The Faculty Senate was called to order by Greg Hooks, Chair, on Thursday, February 29, 1996, in FSHN, T101, at 3:40 p.m. Forty-nine (49) members were present, twenty-two (22) members were absent with one (1) vacancy. Nine (9) non-voting members were present.

Minutes of February 15, 1996, meeting were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers and administrators met in a joint meeting on February 13, 1996.

2. The following people have been nominated for Faculty Senate offices. The full nomination information with vitae will be in the March 14 Senate agenda with elections to take place April 4.

   Chair: Val Limburg
   Vice Chair: David Stock
              Susan White
   Legislative Representative: Erica Austin
                              Richard Okita

3. Responses from Provost George for Faculty Senate actions taken February 15, 1996, are in Exhibit B is as follows:

   February 19, 1996

   TO: Faculty Senate
   FROM: Tom George
   RE: Faculty Senate Actions, February 15, 1996

   The actions taken by the Faculty Senate at its meeting of February 15, 1996 are noted as follows:

   1. The recommendation from the Organization and Structure Committee approved by the Faculty Senate to add the two Legislative/Council of Faculty Representatives as ex-officio members of the Steering Committee is noted.

   2. The recommendation from the Organization and Structure Committee approved by the Faculty Senate to eliminate the representative from the Planning Review Committee on the Budget Committee is noted.

   3. The recommendation from the Graduate Studies Committee approved by the Faculty Senate for a PhD in Education subspecialization in Educational Psychology is approved.

   4. The recommendation from the Graduate Studies Committee approved by the Faculty Senate for curricular changes for the American Studies Program is approved.
5. The resolution from the Library Committee on “Library Shortfalls” is noted as follows:

Given the current shortfall of monies to the Libraries especially threaten the integrity of the libraries and endanger its ability to adequately support the teaching, research and service mission of the University, we find the resultant cuts in vital serials unacceptable and recommend the administrative officers of WSU both find a way to cover costs through supplemental funding and find a long-term solution to the funding of the Libraries so as to return the libraries to a level of support of the university community required by a major teaching and research institution.

6. The recommendation from the Graduate Studies Committee approved by the Faculty Senate for Graduate Major Change Bulletin 3 is approved.

cc: Samuel H. Smith Sallie A. Giffen Thomas L. "Les" Purce
     Sally P. Savage Geoffrey L. Gamble K.J. "Gus" Kravas
     Robert V. Smith Ernestine Madison Richard L. Hutchinson
     Monty Nielsen

* * * *

4. Faculty Senate Standing Committees reported committee consideration on the following issues (agenda and previously reported items not included) at the February 22, 1996, Steering Committee meeting:

Faculty Affairs Committee: Issues involving the Faculty Manual that need to be reviewed by the Attorney General's office.

Planning Review Committee: Enrollment Management Plan.

Research and Arts Committee: New draft on Evaluating Centers.

Academic Affairs Committee: Final Exams Week Changes; Closed Week Policies; Placement Exam Issues.

Announcements (Reports).

1. Remarks by the Chair.--G. Hooks

Hooks stated that at the last meeting information was requested about who made the decision to close the University during the heavy rains and flooding. The Executive Committee which includes the president, provost and vice provost and vice presidents made the decision to close the university after the bus service was closed. The process should have included the Faculty Senate Chair and will be in the future. In addition many towns in the area were requesting help with sandbagging and many WSU students had been up all night helping. Hooks stated that WSU Week from February 23 had a statement from the administration regarding contacts between faculty and state officials and he anticipated questions at the end of the meeting concerning this issue.
2. Report from Legislative Representatives.--C. Clark, P. Chevalier

There was no report.

Additions or Changes to the Agenda.

There were no additions or changes to the agenda.

Agenda Items (Action Items).

1. Recommendation from Research and Arts Committee on “Procedures for Name Change for an Institute, Center or Laboratory”. **Exhibit C** is as follows:

**MEMORANDUM**

TO: KNona Liddell, Chair, Research and Arts Committee
FROM: Richard W. Crain, Jr., Executive Secretary
DATE: September 6, 1995
SUBJECT: Procedure for Name Change of an Institute, Center or Laboratory

The present procedure for establishing an Institute, Center or Laboratory has no provisions for the requesting of a name change for an existing organization. I have written a section which could be added to the existing set of procedures. It will be appreciated if the Research and Arts Committee reviews the issue and modifies or restructures my suggested procedure. Attached are a copy of the existing procedures for establishment and a copy of my suggestions. Your recommendations will probably need to be forwarded to the Faculty Senate for action.

Attachments (2)

October 19, 1995

**MEMORANDUM**

TO: Richard W. Crain, Jr., Executive Secretary, Faculty Senate
FROM: Nancy Shrope, Research and Arts Committee
SUBJECT: New Wording

The alternative wording for the policy on name change for an existing center, institute or laboratory proposed in your September 28, 1995 memorandum has been reviewed. The Research and Arts Committee recommends approval of the wording to the Faculty Senate.

Change of Name, Scope, Funding or Organization of an Existing Institute, Center or Laboratory

Over time, due to the changes of focus, scope, participation or other circumstances, it may be necessary to request a change in the name of an existing institute, center or laboratory. A written request for the change in name should identify the reason for the change and any significant changes in the following:
1. Nature and scope of activities
2. Colleges and/or departments involved
3. Amount of university budgetary support
4. Needs for space, equipment, library resources and supplies
5. Expected external funding sources
6. Expected contributions to and impact on the instructional programs
7. Expected contributions to university and other clients

A change in name only, which involves no significant change in any of the items listed above, may be requested by identifying the reason for the change and stating that no other significant changes are envisioned.

The written request should be approved by the cognizant Department Chairs, Deans and Vice Provost for Research. It is then submitted to the Faculty Senate for review and approval by the Research and Arts Committee. The Research and Arts Committee will forward the request for review to other Faculty Senate committees as appropriate, depending on the significance of the changes identified.

The Research and Arts Committee will submit a report of action to the Faculty Senate or a recommendation for approval by the Faculty Senate, depending on the significance of the changes.

* * * * *

Motion carried.

2. Recommendation from Academic Affairs Committee for “Four Year Degree Agreement”. **Exhibit D** is as follows:

MEMORANDUM

TO: Richard Crain, Executive Secretary Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 9 February 1996
SUBJECT: Four-Year Degree Agreement

At its 5 February 1996 meeting, the Academic Affairs Committee (AAC) approved the establishment of a four-year degree agreement in principle, to be effective fall 1996. Members of the AAC noted that procedures will need to be developed in consultation with the AAC and impacted university units. Prior to approval, the AAC discussed the four-year degree agreement with John McNamara, Chair of the Academic Advising and Reinstatement Subcommittee, with Stergios Fotopoulos Chair of the Admissions Subcommittee, and with Provost Thomas George, through memoranda (attached).

The four-year degree agreement approved by the AAC in principle may be stated as follows:
A four-year degree agreement is available to any first-time freshman entering WSU who meets the necessary conditions (including being prepared, maintaining adequate progress and good academic standing, seeking and following academic advice) and chooses a four-year degree program which has been selected to participate in the four-year degree agreement, beginning with the incoming fall 1996 class. Department/program faculty decide whether or not a degree program will participate and decide the particulars of participation. Each student is responsible to continue to meet the necessary conditions in order for the agreement to remain valid. On its part WSU is responsible to provide adequate advising, available courses, and options for completion, or as an alternative to pay the tuition for the student to take an unavailable course or courses in a later term.

At this time, Faculty Senate review and approval is requested for the four-year degree agreement in principle, effective fall 1996, with the understanding that procedures will be reviewed by the Faculty Senate when developed.

cc: M. Nielsen
    J. Washburn

January 19, 1996

MEMORANDUM

TO: Joanne Washburn, Chair, Academic Affairs Committee
FROM: Thomas George, Provost and Academic Vice President
RE: Four-Year Degree Agreement

In Spring, 1993, the Washington State Legislature enacted Time-to-Degree legislation, which mandated that the state colleges and universities improve their graduation rates and remove institutional barriers and impediments, to help students complete their baccalaureate degrees in about four years. Currently, our average time-to-degree is 4.79 years; our goal is to reduce that to 4.5 by 2000. Several initiatives are underway as we continue to address the legislation. Included in our efforts have been the purchase and implementation of DARS (the Miami University of Ohio Degree Audit Reporting System), which will provide all students with an on-line/real-time "To-Do" list each semester from matriculation through graduation, and the recent acquisition of a new client-server based student information system from The Robinson Group (TRG). This system will provide the basis for touch-tone telephone registration, as well as enhancements to admissions, financial aid, records/registration, student accounts, and other student services.

In addition to these technology initiatives, there is a time -to-degree option referenced as a Four-Year Degree Agreement. This option has been implemented at several universities comparable to WSU. The intent is to assure students who enter WSU as freshmen and who want to complete their undergraduate degree requirements in four years, that they will be able to do so unimpeded by the availability of courses in their chosen programs of study. To accomplish this, the student and adviser review and sign an agreement (see attached) which specifies the conditions a student must meet to maintain the validity of the agreement and specifies the remedies that WSU can select from as compensation if a course is unavailable when it is needed within the four-year time frame. Each dean has been requested to identify those degree programs within each
Students who choose to participate in the WSU Four-Year Degree Agreement will work closely with their academic advisers to assure that each knows the requirements which must be met.

To directly address those students whose academic goal is to complete a baccalaureate degree in four years, WSU developed a Four-Year Degree Agreement. Students who choose to participate in the WSU Four-Year Degree Agreement will work closely with their academic advisers to assure that each knows the requirements which must be met.
and to select the appropriate course sequences. WSU has a long tradition of helping students plan for and register in the courses they need to complete their degree requirements in a timely manner. Students who choose to participate in the agreement can be assured that they will be able to enroll in courses needed for undergraduate degree completion in four years. For the purpose of this agreement, a year begins with the start of the term or summer session in which the student initially enrolls, and ends with the term or session which concludes immediately prior to that date twelve months later. Students may begin their coursework in either fall or spring semester, or summer session, and may sign a Four Year Degree Agreement commensurate with the term in which coursework begins at WSU, only as a first time freshman.

THE AGREEMENT

By signing below, I agree to comply with the conditions in the Four-Year Degree Agreement. Washington State University assures me that I will be able to complete an undergraduate degree within four years of my initial enrollment at WSU. Washington State University will ensure that undergraduate degree completion in four years will not be delayed by the unavailability of courses. If I complete any undergraduate degree requirements in four years, then I will be recognized for doing so upon graduation.

Conditions that I as an undergraduate student at Washington State University will satisfy are the following:

1. Enter Washington State University as a first time freshman.
2. Choose a major which qualifies for the Four-Year Degree Agreement.
3. Have the necessary academic preparation to begin coursework within a four year degree agreement in my intended major upon entry to Washington State University.
4. Maintain adequate progress to fulfilling my undergraduate degree requirements by successfully completing an average of one quarter of the necessary credits per year (e.g. for a 120 semester hour baccalaureate degree, successfully complete 30 credit hours per year).
5. Meet with my academic adviser in a timely manner to assess adequate progress toward successful completion of my undergraduate degree.
6. Enroll in available courses needed for my program of study, considering that any specific course may not be available at the time and day and/or semester when I would prefer to take it.
7. Accept responsibility for monitoring my own undergraduate degree completion progress, and acting upon advice provided by my academic adviser, so that I maintain progress toward degree completion in compliance with conditions in number four above.
8. Change majors only if, at the time of the change, I still can meet all academic requirements of the new major within four years.
9. Remain in good academic standing at Washington State University as determined by the department and college offering my major.
10. Accept full responsibility for timely application for all necessary financial assistance, as well as timely payment of all my financial obligations to Washington State University.
11. Notify in writing the head of the department responsible for a course (or courses), not being offered as needed in specific terms or session, prior to the beginning of classes in that term or session, that my undergraduate degree completion may be delayed due to the unavailability of that course(s).
In the event that Washington State University does not satisfy the commitments made herein, and the student is unable to complete undergraduate degree requirements due to the unavailability of a course (or courses) then the department and college offering the student's major, will choose from the following options as compensation:

1. Allow the student to complete degree requirements in four years by substituting a different course (or courses), as determined by the department and the college offering the students major, the unavailable course(s).
2. Allow the student to complete degree requirements in four years by substituting an independent study assignment, as determined by the department and the college offering the student's major, for the unavailable course(s).
3. Allow the student to complete degree requirements in four years by waiving the requirement to be met by the unavailable course(s), as determined by the department and the college offering the students major.
4. Allow the unavailability of a course (or courses) to delay the student from completing degree requirements in four years, in which case Washington State University will pay the tuition for the student to take the unavailable course(s) in a later term or session.

These options shall constitute the exclusive remedy for the Four-Year Degree Agreement. Washington State University is under no obligation to provide these adjustments unless the student submits a written request to the dean of the college offering the major degree prior to the beginning of classes in the last term or session of the student's Four-Year Degree Agreement.

I have discussed this agreement with the academic adviser names below and agree with its conditions:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Signature</th>
<th>Student's ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

I have discussed this agreement with the student named above:

<table>
<thead>
<tr>
<th>Adviser Name</th>
<th>Adviser Signature</th>
<th>Adviser's Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Date: ______________________________

WASHINGTON STATE UNIVERSITY FOUR-YEAR DEGREE AGREEMENT
Undergraduate Degrees and Majors Qualifying for the Four-Year Degree Agreement
Four Years to Degree Agreement

Statement of Purpose

Timely completion of a University Baccalaureate degree is of major benefit to the student and their family, to the University and to the taxpayers of the state. It is the ideal goal of WSU that all students are able to complete the requirements for a Baccalaureate Degree in 4 years. We recognize that for a variety of reasons, including family or financial commitments, previous academic preparation and a wide variety of personal situations a significant percentage of students will not be able to complete these requirements in 4 years time. However, it is our purpose that a much larger percentage of students may earn a Baccalaureate degree within 4 years from the date of initial enrollment than are doing so presently.

Objectives and Outline

The objective of this Four Year to Degree Agreement Program is to encourage, and in some cases guarantee that a student will earn their Baccalaureate Degree within 4 calendar years of the date of initial enrollment to WSU.

This program is open to any new, first-time freshman student initially enrolling at the WSU-Pullman Campus, beginning with the incoming fall 1996 class. The student and the University, and it's various Colleges and Departments, under the personal representation of an academic advisor, will sign an agreement which guarantees that the student will earn a Baccalaureate Degree within 4 years from the start of the first semester in which they initially enroll and start coursework. Initial eligibility for the agreement supposes that the student has had sufficient academic preparation, as suggested by such factors as high school GPA. English and Math placement results and choice of potential major, to have a high likelihood of completing their chosen major program in 4 years. The student agrees to adhere to a variety of conditions, including, in consultation with the academic advisor, preparing a reasonable 4-year program of study in their major which meets all University and Departmental Requirements, taking such courses prescribed for their degree, and remaining in good Academic Standing.

Recognizing that not all programs of study are the same, University Departments will decide whether a program is open for such an agreement. If a student does not continue to meet the agreement conditions, the agreement is broken. On its part, WSU promises to provide adequate advising, available courses and various options for completion of the requirements within 4 years. If WSU does not provide sufficient options to the student to complete the requirements in 4 years, the University will pay the tuition necessary for the student to take the required course or courses.

January 30, 1996

TO: Tom George, Geoff Gamble, Gus Kravas, Joanne Washburn
FROM: John P. McNamara
RE: Comments on 4-yr. degree plan (after AAC meeting 1-29)
Here are some comments and questions, representing the AARS of the AAC, and also others gleaned from the AAC meeting this morning. Joanne will also be having a summary sent, so there will be redundancy. We would appreciate a response to these comments and questions in the text of the agreement documents prior to approval by AAC.

I favor this move as an important first step in improving the performance and education of our students. However, this program raises some serious questions on implementation regarding faculty and departmental time, advising loads, budget items and student improvement. They can be easily remedied.

Thank You!

cc: Monty Nielsen  
    Al Jamison  
    Joe Hindman  
    Julia Pomerenk

Comments & Questions Regarding 4-yr degree plan.

A general consensus is that this won't really change things too much at the beginning, because only those students with a very high likelihood of finishing in four years will sign the agreement. However, it does definitely require an additional burden of work on faculty, departments, and service departments to advise with the student, monitor advancement, check regulations, provide options and solve disputes. This will definitely increase the time spent by faculty advising students! Thus there must be some specific questions dealt with previous to adoption. It is NOT acceptable just to say "well, it is optional, so if you think it is too much work, your department doesn't have to be involved." That is neither fair to the students nor the departments and faculty, nor in spirit with the program in the first place.

1. Do we actually have informational numbers on who graduates in 4 years and who does not? I do not mean only the survey from two years ago, but actual institutional data such as:

   of those students who graduate, what percentage were here 4, 5, 6, etc. years?  
   of those students who were enrolled as full time students (and apart from all other issues such as family commitments or part-time student) and took longer to graduate than 4 years, how many:

   were academically deficient 1 or more semesters?  
   failed or dropped one or more key class which delayed later classes?  
   actually were not able to take a key class because of university problems (impacted course, improper advice, not taught, etc.).

I consider these problems to define the "class" of student who would benefit most by intervention, which is what this agreement should be viewed as. The top students will take care of themselves, but this agreement gives us an opportunity to improve. It is my understanding from the survey data and what facts I can get, that actual impacted classes or unavailability of classes is appropriate to only a very small percentage of students. Thus it makes more important the issues of preparedness, personal responsibility and
quality advising. I know from my experience with reinstatements that if several students actually followed most of the advice they received from the University, they would save a semester or more.

2. Let us keep this positive. If we actually had or used information such as that above, we would probably come out looking a lot better than some people think. Let us use this as an opportunity to show what we are already doing well and how we will improve. Such specific language needs to be in the proposal and explanations.

3. This program needs a clear statement of purpose and objectives. A good start was provided to me by Julia Pomerenk. I do not know the origin of it (copy attached). I have attached an expanded and editorially different version.

4. Who Pays? Who decides "whose fault it was" if the necessary options were not provided, and who pays? Various scenarios include:

   a department failed to offer the necessary course(s) in their own major at the proper time.
   a department failed to offer a necessary required or pre-requisite course(s) for another major at the proper time.
   a course was full, impacted or otherwise unavailable, again to a major student or as a supporting course for a different major.
   a GER course, but otherwise not required for a specific major, was not available in a timely fashion.
   In each one of these, perhaps one or more departments did not live up to the agreement, they may or may not have been the major department, or it may have been a University Requirement (GER), offered by any department. How will this be handled, specifically, and please don't say "We'll deal with that in 1999."

5. Who will handle disputes between student, advisor, department, university?

6. Do we pay only tuition, tuition and fees, tuition only for that class, housing, how do we handle students who are finishing at branch campuses, courses taken by correspondence?

7. Will 'non-contract' students have lower priority for enrollment in impacted classes, and would not this work against the spirit of the agreement, in addition to creating a 'class system'?

8. How might this increase the deficiency rate, if on advice of the University, a student continues in a program or in a specific courses in order to 'stay on time', even if there is a high likelihood that it is not in the best interests of the student?

9. We should at all costs strive to increase PERSONAL contact between the student and the University, and not just claim 'the new technology will allow the student to progress'. In and of itself, DARS and the SIS will be a great help, however they should not and will not replace personal guidance and explanations of university regulations to 17, 18 and 19 year old students.
10. How will Advanced Placement and Running Start students be accounted--from the first time they took and received credit from a WSU class (or community college then WSU class), or from the initial enrollment as a full time student?

11. As part of this agreement with the faculty, the Provost's Office and or the Office of Academic Affairs must provide sufficient NEW resources to the Student Advising and Learning Center to provide adequate training for advisors (who will be under a much more stringent burden to dispense accurate advice) and to provide sufficient record-keeping and assessment of progress. I specifically ask that the OP and the OAA honor their commitment to pay up to $50,000 per year to the SALC for the Advisor Training Program.

12. In addition, the University must continue to improve its recognition of advising as a legitimate teaching duty in all workload assignments, personnel action, tenure and promotion decisions.

Thanks for reading all this. I look forward to supporting the newly revised program.

Date: 4 February 1996
To: Faculty Senate Academic Affairs Committee
From: Tom George
Re: Four-Year Degree Agreement

Thank you for your correspondence from Julia Pomerenk of 30 January 1996 (attached) regarding your meeting on 29 January 1996 and the discussion of the proposed four-year degree agreement. I greatly appreciate your examining this proposal and welcome the opportunity to address the various questions which you have raised. At this stage I am responding in writing since the time of your meeting coincides with the President’s Executive Committee Meeting at 9 AM Monday, 5 February 1996. However, I would of course like to interact directly with you in person at some stage of these deliberations. The answers below are not meant to be definitive but rather to indicate that we are committed to putting in place the necessary machinery to make this proposal work, and that a number of details will still have to be ironed out even after the Faculty Senate were to officially approve the program. Monty Nielsen (Registrar) and I met this afternoon to discuss these answers, and I have asked him to take them to you for further discussion on Monday morning.

Q. How will the “necessary academic preparation” condition be defined?

A. Students meeting the required high school core courses (listed in Academic Rule 2, Freshman Requirements), while qualified for admission to WSU are not necessarily qualified to embark on a guaranteed four-year degree program. Placement examinations in writing and mathematics might indicate that remedial-type work is necessary before the student can take the normal freshman-level courses from the Departments of English and Mathematics. I suppose what could be established is an agreement that provided the student makes up the lost time for this, say by taking courses in the summer, a four-year degree program is possible.

Individual degree programs will be able to define more particular “necessary academic preparation” for their students. An example is the student intending to major in Mathematics, but even here the agreement could be worded to allow for the student to make up any lost time, say in the summer, if necessary.
Q. Is payment of tuition sufficient compensation?
A. AAC raises a good point in that students would also incur room and board costs and anticipated income. While I am not sure how we might quantify the latter, I agree that we should consider possible room and board costs as part of the agreement.

Q. Who pays for tuition?
A. Assuming the circumstances are beyond the control of the department, the Central Administration will cover these costs. I am not sure at this time who will determine if the department is at fault or not. – perhaps a process can be established through the Office of the Vice Provost for Academic Affairs. This Office would also resolve disagreements between departments. For example, if Department X requires Course Y from Department Z and the student is denied admission to that course, it is the responsibility of Department X to alter the requirement or Department Z to arrange for the student to be able to take the course?

Q. Will the agreement give rise to two classes of students?
A. All things being equal, I would suspect that students who have chosen the agreement will be given preference in course selection. Of course, what is meant by “by all things being equal” has to be established. For example, a senior majoring in Department X who needs Course Y in order to graduate would be given preference over a junior majoring in Department Z who could pick up Course Y the next year. Monty’s response regarding those students with the most cumulative credits as having the first opportunity to register makes sense to me.

Initially, I suspect that students who have chosen the agreement will receive enhanced advising because they will more aggressively seek it. Once this program gets rolling. I would hope that the increased focus and interest in advising by students as well as the administration/faculty/staff will lead to improved advising for students overall, whether or not they have signed the agreement.

Q. Will an agreement be made available for transfer students?
A. We have discussed this already and anticipate that at some future date a two-year degree agreement will be constructed for say, associate degree holders. Also, we may be in a position with specific community colleges, such as Clark in Vancouver, to draw up a four-year agreement with branch campuses. Once the current four-year agreement is set in place, we plan to establish something for transfer students.

Q. How much improvement will the agreement generate?
A. One of the goals for the year 2010 in WSU’s Strategic Plan is for the average time to complete a baccalaureate degree to decrease from 4.8 to 4.5 years, and for the percentage of graduating students who do so in four years to increase from 41% to 60%. I cannot say that the four-year agreement provides the total means for achieving this goal. However, it should have an influence, since it will help raise the consciousness on the part of the administration/faculty/staff students and parents of the real possibility of
finishing a baccalaureate degree in four years. It could be that the students who met the agreement conditions are those most likely to finish in four years without any agreement the visibility and “hype” of the formal agreement should definitely entice others. At this stage it is difficult to answer this question quantitatively.

Q. Do plans exist to address the more prevalent factors that delay graduation?

A. The current proposed agreement does not really address certain causes due to student circumstances, such as the need to work, but rather lays out the academic map for successful completion of the degree in four years. Perhaps the formal agreement will help elevate the sensitivity on our part to student circumstances in order to seek ways to lessen barriers to finishing in four years.

Q. Has the support of the department and programs chairs and general faculty been sought, or has support come only from deans.

A. My understanding is that the deans have touched base with the department chairs, who in turn have sought advice from faculty, in order to arrive at the list of those departments willing to participate in the program. In fact, I have read some of the written responses from department chairs, including those who elected not to participate and are hence not listed in this proposed agreement.

Q. Could a statement of need and purpose be added to the agreement?

A. This seems to be self-evident to me in the current document. What additional statement of need and purpose do you have in mind?

Q. Have additional resources been allocated to the Student Advising and Learning Center to support the increased impact on advising that his agreement would create?

A. We expect that additional effort, including resources, will have to be expended across the university for advising, including the departments and SALC. We will consider ways of allocating the necessary funds such as to SALC. These include a possible change in the enrollment formula funding, whereby the Central Administration captures more these funds. We also plan to request additional funds in our upcoming 1997-99 biennial budget submission, since I am sure that this proposed program will be enthusiastically received by the legislature. Indeed, the response so far throughout the state has been very positive.

I should add that a considerable amount of resources (i.e., millions of dollars) are currently being expended in ways that will directly benefit student advising and the operation of SALC. These include: (1) the new building joined to French Administration Building, which will provide new and improved quarters for SALC; (2) the purchase and implantation of DARS (the Miami University of Ohio Degree Audit Reporting System) which will provide students with an on-line/real-time “To-Do” list each semester from matriculation to graduation – a definite enhancement to academic advising; (3) and the recent selection and pending acquisition of a new client-server-based student information system from TRG (The Robinson Group), which will provide the basis for touch-tone telephone registration, as well as enhancements to admissions, financial aid, student records/registration, student accounts and other students services.
Q. How will success be determined?

A. There will be different ways of assessing success of this program. A straightforward quantitative procedure is to count how many (or what percentage of first-time freshman) students sign up for the program and how many remain in the program at each stage of their student career i.e., sophomore, junior and senior levels, ultimately leading to graduation in four years. We can also measure in the year 2000 and beyond how the percentage of students graduating in four years increases and also how the average number of years needed to graduate decreases. This latter measure would also reflect the possible influence of this program on other students, such as those who graduate in five instead of six years simply because of the existence of the program. Less quantitative measures include better efficiency and planning on the part of students and parents, the improved image for WSU, and hopefully more funds from the state and other sources due to the heightened demonstration of our commitment to student success.

Q. Are degree programs able to opt out of the agreement? If so, how?

A. Sure, at any time a department or program could decide that they do not want to participate, just like they have now. However, once an agreement is established with a student, we must honor that agreement until such time that the student has either decided to withdraw from the agreement or graduates. A decision by a department or program to opt out of the agreement would be relayed through the Dean to the Vice Provost for Academic Affairs.

Q. Are there plans to produce sequential requirement listings for participating degree programs?

A. Yes! A number of departments already provide such listings.

Q. Will the agreement unduly influence advisors who might otherwise counsel students to repeat a required course that was passed with a C- or a D?

A. Not unduly. In many instances, a student is not currently encouraged to go on to the next course of a sequence within a major with a grade such as D. Even then, the fact that a student repeats a course does not preclude his/her earning a baccalaureate degree in four years.

Q. How are four years defined: as eight semesters, or as eight semesters and summer sessions.

A. We are thinking of four years as defined as the time frame from August 1996 to May 2000 (and so fourth), thus including summers. There is a certain “ring” to the notion of graduating within four years from the time one enters the university. Taking courses in the summer can help achieve that goal. We could of course redefine the agreement to mean graduating with less than say 120+x credits, where x is set by the particular department or program, such that his could take place over more than four years. Indeed, such students do not “clog” the system – they simply stretch out their time to graduate. However, the desirability of the four-year degree in contrast to the 120-credit degree seems to be more universally understood, particularly outside academe.
MEMORANDUM

TO: Tom George, Provost
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 30 January 1996
SUBJECT: Four-Year Degree Agreement

At their 29 January 1996 meeting, the Academic Affairs Committee (AAC) discussed the proposed four-year degree agreement. While generally supportive of the agreement, members of the AAC raised concerns to which they request responses before concluding their discussion. The committee’s concerns are listed in the minutes, attached.

The AAC will meet this next Monday, 5 February 1996 – and subsequent Mondays this semester – from 9:00 to 10:30 a.m., in CUB 220. You are welcome to attend a meeting and respond in person, to send a representative, or to send a written response.

Please contact me at 335-1720 or AAC chair Joanne Washburn at 335-6363 with any questions. I look forward to continued discussion of the four-year degree agreement.

cc: S. Fotopoulos
J. McNamara
M. Nielsen
J. Washburn

MINUTES Academic Affairs Committee 29 January 1996

The Academic Affairs Committee (AAC) was called to order by Chair Washburn at 9:10 a.m., Monday, 29 January 1996, in CUB 220.


MEMBERS ABSENT: Burgmaier, Gamble, Kerr, Law, Recken, ASWSU representatives, and GPSA representative.

VISITORS: Stergios Fotopoulos, Admissions Subcommittee chair; Julie Frank, Daily Evergreen reporter; Joseph Hindman, Director of Advising; and John McNamara, Academic Advising and Reinstatement Subcommittee chair.

EXHIBITS DISTRIBUTED: Four-Year Degree Agreement draft policy; and Four-Year Degree Agreement articles from Daily Evergreen (25 January and 26 January 1996) and from Lewiston Morning Tribune (27 January 1996).

Approval of the minutes of the 11 December 1995 meeting was postponed until the next meeting.

Announcements from the Chair
Chair Washburn listed the following issues about which she has received information:
Washington Higher Education Network (WHEN),
Institutional Research response to waiver policy for minimum credit hours,
University of Oregon and ROTC policies,  
WSU Extended Learning Centers,  
Higher Education Master Plan from the Higher Education Coordinating Board,  
Extended Academic Issues Task Force.

Four-Year Degree Agreement  
Registrar Monty Nielsen presented the background for the proposed four-year degree agreement, by reviewing the spring 1993 time-to-degree state legislation. In response to that legislation, a WSU committee was formed, which Nielsen chaired. The committee had a telephone survey conducted which produced data concerning the factors contributing to time taken by students to complete a four-year degree. The average time to degree at WSU is 4.79 years, which places WSU in the middle of our peer institutions.

Provost Tim George provided the impetus for WSU to establish a four-year degree agreement, as an aid to improving the time to degree, to be effective for the fall 1996 incoming freshman. (WSU has set a goal of decreasing the average time to degree to 4.5 years by 2010.) Provost George has met with academic deans to solicit their support. Provost George and Registrar Nielsen presented the agreement to the Board of Regents at their 26 January 1996 meeting, to an enthusiastic response.

The agreement would be optional for students and for degree programs. Students would need to meet a series of conditions to qualify for the agreement. The university would make every effort to provide required courses or, if required courses are unavailable, to substitute or waive requirements or pay tuition costs for students to take unavailable courses in a later term. Departments currently make use of substitutions and waivers; payment of tuition would be a new possibility under this agreement.

Members began to discuss the four-year degree agreement and raised the following concerns:

How will “necessary academic preparation” (condition #3) be defined?

Will students who meet the required high school core courses (listed in Academic Rule 2, Freshman Requirements) be sufficiently prepared?

Will degree programs be able to define more particular “necessary academic preparation” for their students?

Is payment of tuition sufficient compensation?

Members suggested that students would also incur room and board costs, and the loss of anticipated income.

Who pays for tuition?

Will the cost be covered by central administration, the student’s department, or the department which would provide the unavailable course (if not the student’s department)?

If payment follows fault, how would a disagreement in responsibility between departments be resolved?
Although Nielsen stated that the university would not be in a position to have to pay anyone’s tuition until at least spring 2000, members asked for written clarification of how the cost of tuition would be covered, before they would approve the agreement.

Will the agreement give rise to two classes of students?

Will students who have chosen the agreement be given preference in course selection?

Nielsen stated that the new registration system will allow real-time selection of courses by students, with those students with the most cumulative credits given the first opportunity to registrar.

Will students who have chosen the agreement be given enhanced advising at the expense of the advising for other students?

Will agreement be made available for transfer students?

Nielsen replied that the Provost supports extending an agreement to transfer students in the future. Reilly reminded the committee members that 45 percent of WSU students are transfer students and that prospective transfer students and two-year colleges – might react negatively to the lack of any agreement available for transfer students.

How much improvement will the agreement generate?

Members suggested that course unavailability accounts for only a small fraction of the delays to graduating in four years and that the students who met the agreement conditions are the students most likely to finish in four years without any agreement.

Do plans exist to address the more prevalent factors that delay graduation?

Members proposed that transferring, working, part-time enrollment, and student choice are more common causes for delay in graduation; this agreement doesn’t address those factors.

Have the support of department and program chairs and general faculty been sought, or has support come only from the deans?

Could a statement of need and purpose be added to the agreement?

Have additional resources been allocated to the Student Advising and Learning Center to support the increased impact on advising that this agreement would create?

How will success be determined?

Are degree programs able to opt out of the agreement? If so, how?
Are there plans to produce sequential requirement listings for participating degree programs?

Will the agreement unduly influence advisers who might otherwise counsel students to repeat a required course that was passed with a C- or a D?

How are four years defined: as eight semesters? Or as eight semesters and summer sessions?

Committee members requested responses from the Provost Office to the above concerns before the next AAC meeting, when committee discussion of the four-year degree agreement will continue.

Meeting adjourned at 10:40am.

Monty Nielsen, Secretary

Hooks reminded everyone that this is enabling legislation so that this can be put into place with the details being worked out.

A concern was raised that adequate training be given faculty advisors so there is no confusion on the part of the faculty when advising students in this program.

A question was asked about who would cover the cost of another semester if in fact, the University was at fault for a student not finishing in four years. The Provost stated that the student would not be charged tuition if the University was at fault and it would not be charged to the department.

A question was raised about the document sounding like WSU was at fault when in fact the university has always had a four year degree. It was stated that this was just a way of stating that if the student followed the advice of their advisor and followed the plan laid out for them they would graduate in four years.

A question was asked about whether or not students who sign this agreement will be given preferential treatment when classes are full and they need that particular class. It was stated that they would not be given preferential treatment but that any student who needed a course whether for a sequence or in their senior year to graduate would somehow be accommodated.

A question was raised as to what made the agreement null and void. Any violation on the part of the student in regard to anyone of the 11 conditions would void the agreement. This is an agreement not a contract.

Motion carried.

* * * *

3. Recommendation from Academic Affairs Committee for a “Program in Hotel and Restaurant Administration in Switzerland: Exhibit G from 2/15/96 agenda is as follows:
MEMORANDUM

TO: Richard Crain, Executive Secretary Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 9 February 1996
SUBJECT: Program in Hotel and Restaurant Administration in Switzerland

At its 11 December 1995 meeting, the Academic Affairs Committee (AAC) approved the Bachelor of Arts in Hotel and Restaurant Administration to be offered jointly with Washington State University and HOTELCONSULT SHCCN Colleges through International College of Hospitality Administration (ICHA) in Brig, Switzerland. AAC approval followed previous approval by the Budget Committee, the Catalog Subcommittee, the Extended University Affairs Committee, and the Library Committee.

Members of the AAC approved the program contingent on a revised curriculum being made available for Faculty Senate review. The revised curriculum, developed in consultation with Richard Law, Director of General Education, is attached.

Despite their approval, members of the AAC did note that students would transfer 73 semester credit hours toward the WSU degree, according to the program’s curriculum. (See memo from Terry Flynn, Director of Admissions, and Michael Reilly, Assistant Director of Admissions, attached.) Rule 6 (b), Transfer Credit, limits the maximum transfer credit from a two-year college that may be applied toward a WSU baccalaureate degree to 60 hours. However, Rule 6 (c), Transfer Credit, does allow additional transfer credit from a two-year college, if seven conditions are met.

At this time, Faculty Senate review and approval is requested for the Bachelor of Arts in Hotel and Restaurant Administration to be offered jointly by WSU and the International College of Hospitality Administration, effective fall 1996.

Enclosures

cc: M. Nielsen
   J. Washburn

Memorandum

TO: Julia Pomerenk, Assistant Registrar
FROM: Terry Umbreit, Director
       Hotel and Restaurant Administration
DATE: September 25, 1995
SUBJECT: Approval to Offer HRA Degree Program in Brig, Switzerland

REQUEST INTRODUCTION AND BACKGROUND

The Hotel and Restaurant Administration Program is requesting permission to offer a Bachelor’s Degree in Brig, Switzerland in joint cooperation with HOTELCONSULT SHCCN Colleges which operates the International College of Hospitality Administration (ICHA) in Brig. In 1982, HOTELCONSULT started one of the first hotel schools located in Switzerland offering instruction in English that combined the European art of hotelery and the American science of hospitality management. The HRA Program at Washington State University was instrumental in establishing the first agreement with
HOTELCONSULT in 1984 that permitted students to transfer to an American higher education institution and complete their degree requirements. This agreement is still in existence and has enabled many international students to attend WSU.

Dr. Wolfgang D. Petri, President and Founder of HOTELCONSULT recently approached us to offer our degree to graduates who complete their diploma at the International College of Hospitality Administration because of our previous association and in recognition of our international reputation. We are terminating our agreement with the International Institute of Tourism and Management (ITM) located in Krems, Austria, at the end of the academic year. The Faculty Senate granted us approval in 1991 to offer our degree to graduates of ITM who completed 40 hours of upper division credit from WSU instructional staff both in Krems and on the Pullman campus. The agreement is being terminated because ITM has started another institution in Krems which has reduced our enrollment potential and ability to offer a financially feasible degree.

Selected portions of the proposal are attached. The complete proposal is available for viewing in the Senate office.

AGREEMENT TERMS AND CONDITIONS

A tentative agreement (Appendix A) was signed with Dr. Pertri that outlines the degree program and responsibilities of both parties. The agreement will initially be for a three-year period beginning January 1997. This agreement was signed with the full understanding that final approval would have to be granted by the Faculty Senate, University Administration, and Higher Education Coordinating Board. Some modifications or changes may have to be made, but the document attempts to define the agreement terms. Essentially, the HRA Program using doctorally qualified faculty will provide 45 hours of instruction within one calendar year in Brig that leads to a degree for qualified graduates of ICHA. The one-year instructional program will encompass two academic semesters and two six-week summer sessions. WSU will accept 75 credit hours from students completing their diploma from ICHA.

CIRRICULUM REQUIREMENTS

A list of courses required by the ICHA students to complete their degree in Hotel and Restaurant Administration from Washington State University appears in Appendix B. Students completing their diploma from ICHA will be given 75 credits toward WSU’s degree requirements. The curriculum to be offered by WSU HRA instructional staff consists of mostly upper division courses required by the College of Business and Economics and Hotel and Restaurant Administration. We have worked very closely with HOTELCONSULT to insure that WSU’s General Education Requirements will be satisfied. Many of the courses taught by ICHA utilize similar WSU course numbers that were developed during the initial transfer agreement established in 1984.

The time frame of study and acceptance of 75 credits hours for transfer is a recognition of the increased number of classroom hours taken by ICHA students during their first two years and the European advanced secondary school system. The system of postsecondary education in Europe is different because of the Abitur of Matura which goes further than the U.S. high school diploma. Successful completion of our degree
requirements by previous ITM students reinforces the concept that students can receive more credits hours for previous instruction during their first two years. In addition, we wish to point out that five graduates of our degree program in Krems have completed or will complete their MBA degrees at WSU.

BUDGET AND ADMINISTRATION

Budgetary and other financial details will be set forth in a separate document. However, HOTELCONSULT has agreed to pay us a minimum amount sufficient to make the program feasible. Above a certain level of enrollments, both parties will engage in revenue sharing. As the agreement stipulates, HOTELCONSULT will provide classroom and other instructional support on a direct-cost basis. Administrative supervision will consist of a Program Coordinator hired by WSU who will work closely with ICHA officials.

BENEFITS

The benefits of this proposed degree program in BRIG, Switzerland are outlined below:

1. Permit WSU faculty to teach and live in an international environment with the opportunity for them to gain knowledge and enhanced understanding of foreign business practices and cultures. Five HRA faculty have spent at least one semester in Krems during the past several years.

2. Permit WSU HRA students to enjoy a semester or a summer abroad experience to expand their knowledge and understanding of foreign cultures and international tourism and hospitality practice. A number of HRA students have taken advantage of this opportunity in Krems.

3. Permit the Hotel and Restaurant Administration Program and Washington State University to expand its presence in Europe.

4. Permit the Hotel and Restaurant Administration Program to build upon its unique transfer agreement with HOTELCONSULT and establish itself as a leader in international educational program development.

MEMORANDUM

To: Julia Pomerenk, Assistant Registrar  
From: Terry Flynn, Director of Admissions  
Michael Reilly, Assistant Director of Admissions  
For: Academic Affairs Committee  
Date: December 4, 1995  
Subject: Hotel and Restaurant Administration Program in Brig, Switzerland  

The Office of Admissions has reviewed the proposal for WSU’s Hotel and Restaurant Administration Program in Brig, Switzerland. We have concerns regarding awarding more than 60 semester hours of credit from a two-year institution. WSU academic Regulation 6(b) limits the transfer of credit from two-year institution to 60 semester hours. Regulation 6(c) addresses the exception to policy developed for the branch
campuses and Extended Degree Program. Although WSU presently awards more than 60 semester hours of credit from the International College of Hospitality Administration, we believe the Academic Affairs Committee may wish to address the issue in the context of current university guidelines.

December 5, 1995

To: Joanne R. Washburn, Chair, AAC
From: Richard Law, Director, General Education
Subject: Proposed HRA Program in Brig, Switzerland

The HRA Program as presently described presents several problems relating to the establishment of equivalent graduation requirements which need to be resolved. The problems have been touched upon in a letter form the Director of Admissions and Michael Reilly to AAC. The problems include (1) accepting more than 60 hours from a two-year institution; (2) the rigor of the science requirements; (3) the absence of a second World Civilizations course or substitute (4) the need for additional Humanities credit.

In regard to (1) above, WSU currently has policy of allowing 13 additional credits from community college for students enrolled at extended campus sites where WSU courses are not available. In my opinion, this condition applies at Brigs, which can be considered an extended campus. I would recommend that 73 hours be accepted.

Items (2), (3), and (4) are somewhat more difficult issues but are not, in my opinion, intractable problems. They can be worked out over time, and I have confidence that they will be. It is worth noting the resources available near the site. Over the short term, the Humanities and World Civilizations credits can be addressed through special directed projects until more formal arrangements can be established.

The HRA Program abroad is a unique and valuable enterprise at WSU and is worthy of support and encouragement. As I understand it, time is now of the essence in negotiations to move the program from Krems, Austria to Brigs. The program has a history and “track record”; I recommend on that basis at the least the approval of the program on a conditional basis with a time period of one or two years to establish more formal equivalencies of those graduation requirements mentioned above. I believe very strongly in the principles of equity and equivalence in graduation requirements for all WSU’s students, but I believe we can meet those goals without jeopardizing the HRA Program as it relocates to Switzerland.

cc: Dr. Terry Umbreit, Director, HRA Program

January 2, 1996

To: Joanne R. Washburn, Chair, AAC
Julia Pomerenk
From: Richard Law, Director of General Education
Subject: Curriculum Issues in HRA Program in Switzerland

Dr. Umbreit and I had an extended discussion recently of curriculum issues re: the HRA Program in Switzerland and I have received a follow-up letter from him outlining changes in the curriculum accommodating my concerns. I had previously written a
memorandum to AAC on December 5 (copy enclosed) outlining some issues. I had identified about equivalent graduation/general education requirements within that program, given the resources available on site and other constraints. I feel that the objections which I raised have been met by Dr. Umbreit’s modifications of the program, and I therefore recommend approval of the program.

Under the new proposal, WSU will take responsibility for teaching both GenEd core courses, 110 and 111. Hum 101 “European Art & Culture,” which is to be taught on site, will, in conjunction with the other social science courses, satisfy the “H” and “S” requirements.

I repeat my previous opinion that the HRA Program abroad is a unique and valuable enterprise at WSU and is worthy of support and encouragement.

cc: Dr. Terry Umbreit, Director, HRA Program

Memorandum

To: Julia Pomerenk, Assistant Registrar
From: Terry Umbreit, Director
Date: January 31, 1996
Subject: ICHA/WSU DEGREE CURRICULUM

Per your request I have enclosed the reviewed ICHA/WSU revised curriculum incorporating the changes recommended by the Academic Affairs Committee. The revision were reviewed and approved by Dick Law. Additionally, the Academic Affairs Committee agreed that students entering the WSU Degree Program can transfer 73 credit from the International College of Hospitality Administration located in Brig, Switzerland. Students would take an additional 50 hours from WSU to complete their Bachelor of Arts Degree in Hotel and Restaurant Administration.

Enclosure

ICHA HIGHER DIPLOMA IN HOTEL MANAGEMENT

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LAW 210  BUSINESS LAW  3  

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**TOTAL CR. FOR ICHA HIGHER DIPLOMA 85**

**WASHINGTON STATE UNIVERSITY**

**BACHELOR OF ARTS DEGREE**

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**TOTAL CREDITS 50**

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Motion carried.
4. Recommendation from Academic Affairs Committee for a “BA in English at WSU Vancouver” Exhibit E 2/15/96 agenda is as follows:

MEMORANDUM

TO: Richard Crain, Executive Secretary
    Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 9 February 1996
SUBJECT Bachelor of Arts in English at WSU Vancouver

At its 4 December 1995 meeting, the Academic Affairs Committee (AAC) approved the Bachelor of Arts in English to be offered at Washington State University at Vancouver. AAC approval followed by approval by the Budget Committee, the Catalog Subcommittee, the Extended University Affairs Committee and the Library Committee.

The Faculty Senate is requested to review and approve the attached proposal to offer the BA in English at WSU Vancouver, to be effective fall 1996.

Enclosure

cc. M. Nielsen
    J. Washburn

Proposal to Offer the Bachelor of Arts in English at WSU Vancouver

INTRODUCTION

The study of literature has long been a central feature of liberal arts education and courses in English -- both those in literature and writing -- have been central to WSU Vancouver’s BA in Humanities, since that degree was introduced in 1990-91. Demand for the English major (rather than simply a “concentration” in English within the existing Humanities major) in Vancouver are now such that it makes sense to extend the existing WSU BA in English to WSU Vancouver, and this proposal is offered in support of that request.

I. PROGRAM NEED

A. Relationship to Institutional Role and Mission

The modes of literary analysis, investigations of cultural traditions and values, and techniques of writing which comprise the BA in English offer students a way to develop a significant capacity to form judgments about complex human and social issues, support those judgments in a socially responsible manner, and effectively communicate those judgments both orally and in writing. The cultural and historical perspectives literary studies offer can also provide students with a rich context for the personal and social issues they will encounter. These outcomes are worthwhile not only in and of themselves (for the personal enrichment they represent and the capacity for committed, critical, and effective citizenship that they develop) but also as preparation for positions
in business, government, and education that require the ability to identify problems, assess solutions and communicate effectively. The history of the English Department at WSU demonstrates that this major has contributed to WSU’s land-grant mission of preparing people for “productive lives and professional careers,” to conducting “basic and applied research,” and to “disseminat[ing] knowledge statewide” (WSU Catalog).

B. Need for Program

1. Student Demand: A 1998 needs assessment for SW Washington indicates that 41% of area households have at least one adult likely to enroll in college courses in the future and that 35% of those would be likely to enroll at WSU Vancouver. Also, the area is growing rapidly. In 1990 Clark County was expected to reach a population of 295,000 by the year 2000. Its population is already 296,000 and now growing 4% a year. WSU Vancouver is currently the only Baccalaureate program generally accessible to SW Washington residents (generally area residents can afford neither out of state tuition at Portland State University nor tuition at such private colleges in Portland as Reed and Lewis and Clark). Given this situation, there is both a need and market for any and all basic college majors.

We estimate that at least 50-60 people a year in the WSU Vancouver service region are presently interested in majoring in English, ready to enter their junior year, and plausible applicants to a WSU Vancouver BA in English program. The WSU Vancouver admissions office currently receives 24-30 phone requests a year for a BA in English, mostly from people new to Vancouver who have already completed lower division course work at schools outside the area. Late summer 1993 Clark College conducted an Enrollment Management Survey of graduating seniors from the 11 high schools in its service area; 2% indicated they planned to major in English (philosophy was the next most preferred humanities major with less than 1%). If 2% of the students graduating from Clark with the transferable AA degree also intend to major in English, this means Clark is graduating about 10 students a year (out of the 500 plus who complete the transferable AA) who are potential WSU Vancouver English majors (at present half of WSU Vancouver’s students are Clark transfers). Lower Columbia College is smaller than Clark, but its yearly graduating class represents another 3-5 potential English majors. In addition to this pool of some 37-45 students yearly, some of the 23% of high school seniors in the Clark survey who were undecided as to their major and some of those planning to prepare for law school would presumably find their way into a quality English major if one were offered locally (this pool represents another 200 students a year).

2. Intellectual: At WSU Pullman the English Department is a cornerstone of the College of Liberal Arts and plays a significant role not only in offering the BA in English but in the General Education Program, the Honors Program, the American Studies Program, WSU’s Writing Across the Curriculum Initiative, and also contributes to such programs as Women’s Studies and Comparative American Cultures.

3. Employment: The question of what one can do with a BA in English might properly be answered “almost anything.” The analytical skills, ability to communicate, sense of context, and appreciation for complexity that English majors develop can be -- and are -- used in a surprisingly broad range of positions. In 1993 the WSU English Department surveyed those who had graduated in the previous three years and found that nearly all were productively employed (see Appendix A for a list of positions graduating English majors then held). This same study also determined that (not counting teaching)
about 11% of these graduates were working in positions that directly used their training in writing (4% were writing professional copy for businesses or writing in public relations organizations; 4% were writing manuals or other copy for computer companies; 1.5% held jobs in publishing; 1.5% were working in personnel positions that involved writing).

A May 1994 study by the Washington Employment Security Department projects that for the period 1993-98 there will be 10 openings yearly for writers, editors, and technical writers in the WSU Vancouver service area, 10 for high school English teachers, 8 in public relations, 4 for paralegals (another career open to English majors), and 50 openings yearly for managers and administrators. This study does not reflect employment opportunities in Portland, which is larger than the Vancouver area and also growing economically.

It should also be noted that an average of two students a year have been using the English concentration within the existing BA in Humanities to prepare for graduate school (something it isn't designed to do). It is likely that 3-5 WSU Vancouver English majors a year would continue their education at the graduate level.

C. Relationship to Other Institutions

The Vancouver English major will have the same requirements as the WSU Pullman English major but will serve a quite different audience--people of SW Washington, many of them place-bound and somewhat older students, for whom Pullman is not an option. Evergreen College in Olympia, though closer than Pullman, is also beyond commuting range for most students in the WSU Vancouver service area.

Several private colleges (Lewis and Clark, Reed, etc.) in the Portland metropolitan area and Portland State University do offer the BA in English, but tuition prices these programs beyond the reach of most of our students.

II. PROGRAM DESCRIPTION

A. Goals and Objectives

"The major in English provides students with a broad knowledge of literature, while at the same time emphasizing the writing and analytical skills that are vital to success in the university, in professional and graduate school, and in the workplace. The program of study is flexible and allows English majors both to pursue electives, minors, and second majors in other departments and to shape their academic careers in line with professional and personal interests. The curriculum is designed for (1) students who desire a broad education emphasizing language and literature, (2) students who wish to teach or to prepare for graduate studies in English, and (3) students who intend to use the background and skills learned in the major as a foundation for careers in law or business." [WSU Catalog]
B. Curriculum

1. Course of study: English majors at WSU Vancouver will complete the same requirements as Pullman English majors. Only the scale of the program will be different. Instead of all the upper division English courses in the WSU Catalog, a representative set of these courses will be offered. Current, full-time faculty at WSU Vancouver have the appropriate expertise for delivering these courses, and existing staffing and budget is sufficient to provide the necessary rotation for students to complete the degree requirements. (Appendix B lists the specific courses to be offered, outlines the likely rotation, summarizes degree requirements, and offers a brief description of how the course rotation will function for both full- and part-time students.)

2. Admission requirements: The admissions requirements will be the current WSU requirements as stated in the Catalog.

C. Faculty

Most of the instruction (and all of the academic advising) for the program will be provided by the four tenure-track members of the English Department already at WSU Vancouver (two associate professors, two assistant professors), the tenure-track assistant professor who will start August 1996 (this person will replace an instructor who has temporarily filled this line), and a half-time instructor. The positions provide an adequate range of historical and national specialties and methodological orientations to deliver the required set of courses for the major (see Appendix C).

These faculty members (a total of 5.5 FTE) currently provide the course work for "concentration" in English that is part of the WSU Vancouver BA in Humanities (now in its sixth year). Some of the courses for the English major will be used concurrently by humanities majors students, and some courses these faculty will teach will primarily serve the needs of the BA in Humanities. The currently allocated positions are sufficient to meet the overlapping needs of these two audiences, and this situation means that the English major will be able to draw on the expertise of six faculty members, while yet requiring the allocation of considerably less than 6 FTE to the new program.

Table 1
Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>%Effort in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol Siegel</td>
<td>Assoc. Professor</td>
<td>Full</td>
<td>50%</td>
</tr>
<tr>
<td>Hellegers, Desiree</td>
<td>Asst. Professor</td>
<td>Full</td>
<td>50%</td>
</tr>
<tr>
<td>Johnson, Wendy</td>
<td>Asst. Professor</td>
<td>Full</td>
<td>25%</td>
</tr>
<tr>
<td>Replacement Hire</td>
<td>Asst. Professor</td>
<td>Full</td>
<td>25%</td>
</tr>
<tr>
<td>(search underway)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hunt, Tim  Assoc. Professor  Full  12.5%
New Hire  (3rd year of program) Instructor  Part-time  50%
TOTAL FTE FACULTY DEVOTED TO DEGREE PROGRAM: 2.125

D. Students

1. Projected enrollments: If the SW Washington region has some 50-60 people a year wanting to major in English and ready for upper division study (see I.B), it seems reasonable to expect that (with adequate recruiting) some 20 students would enroll in the program initially (the backlog of unserved students would be a factor pushing the number up, the lag between implementing a program and creating general community awareness for it would be a factor pushing the number down) if these students enrolled in the same pattern as current BA in Humanities students with English concentrations, this would yield 15 FTE the first year of the program. By the third year, FTE is expected to reach 25.

Appendix B: Courses for the WSU Vancouver English major will be drawn primarily from the following established WSU courses:

English 301 Advanced Writing - Writing argumentation and other forms of prose discourse.

English 302 Writing About Literature - Stylistic and problem-solving skills in writing analysis and argument; explication of literary texts, use of research.

English 305 Shakespeare - Shakespearean drama to 1600.

English 306 Shakespeare - Shakespearean drama after 1600.

English 308 Introduction to Literary Criticism - Introduction to the systematic study of critical and theoretical approaches to literature; emphasis on problems of interpretation.

English 309 Women Writers - Women's artistic and intellectual contributions to prose, fiction, drama, and poetry.

English 311 Asian American Literature - Asian American fiction, drama, poetry, and other arts, 1900 to present; impact of Asian/Pacific American culture and experience upon these works.

English 321 Introduction to African American Literature - Introduction to major issues and major works in the African American literary tradition.

English 332 Topics in Poetry - Forms, history, development of poetry; the epic, the lyric, verse satire, dramatic monologue, modernist verse.
English 333  Topics in Fiction - Forms, history, development of narrative fiction: the tale, short story, Continental and experimental novel.

English 338  Topics: Major Trends and Figures - Literary trends of major writers.

English 351  Creative Writing: Prose - Writing the short story: practice and theory.

English 352  Creative Writing: Poetry - Workshop approach to poetry writing.

English 366  The English Novel to 1900 - Classic English novels in cultural perspective by such authors as Defoe, Fielding, Austen, the Brontes, Thackeray, Dickens, George Eliot, Hardy.

English 368  The American Novel to 1900 - Classic American novels in cultural perspective by such authors as Cooper, Hawthorne, Melville, Stowe, Twain, James, Jewett, Chopin, Crane, Dreiser.

English 370  The, Twentieth Century Novel - The Novel in English in the literary and cultural context of the modern age.

English 380  American Literature to 1855 - American writing from Settlement and Revolution through the times of Irving, Poe, Emerson, Hawthorne, Fuller, Thoreau, and Melville.

English 381  American Literature 1855-1916 - American writing in an era of expansion, social and literary ferment: Whitman, Dickinson, Frost, the literature of realism and naturalism.

English 382  Modern American Literature – Major literary movements and alternate voices in American poetry, fiction, and drama from WWI to the present.


English 385  Milton and English Literature of the 17th Century – Nondramatic literature from the metaphysicals and Jonson through Milton, against a background of scientific revolution, religious controversy, and civil war.

English 386  English Literature of the Restoration and 18th Century - Neo-classical literature from 1660 to the Romantic era: Dryden, Swift, Pope, Johnson, Gray, Goldsmith, Burns, and others.

English 388  Victorian Literature – Major works by Tennyson, dickens, Browning, Swinburne, Wilde, and others in a dynamic age of change in Britain, 1832-1901.
English 389  Modern British Literature – Fiction, drama, poetry in age of conflict, artistic experimentation: Joyce, Woolf, Lawerence, Murdoch, Shaw, Pinter, Yeats, Eliot, Auden, and others.

English 492  Advanced Topics in Literature, Criticism, and Theory – Seminar with term paper project: focused studies in literature and critical theory.

English 493  Advanced Topics in English Literature – Seminar with term paper project; focused studies in American literature.

English 494  Advanced Topics in American Literature – Seminar with term paper project; focused studies in American literature.

Humanities 303  Reason, Romanticism, and Revolution – Integrated humanities; literature, philosophy, history, art, and music of the modern world.

Humanities 304  Humanities in the Modern World – Literature, philosophy, art, architecture, film, music since World War I; major works reflection influential movements and concerns of the modern world.

Humanities 338  Topics in Humanities – Interdisciplinary, international topics in the humanities (art, architecture, music, literature, philosophy, film).

It is also anticipated the English 388 (Chaucer and Medieval Literature) and English 387 (English Romantic Literature) will be offered on occasion over WHETS.

REQUIREMENTS FOR THE GENERAL ENGLISH MAJOR-33 CREDIT HOURS
(WSU Catalog):

A. English 209, 210, 302  9 credits
B. Two from English 305 or 306; 366 or 368  6 credits
C. Two from English 383; 384 or 385; 386  6 credits
   Plus one from each set:
1) English 380, 381, 382  3 credits
2) English 387, 388, 389  3 credits
D. One additional course from English 308, or the period, genre, or minority/women writers groups  3 credits
E. One from English 492, 493, 494  3 credits

[As part of their graduation requirements in the College of Sciences and Arts, all majors are required to take either Humanities 101 or 103 and one of the following: Humanities 202, 303, 304.]
Course Rotation for WSU Vancouver English Major

**Year 1**

<table>
<thead>
<tr>
<th>Year 1</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>Engl 302</td>
<td>Engl 308</td>
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<tr>
<td>Engl 305</td>
<td>Engl 380</td>
<td>Hum 303</td>
</tr>
<tr>
<td>Engl 332</td>
<td>Engl 384</td>
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</tr>
<tr>
<td>Engl 366</td>
<td>Engl 492, 493 or 494</td>
<td></td>
</tr>
<tr>
<td>Engl 388</td>
<td>Hum 338</td>
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</tbody>
</table>

**Year 2**

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<tr>
<th>Year 2</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>Engl 302</td>
<td>Engl 308</td>
<td>Engl 385</td>
</tr>
<tr>
<td>Engl 306</td>
<td>Engl 381 or 382</td>
<td>Hum 338</td>
</tr>
<tr>
<td>Engl 333</td>
<td>Engl 386</td>
<td></td>
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<tr>
<td>Engl 368</td>
<td>Engl 492, 493 or 494</td>
<td></td>
</tr>
<tr>
<td>Engl 389</td>
<td>Hum 304</td>
<td></td>
</tr>
</tbody>
</table>

This chart indicates the set of courses necessary to meet the requirements for the major and does not reflect the full slate of courses that are being offered and would be offered (English 301, 309, 311, 321, 339, 351, 352 are, for instance, regular WSU Vancouver offerings). The rotation charted here will, though, allow students who transfer to WSU Vancouver having taken the equivalent of the English 209-210 sequence and the equivalent of either Humanities 101 or 103 to complete the BA in English in four semesters.

For students who have taken the equivalent of none of these courses, the readings covered in English 332 and English 333 when offered at Vancouver will, when combined with English 302, English 308, and English 368, constitute an appropriate substitute for English 209-210. Topics and readings for Humanities 338 will, similarly, be selected so that this course can provide an appropriate substitute for the Humanities 101 or 103 requirement. Students who enter WSU Vancouver having taken none of the lower division courses, some summer course work would probably be necessary to complete the major in two calendar years.

The rotation above will also provide enough variety for part-time students to maintain progress toward their degrees.

**Appendix C**

Teaching expertise of WSU Vancouver English Faculty

Sandra Dorr: technical & professional writing; creative writing (fiction)[English 301, 352, 402, 405]

Tim Hunt: American literature (colonial and modern); African-American literature; British poetry; creative writing (poetry) [Engl 302, 308, 321, 332, 338, 351, 368, 380, 381, 382, 492, 494; Hum 304, 338]

Wendy Johnson: 19th century American literature; history & theory of rhetoric; women writers [Engl 301, 302, 308, 309, 338, 368, 380, 381, 492, 494]


New hire (search underway): writing center director; writing and composition theory; additional teaching strengths to be determined [Engl 301, 302, 492; Hum 304; other courses as appropriate]

[In addition, WSU Vancouver faculty in history will from time to time offer Humanities 303 and 304.]

* * * * *

Motion carried.

5. Recommendation from Academic Affairs Committee for “Repeal of Rule 30” Exhibit F from 2/15/96 agenda is as follows:

MEMORANDUM

TO: Richard Crain, Executive Secretary, Faculty Senate
FROM: Julia Pomerene, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 9 February 1996
SUBJECT: Repeal of Rule 30, Correspondence or Extension Transfer Credit

Following approval by the Academic Affairs Committee (AAC) and the Catalog Subcommittee (CSC) and based on a recommendation from the Correspondence Task Force, the Faculty Senate is requested to review and approve the repeal of the following academic rule:

Rule 30, Correspondence or Extension Transfer Credit

Correspondence or extension work in lower-division courses from universities and colleges accredited by the regional accrediting association shall yield transfer credit if completed with a grade of C or better. Upper-division extension courses or courses from non-accredited institutions must be validated by examination or other appropriate means to be determined by Washington State University.

Though WSU offers upper-division correspondence courses, currently upper-division transfer courses are accepted only by exception. The repeal of Rule 30 would allow WSU to accept upper-division correspondence courses as transfer credit.

In earlier discussions, CSC committee members questioned whether repealing Rule 30 would allow students to transfer course work completed with a grade below C. Michael
Reilly, Assistant Director of Admissions, noted that another rule stipulates that a C average or better is required for graduation, as follows:

**Rule 114, Requirements for Undergraduate Degrees**

(a) 2. Earn twice as many grade points as the number of hours enrolled in graded course work, in this or any institution for which a grade has been received.

Any transfer grades below C that were accepted by WSU would need to be combined with sufficiently higher grades to achieve a minimum C average prior to graduation.

At this time, the Faculty Senate is requested to review and approve the repeal of Rule 30. Correspondence or Extension Transfer Credit, effective fall 1996.

cc:  R. Folwell  
M. Nielsen  
M. Reilly  
J. Washburn

* * * * *

More information was requested on this issue before the next meeting.

A motion to postpone until the Faculty Senate meeting was moved and seconded. Motion to postpone carried.

6. Recommendation from Academic Affairs Committee for “Undergraduate Major Change Bulletin 8” **Exhibit H** from 2/15/96 agenda is as follows:

**UNDERGRADUATE MAJOR CHANGE BULLETIN NO. 8 Spring 1996**

The requirements and courses listed below reflect the Undergraduate Major Curricular Changes approved by the Catalog Subcommittee since approval of the last Undergraduate Major Change Bulletin. All new and changed courses are printed in their entirety. New and dropped courses are identified under the course prefix and number. Other changes are underlined. The column to the far right indicates the date each change becomes effective.

**Business** 5-96  
General Business (G Bus) major added.

**Business** 5-96  
Information Systems major revised to Management Information Systems major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crm J 403</td>
<td><strong>Violence Toward Women</strong> 3 Prereq Crm J 101 or W St 200.</td>
<td>Violence toward women and its relationship to broader social issues such as sexism and social control.</td>
<td>8-96</td>
</tr>
<tr>
<td>Fren 315</td>
<td><strong>French Civilization and Culture</strong> 3 Cultural history of France from beginnings to present; comparison of French and American values; readings, lectures, and discussions in English.</td>
<td></td>
<td>8-96</td>
</tr>
</tbody>
</table>
Fren 316  [H] French Civilization and the Francophone World: Modern Period  3  Study of relationship between France and its former colonies from a global perspective; complements Fren 315: Cultural and social trends in France from 1715 to the present; readings, lectures, and discussions in English.  8-96

Fren 320  [H] [M] Survey of French Literature to 1700  3  Prereq Fren 304. Works studied from the Middle Ages and Renaissance include the epic poem, courtly romance, fabliau, drama, and lyric poetry.  8-96

Fren 322  [H] Survey of French Literature After 1700  3  Prereq Fren 304. Development of reading competence and written expression through study of great works of these times.  8-96

Geol 323  [P] Geology of the Pacific Northwest  4 (3-3)  Prereq Geol 101 or 102. Physical geology of the Pacific Northwest focusing on geologic processes important in its evolution. Field trips required.  5-96

HA 284  Managed Services  3  Management systems of the segment of the hospitality industry relating to contract and self-operated management companies.  8-96

HD 340  Human Service Programs  3  8-96

ID 102  Basic Environmental Design Studio II  3 (2-2) (0-6)  Prereq I D 101. Application of basic design elements to the exploration of space and form.  8-96

ID 200  Environmental Design and Communication Laboratory  4 (1-9)  Prereq transfer student. Exploration of 2 D and 3 D design principles, skill development, and introduction to micro level interior space design. Credit not granted for I D 200 and I D 102 and 201.  8-96

ID 325  Interior Building Systems: Lighting for Interiors  3 (2-3)  Prereq Arch or I D major. Analysis, planning, production, and visual application of interior lighting; introduction to HVAC and plumbing systems, electric lighting sources.  8-96

PharS 440  Pharmacological Basis of Therapeutics I  2  Prereq BC/BP 364, Chem 342, Micro 301. The pharmacological basis of prevention and treatment of infections.  8-96

RE 408  Valuation of Income Property  3  Prereq Fin 325, R E 405. Appraisal of commercial, industrial, retail and multi-family properties; analysis of business values, construction costs and discounted cash flow analysis.  1-97
Faculty Senate Minutes  
February 29, 1996  
Page 37

**W St 403 Violence Toward Women**  3  Same as Crm J 403.  

**General Education Requirements**

*The following courses are approved for [H] Arts and Humanities status:*

- Fren 315  8-96
- Fren 320  8-96
- Fren 322  8-96

*The following course is approved for [I] Intercultural Studies status:*

- Fren 316  8-96

*The following course is approved for [P] Physical Sciences status:*

- Geol 323  5-96

*Motion carried.*

7. Recommendation from Graduate Studies Committee for “Graduate Major Change Bulletin 3 NEW Exhibit C is as follows:

**GRADUATE MAJOR CHANGE BULLETIN NO. 3  Spring 1996**

The requirements and courses listed below reflect the Graduate Major Curricular Changes approved by the Catalog Subcommittee and the Graduate Studies Committee since approval of the last Graduate Major Change Bulletin. All new and changed courses are printed in their entirety. New and dropped courses are identified under the course prefix and number. Other changes are underlined. The column to the far right indicates the date each change becomes effective.

**AMT 594 Readings in Apparel, Merchandising, and Textiles**  3  Prereq graduate standing. Exploration of current topics through readings in apparel, merchandising, and textiles.  

**Anth 549 World Archaeology**  3  Current thought on major transitions (sapienization, advent of Neolithic and of civilization) in human prehistory around the world.  

**C E 572 Advanced Pavement Analysis**  3  Prereq C E 473. Fundamentals of pavement-vehicle interaction and the mechanics of pavement response and damage.  

**Cpt S 470 Virtual Organization**  3  Prereq Cpt S 350 or Mgt 350. Utilization of new technologies--hypermedia, groupware, and computer networks--by individuals, groups and organizations. (g)

**Cpt S 570 Virtual Universities**  3  Prereq Cpt S 470. How the university and all its constituents benefit from hypermedia, groupware, and computer networks.
Crm J 580 Women and the Criminal Justice System 3 Prereq Criminal justice system’s treatment of women offenders, victims, and professionals. 1-97

EdPsy 510 Educational Measurement: Student Learning 3 Prereq graduate standing. Assessment of student learning, school and district evaluation; particularly appropriate for school administrators. 5-96

EdPsy 571 Advanced Program Evaluation 3 Prereq EdPsy 570. Advanced methods and techniques of program evaluation. 8-96

ID 594 Readings in Interior Design 3 Prereq graduate standing. Exploration of current topics through readings in interior design. 5-96

MSE 593 Practical Electron Microscopy 1 (0-3) Prereq MSE 592 or c//. Experimental methods in electron microscopy and microanalytical techniques, for materials science. S, F grading. 1-97

Neuro 531 Neuroscience Laboratory Rotation 1 (0-3) Same as V Ph 531. 5-96

Pharmacology and Toxicology Master of Science 8-96
Requirements changed.
Consult the Graduate Bulletin for general requirements for the MS degree.
A non-thesis MS program is not available in pharmacology and toxicology.

Required courses for the MS degree: Credit

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>P/T 501</td>
<td>1</td>
</tr>
<tr>
<td>P/T 505</td>
<td>3</td>
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<tr>
<td>P/T 506</td>
<td>3</td>
</tr>
<tr>
<td>P/T 597</td>
<td>1</td>
</tr>
<tr>
<td>*Stat 512</td>
<td>3</td>
</tr>
</tbody>
</table>

Total graded requirement: 12
Other elective graded course work 9
P/T 700 9

Total credit requirement for MS degree 30

*If a student’s background in statistics is not sufficient, the student may have to enroll in Stat 412 to fulfill a deficiency before taking Stat 512.

Pharmacology and Toxicology Doctor of Philosophy 8-96
Requirements changed.
### Required core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>BC/BP 563</td>
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<tr>
<td>BC/BP 564</td>
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</tr>
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<tr>
<td>P/T 597</td>
<td>1</td>
</tr>
<tr>
<td>*Stat 512</td>
<td>3</td>
</tr>
</tbody>
</table>

Total graded requirement: 15

Other elective graded course work: 19

Thesis research and additional studies: 38

Total credit requirement for PhD degree: 72

*If the student’s background in statistics is not sufficient, the student may have to enroll in Stat 412 to fulfill a deficiency before taking Stat 512.

### RLS 532 Social Psychological Perspectives of Leisure

Prereq 8-96, graduate standing. Social psychological aspects of leisure and human development, leisure behavior, and methods of social psychological inquiry.

Motion carried.

### Agenda Items (Discussion Items)

1. Recommendation from Planning Review Committee for “The Academic and University Cores of WSU” (Exhibit J from 2/15/96 agenda PLEASE BRING TO THIS MEETING).—G. Hooks

   Hooks stepped aside as Chair in order to present this item.

   Hooks stated that in the Strategic Plan it calls for shrinking and expanding programs at WSU according to their contribution to the academic core. The Strategic Plan does not define the academic core.

   It was recommended to leave this as a discussion item for the next meeting in order for senators to discuss it more fully with their constituents.

2. Recommendation from Graduate Studies Committee for “Graduate Course and Graduate Credit” (NEW Exhibit D).—Diane Sylvester

   Sylvester presented additional information from the Graduate Studies Committee and it will be included in the next agenda.

   Graduate students have expressed concern that in some cases every course taken during graduate work had undergraduates in the class. Concern was expressed about programs that are quite narrow and students are encouraged in masters programs to take more than 6 credits of lower division courses as a part of their program. In the area of conjoint courses GSC found many did not have different requirements for the graduate students.
than for the undergraduate students. These courses are being tighten so that they more adequately meet the needs of the graduate students. Concern was expressed that with this document students could have 100 or 200 level courses on their program. It was suggested that the document could be amended to address this issue before voting at the next meeting.

3. Recommendation from Faculty Affairs Committee for a statement on “Academic Integrity” for the Faculty Manual (Exhibit E).—G. Plumb

It was stated that evidence of cheating can include a wide spectrum and certainty cannot always be obtained. Plumb stated that when a faculty member feels a student has cheated they need to report it to Student Affairs. It was asked that the wording in the last sentence of the second paragraph be changed so that it didn’t sound like it was the instructor who was at fault. Plumb stated that he would prepare a new exhibit for the next meeting. It was also suggested that definitions from the complete policy be included in the next agenda, or brought to the meeting.

Constituents’ Concerns.

R. Wilson asked that if any senator knew of a worthy candidate for the honorary doctorate to please contact him.

G. Bryan requested that someone from the university address the Senate on how the University plans on making Stadium Way safer for pedestrians.

Chevelier raised concerns about the new administrative policy on contact with state officials by faculty. It is restrictive, policing and goes against academic freedom. It was requested that the Senate try and have the administration rescind the policy. R. Smith stated that the policy does not prohibit faculty from contacting legislators or government officials. The policy lines up with laws already in place. It just prohibits faculty from using WSU stationary or the WSU logo or the university name in any correspondence. Hooks stated that the Faculty Affairs Committee will be discussing this issue and hoped to have something for the Senate by the next meeting.

Adjournment.

The meeting adjourned at 5:30 p.m.

Richard W. Crain, Jr.
Executive Secretary