The Faculty Senate was called to order by Greg Hooks, Chair, on Thursday, May 2, 1996, in FSHN, T101, at 4:00 p.m. Forty-five (45) members were present, thirty-six (36) members were absent with one (1) vacancy. There were seven (7) non-voting members present.

Minutes of April 18, 1996, Meeting were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers and administrators met in a joint meeting on April 23, 1996.

2. Greg Hooks, Val Limburg, Gus Plumb and Ken Duft will represent the Faculty Senate on the committee to discuss policy on communication with elected officials.

3. Notification of the establishment of the Thomas Foley Institute using primarily private donations is in Exhibit B as follows:

April 19, 1996
MEMORANDUM
TO: Gregory Hooks, Chair, WSU Faculty Senate
FROM: Steven Stehr, Interim Director
RE: Formal Senate Recognition of the Foley Institute

Dean John Pierce asked that I give the Senate a report on the status of the Thomas S. Foley Institute. The Institute was established in 1995 following Tom and Heather Foley’s generous gift of public papers, books, art and ceremonial office furniture collected over 30 years of public service. The mission of the Institute is to foster civic education, community involvement in public decisions, public service, and public policy research in a non-partisan setting. To fulfill this mission, the Institute supports programs in four substantive policy areas: agriculture policy, environment and natural resources, media and ethics, and government studies and public service. In this respect, the Institute is a natural extension of the land-grant mission of Washington State University.

The Institute’s primary source of support is private donations. Nearly 90% of the Institute’s resources have come from gifts made by individuals, corporations, and non-profit organizations. The remainder of our support is temporary and comes from indirect cost recovery monies that accrue to the University from extramural grants. This support is scheduled to expire at the end of the fiscal year in 1997. No state appropriated funds have been used by the Institute thus far. We will continue to vigorously pursue private and foundation support to do our work.

We are in the process of drafting the necessary paperwork for submission to the Senate and plan to seek official approval of the Institute in the Fall 1996. We will not pursue any permanent sources of state funding until approval is given. If you have any questions, please call me at 335-3477 or 335-2264.

* * * * *
The establishment of the institute has been approved by the Provost.

4. A memorandum from Faculty Affairs Committee regarding Emergency Leave and Family Medical Leave Act are in Exhibit C as follows:

MEMORANDUM
TO: Richard W. Crain, Jr., Executive Secretary
FROM: Gus Plumb, Faculty Affairs
SUBJECT: Statement on Emergency Leave

On May 4, 1995, the Faculty Senate approved a revision to the statement on Emergency Leave, Section IV, page 52 in the Faculty Manual. This revision was not approved by the Board of Regents because of concern about some of the wording.

Attached is a revision to the wording that was approved last year. This version will presumably be acceptable to the Board of Regents. It has been reviewed by the Faculty Affairs Committee and is now submitted to the Senate as an information item since the changes are viewed as editorial.

EMERGENCY LEAVE

Emergency leave is intended to apply only in the case of death in the family or of a household member.

Family member is defined as employee’s parent, spouse, child, grandparent, grandchild, sister, brother, mother-in-law, father-in-law, step-child, step-parent and child in custody of and residing in the home of the employee.

Household member is defined as persons who reside in the same home who have reciprocal duties to and do provide financial and/or emotional support for one another. This term shall include, but is not limited to, foster children and legal wards. The term does not include persons sharing the same general house when the living style is primarily that of a dormitory or commune.

Such leave with pay, may be granted to a faculty member by the dean or other principal administrative officer in charge, provided the regular duties of the person concerned are assumed by other staff members without additional expense to the University.

Faculty Manual Section IV, Faculty Personnel Policies, Emergency Leave page 52 approved by the Faculty Senate on May 4, 1995, and the Regents on June 23 1995. Replace the entire section with the following paragraphs.

EMERGENCY LEAVE

Emergency leave is intended to apply only in the case of death in the family or of a household member or a comparable emergency.

Household member is defined as persons who reside in the same home who have reciprocal duties to and do provide financial and/or emotional support for one another.
This term shall include, but is not limited to, foster children and legal wards. The term
does not include persons sharing the same general house when the living style is
primarily that of a dormitory or commune.

Comparable emergency is defined as severe and/or life threatening illness or injury to a
family or household member.

Such leave with pay, may be granted to a faculty member by the dean or other principal
administrative officer in charge, provided the regular duties of the person concerned are
assumed by other staff members without additional expense to the University. Up to
ten days of leave shall be granted to each emergency and may be extended to ten days
with authorization of the Provost, or a person designated by the Provost.

* * * * *

This is an editorial change to the policy approved by the Faculty Senate on May 4, 1995,
in order to bring WSU policy in line with federal and state guidelines. It has been
approved by the Administration and the Faculty Affairs Committee.

5. An update from the Registrar regarding the Four Year Degree Program is in Exhibit D is
as follows:

WASHINGTON STATE UNIVERSITY
FOUR-YEAR DEGREE AGREEMENT

Students at Washington State University (WSU) can follow multiple paths to complete a
baccalaureate degree. One option that some students choose is to complete their
undergraduate degree requirements within four years of their initial freshmen enrollment
at WSU. There are several reasons why students might want to do this:

1) some want to enter the work force full-time as soon as possible;

2) some are planning to continue their education and do not want to prolong
undergraduate study; and

3) some want to minimize spending on their undergraduate education by
preventing unnecessary costs.

To directly address those students whose academic goal is to complete a baccalaureate
degree in four years, WSU has developed a Four-Year Degree Agreement. Students
who choose to participate in the WSU Four-Year Degree Agreement will work closely
with the 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 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 the 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, as a first time freshman.

THE AGREEMENT

By signing below, I agree to comply with the conditions in the Four-year Degree Agreement, and by doing so, 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 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.

To remain eligible for the benefits of the agreement, I will satisfy the following conditions:

1. Begin at Washington State University as an entering freshman in good standing.
2. Choose a major which qualifies for the Four-Year Degree Agreement.
3. Have the necessary academic preparation to begin coursework within the 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 earning an average of one quarter of the necessary credits per calendar year (e.g., for a 120 semester hour baccalaureate degree, successfully complete 30 credit hours per year).
5. Meet with my academic adviser at least once per semester to discuss progress toward graduation and identify courses needed in the following term.
6. Register for classes during the pre-registration period for the succeeding semester.
7. Enroll in and successfully complete courses needed for my program of study, considering that any specific course may not be available at the time and day and/or in the semester/term when I would prefer to take it.
8. Accept responsibility for developing my own Four-Year Degree Agreement plan in consultation with my academic adviser. Accept responsibility for monitoring my own undergraduate degree completion progress and understanding advice provided by my academic adviser, so that I maintain progress toward degree completion in compliance with condition number four above.
9. Be admitted to a major, or change majors, in time to meet the sequence of required courses referred to as checkpoints in advising materials.
10. Not be placed on academic probation at Washington State University.
11. Accept full responsibility for timely application for all necessary financial assistance, as well as timely payment of all of my financial obligations to Washington State University.

12. If graduation may be delayed due to the unavailability of a course, then I will notify in writing, the executive officer of the department, school, or program offering the course in question. This must be done prior to the end of classes in the fall or spring semester preceding the semester (term) in which the courses is needed.

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 student must submit a written request to the Dean of the College offering the degree prior to the beginning of classes in the last term of the student’s Four-Year Degree Agreement. The Department and College offering the major will choose one of the following:

1. Allow the student to complete the degree requirements in four years by substituting a different course (or courses) or independent study assignment, as determined by the department and the college offering the student’s major, for the unavailable course(s).

2. Allow the student to complete degree requirements in four years by waiving the requirements to be met by the unavailable course(s), as determined by the department and the college offering the student’s major.

3. Allow the unavailability of the course(s) to delay the student from completing undergraduate degree requirements in four years, in which case Washington State University will pay the tuition for the student to take the unavailable course(s) at Washington State University in a later term.

These procedures shall constitute the exclusive remedy for the Four-Year Degree Agreement.

I have discussed this agreement with the academic adviser named below and agree to abide by the conditions above:

______________________  ________________________  ___________________
Student Name                  Student Signature             Student ID Number

I have discussed this agreement with the student named above:

______________________  ________________________  ___________________
Adviser Name                  Adviser Signature            Adviser’s Department

_____________
Date

* * * *
6. Minor Change Bulletin #6 is in **Exhibit E** as follows:

**MEMORANDUM**

TO: Deans and Chairs  
FROM: Julia Pomerenk, Assistant Registrar  
DATE: 25 April 1996  
SUBJECT: MINOR CHANGE BULLETIN NO. 6

The courses listed below reflect the minor curricular changes approved by the catalog editor since approval of the last Minor Change Bulletin. All changes are underlined. Deletions are crossed out. The column to the far right indicates the date each change becomes effective.

**Anth 316**  
[K] **Gender and Culture** 3 Prereq Anth 101, Psych 105, Soc 101, W St 200; sophomore standing. Cross-cultural examination of the status and roles of women and men, the institution of marriage, and symbols of gender valuation.  

**Anth 446**  
Drop

**Anth 546**  
**Prehistory of the Desert West** 3 Prereq Anth 230 or 231. Graduate-level counterpart of Anth 446; additional requirements. Credit not granted for both Anth 446 and 546. Changing desert environments and human adaptations; perspectives for understanding desert prehistory; ancient lifeways of the Desert West.

**ES/RP 429 (328)**  
**Animal Population Dynamics** 3 Same as NATRS 328 429.

**ES/RP 532**  
**Applied Environmental Toxicology** 3 Prereq ES/RP 505 or P/T 505. Overview of the field of environmental toxicology; interactions of xenobiotics with natural systems.

**FA 331**  
**Graphic Design Art and Its Relationship to New Technologies** 3 Prereq FA 103, 110. Introduction to visual communication through technology; historical overview and cultural implications of photography, film, video and electronic art research; students expected to creatively apply graphic design principles through hands-on projects and exercises.

**FA 332**  
**Graphic Design Introduction to Electronic Imaging** 3 (0-6) Prereq FA 331. Graphic design production methods, graphic design darkroom techniques, computer applications, and methods for preparing artwork for printing. Principles and processes of electronic image processing, image/text design and designing for the internet.
F A 433  Illustration/Graphic Design  Intermediate Electronic Imaging  3 (0-6) or 6 (0-12) May be repeated for credit. Prereq F A 332, 333, major in F A. Application of illustration, graphic design, and typography principles in a variety of formats; emphasis on individual concepts and creativity through drawing, painting, and three-dimensional application. Intermediate image processing techniques/text design, internet projects and electronic drawing; emphasis on individual concepts and creativity. (g) 8-96

F A 434  Graphic Design  Advanced Electronic Imaging  3 (0-6) or 6 (0-12) May be repeated for credit. Prereq F A 433, major in F A. Intensive in and out of class work, involves deadlines, research, and application of graphic design principles in a wide variety of formats. Advanced studio/seminar for students to develop independent projects within the digital environment based on concepts and skills developed in F A 331, 332, 433. (g) 8-96

F A 495  Graphic Design Electronic Imaging Internship  V 8-12 Prereq 6 credits in F A 434, major in F A. Students are placed in work-related electronic imaging graphic design environments for practical application and experience. 8-96

F A 530  Graduate Graphic Design Electronic Imaging  3 (0-6) May be repeated for credit; cumulative maximum 9 hours. Application of typography, illustration, and photography, to a variety of formats. Application of image/text, electronic drawing, internet projects, multimedia, other aspects of electronic tools. 8-96

F A 531  Graduate Graphic Design Electronic Imaging  3 (0-6) May be repeated for credit; cumulative maximum 9 hours. Research, concept and application oriented studies in graphic design. Advanced research in projects relating to electronic tools. 8-96

F A 532  Graduate Graphic Design Electronic Imaging  3 (0-6) May be repeated for credit; cumulative maximum 9 hours. Exploration of experimental techniques, concepts and studies using electronic technology imagery and application processes in a variety of formats. 8-96

Fren 101  First Semester  4 Prereq appropriate placement score. Fundamentals of speaking, reading, and writing. 8-96

Fren 102  Second Semester  4 Prereq Fren 101. or appropriate placement score. Continued development of basic skills in speaking, reading, and writing. 8-96

Fren 203  Third Semester  4 Prereq Fren 102. or appropriate placement score. Grammar review and further development of speaking, reading, and writing skills. 8-96
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSHN 305</td>
<td>Nutrition Related to Fitness and Sport</td>
<td>3-2</td>
<td>Prereq [UI (FCS 305)] or open to WSU students</td>
<td>Identification of energy, macro/micro nutrient and fluid requirements during exercise; fitness of dietary regimens and ergogenic aids for pre and post competition, weight maintenance, and wellness. Cooperative course taught by UI (FCS 305), open to WSU students.</td>
<td>8-96</td>
</tr>
<tr>
<td>Ger 101</td>
<td>First Semester</td>
<td>4</td>
<td>Prereq [UI (FCS 305)] or open to WSU students</td>
<td>Fundamentals of speaking, reading, and writing.</td>
<td>8-96</td>
</tr>
<tr>
<td>Ger 102</td>
<td>Second Semester</td>
<td>4</td>
<td>Prereq Ger 101 or open to WSU students</td>
<td>Continued development of basic skills in speaking, reading and writing.</td>
<td>8-96</td>
</tr>
<tr>
<td>Ger 203</td>
<td>Third Semester</td>
<td>4</td>
<td>Prereq Ger 102 or open to WSU students</td>
<td>Grammar review and further development of speaking, reading, and writing.</td>
<td>8-96</td>
</tr>
<tr>
<td>H D 301</td>
<td>Families in Crisis</td>
<td>3</td>
<td>Prereq [UI (FCS 305)] or open to WSU students</td>
<td>Examination of the nature and course of family crisis, using a family systemic approach, including principles used in intervention strategies.</td>
<td>8-96</td>
</tr>
<tr>
<td>H D 302</td>
<td>Parent-Child Relationships</td>
<td>3</td>
<td>Prereq [UI (FCS 305)] or open to WSU students</td>
<td>Parenting in contemporary society with focus on reciprocity of parent-child relationships and diversity of families.</td>
<td>8-96</td>
</tr>
<tr>
<td>H D 320</td>
<td>Resource Management and Problem Solving</td>
<td>3</td>
<td>Prereq [UI (FCS 305)] or open to WSU students</td>
<td>Styles of managing material, human and environmental resources with families; various approaches to problem solving with individuals and families.</td>
<td>8-96</td>
</tr>
<tr>
<td>H D 408</td>
<td>Advanced Adolescent Development</td>
<td>3</td>
<td>Prereq [UI (FCS 305)] or open to WSU students</td>
<td>In-depth examination of theories and research; developmental issues and prevention and intervention programs for school-aged child and adolescent. (g).</td>
<td>8-96</td>
</tr>
<tr>
<td>H D 420</td>
<td>Application of Human Development Theories</td>
<td>3</td>
<td>Prereq [UI (FCS 305)] or open to WSU students</td>
<td>In-depth examination of theories and their use in understanding individual development in context of family and community.</td>
<td>8-96</td>
</tr>
<tr>
<td>H D 430</td>
<td>Professional Skills for Working with Individuals and Families</td>
<td>3</td>
<td>Prereq [UI (FCS 305)] or open to WSU students</td>
<td>Development of skills important for effective human service professionals; communication, group dynamics, supervision, leadership, ethical behavior, cultural sensitivity, and others.</td>
<td>8-96</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>---------------------------------------------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>Hort 515</td>
<td>Seminar in Plant Physiology</td>
<td>1</td>
<td>May be repeated for credit; cumulative maximum 4. Same as CropS 515</td>
<td>A cross-discipline seminar, including botany, crop and soil sciences, horticulture, plant pathology, and plant physiology.</td>
<td></td>
</tr>
<tr>
<td>I D 201</td>
<td>Perception and Communication I</td>
<td>3</td>
<td>(0-6) Prereq Arch 101; I D 101, 102, or c/.</td>
<td>Theoretical concepts relating to design objects and elements explored through various design and communication media. Application of design concepts into micro environments; design vocabulary and skill development.</td>
<td></td>
</tr>
<tr>
<td>I D 215</td>
<td>Materials and Components of Interior Design</td>
<td>3</td>
<td></td>
<td>Characteristics of properties of structural and non-structural interior materials. Field trips required.</td>
<td></td>
</tr>
<tr>
<td>NATRS 430</td>
<td>Introduction to Wildland Fire</td>
<td>2</td>
<td>Prereq Bio S 372.</td>
<td>Physical nature and behavior of wildland fire; the fire environment; fire ecology; practice of wildland fire management. Credit not granted for both NATRS 430 and 530. (a/y)</td>
<td></td>
</tr>
<tr>
<td>NATRS 530</td>
<td>Introduction to Wildland Fire</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PharS 332</td>
<td>Pharmaceutical Calculations</td>
<td>1 or 2</td>
<td></td>
<td>The mathematics of pharmacy for dispensing practitioners; introduction to statistical methods. S, F grading.</td>
<td></td>
</tr>
<tr>
<td>PharS 437</td>
<td>Pharmaceutics Laboratory I</td>
<td>2</td>
<td>Prereq PharS 431 or c/.</td>
<td>Laboratory in the preparation of solutions, solid, semisolid, and dispersed liquid dosage forms. S, F grading.</td>
<td></td>
</tr>
<tr>
<td>Pol S 425</td>
<td>American Diplomatic History 1776-1914</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pol S 426</td>
<td>American Diplomatic History in the 20th Century</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Span 101</td>
<td>First Semester</td>
<td>4</td>
<td>Prereq appropriate placement score.</td>
<td>Fundamentals of speaking, reading, and writing. 1</td>
<td></td>
</tr>
<tr>
<td>Span 102</td>
<td>Second Semester</td>
<td>4</td>
<td>Prereq Span 101. or appropriate placement score.</td>
<td>Continued development of basic skills in speaking, reading, and writing. 1</td>
<td></td>
</tr>
<tr>
<td>Span 203</td>
<td>Third Semester</td>
<td>4</td>
<td>Prereq Span 102. or appropriate placement score.</td>
<td>Further development of speaking, reading, and writing skills. 1</td>
<td></td>
</tr>
<tr>
<td>T &amp; L 483</td>
<td>School Health Instruction</td>
<td>2</td>
<td>Prereq certified senior admission to teacher program, T &amp; L 300.</td>
<td>Methods, materials, and resources for teaching comprehensive school health education.</td>
<td></td>
</tr>
</tbody>
</table>
7. The Faculty Senate has added an ongoing discussion forum concerning Virtual WSU (Discussion Item 2). You can join this discussion by going to the Faculty Senate Homepage under Administrative Services on the WSU Homepage.

8. **Welcome to newly elected Faculty Senator:**
   Constituency II, College of Business and Economics
   Ron Throupe
   Constituency IX, College of Sciences—Physical Sciences
   Brad Pate
   Constituency XII, Students Affairs Continuing Ed, Public Service
   Tony Nowak

   **Congratulations to reelected Faculty Senator:**
   Constituency II, College of Business and Economics
   Darrel Muehling
   Constituency VIII, College of Sciences—Biological Sciences
   Douglas King
   Constituency IX, College of Sciences—Physical Sciences
   Larry Davis
   Constituency XII, Students Affairs Continuing Ed, Public Service
   Randy Jorgensen

9. Response from Provost George on Senate Actions of April 4, 1996 is in **Exhibit F** as follows:

   April 15, 1996
   TO: Faculty Senate
   FROM: Tom George
   RE: Faculty Senate Actions, April 5, 1996

   The actions taken by the Faculty Senate at its meeting of April 4, 1996 are noted as follows:
1. The election of Val Limburg as Chair for 1996-98, David Stock as Vice Chair for 1996-97 and Erica Austin as Faculty Senate Legislative Representative for 1996-98 are noted.

2. The recommendation from Academic Affairs Committee approved by the Faculty Senate to **add a new section (e) to Rule 6 Transfer Credit** is approved as follows:

   e. Two full years of credit and completion of lower-division General Education Requirements will be granted to students who have been awarded the Associate of Arts Oregon Transfer degree from an Oregon community college which has adopted a general education program comparable to WSU General Education Requirements.

3. The recommendation from Academic Affairs Committee approved by the Faculty Senate for **Undergraduate Major Change Bulletin #9** 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

   * * * * *

10. Development of the position of Vice Provost for Learning and Technology was announced at the meeting of central administration and Senate officers.

11. Editorial changes to Revisions to Washington Community College Transfer Associate Degrees are in **Exhibit G** as follows:

   **MEMORANDUM**
   TO: Joanne Washburn, Chair, Academic Affairs Committee
   FROM: Michael Reilly, Assistant Director of Admissions
          Richard Law, Director, General Education
   DATE: April 15, 1996
   SUBJECT: Proposed Revisions to Washington Community College Transfer Associate Degrees

   A task force of the Washington Intercollegiate Relations Commission has recently completed a review of the Transfer Associate Degree Guidelines. WSU was represented by Richard Law, Director of General Education. A draft of the proposed changes to the Transfer Associate Degree Guidelines is attached.

   We view the proposal very positively. Many of the recommendations are changes WSU has advocated, such as numbering intermediate algebra courses below 100 so that they may not be used in the A. A. distribution, limiting foreign language to 5 quarter hours to satisfy the humanities requirement, and placing a 5 quarter credit limit on mathematics, computer science, or engineering as natural sciences.
After consultation with Geoff Gamble and Richard Crain, we ask that the Academic Affairs Committee review the proposed changes and, if endorsed by the committee, forward the proposal to the Faculty Senate as an information item. The ICRC meets April 25 and would like to vote on the proposal at that time.

Attachment

V. ASSOCIATE DEGREE TRANSFER AGREEMENTS IN THE STATE OF WASHINGTON

The Intercollege Relations Commission has developed Associate Degree Guidelines under which an Associate degree offered by Washington community colleges may be used to satisfy the lower division general education program of baccalaureate institutions within the state. These Guidelines and their periodic revisions have encouraged the development of the general education component in Associate degrees, with the result that the general education requirements within Associate degrees in Washington are currently among the most rigorous in the United States. The Guidelines will continue to be reviewed and revised periodically in response to changes in direction and emphasis in higher education.

The Associate degree curriculum which best services the objective of a general education program for transfer purposes is:

a. designed to develop academic skills at the college level, e.g., literacy, quantitative and critical thinking, composition, and acquisition of information;

b. concerned with fundamental methodological issues, e.g., modes of inquiry basic to philosophical, scientific, mathematical, social, historical, and literary studies;

c. focused on fundamental and traditional areas of knowledge and the humanities and arts, natural and physical sciences, mathematics, and social studies;

d. designed to assist students in the integration of knowledge drawn from diverse areas of study;

e. intended to offer a general intellectual framework for understanding rather than specialized studies.

Essentially, the transfer agreements ensure that a student who completes an Associate of Arts degree (or other designated direct transfer degree) at a public community college in the State of Washington will have satisfied the lower division general education (or core) requirements at the various baccalaureate institutions. The transfer student who has earned a degree covered by the Guidelines will generally have junior-level standing (90 quarter credits or 60 semester credits). Students who transfer within these agreements must still meet requirements in major, minor an professional programs.

The adoption of the ICRC Associate Degree Guidelines does not affect the autonomy of individual institutions to introduce new courses or new programs, to establish prerequisites, to evaluate the transferability of individual courses, or to require certain levels of quality for entrance to the various institutions. It does, however, ensure that a
student receiving an approved direct transfer Associate degree from a signatory Washington community college would have satisfied all or most of the general education requirements at any signatory baccalaureate institution.

The ICRC Guidelines apply to students who hold an appropriate degree from a participating community college. There is no intention in the Guidelines to limit an individual student’s mobility. However, individual objectives and circumstances are best considered by allowing each student maximum flexibility in determining the time of transfer.

The voluntary agreements suggested by these guidelines provide mutual guarantee of institutional integrity and are consistent with the high level of voluntary cooperation that has become traditional in Washington higher education.

VI. CURRENT ASSOCIATE DEGREE GUIDELINES
(Approved by ICRC May 5, 1988, Effective Fall 1990)
(Suggested implementation no later than Fall 1998)

For the purpose of these Guidelines, the Associate degree (sometimes called the Associate of Arts, Associate of Arts and Sciences, etc.) is defined as that two year college degree awarded offered by a community college to students who have completed a transfer curriculum. In order to fulfill most general education requirements for a baccalaureate degree, the Associate degree should possess the following characteristics:

I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.

II. Be based on 90 quarter hours of transferable credit including:

A. Basic Requirements

   1. Communication Skills (9-10 credits)
   Must include at least two courses of English composition which total to at least six credits. Remaining credits, if any, may be an additional composition course or designated writing course in basic speaking skills (e.g., speech, rhetoric, or debate).

   2. Quantitative/Symbolic Reasoning Skills (5 or 10 credits)
   a. One of the following (5 credits)
   (1) Symbolic reasoning course
   (2) Quantitative reasoning course in computer science, statistics, mathematics, or other discipline for which intermediate algebra is a prerequisite.
b.a. **Intermediate Algebra Proficiency** (0 or 5 credits)  
*All students must be proficient in intermediate algebra.*  
May be satisfied by completion of high school mathematics through second year algebra, by course challenge or other examination demonstrating mastery of intermediate algebra skills, or by completion of a *an intermediate algebra course (to be numbered below 100)* or a mathematics course for which intermediate algebra is a prerequisite.

b. **One of the following (5 credits)**

1. Symbolic reasoning course
2. Quantitative reasoning course in computer science, statistics, mathematics, or other discipline for which intermediate algebra is a prerequisite.

**B. Distribution Requirements**

Within **the each distribution requirements, area,** integrative, synthesizing courses and programs, including interdisciplinary courses and linked sequences of courses, are to be encouraged, especially for colleges requiring a minimum of disciplines per area.

3. **Humanities (15-20 credits)**

   Selected from at least **two three disciplines.**

   No more than 10 credits allowed from any one discipline.  
   *(No more than 5 credits in foreign language at the 100 level.)*

   No more than 5 credits in performance/skills courses are allowed.

   Suggested disciplines include:
   
<table>
<thead>
<tr>
<th>Art</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Foreign Language/American</td>
<td>Drama/Theater</td>
</tr>
<tr>
<td>Literature</td>
<td>Sign Language</td>
</tr>
<tr>
<td>Literature</td>
<td>Speech</td>
</tr>
</tbody>
</table>

4. **Social Sciences (15-20 credits)**

   Selected from at least **two three disciplines.**

   No more than 10 credits allowed from any one discipline.

   Suggested disciplines include:
   
<table>
<thead>
<tr>
<th>History</th>
<th>Philosophy</th>
<th>Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science</td>
<td>Economics</td>
<td>Psychology</td>
</tr>
<tr>
<td>Geography</td>
<td>Sociology</td>
<td></td>
</tr>
</tbody>
</table>
5. **Natural Sciences (15-20 credits)**
   Selected from at least *two* disciplines.

   No more than 10 credits allowed from any one discipline.
   *(No more than 5 credits allowed from mathematics, computer science or engineering.)*

   Shall include at least one laboratory course.
   Suggested disciplines include:
   
   Astronomy       Geology       Biology
   Mathematics     Botany        Physics
   Chemistry       Zoology

C. **Electives**

B. Other college-level courses, of which a maximum of 15 credits may be in college-level courses as defined by the community college, and the remainder shall be fully transferable as defined by the receiving institution. Remedial courses shall not be included in the 90 quarter hours of the Associate degree. *Where appropriate, preparation courses for the major should be included in this course work.*

NOTES:

Within appropriate distribution areas, *colleges are encouraged to develop curriculum which provides students with an understanding of and sensitivity to cultural differences by completing courses requiring study of cultures other than their own. To most, this may should include non-Western ethnic, minority, non-Western ethnic, or other area studies.*

A specific course may be credited toward no more than one distribution or skill area requirement.

Within each distribution area, legislative, synthesizing courses and programs including interdisciplinary courses and linked sequences of courses are to be encouraged.

A list of suggested disciplines is subject to review by the ICRC.

Faculty teaching first-year language courses are encouraged to include cultural aspects of study in their courses.

A list of course alternatives specified by department and number should be prescribed and published.

**CLARIFICATIONS:**

A. Associate degrees meeting the distribution system in these Guidelines represent but one model for valid general education programs. Community colleges and baccalaureate institutions are encouraged to develop models, including
interdisciplinary core requirements or vertical general education requirements with courses at the upper division level. Institutions using such alternative approaches are further encouraged to develop individual interinstitutional transfer agreements.

B. In various institutions, general education requirements are referred to as General University Requirements, Distribution Requirements, Breadth Requirements, or other similar designations.

C. The voluntary agreements suggested by these guidelines provide mutual guarantees of institutional integrity and are consistent with the high level of voluntary cooperation that has become traditional in Washington higher education.

D. The Associate degree agreement will provide for the fulfillment of college and university general education requirements only, and it is not intended that this agreement should cause modifications of unique requirements (religion, philosophy, etc.). Further, it should be clearly understood that agreements based upon these guidelines in no way alter admission criteria established by baccalaureate institutions.

E. The Associate degree will generally provide the transferring student with at least 90 quarter (60 semester) credits upon entry to a baccalaureate institution.

F. The transfer student who has earned a degree covered by the Associate Degree Guidelines in normally assured of junior level standing upon entrance.

G. An Associate degree agreement applies specifically to general education requirements. Students who transfer within these agreements must still meet lower division requirements in major, minor, and professional programs.

H. Community colleges should strictly enforce stated requirements without undue use of waivers, substitutions, or exceptions.

I. Institutions developing mutual agreements must clearly identify titles and effective dates in order to provide clarity for students and their advisers and for transcript evaluation.

J. Community colleges agree to develop precise language concerning their direct transfer Associate degree and to publish this information with all degree requirement information, explaining for which students each degree is intended and which is the direct transfer degree. Baccalaureate institutions agree to publish information about the details of their Associate degree agreements.

G. Remedial courses shall not be included in the 90 quarter hours of the Associate degree.
H. A list of course alternatives specified by department and number should be prescribed and published.

I. Community colleges and baccalaureate institutions agree to state their credit-by-exam policies in their catalogs. While accepting the Associate degree, receiving institutions shall grant credit for extra-institutional learning on the same basis for transfer students as for native students.

K. Community colleges agree to state in their catalogs the maximum of CLEP credit allowable toward the direct transfer degree for general and/or subject exams, including the percentile score for which credit will be granted. Baccalaureate institutions agree to publish in their catalogs their practices in regard to acceptance of CLEP exams, including limitations on credit, percentile scores required, whether both general and subject exams are allowed, whether exam scores are required directly from CLEP, and whether credit will be treated as transfer work when included in an Associate degree only, or whether it is fully transferable.

L. Periodic review of such agreements will provide a meaningful process of interinstitutional communication and ensure the student’s orderly progression toward completion of degree requirements.

* * * * *

Announcements (Reports).

1. Remarks by the Chair.—G. Hooks

Hooks thanked senators and committee members for all their hard work during the past year. Hooks thanked Val Limburg and David Stock for their willingness to serve as Senate officers next year. Hooks stated that he feels the challenges confronting the Senate and faculty are the substantial changes WSU will be undergoing in the next decade. The administration has outlined its intentions in the Enrollment Management Plan, the Strategic Plan, Learning Centers proposal and the Virtual WSU document. Each of these initiatives will require the University and faculty to operate differently in substantial ways. If implemented the Senate will be asked to approve changes in the curriculum. This body needs time to understand the policy implications that come from these plans. One of the policy implications of the Enrollment Management Plan is the Four Year Degree Agreement which came up quite rapidly to the faculty this year. The faculty moved on this plan quickly but the administration needs to recognize there is a limit to the faculty’s goodwill. One of the things Hooks is concerned about is how to communicate to the faculty and to the Faculty Senate how substantial these proposals are. To give the Senate time to mull these over the Steering Committee has added times for forums on the calendar for next year. Another issue Hooks considers was a problem is enrollment based budgeting that has been put in place at WSU. This policy rewards quantity and quantity only. Resource distribution is tilted toward quantity and not quality. WSU needs to have a way where resources are distributed towards quality and towards flexibility. He has been impressed by the commitment of the faculty to protect quality, and by the ability of the Faculty Senate to impose quality and ask hard questions about new course proposals. Hooks stated that on the Faculty Senate Homepage is a link to a threaded email discussion on Virtual WSU.
2. Report from Legislative Representatives.--C. Clark, P. Chevalier

There was no report.

Additions or Changes to the Agenda.

A motion was made to move Discussion Item #1 before Action Items.
The motion to amend failed

Agenda Items (Action Items).

1. Nominations and Elections to Senate Committees Exhibit H is as follows:

FROM THE COMMITTEE ON COMMITTEES

The Committee on Committees submits the following names as candidates to serve on Senate committees with terms beginning August 16, 1996 and ending on the year indicated. Senators are encouraged to study the Committee Manual along with the vitae of the nominees, prior to the meeting of May 2, 1996. Senators desiring to nominate additional persons from the floor MUST PROVIDE written information about the nominees for distribution before the meeting.

Academic Advising and Reinstatement Subcommittee of AAC
F-1999


Academic Affairs Committee
F-1999


Admissions Subcommittee of AAC
F-1999

ARNOLD, Donna, Coordinator Peer Advisor, SALC. Faculty, WSU 4 years. Relevant Experience and Qualifications: Administrative Experience, Candidate Selection Experience, Community Relations, Minority Development programs, teaching special projects. Committee Experience: Current: Faculty Excellence Awards Selection Committee; Academic Fraternity Subcommittee; Academic Advising Group. Previous: Miami University of Ohio: Student Affairs Director, Residence Life Judicial Board, College of Engineering Curriculum Board. [Entry 4/96]
F-1999
BURNS, John S., Assistant Professor, Educational Leadership and Counseling Psychology. Faculty, RIS, Graduate Faculty. WSU 22 years. Relevant Experience and Qualifications: Administrative Experience with Student Affairs. Committee Experience: Current: Academic Advising and Reinstatement Subcommittee, College Senate Election Committee. [Entry 4/96]

Budget Committee
F-1999

Catalog Subcommittee of AAC and GSC
F-1999
KING, Larry G., Professor, Biological Systems Engineering. Faculty, RIS, Graduate Faculty, WSU 22 years. Relevant Experience and Qualifications: Department Chair, Faculty Senator, Graduate Faculty member. Committee Experience: Previous: Graduate Studies and Research and Arts Committees, Catalog Subcommittee. [Entry 4/96]

F-1999
NEVILLE, Michael, Associate Professor, Philosophy. Faculty, WSU 24 years. Relevant Experience and Qualifications: Chair of Philosophy. Committee Experience: Current: Campus Arts Committee, External Scholarship Committee. Previous: Catalog Subcommittee, Academic Affairs Committee, Phi Beta Kappa Scholarship Committee. [Entry 4/96]

Distinguished Faculty Address Committee
F-1999
ROSENBERG, Philip E., Professor, Geology. Faculty, RIS, Graduate Faculty, WSU 34 years. Committee Experience: Reactor Safeguards Committee and others. [Entry 4/96]

F-1999
VONFRANK, Albert, Professor, English. Faculty, RIS, Graduate Faculty. Relevant Experience and Qualifications: Presenter of the 1996 Distinguished Faculty Address. [Entry 4/996]

Faculty Affairs Committee
F-1999
KIESSLING, Nicholas K., Professor, English. Faculty, RIS, Graduate Faculty, WSU 28 years. Relevant Experience and Qualifications: University Senate, 1975-79, 1991-93, Distinguished Faculty Address Committee 1991-92 (Chair, 91-92), Research and Arts Committee, 1976-79 (Chair 1978-79) 1986-89, Faculty Status Committee. [Entry 4/96]
Organization and Structure Committee
F-1999

**WILSON**, Bob, Professor, Basic Medical Sciences and Veterinary Microbiology and Pathology. Faculty, RIS, Current Senator. WSU 20 years. **Relevant Experience and Qualifications**: Past Chair of Faculty Senate, Past member of the Faculty Senate Steering Committee, Former Department Chair, Dean and former senator. **Committee Experience**: Current: Chair, Honorary Doctoral Degree Committee. Previous: Research and Arts Committee, Cancer Research Steering Committee, Biohazards Committee, Review of Dean of Pharmacy, Faculty Association Advisory Board, Search Committee For Academic Vice President and Provost, Search Committee for President, Faculty Excellence Award Selection Committee. [Entry 4/96]

Planning Review Committee
F-1999

**KRAMER**, John, Veterinary Clinical Pathologist, Veterinary Clinical Science. Faculty, Graduate Faculty, RIS, WSU 23 years. **Relevant Experience and Qualifications**: Chairman, Whitman County Board of Adjustment, NIH Taskforce Chair. **Committee Experience**: Current: Graduate Studies Committee. Previous: Faculty Affairs Committee, Faculty Address Committee, Committee on Committees, Legislative Affairs Subcommittee. [Entry 4/96]

F-1999

**ALBRIGHT**, Diane, Associate Professor, Kinesiology and Leisure Studies. Faculty, RIS, WSU 26 years. Current Senator. **Relevant Experience and Qualifications**: Service on university, college and department committees. Former Vice Chair of the Faculty Senate. **Committee Experience**: Current: Committee on Committees, Planning Review Committee. Previous: Organization and Structure Committee, Council of Faculty Representatives, Legislative Affairs Subcommittee of SC. College of Education Dean Search Committee, Academic Advising and Reinstatement Subcommittee, Dean’s Advisory, Union Board, numerous department and college committee. [Entry 4/96]

Research and Arts Committee
F-1999

**BLANK**, Sally E. Associate Professor, Kinesiology. Faculty, RIS, Graduate Faculty, WSU 8 years. **Relevant Experience and Qualifications**: NIAAA Grant Support, WSU Drug and Alcohol Grant Support, Advisor to undergraduates and graduate students. **Committee Experience**: Current: College of Education Graduate Faculty Committee, Presidents Research Award Committee, Exercise Science Coordinator. [Entry 4/96]

Student Affairs Committee
F-1999

**PLACE**, Helen, Director of General Chemistry, Chemistry. Faculty, RIS. WSU 25 years. **Relevant Experience and Qualifications**: Full time teaching faculty, new student advisor, administrator for large undergraduate program, summer “Alive” advisor, reinstatement interviewer and board member. **Committee Experience**: Current: College of Science Curriculum Committee, Science Subcommittee of General Education Committee, Advisory Committee for Chemistry Department, Chemical Undergraduate Curriculum Committee, Chemical Building Committee, University Reinstatement Council. **Previous**: Registration and Records Committee, WSU Faculty Recognition
Committee, Chair; Senate Committee on New Student Orientation, Faculty Excellence Award Committee. [Entry 4/96]

Teaching Assistants Training Program of GSC
F-1999
DAVIS, Larry F. Associate Professor, Geology. Faculty, RIS, Graduate Faculty, WSU 9 years. Relevant Experience and Qualifications: Supervision of 12-18 Graduate Teaching Assistance since 1984. Committee Experience Current: Faculty Excellence Award, WSU Faculty Senate, Mathematics and Science Education Committee, Goldwater Scholarship Selection Committee. [Entry 4/96]

* * * * *

Balloting proceeded with the following results:

Academic Advising and Reinstatement Subcommittee: F-1999 Jane Parker; Academic Affairs Committee: F-1999 Kenneth Struckmeyer; Admissions Subcommittee: F-1999 Donna Arnold; F-1997 John Burns; Budget Committee: F-1999 Eileen Brady; Catalog Subcommittee: F-1999 Larry King; F-1999 Mike Neville; Distinguished Faculty Address Committee: F-1999 Philip Rosenberg; F-1999 Albert vonFrank; Faculty Affairs Committee: F-1999 Nicholas Kiessling; Organization and Structure Committee: F-1999 Bob Wilson; Planning Review Committee: F-1999 John Kramer; F-1999 Diane Albright; Research and Arts Committee: F-1999 Sally Blank; Student Affairs Committee: F-1999 Helen Place; Teaching Assistance Training Program of GSC: F-1999 Larry Davis.

2. Recommendation from Extended University Affairs Committee on “Multicampus System Policies” Exhibit G from 4/18/96 agenda is as follows:

MEMORANDUM
TO: Richard W. Crain, Jr., Executive Secretary
FROM: David Bragg, Extended University Affairs Committee
DATE: April 1, 1996
SUBJECT: Multicampus System

At its regular meeting on March 28, 1996, the Extended University Affairs Committee voted approval of the revised Multicampus System Policies as shown on the attached page.

Further information for the Faculty Senate regarding the revision is provided in your memorandum to this committee dated February 28, 1996. We note the inclusion of some suggestions stemming from our Non-Pullman Faculty Status Report of 1994 and are pleased to see these included.

Attachment

cc: L. Purce
MULTICAMPUS SYSTEM

POLICIES

Washington State University is a multicampus system university with campuses located in Pullman, Spokane, Tri-Cities, and Vancouver.

1. The basic principles on which the system originated remain:

   a. One university, geographically dispersed,
   b. One set of academic programs,
   c. One faculty, system-wide, and
   d. One student body.

2. a. Academic standards, including admission standards, for both undergraduate and graduate students are uniform across the system and are set by existing WSU procedures, as described in the *WSU Educational Policies and Procedures Manual*.

   b. Many programs on the branch campuses are extensions of programs on the Pullman campus. Local resources and needs result in the establishment of new degree programs or new degree-granting units at the branch campuses. Procedures outlined in Chapter III of the *Educational Policies and Procedures Manual* are required to be followed for establishing new programs or extending existing programs to additional sites. These must be approved by the Faculty Senate, the Board of Regents and the Higher Education Coordinating Board.

3. The *Faculty Manual* applies system-wide.

4. Faculty, Staff and Student organizations have representation from across the system and have constitutions which apply system-wide.

MEMORANDUM

TO: David Bragg, Chair, Extended University Affairs Committee
Jo Washburn, Chair, Academic Affairs Committee
Diane Sylvester, Chair, Graduate Studies Committee
Gus Plumb, Chair, Faculty Affairs Committee

FROM: Richard W. Crain, Jr., Executive Secretary
DATE: February 28, 1996
SUBJECT: Multicampus System Policies
In early 1988 the Faculty Senate passed a lengthy document regarding Multicampus System Policies and Procedures (a copy attached). In the process of developing a new, revised Educational Policies and Procedures Manual, the branch campus deans and I revised the material in the document to bring it closer to current practice. The material has three parts, (a) a set of policies for which the Faculty Senate should make a recommendation (b) a set of administrative procedures over which the Faculty Senate has little jurisdiction and which do not relate to educational policies and (c) a set of procedures related to faculty hiring, promotion, tenure and annual review and which should be in the Faculty Manual.

Attached are two pages, one title Multicampus System Policies and the other titled Faculty Personnel. The committees listed above are requested to review the polices, EUAC as lead, and recommend approval to the Faculty Senate as appropriate. When approved, these policies will replace the 1988 document in the Educational Policies and Procedures Manual. The Faculty Affairs Committee is requested to review the Faculty Personnel items for possible inclusion in the Faculty Manual.

Attachments

* * * * *

Motion carried.

3. Recommendation from Research and Arts Committee to establish “WSU Learning Centers” Exhibit H is as follows:

MEMORANDUM
TO: KNona Liddell, Chair, Research and Arts Committee
    David Bragg, Chair, Extended University Affairs Committee
    Diane Sylvester, Chair, Graduate Studies Committee
    Joanne Washburn, Chair, Academic Affairs Committee
    Charles Madison, Chair, Budget Committee
    Elizabeth Mejia, Chair Library Committee
    Len Porter, Chair, Planning Review Committee
FROM: Richard W. Crain, Jr., Executive Secretary
DATE: March 5, 1996
SUBJECT: WSU Extended Learning Centers

This formal request to establish WSU Extended Learning Centers has been submitted by Dean James Zuiches, College of Agriculture and Home Economics. Because six Extended Learning Centers are being proposed a this time and other are being considered, it was agreed by Geoff Gamble, Les Purce and me that a generic proposal would be satisfactory, rather than for the Faculty Senate and its committees having to review each separate center in detail. The proposal indicates that the Faculty Senate will be notified about future centers when plans are completed.

If possible, I would like to be able to forward a recommendation to the Faculty Senate this spring which means having a response from the lead committee, Research and Arts by April 11.
March 4, 1996

MEMORANDUM

TO: Richard Crain
FROM: James J. Zuiches
SUBJECT: Establishment of Learning Centers

Attached is the proposal for the Establishment of WSU Learning Centers that we are submitting formally to the Faculty Senate for consideration by the Research and Arts Committee and Extended University Affairs Committee.

As Cooperative Extension public service programs that are incorporating Extended Degree teaching programs into their offerings, the Learning Centers are hybrid organizational units, unlike other Institutes, Centers and Laboratories.

The Learning Centers will coordinate and increase access to WSU educational programs. In contrast to typical research centers, they will provide educational services to a dispersed geographical clientele.

As a new innovative mechanism to deliver instructional programs, the Learning Centers will increase WSU’s visibility in the counties, expand the delivery of the Extended Degree programs and enhance the ability of WSU to meet the instructional needs of place and time-bound studies.

As new Centers are proposed we will notify the Faculty Senate about these plans. At this time, the Stevens County Center is planned to be the Center of a Northeast Washington regional effort that includes Ferry and Pend Oreille counties.

Discussions with the Chehalis Tribe and the South Puget Intertribal Planning Agency are also progressing to establish a learning center in partnership with the Confederated Tribes of Chehalis Reservation and local community colleges. The faculty in Skagit County and at the Mt Vernon Research and Extension Unit are also exploring the possibility of a Northwest Regional Learning Center located in Skagit County. Considerable work remains before a proposal would be submitted.

As these discussion and others firm up we will request consideration from the Faculty Senate.

As Dean of the College of Agriculture and Home Economics and Director of Cooperative Extension, I endorse and support the establishment of WSU Learning Centers.

March 21, 1996

MEMORANDUM

TO: Richard Crain
FROM: James J. Zuiches
SUBJECT: Title of Learning Centers

I have reviewed the language, concepts, and implications of the various titles for the WSU Learning Centers with the leadership in the counties, Extended University Affairs, and Cooperative Extension. I appreciate your bringing the inconsistency in our terminology to my attention.

The appropriate title by which these units should be established is the **WSU Learning Centers**.

In each county, the partner organization may be identified, i.e., county name but our part will be WSU Learning Center.

Attached is a revised Learning Center proposal for Faculty Senate records. I have not included the attachments with the revision.

Thank you.


**LEARNING CENTER PROPOSAL**

Submitted to

WASHINGTON STATE UNIVERSITY FACULTY SENATE

For Review

March 1, 1996

1. **Name of Units: WSU Learning Centers**

Six learning centers are being proposed which will evolve from the current WSU county extension offices. The current 39 county extension offices have been in existence for 80 years. They are a result of partnerships between county governments and WSU Cooperative Extension. Since 1988, 38 of the 39 counties have Memorandums of Agreement with WSU Cooperative Extension. Learning center proposals are being developed by county extension faculty. Each learning center will have different local partners, but all will include joint activities with area community colleges and the WSU Extended Degree Program. The Extended Degree Program provides distance education developed under the leadership of instructional faculty in the departments.

2. **Nature and Scope of Its Activities:**

WSU Learning Centers are envisioned to be community access sites for multiple educational resources. As one-stop educational locations, the centers, in collaboration with counties, community colleges, and other educational partners, will provide programs that represent the complementary strengths of each institution. The learning centers will be student-and community-oriented.
The array of programs offered at a specific learning center will reflect local priorities. These could include:

- **Cooperative Extension programs** in agriculture, family, youth, community development, and environmental stewardship.
- **Non-credit continuing education, recertification, or credential requirements** for place-bound or time-limited professionals. Audiences may include professionals involved in criminal justice, engineering, business, health, natural resources, education and public administration.
- **Credit education leading to an undergraduate degree.** A current degree in social science is available. Future courses may include: business administration, agriculture, organizational development, natural resource management, human development, and public administration.
- **Non-formal education on topics of community interest.** Examples may include: using the Internet, leadership development, small business development, alternative dispute resolution, parenting skills, and organizing volunteer programs.
- **Access to WSU expertise and databases.** Examples may include: supporting K-12 education, community planning, development of community youth programs, community fine arts programs, tourism/recreation development, crime prevention, agricultural and natural resource management, and integrated pest management.
- **Computer on-line information services** with access to WSU admissions and registration information, libraries, publications, other cooperating education providers, and the Internet, including the World Wide Web.

3. **Criteria and Method of Selection of Director and Participating Faculty Members with Vitae for Any Personnel Already Identified:**

Initially, the directors of WUS Learning Centers will be the county extension chairs already assigned to the county extension offices where the learning centers are evolving. These individuals have already been responsible for the leadership in facilitating the collaboration and development of the local partners, facilitating the creation of a vision and scope of the learning centers, and leading the writing team in developing the learning center proposals. In the future, when a learning center director needs to be replaced due to a vacancy occurring, the selection will be made against a position description developed by a screening committee, selected by the learning center partners, followed by a national search. The position description will reflect the types of programming being delivered at the learning center based on local needs. Other participating faculty members will be selected by the respective WSU unit delivering the program through learning center(s). The county extension directors at the proposed six learning centers are:

<table>
<thead>
<tr>
<th>County and WSU Learning Center</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jefferson County and WSU</td>
<td>Katherine Baril</td>
</tr>
<tr>
<td>Salishan, Pierce County and WSU</td>
<td>Curt Moulton</td>
</tr>
<tr>
<td>Cowlitz County and WSU</td>
<td>Sandy Brown</td>
</tr>
<tr>
<td>Vancouver Learning Center</td>
<td>Tay Faini</td>
</tr>
<tr>
<td>Chelan/Douglas County and WSU</td>
<td>Wayne Madson</td>
</tr>
<tr>
<td>Learning Center</td>
<td></td>
</tr>
<tr>
<td>Stevens County and WSU</td>
<td>Donald Chaplin</td>
</tr>
<tr>
<td>Yakima County and WSU</td>
<td></td>
</tr>
</tbody>
</table>

Vitae for each of these individuals are enclosed in Attachment 1.
4. **The Colleges and Departments to Be Involved:**

Potentially all the colleges, departments and units, branch campuses, research and extension centers and units, and county extension officers could be involved. Types of programs for which interest has been expressed are outlined in Item 2 above.

5. **Amount of University Budgetary Support Requested:**

Support for the learning centers is included in WSU’s supplemental budget request. Learning center activities will be underwritten by a number of sources to include: local, state, and federal government finding; grants and contracts; fees associated with workshops; educational materials; and on-line services.

6. **Needs for Space, Equipment, Library Resources, and Supplies (Currently Available and Needed Now):**

The needs vary from center to center. These needs are outlined in each pilot learning center proposal to some extent. Other needs will be specific to each program offered through the learning center and will be identified at the time the program is approved for delivery by the responsible college, department, or unit. Space for on-site educational delivery is being identified in the pilot proposals. In some counties, the interest and support of the county government is being reflected with a commitment to invest in new enhanced facilities which will benefit the evolution of the learning center. Some equipment and supplies will be part of the basic learning center facilities and are being identified in the pilot proposals. Equipment and supplies related to a specific educational offering will need to be identified and either provided by the responsible unit or included in tuition or fees charged for the offering. Library resources will be available through electronic access to WSU, other educational institutions libraries, or on-line access to data bases. These on-line services will be part of the basic equipment and technology available at each learning center.

7. **Expected External Funding Sources:**

As outlined in Item 5 above, learning center activities will be underwritten by a number of sources to include: local, state, and federal government funding; grants and contracts; gifts; fees associated with workshops; educational materials; and on-line services. A current supplemental budget request submitted to the 1996 Washington Legislature includes a request for enrollment funding. If appropriated, part of the enrollment funding is planned to be directed toward offering credit courses accessible through one or more of the learning centers.

8. **Expected Contribution to and Impact on the Instructional Programs:**

a. Contribution to instructional programs:

   1) The contribution of place-bound and/or time-limited professionals to student discussions will reflect maturity and experience of the older and experienced student taking advantage of educational offerings away from traditional campus-based setting. Audiences may include
professionals involved in criminal justice, engineering, business, health, natural resources, agriculture, education, and public administration. This program builds on the current success of the Extended Degree Program with 156 student FTE’s.

2) Increased student numbers will enhance the resources a college, department, or unit has to fund an instructional program or to create new instructional programs.

b. Impact on instructional programs:

1) Adapting to new methods of providing instructional programs through distance education. Extensive use of multiple technologies will enhance faculty experiences and will increase off-campus access to WSU instructional programs.

9. Expected Contribution to University and Other Clients:

The learning centers are viewed as a natural extension of WSU, and their potential contribution to the citizens of the state is being viewed with great interest by state and local decision-makers, as well as by place-bound and time-limited professionals. Local governments and businesses view the learning centers as much needed sources of skill development or upgrading of their employees. As Washington’s population has grown and as the educational requirements of an information economy have increased, the educational needs of citizens have continued to change. More and more, because of financial considerations, family obligations, and work requirements, people need to acquire education within their own communities.

10. Supporting Letters from Chairs, Deans, Vice-Provosts, and/or Other Individuals to Whom the Unit Directors Will Report:

Letters endorsing the learning centers have been received from the following and are included as Attachment 2

*****

Motion carried.

Also approved by Academic Affairs, Graduate Studies and Extended University Affairs Committees. Full proposal is available in the Faculty Senate office.

4. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #4 Exhibit I from 4/18/96 agenda is as follows:

GRADUATE MAJOR CHANGE BULLETIN NO. 4 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.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am St 470</td>
<td>American Culture Series</td>
<td>3</td>
<td>May be repeated for credit; cumulative maximum 6 hours. Same as Engl 470. (g)</td>
<td>8-96</td>
</tr>
<tr>
<td>CoPsy 515</td>
<td>Ethics and Professional Problems in Counseling Psychology</td>
<td>3 - 4</td>
<td>Professional problems; ethical, legal, and training issues, practices, and new issues.</td>
<td>8-96</td>
</tr>
<tr>
<td>Crm J 403</td>
<td>Violence Toward Women</td>
<td>3</td>
<td>Prereq Crm J 101 or W St 200. Violence toward women and its relationship to broader social issues such as sexism and social control. (g)</td>
<td>8-96</td>
</tr>
<tr>
<td>E M 505</td>
<td>Financial Management for Engineers</td>
<td>3</td>
<td>Concepts for setting the strategic direction of the firm in relation to both engineering and finance together.</td>
<td>5-96</td>
</tr>
<tr>
<td>ES/RP 531</td>
<td>Fundamentals of Environmental Toxicology</td>
<td>3</td>
<td>Prereq BC/BP 364, Chem 240, Zool 353. Fundamentals of toxicology; environmental fate and biological deposition and effects of natural products, drugs, food chemicals, and pollutants.</td>
<td>8-96</td>
</tr>
<tr>
<td>ES/RP 549</td>
<td>Public Land Law</td>
<td>3</td>
<td>History of public lands, special problems arising from ownership of land by governments, legal issues incident various uses of public land including land sales, mineral extraction, livestock grazing, timber harvest, recreation, wildlife protection, and preservation. Cooperative course taught by UI (Law 948), open to WSU students.</td>
<td>5-96</td>
</tr>
<tr>
<td>Fin 409</td>
<td>Real Estate Finance</td>
<td>3</td>
<td>Same as R E 409. (g)</td>
<td>8-96</td>
</tr>
<tr>
<td>GenCB 452</td>
<td>[M] Cell Biology Laboratory</td>
<td>1 - (0-3)</td>
<td>2 (1-3) or 3 (1-6) Prereq cell biology or physiology. Experiments and techniques in cell biology and physiology. (g)</td>
<td>8-96</td>
</tr>
<tr>
<td>GenCB 569</td>
<td>Research Proposal</td>
<td>1</td>
<td>May be repeated for credit; cumulative maximum 2 hours. Written and oral presentation of a research paper. S, F grading.</td>
<td>8-96</td>
</tr>
<tr>
<td>Micro 412</td>
<td>Immunology</td>
<td>2 - 3</td>
<td>Prereq Micro 301; org chem. Principles of basic immunology. Credit not granted for both Micro 412 and 406. Credit not granted for both Micro 412 and 512. (g)</td>
<td>8-96</td>
</tr>
<tr>
<td>Micro 512</td>
<td>Immunology</td>
<td>3 - 4</td>
<td>The immune system at the animal, cellular, and molecular levels. Credit not granted for both Micro 412 and 512. Cooperative course taught by WSU, open to UI students (Bact 512).</td>
<td>8-96</td>
</tr>
<tr>
<td>Neuro 530</td>
<td>General and Comparative Neurophysiology</td>
<td>4</td>
<td>Same as Zool 530. Neural function in vertebrates and invertebrates from the molecular to the behavioral level; emphasis on electrophysiology. (a/y)</td>
<td>5-96</td>
</tr>
<tr>
<td>Neuro 544</td>
<td>Neurobiology of Drug Abuse</td>
<td>3</td>
<td>Prereq upper-division or graduate-level general pharmacology. Impact of drugs of abuse on the central nervous system, with emphasis on neurobiological mechanisms of addiction.</td>
<td>1-97</td>
</tr>
</tbody>
</table>
Nursing

Master of Nursing, Acute Care Nursing Concentration, requirements changed.

Core Courses and Credit Hours in the Seven Areas of Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 503</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 504</td>
<td>4 or 6</td>
</tr>
<tr>
<td>Nurs 507</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Nurs 600 700</td>
<td>6</td>
</tr>
<tr>
<td>or Nurs 700 702</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses Required for Acute Care Nursing

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 536</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Nurs 537</td>
<td>2</td>
</tr>
<tr>
<td>Nurs 538</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 539</td>
<td>4</td>
</tr>
<tr>
<td>Nurs 562</td>
<td>4</td>
</tr>
<tr>
<td>Nurs 563</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 576</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 581</td>
<td>4</td>
</tr>
<tr>
<td>Nurs 582</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 595</td>
<td>Variable</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 562</td>
<td>Advanced Health Assessment and Differential Diagnoses 4 or 5 (3-3)</td>
</tr>
<tr>
<td>PharP 541</td>
<td>Physical Assessment 2 (1-3) Collection and evaluation of medicated patient information; monitoring efficacy and toxicity of drug therapy; physical assessment and clinical laboratory values. S, F grading.</td>
</tr>
<tr>
<td>PharP 599</td>
<td>Special Projects 2 Laboratory research, clinical research, or comprehensive review of selected subjects. S, F grading.</td>
</tr>
<tr>
<td>PL 525 restot</td>
<td>Field Plant Pathology and Mycology 1 (0-3) or 2 (0-6) May be repeated for credit; cumulative maximum 4 hours. Rec plant pathology and/or mycology course; by interview only. Field trips, forays, and demonstrations dealing with various aspects of plant pathology and mycology.</td>
</tr>
<tr>
<td>RE 407</td>
<td>Real Estate Finance and Investments 3 Prereq Fin 325, R E 305. Instruments, techniques, and institutions of real estate finance and investment; forms of ownership, tax law, decision-making tools and applications. S, F grading. (g)</td>
</tr>
<tr>
<td>Code</td>
<td>Department</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>R E</td>
<td></td>
</tr>
<tr>
<td>SHS</td>
<td></td>
</tr>
<tr>
<td>SHS</td>
<td></td>
</tr>
<tr>
<td>SHS</td>
<td></td>
</tr>
<tr>
<td>SHS</td>
<td></td>
</tr>
<tr>
<td>Soils</td>
<td></td>
</tr>
<tr>
<td>Stat</td>
<td></td>
</tr>
<tr>
<td>V Ph</td>
<td></td>
</tr>
<tr>
<td>V Ph</td>
<td></td>
</tr>
<tr>
<td>V Ph</td>
<td></td>
</tr>
<tr>
<td>W St</td>
<td></td>
</tr>
<tr>
<td>Zool</td>
<td></td>
</tr>
</tbody>
</table>
### Zool 530 General and Comparative Neurophysiology
4 Neural function in vertebrates and invertebrates from the molecular to the behavioral level; emphasis on electrophysiology. Same as Neuro 530. (a/y) 5-96

### Zool 555 General and Cellular Physiology
4 (3-3) Prerequisite course in cell physiology or genetics. Physiochemical mechanisms of cellular functions. Same as V Ph 555. 8-96

### Zool 557 Advanced Mammalian Physiology
4 Prerequisite Zool 555. Function and control of mammalian organ systems. Same as V Ph 557. 5-96

Under Prerequisite for VPH 557 should be VPH 555 not Zool 555.

*****

Motion carried.

5. Recommendation from Academic Affairs Committee for “Undergraduate Major Change Bulletin #11” Exhibit J from 4/18/96 agenda New Exhibit I concerning Freshmen Seminar and New Exhibit J Addendum to Bulletin #11 are as follows:

#### UNDERGRADUATE MAJOR CHANGE BULLETIN NO. 11 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agribusiness</td>
<td></td>
<td>8-96</td>
<td></td>
<td>Requirements for the Bachelor of Science in Agribusiness changed.</td>
</tr>
<tr>
<td>Econ 301</td>
<td>Requirement dropped; Econ 302 requirement added.</td>
<td>8-96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Economics</td>
<td></td>
<td>8-96</td>
<td></td>
<td>Requirements for the Bachelor of Science in Agricultural Economics, Agricultural Production and Resource Management Option, changed.</td>
</tr>
<tr>
<td>Econ 301</td>
<td>Requirement changed to Econ 301 or 302 requirement.</td>
<td>8-96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Economics</td>
<td></td>
<td>8-96</td>
<td></td>
<td>Requirements for the Bachelor of Science in Agricultural Economics, Food and Resource Economics Option, changed.</td>
</tr>
<tr>
<td>Econ 301</td>
<td>Requirement dropped; Econ 302 requirement added.</td>
<td>8-96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Anth 494 Development, Environment, and Health in Latin America (Ecuador) 10 Prereq basic fluency in Spanish. Interdisciplinary examination of inter-relationships among development, environment, and health with emphasis on Ecuador. Taught in Ecuador. 8-96

Anth 495 Ecuador Internship/Independent Study 10 Prereq Anth 494, basic fluency in Spanish; by interview only. Individually designed internships with development-related Ecuadorian nongovernmental organizations or independent field projects supervised by Ecuadorian anthropologists. 1-97

Asia 472 [M] 20th Century Middle East 3 Same as Hist 472. 1-97

Biological Systems Engineering 8-96

Requirements for the Bachelor of Science in Biological Systems Engineering changed.

Freshman Year

First Semester
BSysE 110 2
Chem 105 4
Engl 101 [W] (GER) 3
GenEd 110 (GER) 3
Math 171 4

Second Semester
Bio S 103 4
Chem 102 or 106 4
Cpt S 203 2
GenEd 111 (GER) 3
Math 172 4

Sophomore Year

First Semester
BSysE 210 3
C E 213 4
Econ 101 or 102 3
Math 273 2
Phys 201 4

Second Semester
Arts and Humanities [H] Elective 3
Bio S 104 4
C E 214 2
Chem 240 or 340 4 or 5
Math 315 3

Junior Year

First Semester
BC/BP 364 or Soils 421 3
C E 315 or Ch E 332 Ch E 310 3
BSysE 315 or Ch E 332 Ch E 310 3
Phys 202 4
Faculty Senate Minutes  
May 2, 1996  
Page 34

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech Bio S Elective$^2$</td>
<td>3-or-4</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSysE 310</td>
<td>3</td>
</tr>
<tr>
<td>BSysE 386</td>
<td>3</td>
</tr>
<tr>
<td>Ch E 301 or M E 301</td>
<td>3</td>
</tr>
<tr>
<td>E E 304</td>
<td>2</td>
</tr>
<tr>
<td>Stat 412</td>
<td>3</td>
</tr>
<tr>
<td>Techn Bio S or Engr Design Elective $^4$</td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSysE 410</td>
<td>3</td>
</tr>
<tr>
<td>BSysE 441</td>
<td>3</td>
</tr>
<tr>
<td>Engl 402</td>
<td>3</td>
</tr>
<tr>
<td>Engr Design Elective $^{4, 5}$</td>
<td>3</td>
</tr>
<tr>
<td>Tech Bio S Elective$^2$</td>
<td>3-or-4</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSysE 411</td>
<td>3</td>
</tr>
<tr>
<td>C E 463</td>
<td>3</td>
</tr>
<tr>
<td>Capstone [H], [S] Elective$^1$</td>
<td>3</td>
</tr>
<tr>
<td>Engr Design Electives $^{3, 4}$</td>
<td>6</td>
</tr>
<tr>
<td>Intercultural Studies [I] Elective$^1$</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Humanities and Social Sciences electives must be selected to achieve breadth and depth in an area of study. A minimum of three of these courses, including a Tier II III course, must be selected from an approved area of coherence.

2. Select from approved list of Technical Biological Science Electives. must be selected from departmentally approved list or be approved by department chair.

3. Select from approved lists of Technical Biological Science Electives or from Engineering Design Electives must be selected from departmentally approved list or be approved by department chair. Engineering Design Electives must contain 6 credits of engineering design so as to complete a total of 16 design credits.

4. Select from approved list of Engineering Design Electives.

**Business**

Requirements for the Bachelor of Arts in Business, Real Estate Option, changed.


*Fulfills Writing in the Major [M] requirement

**CAC 480 [S] Federal Native American Resource Settlement Models** 3 1-97

new

Issues involving indigenous ownership of natural resources within the U.S.
CAC 490 Leadership in an American Context: Issues of Race and Gender 3 Prereq junior standing. Contextualization of leadership on the national, local, and grassroots levels in the United States through examining issues of race and gender.

Engl 409 [H] Women Writers in the American West 3 Diversity of writings by women in the trans-Missouri West from the 1890s to the present.

GenEd 104 Freshman Seminar 2 Introduction to college disciplinary and interdisciplinary discourse and to academic culture, including its values, procedures, and techniques. Credit not granted for more than one of GenEd 104, 105, U H 105.

GenEd 105 Residential Freshman Seminar 2 Prereq residency in participating university-approved housing. Introduction to college disciplinary and interdisciplinary discourse and to academic culture, including its values, procedures, and techniques. Credit not granted for more than one of GenEd 104, 105, U H 105.

Geology

Requirements for the Bachelor of Science degree changed.

<table>
<thead>
<tr>
<th>Geology Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geol 101 or 102</td>
<td>4</td>
</tr>
<tr>
<td>Geol 206</td>
<td>3</td>
</tr>
<tr>
<td>Geol 210</td>
<td>3</td>
</tr>
<tr>
<td>Geol 240</td>
<td>4</td>
</tr>
<tr>
<td>Geol 250</td>
<td>4</td>
</tr>
<tr>
<td>Geol 260</td>
<td>2</td>
</tr>
<tr>
<td>Geol 308</td>
<td>6</td>
</tr>
<tr>
<td>Geol 310</td>
<td>3</td>
</tr>
<tr>
<td>Geol 315</td>
<td>2</td>
</tr>
<tr>
<td>Geol 320</td>
<td>3</td>
</tr>
<tr>
<td>Geol 355</td>
<td>2</td>
</tr>
<tr>
<td>Geol 356</td>
<td>2</td>
</tr>
<tr>
<td>Geol 362</td>
<td>2</td>
</tr>
</tbody>
</table>

Three courses from the following
- Geol 403
- Geol 405
- Geol 421
- Geol 470
- Geol 475
- Geol 480

Specific Outside Requirements
- Chem 105*, 106* 8
- Cpt S 150 or Math 172 4
- Engl 101* or equivalent 3
(If student does not receive a B or better, English 402 must be taken.)
- Math 171* Calculus I 4
(Must earn C or better.)
Phys 201*, 202* 8
(Phys 101, 102 are acceptable alternatives.)

*Also satisfies a GER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geol 315 new</td>
<td>Water and Earth</td>
<td>3 (2-3)</td>
<td>Prereq Chem 106, Geol 101, 260; Math 140 or 171</td>
<td>Global hydrologic cycle, including rivers and weathering, groundwater, rainwater and the atmosphere, oceans, human impacts. Field research required.</td>
</tr>
<tr>
<td>Geol 421</td>
<td>Principles of Stratigraphy</td>
<td>3 (2-3)</td>
<td>Prereq Geol 210, 240</td>
<td>Correlation and dating of sedimentary strata; tectonics and sedimentary basins; regional patterns of sedimentation. (g)</td>
</tr>
<tr>
<td>H D 346 new</td>
<td>Middle Childhood and School Age Care</td>
<td>3</td>
<td>Prereq 6 hours H D, Psych, or Soc</td>
<td>Understanding development in middle childhood (approximately 5-12 years); understanding and planning school age care programs.</td>
</tr>
<tr>
<td>H D 480</td>
<td>Instructional Strategies</td>
<td>4-5</td>
<td>Prereq EdPsy 301, H D 201, 202, or 203; junior standing</td>
<td>Methods for teaching life skills, parent education, and youth development programs through extension, community agencies, and schools.</td>
</tr>
<tr>
<td>Hist 444</td>
<td>The Renaissance</td>
<td>3</td>
<td></td>
<td>Political, cultural, and religious history of Europe, 1300-1500. (a/y) (g)</td>
</tr>
<tr>
<td>Hist 472</td>
<td>20th Century Middle East</td>
<td>3</td>
<td></td>
<td>Developments in the Middle East since World War I; nationalism, fundamentalism, and revolution. Credit not granted for both Hist 472 and 572.</td>
</tr>
</tbody>
</table>

Hotel and Restaurant Administration

Requirements for the Bachelor of Arts in Hotel and Restaurant Administration changed.

Econ 350 requirement dropped; Econ 301 requirement added.
Mgt 301 requirement added.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L A 491 new</td>
<td>Topics in Design</td>
<td>V 1-4</td>
<td>May be repeated for credit; cumulative maximum 4</td>
<td>Special topics that explore the influence of the design professions on land and life.</td>
</tr>
<tr>
<td>Mktg 490 new</td>
<td>Entrepreneurship</td>
<td>3</td>
<td>Prereq Mktg 360</td>
<td>Concepts, issues, and techniques of new venture creation and entrepreneurship.</td>
</tr>
<tr>
<td>NATRS 430</td>
<td>Introduction to Wildland Fire</td>
<td>2-3</td>
<td>Prereq Bio S 372</td>
<td>Physical nature and behavior of wildland fire; the fire environment; fire ecology; practice of wildland fire management. (a/y)</td>
</tr>
</tbody>
</table>

Credit not granted for both NATRS 430 and 530.
<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Type</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATRS 485</td>
<td>Aquatic Ecosystem Assessment Methods for Environmental and Natural Resource Sciences 3</td>
<td>(1-6)</td>
<td>Prereq NATRS 460, Zool 310, 411. Integrating structural and geomorphic analyses, biologic indicators, water quality, and community-level indices into assessments of ecosystem health and biotic integrity.</td>
<td>5-96</td>
<td></td>
</tr>
<tr>
<td>Neuro 510</td>
<td>Domestic and Exotic Animal Behavior 2</td>
<td>(1-3)</td>
<td>Same as V M 510.</td>
<td>1-97</td>
<td></td>
</tr>
<tr>
<td>Phil 285</td>
<td>Rights and Welfare of Animals 3</td>
<td></td>
<td></td>
<td>1-97</td>
<td></td>
</tr>
<tr>
<td>Span 310</td>
<td>Spanish for the Professions 3</td>
<td></td>
<td>Prereq Span 203. Special topics in language and culture for the professions.</td>
<td>8-97</td>
<td></td>
</tr>
<tr>
<td>SpMgt 365</td>
<td>Ethics and Moral Reasoning in Sport 3</td>
<td></td>
<td>Prereq sophomore standing. Understanding and application of ethical theory and principles of moral reasoning to the analysis of issues and dilemma in sport.</td>
<td>8-96</td>
<td></td>
</tr>
<tr>
<td>T &amp; L 301</td>
<td>Educational Psychology Learning and Development 3</td>
<td></td>
<td>Prereq Educ major; Psych 105, T &amp; L 300. Theories and principles of psychology applied to teaching; human development, learning, motivation, and social/emotional adjustment of students. Reflective inquiry about human learning, development, diversity and individual differences, examination of implications for teaching and education reform.</td>
<td>8-96</td>
<td></td>
</tr>
<tr>
<td>T &amp; L 401</td>
<td>Practicum in Bilingual/Multicultural Education 2</td>
<td></td>
<td>Prereq T &amp; L 333, 335, or graduate standing. Work with students from diverse cultural and linguistic backgrounds in educational setting.</td>
<td>8-95</td>
<td></td>
</tr>
<tr>
<td>T &amp; L 485 487</td>
<td>Teaching Global Education and Geography 2 3</td>
<td></td>
<td>Prereq must have a declared major, open to non-education majors. Methods, materials and programs in global education and geography. World geography as a global perspective education in the contemporary world: the interaction between human societies and the natural environment. (g)</td>
<td>8-96</td>
<td></td>
</tr>
<tr>
<td>U H 105</td>
<td>Honors Freshman Seminar 1</td>
<td></td>
<td>Introduction to the academic culture and opportunity to enrich learning in entry-level courses. Credit not granted for more than one of GenEd 104, 105, U H 105.</td>
<td>8-96</td>
<td></td>
</tr>
<tr>
<td>V M 358</td>
<td>Animal Restraint and Production 1</td>
<td>(0-3)</td>
<td>Prereq first year in professional DVM program. The restraint and production aspects of animals commonly seen by veterinarians. S, F grading.</td>
<td>8-97</td>
<td></td>
</tr>
<tr>
<td>V M 510</td>
<td>Domestic and Exotic Animal Behavior 2</td>
<td>(1-3)</td>
<td>Prereq by interview only. Advanced study of animal behavior, emphasizing difference between exotic and domestic animal behavior.</td>
<td>1-97</td>
<td></td>
</tr>
</tbody>
</table>
V M 514  Animal Behavior for the Practicing Veterinarian  1 (0-3) Prereq 1-97 by interview only. Study of the treatment of behavioral problems and training of domestic animals.

V Pa 501  Case-based Learning in Veterinary Pathology  1 (0-3) to 3 (0-9) 5-97 Prereq second year Vet Med or DVM degree. Principles of pathophysiology, infectious disease, laboratory diagnosis, zoonoses, and food safety learned through the development of multistep teaching cases.

W St 409  [H] Women Writers in the American West  3 Same as Engl 409. 1-97

W St 484  [S] Lesbian and Gay Studies  3 Prereq Soc 101, 102, or W St 200. 1-97 Interdisciplinary exploration of issues related to gender and sexuality, explored transhistorically and cross culturally, including race, class and age differences.

Writing in the Major Requirement
The following courses are approved for [M] status:
- A S 473  1-97
- Asia 472  1-97
- Geol 421  8-96
- Hist 472  1-97

General Education Requirements
The following courses are approved for [H] Arts and Humanities status:
- Engl 409  1-97
- Hist 444  8-96
- W St 409  1-97

The following courses are approved for [S] Social Science status:
- CAC 480  1-97
- W St 484  1-97

WSU Freshman Seminar
The proposed Gen Ed 104, Gen Ed 105, and UH 105 Freshman Seminar courses will replace two existing courses, Psych 100/101 and T&L 100/101.

The WSU model of the Freshman Seminar includes:

linking the seminar to existing introductory courses,

an instructional partnership of faculty with trained undergraduate and graduate facilitators,

the use of established and effective interactive technologies for significant parts of the instruction,

and a residential component (where appropriate).
Gen Ed 104, Gen ED 105, and UH 105 integrate the current Excel and PAWS Freshman Seminars. The prefix replacements are proposed to increase academic involvement, maximize academic integrity by creating one prescribed syllabus, improve training of undergraduate facilitators, and streamline administration by combining two similar programs into one.

**Academic credits** - Combines two existing programs (Excel (two credits) and PAWS (one credit)) into one course carrying two credits. As a pilot, the proposed University Honors Freshman Seminar would carry one credit.

**Faculty** - Faculty participation is voluntary. Faculty volunteers agree to participate after discussing the time commitment and other responsibilities involved. Average faculty time commitment for Fall 1995 was two hours per week. A total of 33 faculty participated in PAWS and Excel Freshman Seminar in Fall 1995.

**Impacted programs** - Faculty in departments with tightly prescribed degree programs, including Engineering, Biological Sciences, Animal Sciences, Communication, Environmental Science/Regional Planning, Physics, Hotel Administration, and University Honors, have asked that seminars be linked to their courses next fall. All seminar scheduling issues have been, and would continue to be, managed by the Student Advising and Learning Center.

**Undergraduate facilitators** - Undergraduate seminar facilitators do not generate student assignments, lecture on content, or grade student work. Facilitators guide students through a prescribed syllabus and are selected from pre-existing facilitator programs, including the University’s nationally recognized English 102 program. Facilitators receive pre-service instruction and attend weekly facilitator training conducted by faculty from pre-existing facilitator programs.

**Graduate teaching assistants** - All graduate students providing direct oversight to the facilitators have prior university teaching experience and receive more pedagogical training than any other group of teaching assistants on the campus. Academic oversight of the program is provided by the Office of General Education. The grading system for the seminar is similar to that used for labs in which teaching assistants record individual assignment grades and recommend final grades to the instructor of record.

**Prescribed seminar syllabus** - The prescribed syllabus has been developed by a team of interdisciplinary faculty. Each linked course faculty provides input into the syllabus through their answers to the Teaching Goals Inventory (a nationally normed instructional instrument developed by Harvard University), through meetings with seminar staff, and through participation in seminars.

Each week, seminar participants are required to attend one scheduled hour of lecture, one scheduled hour of computer-based lecture, and one unscheduled hour of structured computer-based asynchronous dialogue between peers, facilitators, and teaching assistants. Seminar assignments prescribed by the seminar syllabus require students to examine the content of the course linked to the seminar and methods for organizing the information in that course. Linked academic faculty have prearranged roles in these assignments. The prescribed syllabus also requires students to examine methods of organizing information in the linked course as it relates to and contrasts with organization of information in other entry-level courses. The seminar is writing intensive and prescribes two culminating large projects, one at mid-term and one at the conclusion of the semester. Weekly issues prescribed by the seminar syllabus include:

- Thesis building
- Hypothesis generation and testing
Analysis, synthesis, summary and organization of linked course information
Analysis, synthesis, summary and organization of information from non-linked courses
Concepts
Assimilating content
Epistemology
Problem identification and generation of solutions
Characteristics and expectations of academic culture
Accessing academic resources

**Participating units** - Academic departments, Office of General Education, the University Libraries, University Honors, Student Advising and Learning Center, Institute for Teaching and Learning, Department of Residence Life.

**Sampling of universities offering Freshman Seminars for academic credit, Fall 1995**

- University of Washington
- University of California at Berkeley
- University of Oregon
- Oregon State University
- University of Arizona
- Arizona State University
- University of Michigan
- Michigan State University
- Western Michigan University
- Iowa State University
- University of Maryland
- University of North Carolina
- University of South Carolina
- University of Florida
- University of Montana
- University of Texas
- University of Southern Indiana
- Montana State University
- University of Maine
- Arkansas State University
- University of Wyoming

**Success of Current Programs** - PAWS and Excel Freshman Seminars have enrolled some 2,000 freshmen over the past six years. PAWS Freshman Seminar students’ grade point averages in the courses linked to the seminars are better than non-participating students. For example, for Fall 1995, PAWS student linked courses GPA = 2.8; non-PAWS linked course GPA = 2.65 (p<.016). Linked course faculty report that PAWS student attendance in those courses is better than average.

Students in Excel with lower incoming Admissions Index Numbers (AINs) have performed better than students in comparison groups. For example, for Fall 1995, Excel students achieved the highest overall grade point averages (excluding the Excel course grade) of any at-risk students at WSU even though their Admissions Index Numbers were lower than at-risk students who did not enroll. Excel: mean AIN = 16.76, mean GPA at semester, 2.5; Non-Excel: mean AIN = 21.86, mean GPA at semester 2.2; students who dropped Excel, mean AIN = 16.29, mean GPA at semester 1.6.

**Outcomes of Freshman Year Seminars - National Data**
**Improved grade point averages** - High ability Freshman Seminar participant grade point average = 2.77; comparison group = 2.52. p<.04. Academically at-risk student Freshman Seminar participant grade point average - 2.10; comparison group - 1.89. p<.05 (Davis 1992).

**Increased faculty contact** - Freshman Seminar participant contact hours = 2.5. Non-Freshman Seminar participant = 1.7 contact hours. p<.05 (Maisto & Tammi, 1991).

**Increased retention rate** - A 16-year student indicated that Freshman Seminar participants in two cohorts were retained at a statistically higher rate - p<.05 for one cohort; p<.01 for a second cohort (Fidler, 1991).

**Improved cognitive development** - A meta-analysis of studies demonstrated that students in linked courses have improved critical thinking; greater understanding and acceptance of diverse points of view; greater intellectual interaction, and a greater interest in learning (Gabelnick et al, 1990).

**Greater awareness of academic limitations and increased academic ability** - Students who participate in Freshman Seminars tend to lower their predictions for attainment of grade point averages but increase self-efficacy both in assessment of their academic ability and actual increase in ability. Students who do not participate in such programs tend to demonstrate a decrease in academic self-performance (Significant at p<.05).

****


Motion carried.

6. Recommendation from Academic Affairs Committee for “Revisions to Academic Rules 4, 6, 29, 74, 75, 78, 83, 88, 90(a)-(e), 114, 20, 34, 47, 49, 50, 51, 52, 66, 67, 68, 69” Exhibit K from 4/18/96 agenda and New Exhibit K are as follows:

**MEMORANDUM**

TO: Richard Crain, Executive Secretary, Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 12 April 1996
SUBJECT: Revisions to Academic Rules

At recent meetings, the members of the Academic Affairs Committee (AAC) have discussed and approved a number of revisions to academic rules. Below is a listing of the rules revisions and a summary of the origin of the revisions.

**Rule 4, Transfer Requirements**
**Rule 6, Transfer Credit**
**Rule 29, High School and Business College Work**
These rule revisions were suggested by the Admissions Office, to specify that WSU accepts transfer credit from regionally accredited post-secondary institutions only, to allow 200-level community college courses to be transferred as 300-level WSU courses (with the approval of the academic departments), and to exclude any credit hours from any community college to count toward the minimum of 40 hours of upper-division credit for graduation.

**Rule 74, Final Examination Week**  
**Rule 75, Final Examination Schedule**  
**Rule 78, Three or More in One Day**

These rule revisions were suggested by the Registrar’s Office, to clarify the rules regarding finals week.

**Rule 83, Accommodation of Disabilities in the Administration of Examinations**

Joseph Hindman, from the Student Advising and Learning Center (SALC), updated this rule, to reflect that the Disability Resource Center is no longer part of SALC.

**Rule 88, Penalty for Academic Dishonesty**

The revision developed from AAC discussion in response to the recently approved Academic Integrity Policy.

**Rule 90 (a)-(e), Grades**

The AAC discussed revising Rule 90 (a)-(e) at many meetings, with the intention of providing updated guidelines and with the intention of removing the present omniscience of the rule.

**Rule 114, Requirements for Undergraduate Degrees**

This revision incorporates the limit of PEACT courses counting toward an undergraduate degree, excludes any credit transferred from a community college to apply toward the upper-division hour minimum, and adds the Bachelor of Science in Construction Management to the list of five-year undergraduate degree programs.

**Rule 20, Permission to Audit**  
**Rule 34, Repeating courses graded below C**  
**Rule 47, Placement Tests**  
**Rule 49, Limit on Number of Hours per Semester (elimination)**  
**Rule 50, Pass, Fail Grading Options**  
**Rule 51, Modular Self-paced (MSP) course (elimination)**  
**Rule 52, Prerequisite Courses**  
**Rule 66, Adding a Course**  
**Rule 67, Dropping a Course**  
**Rule 68, Withdrawing from a Course between the Fifth Week and End of the Ninth Week**
Rule 69, Withdrawal from a Course after the Ninth Week of the Semester

These last remaining rule revisions were proposed by members of a working group from the AAC which reviewed the academic rules in relation to the implementation of the new student information system (SIS). Many revisions in this grouping are editorial in nature.

The AAC requests Faculty Senate review and approval for the attached rules, to be effective fall 1996.

cc: M. Nielsen  J. Washburn

Possible Rule Revisions Suggested by Admissions Office

Rule 4, Transfer Requirements

a. Applicants with at least 27 semester hours of transferable credit from an regionally accredited post-secondary institution must present a grade point average of at least 2.00.

b. Applicants with less than 27 semester hours of transferable credit will be considered for admission if they meet the freshman requirements and the 2.00 grade point average transfer requirement.

Rule 6, Transfer Credit

a. Colleges and universities must be regionally accredited for transfer credit to be awarded.

b.a. Ninety semester hours shall be the maximum allowed by transfer toward a four-degree, and 120 semester

c. The maximum transfer credit allowed from regionally accredited two-year junior or community colleges shall be 60 semester hours toward a baccalaureate degree irrespective of when those hours were earned provided that the courses are essentially equivalent to those in the nonprofessional lower division curriculum (those numbered 100 or 200 level) at WSU.

d.e. Students who initiated postsecondary enrollment prior to September 1, 1996 may be allowed additional credit from a regionally accredited two-year or community college under the following criteria:

Conditions (1) through (6) unchanged.

(7) The additional credit will not be posted on the WSU transcript until an official transcript from the regionally accredited two-year or community college(s) has been received by the Admissions Office at WSU Pullman.
Rule 29, High School and Business College Work

Work from High Schools, Business Colleges, and Colleges and Universities without Regional Accreditation

No university credit shall be given for high school or business college work from high schools, business colleges, or colleges and universities without regional accreditation.

Revision to Rule 74, Final Examinations Week

Present Rule 74

The final examination week will span five days, from Monday through Friday immediately following the fifteenth week of the semester.

Revision to Rule 74: approved by AAC 8 April 1996, to note existing use of the Saturday following final examination week

The final examination week will span five days, from the Monday through Friday immediately following the fifteenth week of the semester. Special examinations will be scheduled for the Saturday following the Friday of final examination week.

Revision to Rule 75, Final Examination Schedule

Present Rule 75

The final examination schedule will be determined before the start of each semester and published in the semester time schedule by the Registrar based on previous enrollment for that semester.

Revision to Rule 75 approved by AAC 26 February 1996, to recognize current practice

The final examination schedule will be determined before the start of the semester and published in the semester time schedule by the Registrar based on previous enrollment for that semester. After publication, the schedule cannot be altered except as provided by Rule 78.

Possible Revision to Rule 78, Three or More in One Day

Present Rule 78

During final examination week, if the scheduled arrangement results in students having three or more examinations scheduled for any one day, any one of their instructors is authorized to excuse the student from the regularly scheduled examination and give a final examination to the students during special exams time blocks. In cases of difficulty in arriving at a resolution, students shall refer the matter to the chairpersons of their departments or to their academic advisers.
Possible Revision to Rule 78 approved by AAC 8 April, for clarity

During final examination week, if the scheduled arrangement results in students having three or more examinations scheduled for any one day, any one of their instructors is authorized to excuse the students from the regularly scheduled exams time blocks. In cases of difficulty in arriving at a solution, students shall refer the matter to the chairpersons of the departments offering the courses or to their academic advisers.

Revision to Rule 83,
Accommodation of Disabilities in the Administration of Examinations approved by AAC 11 March 1996, to reflect that the Disability Resource Center is no longer affiliated with the Student Advising and Learning Center

Washington State University is committed to providing access to education for all of its students. In addition, federal law states that academic requirements must be modified on a case-by-case basis to afford qualified handicapped students an equal educational opportunity. The nature of certain disabilities may necessitate accommodation of these disabilities in the administration of exams. It is the policy of the university to provide reasonable accommodation consistent with the fair and secure administration of its programs.

A disabled student with a disability who may require special accommodation should contact the Student Advising and Learning Center (SALC) when he or she arrived on campus. A file documenting the disability will be established, and an accommodation form initiated. The instructor may ask for verification of a disability when a student requests an accommodation for an examination. The SALC provides the disabled student with an accommodation designed to fit the individual needs of the student. If the instructor disagrees with the arrangements presented in the form, the instructor and/or student should seek the assistance of the SALC, department chair, dean or Vice Provost for Academic Affairs, in that order. The student and instructor may also contact the University Ombudsman or Center for Human Rights.

Rule 88, Penalty for Academic Dishonesty

current wording

Cases of dishonesty and cheating, beyond the ability of the instructor to handle satisfactorily, are referred to the University Conduct Committee and when flagrant dishonesty is proven the student may be expelled from the institution. (See Student Handbook.)

proposed wording

Cases of academic dishonesty shall be processed in accordance with the Academic Integrity Policy, as printed in the Student Handbook and the Faculty Manual and as available from the Office of Student Affairs.
Revision to Rule 90 (a) - (e), Grades

Guidelines for Grading
The following characteristics generally reflect the respective grades. These are not meant to be definitive, but to give guidance so that there may be some uniformity across the university in grading. Necessarily, such factors are level of the course and general expectations as defined in the course syllabus should be taken into account. The general characteristics of student work earning each of the following grades include:

90a. A. Student work demonstrates superior and consistent scholastic performance; thorough comprehension; ability to correlate the material with other ideas, to indicate understanding of information and deal effectively with new material; reliability in attendance and attention to assignments.

90b. B. Student work demonstrates strong scholastic performance, reliability in attendance, and attention to assignments, but may be less consistent than the work of an A student.

90c. C. Student work demonstrates satisfactory performance.

90d. D. Student work demonstrates unsatisfactory but passing performance; limited knowledge of subject matter.

90e. F. Student work demonstrates unsatisfactory performance and comprehension or unfulfilled requirements. The grade is failing.

Current Rule 90(a) - (e), Grades

90a. A. To obtain this grade, the student must have shown uniformly the following qualities: (1) thorough comprehension and retention of both the facts and principles of the subject; (2) ability to reproduce these facts and principles orally and in writing readily, accurately, and concisely, (3) power to correlate the material with other branches of the subject and with other subjects; (4) individual reaction to the material shown by ability to apply the methods of the course to new and original problems and situations with reasonably good results.

90b. B. The student so graded must have shown uniformly the first two qualities of the A grade student without the third and fourth. Also, a B student is one who, during a considerable part of the course, but not uniformly, has shown all the qualities of an A grade student, but at times has shown neglect of prescribed tasks, not because of idleness but because of the pressure of other work or legitimate outside interests.

90c. C. A student doing average work or near average work will receive this grade. The work may frequently show thorough comprehension and accurate reproduction but is moderately irregular.

90d. D. This grade is for the student doing work considerably below the average. This work is barely passing.
90e. F. Indicates a failure and is given to a student who does not show a satisfactory grasp of the subject and who examinations and recitations are unsatisfactory.

Revision to Rule 114, Requirements for Undergraduate Degrees

(a) The four-year degree (BA, BS, BFA, B LibA, B Mus)
1. Meet the General Education Requirements for Graduation
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.
3. Earn twice as many grade points in the major subject as the number of hours enrolled in graded course work in that major subject at Washington State University.
4. Complete any of the four-year programs.
5. Complete the senior year under the direction of the college in which the degree is to be granted. If any portion of the final year’s work is to be completed at another institution, advance approval must be obtained, in writing, from both the department chairperson and the dean of the college.
6. Earn a minimum of 120 semester hours of credit, no more than 8 of which may be from PEACT (Physical Education Activity) courses. (at least 30 must be WSU hours; see Rule 6.)
7. Earn a minimum of 40 semester hours of credit in upper-division courses (300- and 400 level) exclusive credit earned at two-year or community colleges; 500-level courses will count toward the upper-division requirement, but an undergraduate may not be required to enroll in or complete a 500-level course as a requirement for the baccalaureate degree.

(b) The five-year degree (B Arch, BS Cst M, B Phar)
1. Meet requirements 1, 2, 3, and 7 listed under (a) above.
2. Complete any of the five-year programs.
3. Complete the fifth year under the direction of the college in which the degree is to be granted. If any portion of the final year’s work is to be completed at another institution, advance approval must be obtained in writing, from both the department chairperson and the dean of the college.
4. Earn a minimum of 150 semester hours of credit, no more than 10 of which may be from PEACT (Physical Education Activity) courses. (See Rule 6.)

Rule Revisions
proposed to prepare for implementation of the new student information system (SIS) approved by Academic Affairs Committee 8 April 1996

Revision to Rule 20, Permission to Audit

An auditor is a class visitor permitted on a space-available basis, to observe class discussions but not take examinations or consume the instructor’s time. Attendance in class beyond three visitations requires official approval on the Request for Permit to Audit card. Students may seek permission, after the start of classes, to audit a lecture course by securing the approval and signature of the class instructor and for regularly enrolled students, their class adviser. Those wishing to audit or change from credit to audit must pay the appropriate fee and submit the signed audit card to the Office of the
Registrar before the end of the fourth week of instruction in the semester. An enrollment change from audit to credit is limited to the first two weeks of instruction. A maximum of two audits are allowed for any semester or term. A registration fee of $44.00 per audit hour is charged for any semester or term for other than regularly enrolled full-fee paying students. Senior citizens are exempt from this fee under the provisions of RCW 28B.12.540, provided the prescribed eligibility requirements are met. Personnel who have received authorization for the faculty/staff fee waiver are exempt from the audit fee up to 6 hours (including audits) in any one semester or 4 hours (including audits) in the summer session. Said limitation includes any combination of credit and audit hours. Audit fee is non-refundable.

**Revision to Rule 34, Repeat Courses**

(a) Repeating course graded below C.

A grade of C- or below may be disregarded if the student repeats the courses and earns another grade. The last grade received shall stand as the course grade, and the last grade only shall count on the cumulative grade point average and contribute to the total number of hours required for graduation. In determining scholarship for graduation honors, the first grade only shall be used. For purpose of record the series of repeats and grades will be retained on the student’s official record. Grade C and above and W (withdrawal) may not be repeated for credit or grade points. It is the student’s responsibility to indicate on the registration form all resident repeats at the time of registration. Repeats by correspondence, extension, or in residence at other institutions must be reported orally or in writing to the Office of the Registrar.

**Revision to Rule 47, Placement Tests**

All new freshman students will be required to take the regulation tests as a prerequisite to registration enrollment in appropriate courses.

**Elimination of Rule 49, Limit on Number of Hours per Semester**

The average semester credit load for undergraduate students is 15 credit hours. Students are not normally advised to enroll for more than 18 credit hours. When warranted, superior students may enroll for credits in excess of this limit. Students will not be allowed to enroll for 20 or more hours (10 hours for summer session) without written overload approval on the enrollment advisory form from their major department chairperson or Student Advising and Learning Center adviser. NOTE: There is an additional credit hour charge for each credit over 18.

**Revision to Rule 50, Pass, Fail Grading Options**

Pass, fail options are available for undergraduate and graduate students. Specific characteristics of the two options and procedures are listed in the catalog. The adviser’s approval and signature are is required for undergraduates. No courses designated as meeting General Education Requirements for Graduation may be taken pass, fail by any undergraduate.
No more than two courses may be taken on a pass, fail basis during any given semester. Two courses are the limit for summer session.

A total of six courses may be taken on a pass, fail basis by students initiating and completing work for a baccalaureate degree at Washington State University. Students in the College of Veterinary Medicine with adviser approval may enroll for a total of six courses in the professional curriculum on a pass, fail subject to the regulations listed above. University Honors Program courses may be taken on a pass, fail basis only with the permission of the Honors Program Director.

Class 5 (except those working on a second baccalaureate degree) and Class 6 (graduate) students are eligible to take courses on a pass, fail basis, but such work cannot be in the student’s official degree program or used for removal of a specific undergraduate deficiency. Credit hours earned under pass, fail are counted toward assistantship minimum hour requirements. There is no limit on the number of hours a graduate student may take on a pass, fail basis.

Allowances for transfer students are as follows:

<table>
<thead>
<tr>
<th>Transfer status upon entering WSU</th>
<th>Pass fail allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-44 credits</td>
<td>six courses</td>
</tr>
<tr>
<td>45-59 credits</td>
<td>five courses</td>
</tr>
<tr>
<td>60-74 credits</td>
<td>four credits</td>
</tr>
<tr>
<td>75-89 credits</td>
<td>three courses</td>
</tr>
<tr>
<td>90 and above credits</td>
<td>two courses</td>
</tr>
</tbody>
</table>

A student may change a pass, fail enrollment to a regular letter-graded enrollment, or vice versa, during the first three weeks of the classes. After the third week and through the last day of instruction in a semester (end of the fifteenth week), a pass, fail enrollment can be changed to a letter-graded enrollment.

The P (pass) grades earned by pass, fail enrollees will not be included in computing the gpa; however, F grades earned by pass, fail enrollees will be included in gpa computations.

Departments and programs may deny their majors permission to take, on a pass, fail basis, courses in their major field or courses needed to meet departmental requirements. Departments have the prerogative of requesting, from the Office of the Registrar, the letter grade for courses a prospective major has taken on a pass, fail basis. Departments and programs may refuse to accept courses needed to meet the above requirements if the courses were completed on a pass, fail basis before the student was accepted into the department or program.

**Elimination of Rule 51, Modular Self-paced (MSP) Course**

The student will enroll initially for the maximum approved credit. A student may decrease the credit (variable from maximum down to 1 credit) with the instructor’s approval and signature up to the end of the thirteenth week of instruction. (The student/instructor must decide by the end of the thirteenth week the final amount of credit to be granted for the semester. If partial credit is to be awarded it must be based
on whole numbers.) After the thirteenth week the instructor may not submit a change of credit. The student may re-enroll in the same course during a subsequent semester only to complete any remaining modules up to the maximum credit approved for that course.

**Revision to Rule 52, Prerequisite Courses**

All prerequisites shall be satisfactorily completed before the student may register in a course. The instructor may waive the prerequisite in the case of a student who has demonstrated competence or who has had academic experience equivalent to that represented by the prerequisite. (For further information see the catalog.)

**Revision of Rule 66, Adding a Course**

Students may add course enrollments to their program only during the first two weeks of classes. The approval signature of the chairperson of the department offering the course is required for all course adds. (NOTE: If the course is being added pass, fail the approval signature of the student’s faculty adviser is also required.)

A student wishing to petition for an exception to the two-week deadline listed above must obtain the approval of the instructor present evidence of extenuating circumstances to the department chairperson and the instructor of the added course and pay a $5.00 service penalty fee to add a course late if the petition for a late add is granted.

The SIS does not need to check adviser approval for adds and drops, with the exception of requests for adding courses on a pass, fail basis.

**Revision to Rule 67, Dropping a Course**

A student may, with the signature of the chairperson of the department offering the course, drop a course without record up to the 30th day of the semester in which the course is offered or according to a prorated schedule for shorter academic terms after instruction starts in that course.

**Revision of Rule 68, Withdrawing from a Course between the Fifth Week and the End of the Ninth Week**

A student may, with the payment of a service fee signature of the chairperson of the department offering the course, withdraw from a course between the fifth week and the end of the ninth week with a grade of W.

**Revision to Rule 69, Withdrawal from a Course after the Ninth Week of a Semester**

The procedure for withdrawal from a course after the ninth week is the same as listed in Rule 68. However, after the ninth week only an F will be recorded. Exceptions to this are:
Withdrawal from a course after the ninth week of a semester is available under the following conditions:

a. Withdrawal may be granted for any course for which a passing grade is being earned if withdrawal is recommended by the Director of Health and Wellness Services as a result of illness, or if withdrawal is recommended by the academic dean of the unit in which the course is taught because of other documented extenuating circumstances, by the academic dean of the unit in which the course is taught. If so approved, student’s grade shall be marked W unless the class standing at the time of withdrawal is below passing in which case F grades shall be recorded.

b. From the end of the ninth week through the last day of instruction, an undergraduate student working toward a first degree is allowed a total of two Uncontested Course Withdrawals. The grade shall be marked W, and the $5.00 withdrawal service fee shall be mandatory. (Eligible students should report to the Registrar’s Office to request an Uncontested Course Withdrawal.)

MEMORANDUM

TO: Richard Crain, Executive Secretary, Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 24 April 1996
SUBJECT: Clarifications and Corrections to Exhibit K
Revisions to Academic Rules 34, 50, 69, 74, 78, and 90

In response to concerns expressed during discussion at the 18 April 1996 Faculty Senate meeting, the following clarifications and corrections, as discussed at the 22 April 1996 Academic Affairs Committee (AAC) meeting, are submitted in the hope that the academic rule revisions recommended by the AAC will be approved at the 2 May 1996 Faculty Senate meeting.

Academic Rule 34

The revision does contain an error. The insertion “and W (withdrawal)” should be removed from the paragraph in which it appears, under Rule 90 (a) and placed earlier in the rule, as follows:

Repeat Courses. Students who wish to repeat a course in which they have received a grade of C- or below or an incomplete (I) or a withdrawal (W) will be eligible to enroll within the next two semesters ONLY if there is space available in the course. NOTE: If a student repeats a course in which an incomplete grade was received, the incomplete grade will be changed to F. (See Rule 90h.)

The AAC had no objections to the following insertion, suggested to appear following the deletion “In determining scholarship for graduation honors, the first grade only shall be used.” For some purposes, the first grade only shall be used.
Rule 50

The revision does contain some typographical errors. The AAC endorses the following corrections, as underlined:

- in paragraph two: Two courses is the limit for summer session.
- in paragraph three: . . .may enroll for a total of six courses in the . . .
- in paragraph four: there is not limit . . .

Rule 69

The revision could be improved through the suggested clarification, which separates the time condition of when uncontested withdrawals may be used from the number condition of how many uncontested withdrawals may be used, as follows:

b. From the end of the ninth week through the last day of instruction, an undergraduate student working toward a first WSU degree is allowed a total of two Uncontested Course Withdrawals may be eligible to use an uncontested course withdrawal.

c. Two uncontested course withdrawals are allowed.

d. The grade shall be marked W, and the . . .

Rule 74

Consideration of the revision may be aided by the requested definition, which follows:

Special Examination: a final examination which is scheduled at an alternate time to accommodate final examination schedule conflicts for individual students and for courses.

Rule 78

The following boldfaced line of text was dropped from this revision and should be inserted as indicted:

. . . from the regularly scheduled examination and give a final examination to the students during the special exams time blocks. . .

Rule 90

The AAC reaffirms the revisions submitted to the Faculty Senate concerning Rule 90 and encourages the Faculty Senate to approve the revisions, as improvements to the current omniscience of the rule’s wording. Of course, members of the Faculty Senate are free to amend the revisions according to their preferences.

* * * * *
Rules 6, 29, 75, 83, 88, 114, 20, 47, 49, 51, 52, 66, 67, and 68 were voted on collectively because there were no questions. Motion carried.

Rule 74 and 34 passed as amended in new exhibit.

Rule 69 was amended to say “two uncontested course withdrawals are allowed in the course of earning a bachelors degree.” Motion carried.

Rules 78 and 90 were tabled.

7. Recommendation from Organization and Structure Committee for “Additional Members for Admissions Subcommittee” Exhibit L from 4/18/96 agenda is as follows:

MEMORANDUM
TO: Richard Crain, Executive Secretary, Faculty Senate
FROM: Edward Udd, Chair, Organization and Structure Committee
DATE: April 11, 1996
SUBJECT: Additional Members for Admissions Subcommittee

Organization and Structure Committee recommends the following change to the Composition and Tenure portion of Admissions Subcommittee. Deletions are crossed through and additions are underlined.

Composition and Tenure

1. Six faculty. Four faculty.

Rationale: The committee requested additional faculty members to help with the workload.

* * * * *

Motion carried.

8. Recommendation from Organization and Structure Committee for “Composition Changes to Academic Advising and Reinstatement Subcommittee.” Exhibit M from 4/18/96 agenda is as follows:

MEMORANDUM
TO: Richard Crain, Executive Secretary, Faculty Senate
FROM: Edward Udd, Chair, Organization and Structure Committee
DATE: April 11, 1996
SUBJECT: Composition of Academic Advising and Reinstatement Subcommittee

Organization and Structure Committee recommends the following change to the Academic Advising and Reinstatement Subcommittee. Deletions are crossed through.

Composition and Tenure:
1. Six faculty, three of whom are Student Advising and Learning Center advisors and three of whom are from the Reinstatement Council, including a minimum of three who are actively involved in teaching courses. (F)

Rationale: The Reinstatement Council was abolished several years ago.

* * * * *

Motion carried.

9. Recommendation from Organization and Structure Committee for “Guidelines for Information Items in Lieu of Action Items.” Exhibit N from 4/18/96 agenda is as follows:

MEMORANDUM
TO: Richard Crain, Executive Secretary, Faculty Senate
FROM: Edward Udd, Chair, Organization and Structure Committee
DATE: April 10, 1996
SUBJECT: Guidelines for Information Items in Lieu of Action Items

At its April 9 meeting the Organization and Structure Committee made the following recommendations for changes to Senate Approved Policies as follows:

New Article 4 renumber 4 and 5 to 5 and 6.

4. Information Items in Lieu of Action. The following items which have been reviewed and approved by a Faculty Senate standing committee may be submitted to the Faculty Senate as agenda information items in lieu of submission for action:
   a. Minor revisions or editorial changes of previously approved or existing policies, programs, documents, etc.
   b. Items for which Faculty Senate notification is required (i.e., externally funded centers, institutes, laboratories).
   c. Items submitted by the central administration for information without a request for Faculty Senate action.
   d. Guidelines for use by standing committees in reviewing courses, programs, proposals etc.

Guidelines:
1. Any such information item must first have been reviewed and approved by a standing committee of the Faculty Senate.
2. The item will be included in the Faculty Senate reference file of action and the date included in revisions to the related document as appropriate.
3. The item will be included in the memorandum of Faculty Senate action which is written after each Senate meeting to the President and Provost.
4. The Faculty Senate has the right to vote to have the item submitted for discussion and action rather than for information only.

* * * * *

Motion carried.
10. Recommendation from Organization and Structure Committee for “Senate Steering Committee Summer Authority.” Exhibit O from 4/18/96 agenda is as follows:

MEMORANDUM
TO: Richard Crain, Executive Secretary, Faculty Senate
FROM: Edward Udd, Chair, Organization and Structure Committee
DATE: April 10, 1996
SUBJECT: Senate Steering Committee Summer Authority

The Organization and Structure Committee recommends that the Faculty Senate adopt the following policy for the period beginning with 1996 Commencement (May 11, 1996) and ending with 1997 Commencement (May 10, 1997).

In addition to the duties described in the Senate Constitution, Article III, Section 3.E.1, the Steering Committee will carry out all advisory functions of the Senate during the summer or any interval of three weeks or more when classes are not held during the academic year. Any such action by the Steering Committee requires that a meeting of the Steering Committee have at least six members and that at least 75 percent of the members present vote for the action. Any exercise of this general authority shall be reported by the Executive Secretary to the Faculty Senate at its next meeting.

Rationale:

The language recommended above was part of the Bylaws of the Faculty Senate until three years ago when it was removed along with other provisions of the Bylaws relating to specific responsibilities of standing committees. It was noted at that time that Article III, Section 3.E.1 includes provision for delegation by the Senate to its Steering Committee (as a Summer Executive Committee) of such functions as it deems appropriate. In the absence of such a delegation the Steering Committee would only be able to represent the Faculty with respect to a major policy issue after convening a special Senate meeting. It is probable that such a meeting would be powerless to act for lack of a quorum. Much important planning goes forward during the Summer and it is important that the Faculty voice be a part of that planning. Delegation of advisory powers to the Steering Committee provides an informed and effective channel for that voice.

The Faculty Senate adopted language identical (except for dates) to that proposed above for the Summer of 1994. The Organization and Structure Committee believes that it would be preferable to return language authorizing the Steering Committee to act as an Executive Committee to the Bylaws. It is too late to do so this year. The Committee anticipates that it will forward such a recommendation to the Senate early in the Fall.

* * * * *

Motion carried.
Agenda Items (Discussion Items).

1. Recommendation from the Steering Committee for the Faculty Senate Calendar for 1996/97 *(Exhibit L).*—G. Hooks

A question was raised about whether or not attendance would be mandatory at forums. Hooks stated that they are strictly voluntary and a quorum is not necessary. Cady requested that the Steering Committee make a recommendation to administrators to provide travel funds so that off campus senators would be able to attend forums.

2. Recommendation from Planning Review Committee for Virtual WSU *(Exhibit M).*—G. Hooks

Hooks stated that this item was for discussion so that faculty could air their concerns and ask questions. Concerns were raised about TV Education. It was suggested that we do technology assessment and a program assessment to figure out exactly where we stand with each program before we attempt to change and ostensibly improve them. The Planning Review Committee expressed concern for a need for provision of adequate technological resources, the need for recognition that technology serves solely as a tool so that those that choose not to participate extensively will not be penalized in any sense; the need to insure that the provision of resources to Virtual WSU will not necessitate a diversion of resources from other important areas of concentration such as research; the need to accept Virtual WSU not as the core of the University but as a support system; the need to address such insularly issues as affability of copyright laws to WWW documents; the need to ensure that students have adequate access to computers including possibly funding for financially challenged students and an overall review for the existing system for charging associated fees; the need for all involved groups including the Board of Regents to recognize the brief lifespan of cutting edge computer equipment and the consequent costs of early obsolesces; and the need to monitor and coordinate with the K-12 educational network to ensure computer literacy for entering WSU students. A question was asked about intellectual property rights for programs written. R. Smith stated that revisions are being written for the patent copyright policies. That will come to the Senate for discussion in the fall. It was stated that Virtual WSU should not be thought of as a replacement for face to face teaching but rather thought of as a tool for adding creativity and new dynamics and can open WSU to previously untapped audiences. It was pointed out that there is competition out there that is already using this type of technology in a competitive fashion. Concern was raised that funding would be directed to those who are willing to go along with this type of teaching. It was stated that the document should state technology enhances teaching and if it doesn’t enhance teaching then we don’t do it.

Constituents' Concerns.

There were no constituents concerns.

Adjournment.

The meeting adjourned at 5:45 p.m.  
Dorene Branson, Secretary Pro Tem