Search Process."

The motion was seconded by JONES and passed unanimously.

4. KILGOUR and SAVERY, speaking for the Curriculum Committee and Graduate Council, moved that program changes and course changes, eliminations and new courses in Business and Education be approved as recommended by the two committees. Several CI courses were withheld until the next meeting at the request of the Graduate Council.

All recommended changes were approved unanimously.

ADJOURNMENT

The November 2 meeting was adjourned at 16:15

MINUTES OF SPECIAL SENATE MEETING, NOVEMBER 16, 1987

BURNS called the meeting to order by acknowledging that the single item on the agenda, the future of athletics at PSU and its impact on the University, could be a controversial subject, and she urged reason.

MOOR asked the privilege of the floor for Horowitz. HOROWITZ said that the Senate had already gone on record regarding the move of athletics to Division I, and he distributed hand-outs. The prime point, he insisted, is that there is very little basis for the Delkin Committee's optimism for PSU football. Their survey is statistically unreliable, and there is too much opposition by various groups of people, particularly from the faculty.

MATSCHENK asked about the decision-making process and timeline. EDGINGTON said that the final Delkin report would be given to the University Advisory Board on November 20. That report will include input from the various hearings and forums of students and faculty. The Advisory Board meets on December 3, and Delkin will be there to answer questions. The vote by the Board could be taken that same day. Following that the President will make his decision and take it to the OSSHE Board on December 17. The Board is likely to vote on its decision on December 18. EDGINGTON added that the OSSHE Board is looking for 3 or 4 alternatives, not just one recommendation.
STEWARD wanted to know if there was a resolution for the Senate to consider. There was none. Students have invited faculty to vote along with them during the next few days, but BURNS reported that the Steering Committee had thought that to be improper. If anything, the faculty should vote via a mailed ballot. Having no new resolution for consideration, BRENNER declared that she was confused about why she was there. She said that the Senate had already overwhelmingly supported a motion at a previous meeting. L. NUSSBAUM spoke in defense of the Senate as a representative body and said that the Senate vote should be taken seriously.

MOOR wanted to know if the information on the hand-outs was accurate. EDGINGTON said he could not possibly believe all of the figures.

BATES was given the privilege of the floor. He said he rather likes football and has attended about 80% of the home games in his years at PSU. But he was skeptical about the promises of financial support for a Division I AA football team. He said he could support the move if the money were available, but he wanted to have assurances.

What BATES found most disturbing, however, was the fact that it was the University Advisory Board which would make the decision. He maintained that such an issue as moving athletics to a different division should be decided by the faculty in a formal vote. EDGINGTON reminded the Senate that the University Athletics Board last year recommended the move to Division I athletics.

R. NUSSBAUM reiterated what the Senate passed before and what the majority of the faculty in the survey supported, i.e., a move to Division III. He thought it incomprehensible that football would be funded before money for xeroxing, research, support services and higher secretarial salaries would be available. He had presumed that President Sicuro had meant to raise money for academics, not for football.

JONES was unclear why the Senate was meeting today, since there was no well developed position or resolution. KIMMEL felt the need for a faculty vote on this issue. WEIKEL said the Senate has spoken, and she wanted to stick with that resolution; supporting Division I football is a misappropriation of priorities. BRENNER wondered what impact a Senate opinion would have on the administration, and CABELLY was disturbed by the apathy of the faculty. He recommended that the Senate delay a vote until after the Advisory Board and the Athletics Board had made their recommendations. WALKER added that a general faculty meeting could even be called later.

ADJOURNMENT

CABELLY and JONES moved adjournment at 15:45.
The University Curriculum Committee and the Graduate Council recommend approval of the following new courses, course changes, course deletions, and program changes:

**BUSINESS ADMINISTRATION**

**Program Changes**

BA/BS in Bus. Adm.-all options. 6 hrs. in Soc. Sci. (previously limited to Econ, Psych, Soc, or Anth).

BA/BS in Bus. Adm.-all options. Increases total hours from 73 to 82 to retain elective flexibility.

BA/BS in Bus. Adm.-all options (see attached).

BA/BS in Bus. Adm.-Marketing. Changes due to course renumbering and limitation of omnibus numbers for degree.

BA/BS in Bus. Adm.-Advertising Mgmt. Changes due to course renumbering and limitation of practicums for degree.

BA/BS in Bus. Adm.-Human Resource Management & Operations & Materials Management. Change program hours from 15 to 19-20 as a result of credit hour changes.

International Business Studies Certificate (see attached).

<table>
<thead>
<tr>
<th>Courses</th>
<th>Graduate Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes-Actg 213, 390, 430, 492, 493, 494</td>
<td>Changes-Actg 492, 493, 494</td>
</tr>
<tr>
<td>FinL 326, 411, 412</td>
<td></td>
</tr>
<tr>
<td>Dropped-FinL 327, 413, 414, 415</td>
<td></td>
</tr>
<tr>
<td>Dropped-ISQA 449, Mgmt 363, 481</td>
<td>Dropped-ISQA 449, Mgmt 481</td>
</tr>
<tr>
<td>New - Mktg 450</td>
<td></td>
</tr>
<tr>
<td>Changes-Mktg 311, 341, 376, 430, 460, 463, 464, 465, 466</td>
<td>Changes-Mktg 465</td>
</tr>
</tbody>
</table>

**EDUCATION**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Graduate Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes-CI 251, 253, 356, 357, 358, 359, 360, 361, 362, 370, 469, 474, Lib 446, 490</td>
<td>Changes-CI 469, 474, 525, 529, EdAd 574, Lib 446, 490, 545, 546</td>
</tr>
<tr>
<td>Dropped-CI 250, 450, 451, 452, 453</td>
<td>Dropped-CI 450, 451, 452, 453</td>
</tr>
<tr>
<td>New-SpEd 515, 532, 533, 535, 536, 540, 541, 542, 545, 550, 551, 560</td>
<td></td>
</tr>
<tr>
<td>Change-Coun 586</td>
<td></td>
</tr>
</tbody>
</table>

*Prerequisite should be Mgmt 362.
Request for the following change in Business Administration B.A/B.S. degree for all options.

1. Reproduce existing catalog statement relevant to proposed change:

   General Business
   Nine credits from courses selected from an approved list of courses from a minimum of three different departments, plus an additional six upper division business administration credits. Copies of the approved list are available in the School of Business Administration office.

2. Reproduce catalog statement relevant to the proposed changes:

   General Business
   Fifteen credits from courses selected from an approved list of courses from a minimum of three different departments, plus an additional six upper division business administration credits. At least twelve credit hours must be from courses numbered above 410. Copies of the approved list are available in the School of Business Administration office.

3. Rationale for proposed changes:

   This change provides more consistency in the number of required credit hours among the separate departmental options and that offered cooperatively by all departments. Requiring less of students in the general degree program would lower the quality of their educational experience relative to students choosing one of the separate departmental areas of study.

   The change requiring a minimum of hours above the 410 level provides a control on the quality of education received without totally restricting the students freedom to study in the omnibus courses.

Request prepared by ___________________________ Date __________

School Curriculum Committee Speaker O. Tracy Date 4/1/67

Approved by the Dean of School ___________________________ Date 4/1/67
Request for the following change in Business Administration
International Business Studies Certificate program.

1. Reproduce existing catalog statement relevant to proposed changes:

INTERNATIONAL BUSINESS STUDIES CERTIFICATE

To help meet the growing demand for college graduates prepared
for careers in the international operations of business firms,
Portland State University offers a certificate program in inter-
national business studies. Certificates are granted at the successful
completion of specified courses in the program, which include the
University's standard requirements for a B.S. or a B.A. degree in
Business Administration.

Certificate Requirements. Students must complete the following
courses to be eligible to receive an International Business Studies
Certificate:

Nonmajor Requirements

Science
Math 103; 364; 365 (Calculus for Business, Economics,
Biology, or Behavioral Sciences Majors; Elements of
Statistical Methods) .................................................. 9
CS 100 Introduction to Computer Science I .................. 3
CS 101 Introduction to Computer Science II; Math 366
Elements of Statistical Methods ............................... 5
Total .................................................. 18

Arts and Letters:
Foreign Languages (2 years) ......................... 12-24

Social Sciences:
Ec 201, 202, 203 Principles of Economics ............... 9
Ec 320 International Economics ............................. 3
Ec 350 Comparative Economics Systems .................. 2

Social Science Electives (Selected economics, psychology,
sociology, anthropology, geography, history--
exclusive of U.S. history--and political science--
exclusive of U.S. political science.) ....................... 24
Total .................................................. 29

Total Nonmajor credits ............................... 75-81

Requirements for B.A. or B.S. degree in Business Administration
Undergraduate Core requirements ............................... 49
Business Administration electives (Recommended
electives include Mktg 407 Problems in International
Business; Mgmt 446 Principles of International
Management; FinL 456 Foreign Financial Operations; and
Mktg 376 International Business) ....................... 25
Total .................................................. 75

Total Certificate requirements ........................... 133-144
International Business certificate students are encouraged to spend one or more summers in overseas management training work experiences by participating in the Portland State University AIESEC exchange program for business and economics students. Courses taken in the international business studies program are applicable toward departmental, school, and university requirements for a degree.

2. Reproduce catalog statement relevant to the proposed changes:

INTERNATIONAL BUSINESS STUDIES CERTIFICATE

Objective: to provide undergraduate students an educational foundation in the field of international business including the study of cultural, economic, social, and political aspects affecting business operations.

Students are required to gain admission to the School of Business Administration through the regular admission process and must complete degree requirements specified for a Business Administration program. In addition, students must complete all certificate requirements as specified below.

International Business Studies Certificate students are encouraged to spend one or more summers in overseas management training work experience by participating in the Portland State University AIESEC exchange program for business and economics students. In addition, certificate students are encouraged to participate in the International Trade Field Study program which is a full-time program generally earning 12 credit hours. For information about the Field Study program contact the International Trade Institute. For information concerning the AIESEC exchange program contact the Student Organizations Office in the School of Business Administration.

Certificates are conferred at the successful completion of specific courses in the program, which include the University's standard requirements for a B.S. or B.A. degree. Students will be required to complete courses comprising the "common body of knowledge" as described by AACSB, demonstrate proficiency in a foreign language, develop an understanding of the cultural, economic, political, and social aspects of international business, and comprehend special aspects of international trade. Courses taken in the international business studies program are applicable toward departmental, school, and university requirements for a degree.
Certificate Requirements:

Foreign Language (Two-Year Proficiency)  
Ec 320 International Economics  

Economics Courses:  
Selected From: Ec 322*; 350*; 440; 441; 442; 443; 490; 491.  

Area Studies: (Six credit hours from each of two areas of concentration)  

Select From:  
Anthropology: Anth 316*; 317*; 318*; 319*.  
Geography: Geog 313*; 341*; 345*; 426*; 427*; 432; 433; 452; 456; 461; 462.  
History: Hist 291*; 292*; 293*; 427; 438; 439; 483; 484; 495.  
Political Science: Ps 241*; 365*; 441*; 442; 464; 466; 467; 468; 477.  

Other Non-business Requirements  

Business Administration:  

Required Business Core  

International Business (Choose 4 of 5)  
Actg 390  Int'l Financial Accounting (3)  
FinL 456  Foreign Financial Operations (4)  
Mgat 446  Princ. of Intn'l Management (4)  
Mktg 376  International Business Operations (4)  
Mktg 466  Principles of Intn'l Marketing (4)  

Business Option Requirements  

Other Business Electives  

Total Degree and Certificate  

*Approved GER Courses
3. Rationale for proposed changes:

Because of significant curricular changes which have occurred since this program was initiated in the 1970's both within the School and the general education requirements, it has become necessary to modify the course and curriculum requirements of the international business studies certificate program. The proposed changes allow students to better meet certificate requirements, degree requirements, and distribution requirements without the unnecessary burden of credit hours beyond the 186 credit hour requirement. In addition, the proposed changes bring the program into a parallel structure with other international studies programs on the PSU campus and provides a higher quality international education.

Request prepared by _____________________________ Date ______________

School Curriculum Committee _____________________________ Date ______________

Approved by Dean of School _____________________________ Date ______________
Changes in Old Courses

Actg 213. Management Accounting Systems. (3)
A study of accounting information and its application and uses within the business organization. Includes the study of manufacturing operations with emphasis on management decision making; determination and control of costs; and budgeting. Prerequisites: Actg 211 and Actg 212; Mth 101 or Mth 114 or equivalent. (Change in prerequisites.)

Actg 390. International Financial Accounting. (3)
Financial reporting varies significantly from one country to another. This course investigates international differences in the financial reporting environment and the related differences in accounting principles and financial disclosure. Contemporary issues in financial reporting at an international level are discussed, as are issues in auditing diverse reporting systems. Prerequisites: Actg 213, FinL 369. (Change in prerequisites.)

Actg 430. Municipal and Governmental Accounting. (3)
Special theory relating to accounting for governmental bodies and nonprofit organizations requiring accounting by "funds". Involves study of the relationships of the budgetary process to the control of expenditures with budget authorizations. Also, a study of the sources, classification, and availability of revenues for expenditures. Prerequisite: Actg 385. (Change in prerequisite.)

Actg 492, 493, 494. Auditing Concepts and Practices. (3, 3, 3) grad
Auditing standards and procedures observed by Certified Public Accountants in the examination of the financial statements of business and other organizations. Audit standards and objectives, collection of evidence, evaluation of internal control, problems and procedures of verification, preparation of audit programs, work papers, and reports. Effects of statistical sampling and computer concepts and control techniques on the audit process. Prerequisite: Actg 335 and 385 for 492; Actg 492 for 493; Actg 493 for 494. (Change in prerequisites.)

FINANCE AND LAW

Changes in Old Courses

FinL 326. Legal Environment of Business. (4)
The meaning and nature of law, sources of law, state and federal court systems, procedures for resolving disputes, business torts, business crimes, antitrust law, labor law, international business law, ethical considerations, social and political influences. Prerequisite: upper division standing. (Change in description, and lecture and credit hours from (3) to (4).)

FinL 411. Laws of Real Estate, Personal Property, Trusts, and Estates. (4)
Distinction between real estate and personal property, fixtures, landlord tenant, accession, patents, copyrights, trademarks, concurrent ownership, deeds, adverse possession, easements, trusts, REIT, powers of trustees, wills, will substitutes, intestacy, probate. Prerequisite: upper division standing. (Formerly Laws of Real Estate and Property. Change in title, description, and lecture and credit hours from (3) to (4).)
FinL 412. Business Law. (4)
Laws of contracts, negotiable checks, notes, and drafts, insurance, documents of title, sales of goods, letters of credit, employees and independent contractors, agency, partnership, corporations, securities, bankruptcy, security interests, mortgages, suretyship and bulk sales. Covers law part of CPA exam. Prerequisite: upper division standing.
(Formerly Laws of Contracts and Insurance. Change in title, description, and lecture and credit hours from (3) to (4).)

Old Courses Dropped

FinL 327. Legal Problems in Everyday Living. (3)
FinL 413. Laws of Commercial Paper and Sales. (3)
FinL 414. Laws of Business Organizations, Securities and Antitrust. (3)
FinL 415. Laws of Bankruptcy, Professional Responsibility, Trusts and Estates. (3)

MANAGEMENT

Changes in Old Courses

ISQA 111. Fundamental Computer Concepts. (2)
The fundamental concepts of Electronic Data Processing; the impact of EDP on the firm, and the fundamental concepts of computer use including programming and applications. Provides a general vocabulary and understanding of the capabilities of the computer in business. (One hour of lecture and two hours of recitation.)
(Change in description, credit hours from (3) to (2) and lecture and recitation hours.)

ISQA 331. Systems and Quantitative Analysis. (5)
Introduction of a set of concepts, problems, processes and techniques which are appropriate for the analysis and solution of problems within any organization. Topics include decision analysis, forecasting, mathematical programming, stochastic modeling, and network analysis. Prerequisite: Restricted to admitted BA students only.
(Formerly ISQA 344, 345. Change in number, description, prerequisites, and credit hours from (3, 3) to (5).)

ISQA 335. Computer-Based Decision Systems. (4)
A study of how the computer has facilitated effective business decision making; development of computer-based information systems; nature of data an information system can and cannot process; impact of information systems on organizations. Three hours of lecture; one two-hour computing laboratory period. Prerequisite: ISQA 111 and upper division standing.
(Change in prerequisites, credit hours from (3, 3) to (4) and addition of laboratory.)

ISQA 339. Production and Operations Systems. (4)
An exploration of the design, planning, operation, and control of all facilities, process and activities needed to convert monetary, material, and human inputs into the goods and services output by manufacturing and service organizations. Topics to be covered include the role of operations in corporate strategy, process selection, facilities design, operations planning and control, quality control, technology management, and job design and work methods. Prerequisite: ISQA 331. Restricted to admitted BA students only.
(Formerly ISQA 329. Change in number, description, credit hours from (3) to (4), and prerequisite.)
ISQA 429. Materials Decision Systems. (4) grad
Materials management is concerned with the flow of materials to, within, and from an organization. The materials manager must determine how much to obtain, when, and from whom. The course will cover materials acquisition, materials quality, inventory management, materials disposition, and the materials management organization. Prerequisite: ISQA 339.
(Change in credit hours from (3) to (4) and prerequisite.)

ISQA 439. Purchasing Systems. (4) grad
The purchasing manager typically controls 40 to 50 percent of each dollar of an organization's revenue. The course will focus on developing sound policies and procedures for procurement in both the private and public sectors of the economy. Topics will include supplier selection, competitive bidding, value analysis, negotiation and public purchasing. Prerequisite: ISQA 339.
(Change in description, credits from (3) to (4), and prerequisite.)

ISQA 459. Production Planning and Control. (4) grad
Intermediate and short range production planning and scheduling. Topics will include aggregate planning, materials requirement planning, scheduling and just-in-time. Prerequisite: ISQA 339.
(Change in description, and credit hours from (3) to (4).)

ISQA 469. Productivity Analysis. (4) grad
The role of operations strategy on the firm's cooperative ability and the organization's programs and techniques for measuring and improving productivity and for assuring quality. Prerequisite: ISQA 339.
(Change in description, credit hours from (3) to (4), and prerequisite.)

Mgmt 322. Management and Organizational Behavior. (5)
A study of the fundamentals of management and the application of the behavioral sciences to the structuring of human organizations and the design of such organization processes as motivating, planning, decision making, controlling, and staffing in the achievement of organizational goals. Prerequisite: upper division standing.
(Formerly Mgmt 362. Fundamentals of Management. Change in number, title, description, and credit hours from (3) to (5).)

Mgmt 446. Principles of International Management. (4)
Study of managerial functions and problems related to international business activity. The focus of this course is on the management of foreign trade, direct investments, and international operations. In addition the political, economic, and cultural environments of international business are examined from the perspective of management. Prerequisites: Mgmt 322 and Mktg 376.
(Change in credit hours from (3) to (4), and prerequisites.)

Studies the human resource management functions performed by the human resource manager as well as by the line executive or supervisor. Uses contemporary approaches and problems to analyze the entire process of performance management, including human resource planning/job design, selection and staffing, training and development, compensation, performance appraisal, and employee and labor relations. Also examines legal questions which affect human resource management. Prerequisite: Mgmt 322.
(Formerly Personnel Management. Change in title, description, credit hours from (3) to (4), and deletion of graduate option.)
Mgmt 453. Business Policies. (4)
This course examines the interdependence of the factors affecting the long run survival of the firm. Strategic formulation and implementation are central concerns of this examination. The course is designed to provide an integrated global view of business operations and to illustrate the necessity of coordination of business administration. Prerequisites: ISQA 335, ISQA 339, FinL 369, Mktg 311, and a graduating senior. Restricted to admitted BA students only.
(Change in description, credit hours from (3) to (4), and prerequisites.)

Mgmt 461. Compensation and Performance Evaluation. (4) grad
A study of wage, salary, and benefits policies which aid in motivation and control. Includes an analytic study of job evaluation procedures. Shows how job analysis is used to help set performance standards. Methods of evaluating individual performance, from both a behavioral and quantitative viewpoint, are discussed. Prerequisite: prior completion of or concurrent registration in Mgmt 451.
(Formerly Mgmt 465. Change in number, description, and credit hours from (3) to (4).)

Mgmt 471. Human Resource Staffing and Planning. (4) grad
An examination of worker entry into and movement within an organization, with an emphasis on long range human resource planning. Topics covered are human resource planning; job description strategies, recruitment, realistic job previews, application blanks and resumes, interviews, testing, assessment centers, orientation, management succession, outplacement, and affirmative action. Prerequisite: prior completion of or concurrent registration in Mgmt 451.
(Formerly Selection and Staffing. Change in title, description, and credit hours from (3) to (4).)

Mgmt 491. Training and Development. (4) grad
(Change in credit hours from (3) to (4).)

Mgmt 493. Human Resource Policies. (4) grad
An in-depth, analytical study of human resources and the tasks of the modern human resource manager, with an emphasis on the policy making aspect of human resource management. Studies executive level decision making within staffing, training, compensation, appraisal, and labor relations. Examines emerging issues in HRM, such as quality of work life, wellness, substance abuse, human resource information systems, etc. Prerequisites: Mgmt 451 and 8 additional credits in human resource management.
(Change in description, and credit hours from (3) to (4).)

Old Courses Dropped

ISQA 449. Capacity Planning and Analysis. (3) grad

Mgmt 363. Organizational Behavior. (3)

Mgmt 481. Job Design. (3) grad

MARKETING

New Course

Mktg 450. Product Innovation. (4)
Examines the product innovation process and its impact on the success of the firm. Emphasis is on product management as a foundation for the development of marketing strategy. Prerequisite: Mktg 311.
Changes in Old Courses

Mktg 311. Marketing Concepts. (4)
Basic marketing concepts; the role of marketing in the socio-economic system of the United States. Emphasis on analytical and normative problem solving and managerial decision making central to the relevant marketing concepts. Prerequisite: upper division standing.
(Formerly Mktg 366. Change in number, credit and lecture hours from (3) to (4), and prerequisites.)

Mktg 341. Public Relations. (3)
Principles of public relations in contemporary America, with emphasis on the role of public relations in business. Prerequisite: Mktg 340.
(Formerly Mktg 497. Change in number, and prerequisite.)

Mktg 376. International Business. (4)
International business concepts and practices relating to international trade are presented at a survey level. Current global issues related to international trade and actual international problems are identified along with the basic concepts related to international finance, management, and marketing practices. Prerequisite: junior standing.
(Change in description, credit hours from (3) to (4), and prerequisite.)

Mktg 430. Entrepreneurship. (3)
The study of entrepreneurship, with emphasis on identifying market opportunities and the development of marketing and business plans to meet these opportunities. Prerequisite: Mktg 311.
(Formerly Mktg 250. Change in number, description, and prerequisite.)

Mktg 460. Marketing Research. (5)
Studies the planning, data collection, analysis, and reporting issues relating to marketing research. Key issues include defining information needs, sampling, sources of primary and secondary data, instrument design, statistical data analysis, interpretation and reporting of data. Prerequisites: Mktg 311, ISQA 331.
(Formerly Mktg 415. Change in number, description, credit and lecture hours from (3) to (5), and prerequisites.)

Mktg 463. Consumer Behavior. (4)
(Change in credit and lecture hours from (3) to (4).)

Mktg 464. Marketing Strategy and Management. (4)
(Change in credit and lecture hours from (3) to (4).)

Mktg 465. Advertising Campaigns. (3) grad
Emphasis is on the development of the total advertising campaign from a marketing perspective. Integrates elements of the advertising process such as setting objectives, selection of target markets, budget development, media selection, message creation, production and placement into a plan for action. Prerequisites: Mktg 420, Mktg 421, Mktg 460.
(Formerly Mktg 422. Change in number, and prerequisites.)

Mktg 466. Principles of International Marketing. (4)
Differences between domestic and international marketing are examined. A market oriented conceptual foundation relating international channels of distribution, financing, documentation transportation organizing and staffing is presented. Prerequisites: Mktg 311 and Mktg 376.
(Change in credit hours from (3) to (4), and prerequisites.)
Old Courses Dropped

Mktg 365. Traffic Management. (3)
Mktg 370. Beginning Transportation. (3)
Mktg 416. Marketing and Data Analysis. (3) grad
Mktg 451. Transportation Regulation and Law. (3) grad
Mktg 472. International Transportation. (3)
Mktg 478. Computer-based Marketing Management. (3) grad

SCHOOL OF EDUCATION

New Courses

CI 252. Instruction and Management in Preschool Education. (3)
This course will consider growth and development characteristics of preschool children (ages 3-5 yrs.) for planning educational programs, curriculum, instruction, scheduling and environment, management, and parent communication. Field experience required. Prerequisite: CI 251 or course work in human growth and development.

CI 350. Aesthetics and Physical Education for Young Children. (4)
This course will provide preparation for planning, implementing and evaluating developmentally appropriate integrated teaching and learning experiences in art, music, movement, drama, and physical education for young learners, ages 4-8 yrs. Prerequisites: admission to teacher education; CI 251.

CI 351. Science, Social Studies and Health for Young Children. (5)
This course will provide preparation for planning, implementing, and evaluating developmentally appropriate integrated teaching and learning experiences in science, social studies and health for young learners, ages 4-8 yrs. Prerequisites: admission to teacher education; CI 251.

CI 355. Elements of Instruction. (3)
A course designed as a general elementary education methods course to be taken concurrently with the initial Curriculum and Materials course(s). This is an introductory course to provide students with the basic elements of effective instruction. The course will provide students with skills in writing instructional objectives, concepts of lesson planning and unit development, and the theory and research relevant to the elementary education preservice teacher. Prerequisite: admission to the program of studies in teacher education.

CI 411. Classroom Management. (3) grad
A course designed to provide senior-level or graduate students with current theoretical and practical approaches to classroom management. Both preventive and corrective techniques and models, as well as current research and trends, provide the student with a foundation upon which to design a management program appropriate to one's teaching style and philosophy. Field experience required of secondary students. Prerequisite: admission to the program of studies in teacher education or graduate standing.
CI 412. Multicultural Strategies for Teachers. (3)  
A course designed for education students to acquaint them with the basis for and elements of multicultural education. Emphasis placed on effective practices supported by educational theory and philosophy.

CI 430. Introduction to Logo. (3) grad  
This first course in Logo applications for the classroom will provide teachers with an understanding of the Logo language: its importance in education, particularly in the primary grades; its philosophy and appropriate use; classroom environmental considerations; and a facility with the language through turtle graphics. Every class session will include hands-on use of Terrapin Logo with the Apple II computer. Prerequisite: CI 362.

CI 431. Program Development with BASIC. (3) grad  
A hands-on introduction to programming in the BASIC language. Basic microcomputer and diskette operation, system commands, use of public domain software, beginning programming in BASIC including programs to design simple graphics and simple Computer Assisted Instruction programs. Prerequisite: CI 362.

CI 432. Computer Applications for the Elementary Classroom. (3) grad  
This course is designed for preservice or inservice elementary teachers who wish to become comfortable with the use of the computer to enhance classroom teaching and learning in several subject areas. Topics include an introduction to computers and technology in education; review and curriculum integration of courseware appropriate for K-6 children; use of word processing in the language arts; designing and using computer-based data bases in the classroom; computer literacy in the elementary classroom; and Logo for the elementary classroom. Prerequisite: CI 362.

CI 433. Computer Applications in Instruction. (3) grad  
A comprehensive survey of the use of microcomputers in instruction. Terminology, educational applications, ethical issues, courseware evaluation and selection, languages for CAI, management tools for educators, planning and organizing for school computer use, hardware selection, computer literacy and technological literacy, and resources for teachers. Hands-on use of the computer to review courseware is an important part of the course. Prerequisite: CI 362.

CI 434. Microcomputer-based Management Tools for Teachers. (3) grad  
This course introduces educators to three important and useful tools for classroom use and personal and professional use: word processing, data base, and spreadsheet applications. Each class session includes demonstration and hands-on use of microcomputers. Each student will develop a word-processed document, a data base, and spreadsheet application. Prerequisite: CI 362.

CI 454. Instruction and Management in Kindergarten/Primary Grades. (3) grad  
This course will consider growth and development characteristics of children ages 5-8 yrs. and research on teaching for planning educational programs, curricula, instruction, environment, management, and guidance. Prerequisites: admission to teacher education, and either CI 251, 252, or 253.

CI 530. Courseware Design. (3)  
This course is intended for graduate students in education who wish to design and develop their own instructional packages for use on the microcomputer. Each student will use principles of instructional systems design to design and develop a lesson through the storyboard stage. The final step, writing the computer program, is not included in this course. No programming skills are required. Prerequisite: CI 433.
EdAd 515. Adult Learning. (3)
An examination of challenges facing those who plan, implement, and evaluate learning opportunities for adults; alternative approaches and designs. Issues reviewed from perspectives of educational program providers and adult learners. Relevant theory and research will be reviewed. Prerequisite: admission to a masters or doctoral program.

EdAd 517. Policy and Governance in Postsecondary Education. (3)
An examination of theory and research that relates to how policy is formulated and implemented in postsecondary environments. The course focuses on the policy and governance role of faculty, administrators and trustees at the single college or university level, and state and federal roles in postsecondary policy and governance. Prerequisite: admission to the doctoral program.

EdAd 519. Contemporary Issues in Postsecondary Education. (3)
The course is designed to provide students with an introduction to the study of postsecondary education using as the vehicle a focus on some of the more pressing issues currently facing postsecondary education. The course is designed to increase the capacity for the identification and analyses of issues and the development of a position relative to the issue. Prerequisite: admission to the doctoral program.

EdAd 524. Oregon School Law. (2)
This course examines the legal framework of the public school system in the state of Oregon. Administration policies are analyzed from the legal perspective. Compliance issues are discussed. Oregon Revised Statutes are interpreted and related to school district and school building operations. Prerequisite: EdAd 520 and admission to the administration program.

EdAd 526. Instructional Budget Management. (2)
A course which studies the budget-making process at the district and building level; sources of revenue and fiscal expenditure policies are examined; plans are developed for translating income into instructional goals. Prerequisites: EdAd 520 and admission to the administration program.

EdAd 533. Planning and Budgeting in Postsecondary Education. (3)
The course provides an introduction to and an overview of planning and budgeting processes used in postsecondary environments. Major emphasis is placed on key concepts and models and applications to institutional cases and on strategies for linking planning and budgeting functions. Prerequisite: admission to the doctoral program.

EdAd 536. Postsecondary Curriculum. (3)
The course provides a historical and philosophical perspective on postsecondary curriculum with major attention given to review and analysis of current curriculum practices and issues. Attention is given to questions of outcomes, facilitating adult learning, and the assessment of learning. Prerequisite: admission to the doctoral program.

EdAd 539. Program Evaluation. (3)
An examination of evaluation theory and approaches and their applications in educational settings. Emphasis is given to program evaluation and to understanding how the usefulness of evaluation results may be increased. Prerequisite: Ed 424.

EdAd 541. The Community College. (3)
An introduction to the history, roles and functioning of the community college. Prerequisite: admission to a masters or doctoral program.
Lib 181. Use of the Library. (2)
Initial training in the effective use of the University library and resources such as
the library catalog, reference materials and preliminary strategy planning for on-
line subject searching.

Lib 537. Video Production. (3)
Study and practice of video recording techniques including storytelling, various
camera techniques, editing, character generation. Students will spend time in a
recording studio in addition to using the portable camera. Prerequisite: Basic
Endorsement.

Lib 538. Computers and Advanced Technology in the Library Media Center. (3)
An analysis and study of the role of computers and advanced technology (video disc,
satellite television) in the library media center. Administrative uses as well as
curriculum development will be studied for the technology. Prerequisite: Basic
Endorsement.

Lib 539. Creative Photography in Education. (3)
A study of photographic processes to include photography without a camera, basic
animation techniques, and darkroom techniques. Analysis of completed
photographs in terms of composition, style, and technique will also be studied. All
techniques will be related to classroom instruction in the elementary and secondary
schools. Prerequisite: Basic Endorsement.

Lib 544. Advanced Reference and Research. (3)
Advanced reference materials available in school and academic libraries, including
computer data bases and network resources. Prerequisite: Basic Endorsement in
Educational Media. One of the courses in this endorsement program is Lib 481.

Changes in Old Courses

CI 251. Introduction to Early Childhood Education. (3)
This course will provide an overview of the early childhood education profession,
including issues, research, historical influences, programs for young children, and
career options. Field experience required.
(Change in description.)

CI 253. Preschool Programming. (3)
This course will provide experience and guidance in planning, implementing and
evaluating developmentally appropriate teaching and learning experiences in
preschool settings. Field experience required. Prerequisite: CI 252.
(Formerly CI 252. Working with Young Children. Change in number, title,
and description.)

CI 356. Curriculum and Materials: Reading I. (3)
The first of a two-component sequence in reading for elementary teachers.
Emphasis on the curriculum and materials of the reading process, the total reading
program, approaches to the teaching of reading, including basal reader, phonic,
language experience, and linguistic approaches. Consideration of selection and
evaluation of materials for teaching word recognition, comprehension, readiness
and beginning reading; classroom organization and management of reading
programs; and professional organizations of teachers of reading. Field experience
required. Prerequisite: admission to the program of studies in teacher education.
(Formerly Teaching Strategies and Materials: Reading I. Change in title and
description.)
CI 357. Curriculum and Materials: Language Arts. (3)
A course designed to acquaint prospective elementary teachers with the curriculum, materials and methods of teaching oral and written skills, listening skills, language study and organization of language activities in the elementary schools. Emphasis includes the interrelationships of the language arts, the nature of language arts, the nature of language activities, written expression, the mechanics of written expression, classroom organization and management for language instruction, and professional organization for teachers in language arts. Field experience required. Prerequisite: admission to the program of studies in teacher education.
(Formerly Teaching Strategies and Materials: Language Arts. Change in title and description.)

CI 358. Curriculum and Materials: Social Studies. (3)
A course designed to prepare elementary teachers in the curriculum, strategies, and skills to utilize current social science materials and programs. Specific attention will be given to an understanding of the scope of the social science curriculum and to the development of conceptual approaches to social studies instruction. Field experience required. Prerequisite: admission to the program of studies in teacher education.
(Formerly Teaching Strategies and Materials: Social Science. Change in title and description.)

CI 359. Curriculum and Materials: Science. (3)
A course designed to acquaint prospective elementary teachers with the curriculum, strategies and materials in current elementary science instruction. Emphasis on the scope of curriculum, development of inquiry, questioning strategies, scientific approach, cognitive aspects of science, and laboratory equipment and materials. Consideration will be given to applications of science principles to environmental issues. Field experience required. Prerequisite: admission to the program of studies in teacher education.
(Formerly Teaching Strategies and Materials: Science. Change in title and description.)

CI 360. Curriculum and Materials: Mathematics. (3)
A course designed to acquaint prospective elementary teachers with a wide variety of current curriculum approaches, methods and materials for teaching mathematics in the elementary school. Emphasis on the scope of the curriculum, diagnostic and remedial activities, developing problem-solving abilities, strategies for individualizing instruction, evaluating student progress, the materials and resources currently used, and professional organizations for teachers of mathematics. Field experience required. Prerequisite: admission to the program of studies in teacher education, and Mth 111, 112, and 113.
(Formerly Teaching Strategies and Materials: Mathematics. Change in title and description.)

CI 361. Curriculum and Materials: Reading II. (3)
The second of a two-component sequence in reading. Instruction in scope of the curriculum, methods, materials and organizational learning structures appropriate for use in the field of reading. Emphasis on curriculum, evaluating children's progress in reading, assessing individual patterns of development, detecting reading difficulties and special needs, instructional technology and materials applied to the teaching of reading and reporting to parents. Field experience required. Prerequisite: admission to the program of studies in teacher education and CI 356.
(Formerly Teaching Strategies and Materials: Reading II. Change in title and description.)
CI 362. Instructional Media and Computers. (3)
Selection and utilization of print, non-print and electronic media and accompanying technology for the instructional process. Development of basic competencies in the following: evaluation of media; production of materials; operation of hardware; utilization of media and technology in teaching.
Prerequisite: admission to the teacher education program.
(Formerly Introduction to Educational Media for Teachers. Change in title, description, and credit hours from (1) to (3).)

CI 370. Curriculum and Materials: Health and Physical Education. (3)
A course designed to acquaint prospective elementary teachers with the scope of the curriculum and the available resources and materials for teaching of health and physical education in the elementary school. Emphasis on curriculum, methods and materials, current trends and issues, basic principles in the selection and use of physical activities, adaptations for handicapping conditions, and the organization and management specific to health and physical education. Field experience required. Prerequisite: admission to the program of studies in teacher education.
(Formerly Teaching Strategies and Materials: Health and Physical Education. Change in title and description.)

CI 469. Reading and Composition in the Content Areas. (3) grad
This course is designed for educators to help guide their students in acquiring skills needed for adequate reading, writing, and study in the content areas. Emphasis is on the functional teaching of reading and writing—the design and preparation of materials to use with textbooks in all school subjects. Prerequisite: admission to the program of studies in teacher education.
(Formerly Developmental Reading and Composition. Change in title and description.)

CI 474. Corrective Reading. (3) grad
(Formerly Corrective Reading: Elementary. Change in title.)

CI 525. Issues and Perspectives in the Teaching of Reading. (3)
An examination of the development of current practices in the teaching of reading. The identification of major trends and issues and a critical review of relevant past and present research. Prerequisite: completion of student teaching.
(Formerly Current Approaches to the Teaching of Reading. Change in title, description, and prerequisite.)

CI 529. Administration of School Reading Program. (3)
The course is for current or future administrators, coordinators, curriculum consultants, or teachers whose responsibilities will include leadership roles in the administration of school-wide or district-wide teaching programs. It deals with long- and short-term objectives, school organizational patterns, staff competencies, materials selection, program evaluation, needs assessment, and the use of community resources. Prerequisite: CI 474 or equivalent.
(Change in prerequisite.)

EdAd 574. Supervision and Evaluation of Instruction. (3)
(Formerly School Supervision. Change in title.)

Lib 446. Teaching K-12 Library Media Skills. (3) grad
A study of the K-12 library media skills program, including the development of a scope and sequence, effective teaching strategies, specific skills instruction, and organization and development of a teaching program in the library media center. Prerequisite: Lib 436.
(Formerly Media for Teaching and Learning. Change in title and description.)
Lib 490. Methods of Using Children's Literature. (3) grad
A study of techniques for incorporating children's literature into the elementary school curriculum, to include authors and illustrators of children's books, reading books aloud, storytelling, booktalks, reading promotion programs, and incorporating literature throughout the curriculum. Prerequisite: CI 490 or equivalent.
(Formerly Children's Literature and Library. Change in title, description, and prerequisite.)

Lib 545. Directed Field Experience. (3)
Planned contact for school library media specialists with professional librarians and/or media specialists in public, academic, special libraries, information centers and other library or media related settings. Directed field work and visitations to various libraries and information centers will be the emphasis of the course. Seminar meetings on campus deal with topics related to the field experience as well as intensive study of related advanced issues such as automation, personnel, and management.
(Change in description and credit hours from (9) to (3).)

Lib 546. Planning and Evaluation of Library Media Programs. (3)
(Formerly Program Planning and Evaluation of School Library Media Centers. Change in title.)

Old Courses Dropped

CI 250. Infant and Child Care and Education. (3)
CI 450. Early Childhood Education: Growth and Development. (3) grad
CI 451. Early Childhood Education: Curriculum. (3) grad
CI 452. Early Childhood Education: Programs. (3) grad
CI 453. Early Childhood Education: Parent and Community Relations. (3) grad

SPECIAL STUDIES

New Courses

SpEd 515. Communication with Parents of Handicapped. (3)
The course presents an overview of the problems families face in raising an exceptional child, resources to assist parents, the professionals' role in relating to families and the role's responsibilities under Public Law 94-142. Prerequisite: SpEd 462.

SpEd 532. The Visually Impaired Child. (3)
Theory of education of children who are visually handicapped, pre-school through high school; a continuum of vision loss will be emphasized. Observations required. Prerequisite: SpEd 521 or Prescriptive Teaching.

SpEd 533. Braille System I. (2)
A class which focuses on literary braille. This is the first of two required classes for those who wish to become teachers of visually handicapped children. It is a requirement for the basic endorsement certificate.
The focus of this class is on specific methods, materials, and curricular approaches which are used with, or may be adapted to, the educational needs of visually handicapped children and youth. Observation and direct application of these specific methodologies will be required. Prerequisite: SpEd 462.

SpEd 536. Orientation and Mobility for the Classroom Teacher. (3)
The focus of this class is on teaching independent travel skills to totally or functionally blind students. Methods and techniques are presented to help the special and regular class teacher promote success in daily living skills as well.

SpEd 540. Medical and Legal Aspects for the Handicapped. (3)
An examination of the medical and legal aspects of major handicapping conditions and implications for management in the special education/rehabilitation setting. The course will focus on the medical and legal needs of persons with severe handicaps in educational, clinical, and social settings. Prerequisite: SpEd 462.

SpEd 541. Sex Education for the Handicapped. (3)
Course presents conceptual framework for organizing social sexual training programs for persons with mental retardation and multiple handicaps and developing curricular competencies.

SpEd 542. Career Education for the Handicapped. (3)
Course presents conceptual framework for organizing and developing programs for handicapped students and developing vocational skills and competencies for the disabled.

SpEd 545. Introduction to Microcomputers in Special Education. (3)
Prepares special education teachers with no prior computer experience to utilize the microcomputer to assist student learning and to manage records, and develop materials for special education students.

SpEd 550. Severely Handicapped Learner. (3)
Nature and needs of persons with severe handicaps in educational, clinical, and social settings. This course discusses student characteristics, behavioral strategies, individual educational plans, programming strategies and techniques for assessment. The course focuses on functional educational needs for persons with severe handicaps. Prerequisite: SpEd 462.

SpEd 551. Assessment for the Severely Handicapped Learner. (3)
The course is designed to teach the student to critically evaluate assessment instruments, administer and select appropriate assessment instruments and systematic assessment techniques to evaluate the skills of severely handicapped students. Students will learn to utilize evaluation data to identify instructional priorities relevant to the development of Individualized Education Program (I.E.P.s) and Transition Plans. Prerequisites: SpEd 462.

SpEd 560. Administration of Special Education Programs. (3)
The organization and delivery of special education services from the perspective of building-level and district-level administrators is presented along with relative statutory and regulatory provisions. Prerequisite: SpEd 462.

Change in Old Course

Coun 586. Career and Life-style Planning. (3)
This course examines the theoretical research foundation for choices, factors that influence choices, the role of information, the skills and practices of effective helpers, the exploration/testing/labor market information sources which contribute to the value choices that are made, and related issues and problems. Prerequisite: admission to the program or Coun 485 or Coun 581.
(Formerly Coun 486. Occupational and Educational Information. Change in number, title, description, and prerequisite.)
MEMORANDUM

DATE: October 27, 1987
TO: Senators and Ex-officio Members of the Senate
FROM: Ulrich Hardt, Secretary to the Faculty
RE: Special Senate Meeting

A special Senate meeting has been scheduled for Monday, November 16, 1987, at 3:00 p.m., in 53 CH to discuss the Delkin Committee report and its implications for the academic future of the University. The meeting is open to all Faculty, as are all Senate meetings.

Two copies of the report have been placed in the Reserve Library and in the office of the Secretary to the Faculty (OAA).

UHH/b