The Faculty Senate was called to order by Val Limburg, Chair, on Thursday, May 1, 1997, in FSHN, TIOI, at 3:40 p.m. Forty nine (49) members were present, twenty-eight (28) members were absent with five (5) vacancies. Ten (10) nonvoting members were present. (See attached sheet)

The All University Faculty Meeting was held prior to the Senate meeting. Candidates for undergraduate and graduate degrees were approved.

Minutes of April 17, 1997 Meeting were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers and administrators met in a joint meeting on April 22, 1997.

2. Faculty Senate officers met with President Smith on April 23, 1997.

3. Faculty Senate Officers for 1997-98 are Chair, David Stock, Vice Chair, Robert Greenberg and Carolyn Clark was elected Legislative Representative for 1997-99.

4. Year end report from Faculty Status Committee is in Exhibit C as follows:

   Annual Report
   Faculty Status Committee 1996-97
   By Gerald L. Young
   FSC Chair

The role of the Faculty Status Committee at Washington State University is to review, mediate, and/or adjudicate disputes within the faculty and between the faculty and the administration. The FSC reviews any problem within its jurisdiction brought to it by any member of the faculty. The Committee is made up of nine members of the WSU faculty, serving three year terms; three members complete their term each year and three new members are elected to take their place.

During the 1996-97 academic year, the FSC received, and responded, or is in the process of responding, to eleven cases or disputes. Of these cases, four were recently received (in April, 1997) emerging from this spring’s round of tenure decisions, and are in the initial stages of investigations, some of which will probably carry through the summer and into the fall. One case is an in-process review of a dispute between a faculty member and unit heads over assignments and annual review. Three were responses to petitions to review earlier FSC recommendations on tenure. Two other petitions were initiated, one of which was resolved without reference to a formal review and one of which was shortly withdrawn after the petitioner accepted other employment. Finally, one, which the FSC declined to pursue until a different set of actions and pathways had been followed, was a dispute over competence and authority to pursue outside funding. Any future review of that petition by the FSC is contingent on the results emerging from those different courses and routes of actions. Several faculty made initial contact with the FSC Chair on a variety of problems
and, after one or more discussions, did not, for differing individual reasons, pursue their petitions further.

Generally, in-place procedures for the Faculty Status Committee to complete its tasks successfully work well. However, the question of representation on the FSC from the branch campuses, and the ability of the FSC (as presently constituted and supported) to fairly address petitions from the branch campuses, are problems in urgent need of analysis and resolution.

*****

5. Minor Change Bulletin #1 Exhibit D is as follows:

**MEMORANDUM**

TO: Deans and Chairs  
FROM: Julia Pomerenk, Assistant Registrar  
DATE: 18 April 1997  
SUBJECT: MINOR CHANGE BULLETIN NO. 1

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMT 418</td>
<td>Apparel Merchandising II</td>
<td>3</td>
<td>Issues and trends in contemporary merchandising. Credit not granted for both AMT 418 and 518.</td>
</tr>
<tr>
<td>Dec S 540</td>
<td>Quantitative Methods II, Deterministic Business Models</td>
<td>3</td>
<td>Prereq Dec S 340. Decision analysis, linear optimization models, nonlinear models, network analysis including PERT, and dynamic programming as applied to business.</td>
</tr>
<tr>
<td>For L 702</td>
<td>Master’s Special Problems, Directed Study, and/or Examination</td>
<td>Variable credit.</td>
<td></td>
</tr>
<tr>
<td>Ger 312</td>
<td>Composition and Conversation</td>
<td>3</td>
<td>Prereq Ger 304. Development of proficiency in speaking and writing skills; emphasis on fluency and accuracy.</td>
</tr>
<tr>
<td>Geol 201</td>
<td>Geology of the National Parks</td>
<td>2</td>
<td>Prereq Geol 101 or 102, Geol 210. Significant geologic features, processes, and geologic history of the national parks. Field trip optional.</td>
</tr>
<tr>
<td>Geol 426</td>
<td>Geological Engineering Geology and Geotechnics Principles</td>
<td>3</td>
<td>Same as C E 426. Application of geology to solution of engineering problems; emphasis on selection of rock and soil parameters for use in design analysis. Credit not granted for both Geol 426 and 526. Cooperative course taught jointly by WSU and UI (GeolE 435), open to WSU students.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name and Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Geol 526    | **Geological Engineering Geology and Geotechnics Principles** 3 8-97  
Graduate-level counterpart of Geol 426; additional requirements. Credit not granted for both Geol 426 and 526. |
| Geol 592    | **Advanced Topics in Structural Geology** V 1-4 1-98  
May be repeated for credit; cumulative maximum 6 hours. Advanced topics across normal subject boundaries. Tectonics and magma origin  
Cooperative course taught by WSU, open to UI students (Geol 592). |
| Kin 475     | **Women and Sport Marginality and Movement** 3 8-97  
Understanding of the current status of women’s sports participation in the U.S. and of the women participant herself. |
| NATRS 305   | **Silviculture** 3 8-97  
Prereq NATRS 204, 300, 302 404. Stand dynamics, natural regeneration methods, intermediate stand treatment, relationships of natural resource management to silvicultural practice. Field trips required. |
| NATRS 545   | **Advanced Forest Environments Ecosystem and Landscape Management** 4 8-97  
Prereq enrollment in CEFES NRI program or by interview only. Meteorology, soils, and vegetation classification of forest environments. Ecosystems and landscape management principles, assessments, monitoring, design, and practice, incorporating biological and socioeconomic perspectives. |
| Nurs 507    | **Health Care Policy Analysis** 2 8-97  
Prereq graduate standing in Nurs. Analysis of health care system policy; exploration of issues of clinical management and community resource utilization including advocacy techniques. |
| Phil 450    | **[M] Seminar in Philosophical Psychology Philosophy of Mind** 3 8-97  
Prereq 3 hours Phil. Theories of mind, self, mental acts, psychological states and human actions artificial intelligence. Cooperative course taught jointly by WSU and UI (Phil 442). |
| Psych 530   | **Professional, Ethical, and Legal Issues** 3 8-97  
Ethical, legal and philosophical issues faced in the practice of psychology. |
| Soc 363     | **The Social Organization of Hate Crimes** 3 8-97  
Social organization of hate crimes and the larger context within which they occur. Definition measurement, social context, and social regulation of hate crimes as a social problem; emphasizing their production and social organization. |
| Soc 421     | **Quantitative Techniques in Sociology II** 3 8-97  
Probability theory, inference theory, one and two sample tests; simple and multiple regression analysis; sampling distributions, random variables, matrix approaches to statistical techniques, calculus for statistics and computer applications. |
| T & L 328   | **[M] Classroom Management** 2 8-97  
Prereq certified education major, T & L 317/318. Strategies for developing positive and supportive classroom learning environments. |
| VM 522P     | **Pharmacology/Toxicology I** 5 8-97  
Prereq third year in Vet Med. Pharmacology and toxicology of the systems of domestic animals. (g) |
6. Information regarding salary increases Exhibit E is as follows:

PART VI
Higher Education

NEW SECTION, Sec. 601. The appropriations in sections 603 through 609 of this act are subject to the following conditions and limitations;

(1) "Institutional means the institutions of higher education receiving appropriations under sections 603 through 609 of this act.

(2)(a) The salary increases provided or referenced in this subsection shall be the allowable salary increases provided at institutions of higher education, excluding increase's associated with normally occurring promotions and increases related to faculty and professional staff retention, and excluding increases associated with employees under the jurisdiction of chapter 41.56 RCW pursuant to the provisions of RCK 28B.16.015.

(b) Each institution of higher education shall provide to each classified staff employee as defined by the office of financial management a salary increase of 3.0 percent on July 1, 1997. Each institution of higher education shall provide to instructional and research faculty, exempt professional staff, academic administrators, academic librarians, counselors, teaching and research assistants as classified by the office of financial management, and all other nonclassified staff, including those employees under RCW 28B.16.015, an average salary increase of 3.0 percent on July 1, 1997. For employees under the jurisdiction of chapter 41.56 RCW pursuant to the provisions of RCW 28B.16-015, distribution of the salary increases will be in accordance with the applicable collective bargaining agreement. However, an increase shall not be provided to any classified employee whose salary is above the approved salary range maximum for the class to which the employee's position is allocated. To collect consistent data for use by the legislature, the office of financial management, and other state agencies for policy and planning purposes, institutions of higher education shall report personnel data to be used in the department of personnel’s human resource data warehouse in compliance with uniform reporting procedures established by the department of personnel.

(c) Each institution of higher education receiving appropriations under sections 604 through 609 of this act may provide to instructional and research faculty, exempt professional staff, academic administrators, academic librarians, counselors, teaching and research assistants, as classified by the office of financial management, and all other nonclassified staff, but not including employees under RCW 28B.16.015, an additional average salary increase of 1.0 percent on July 1, 1997, and an average salary increase of 2.0 percent on July 1, 1998. Any salary increases authorized under this subsection (2) (c) shall not be included in an institution's salary base. it is the intent of the legislature that general fund--state support for an institution shall not increase during the current or any future biennium as a result of any salary increases authorized under this subsection (2) (c).

(d) Specific salary increases authorized in sections 603 through 609 of this act are in addition to any salary increase provided in this subsection.
(3) (a) Each institution receiving appropriations under sections 604 through 609 of this act shall submit plans for achieving measurable and specific improvements in academic years 1997-98 and 1998-99 to the higher education coordinating board. The plans to be prepared at the direction of the board, shall be submitted by August 15, 1997 (for academic year 1997-98) and August 15, 1998 (for academic year 1998-99). The following measures and goals will be used for the 1997-99 biennium:

Goal
(i) Undergraduate graduation efficiency index:
   For students beginning as freshmen 95
   For transfer students 90
(ii) Undergraduate student retention, defined as the percentage of all undergraduate students who return for the next year at the same institution, measured from fall to fall:
   Research universities 95%
   Comprehensive universities and college 90%
(iii) Graduation rates, defined as the percentage of an entering freshmen class at each institution that graduates within five years:
   Research universities 65%
   Comprehensive universities and college 55%
(iv) A measure of faculty productivity, with goals and targets in accord with the legislative intent to achieve measurable and specific improvements, to be determined by the higher education coordinating board, in consultation with the institutions receiving appropriations under sections 604 through 609 of this act.
(v) An additional measure and goal to be selected by the higher education coordinating board for each institution, in consultation with each institution.

Distribution of Percentage Salary Increase for Instructional Faculty, Fall 1991 to 1996

Data are limited to those that fit the following criterion:
1) Instructional Ranked Faculty only (professors, associates and assistants)
2) Faculty considered to be full-time, permanent employees
3) Employed Fall 1991 and Fall 1996
4) Had the same term of employment (e.g., 9 or 12 month) in both 1991 and 1996

590 of the 917 full-time, permanent instructional faculty employed in 1996 fit the criterion.

The distribution of percentage increases between full-time annual rates Fall 1991 and Fall 1996

<table>
<thead>
<tr>
<th>Range</th>
<th>N</th>
<th>%</th>
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<tbody>
<tr>
<td>&gt;0 and &lt;=2.5%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>&gt;2.5 and &lt;=5.5%</td>
<td>16</td>
<td>2.7%</td>
</tr>
<tr>
<td>&gt;5.5 and &lt;=8.5%</td>
<td>68</td>
<td>11.5%</td>
</tr>
<tr>
<td>&gt;8.5 and &lt;=11.5%</td>
<td>110</td>
<td>18.6%</td>
</tr>
<tr>
<td>&gt;11.5 and &lt;=14.5%</td>
<td>101</td>
<td>17.1%</td>
</tr>
<tr>
<td>&gt;14.5 and &lt;=17.5%</td>
<td>75</td>
<td>12.7%</td>
</tr>
<tr>
<td>&gt;17.5 and &lt;=20.5%</td>
<td>54</td>
<td>9.2%</td>
</tr>
<tr>
<td>&gt;20.5 and &lt;=23.5%</td>
<td>60</td>
<td>10.2%</td>
</tr>
</tbody>
</table>
>23.5 and <=26.5%  
>26.5 and <=29.5%  
>29.5 and <=32.5%  
>32.5  
30  
28  
17  
31  
590  
5.1%  
4.7%  
2.9%  
5.3%  

Note: Promotions and job title changes are not controlled for -- these data represent the gross change from all funding sources.

Percentage Increase Authorized by the Legislature

<table>
<thead>
<tr>
<th>Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-92</td>
<td>3.90%</td>
</tr>
<tr>
<td>Jan-93</td>
<td>3.00%</td>
</tr>
<tr>
<td>Jul-95</td>
<td>4.00%</td>
</tr>
</tbody>
</table>

Total of these increases: 11.30% (cum. and compounded)

Those getting less than or equal to 1/2 of the possible increase during that period (<=5.5%) = 16 (2.7%)
Those getting less than or equal to 3/4 of the possible increase during that period (<=8.5%) = 84 (14.2%)

Notes:
- Total instructional faculty headcount as of Fall 1996 was 1,234; of that number 404 (291 ranked) were hired after Fall 1991.
- Those on the Rehire program are excluded (they are not considered full-time employees).
- Full-time faculty on sabbatical on a 75% FTE in 1991, for example, would be included since they are considered full-time employees.

Institutional Research: scl incr9196.xls 4/11/97

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Information items (reports).

1. Remarks by the Chair – V. Limburg

   There was no report.

2. Report from Legislative Representatives,-E. Austin, C. Clark

   Austin reported on separate items in the recently passed budget. The pool of monies for raises provides for an average of 3% for faculty. There is available money for another 1% increase this year and 2% next year. Those monies will be from tuition increases. There was an overall 9% increase in funding for WSU. With the implementation of accountability measures each person is going to have to take more responsibility for efficiency and for help in meeting the accountability measures. Some of the measures already in place are graduation efficiency index of 95% for students who start as freshman and 90% for transfer students; undergraduate student retention; graduation rates of 65% for students who finish their degree within five years; faculty productivity with goals and targets to be met; the fifth measure is to be selected by the HECB for each institution in consultation with that institution. That last two have more flexibility. The HECB will hold back 2% of WSU's budget until WSU shows progress in meeting these goals will not receive the holdback.
One area that will affect WSU is enrollments. We are expected to hold our enrollment steady the first year and have an increase the second year. If we do not meet our enrollments we will lose $8,000 for every student under our enrollment targets. Recruitment will be very important this year and will require faculty involvement. Austin announced that Carolyn Clark has taken the lead on the accountability issue and has arranged a meeting May 16 if which representatives from all the four-year institutions will discuss solutions to problems faculty are facing and ways to improve efficiency. Austin stated accountable measures are a national trend and we will be hearing more about them. The Steering Committee will be working on performance measures during the summer.


G. Gamble was questioned about salary distribution and he stated that the clear legislative intent was merit based distribution. Gamble stated that over the years the faculty legislative representatives have made a clear case to the legislature for the preference of merit based salary increases. He stated that chairs and deans will be asked to look at the full range of activities of their faculty and asked that they be recognized and rewarded for all their work. Aggregate salaries from 1991 and from 1996 were requested so that the figures could be compared.

G. Gamble reported that the institution is committed to research and researchers. Gamble stated that he is contacted almost daily by researchers, economists, farmers, ecologists, environmentalists, and the University has held to the principle that this is a research institution and as such we have an obligation to do quality research and we do conduct quality research. If there are concerns about research there are appropriate mechanisms for completing a peer review. There are times when the work produced is not reviewed and if legitimate questions come up the institution has an obligation to respond to protect the faculty member, the department, and the institution. J. Barron stated that in the College of Agriculture and Home Economics extension and research bulletins are published and the department chairs are responsible for initiating and conducting a review process for those publications. Barron stated that in the case of the grass seed burning, no one outside requested a peer review but the institution decided on the review to validate what was reported. W. Leid stated the Graduate Studies Committee felt the University should only respond to specific, detailed complaints, something the investigator can respond to. Once the questions are answered if that doesn't satisfy the complainant then an outside review could be done. G. Gamble also suggested that the gaps in the University's review process be closed so that any time there are questions the response will be ready.

G. Gamble addressed the issue of the library and the resolution before the Senate. He stated that he appointed a Task Force a year ago to look at the emerging crisis in the libraries. The Task Force was asked to come up with some short term recommendations to deal with the immediacy and to come up with some long term recommendations to figure out how to handle situations over the next decade to insure the library stays healthy. One of the charges to the Task Force was that all solutions could not be monetary. Gamble stated the group has worked very hard and when the recommendations are done they will come before the Senate for debate and approval.
4. Report from Gerald Young, Chair, Faculty Status Committee.

G. Young stated that the Committee received and is responding to 11 cases. He stated all cases involved promotion or tenure denial. Young stated that FSC needs some type of representation from the branch campuses. Young stated that petitions coming from the branches would be better served with a representative from the branches. He also stated that the Committee needs a small budget to help with travel expenses and the purchase of stationary to use in correspondence.

Additions or Changes to the Agenda.

It was moved to move Discussion Item 1 to Action Item 11. Seconded. Motion Carried.

It was moved to add a resolution on Faculty Locker Room Closure as Action Item 12. Seconded. Motion Carried.

Agenda Items (Action Items).

1. Recommendation from Research and Arts Committee for the Center for Teaching and Learning Exhibit E from 4/17/97is as follows:

April 7, 1997

MEMORANDUM
TO: Richard Crain, Jr., Executive Secretary, Faculty Senate
FROM: Nancy Shrope, Research and Arts Committee
SUBJECT: Approval of Center Proposals

The Research and Arts Committee on April 4, 1997 reviewed and approved for recommendation to the Faculty Senate the Center for Teaching and Learning proposal. The Center for Entrepreneurial Studies proposal was approved with the two following conditions: a design for a diversity plan and a list of participating faculty to be attached to the proposal before being considered as a discussion item.

Center for Teaching, and Learning
Application for Center Status
to the WSU Faculty Senate

submitted October 7, 1996
revised March 14, 1997

Grassroots Origin of the CTL:

The Center for Teaching and Learning is the outcome of grassroots faculty efforts to obtain instructional support for faculty. In the fall of 1994, several faculty members, including Senators Kardong, and Crain, realized that significant efforts were underway by other faculty at WSLT to enhance undergraduate education. They felt that these efforts could be strengthened through a formal center that brokered faculty expertise
across campus. Nearly all major research universities have such a center, and the WSU faculty felt that their colleagues deserved no less support. A self-organized group of faculty convinced Don Bushaw, Senior Advisor to the Provost, to preside over regular meetings whose purpose was to find ways of scaling up these teaching, and learning successes so that other faculty would be informed of possible alternatives to traditional teaching methods and spared the necessity of reinventing the wheel. At the same time, the Faculty Senate, through Carolyn Clark and Doug Baker, voiced its support for the initiative to the Regents and the administration. (See Clark's letter and Faculty Senate minutes in Appendix A). In spring of 1995, Vice Provost for Academic Affairs Geoff Gamble heard of the group and offered to help build a faculty-administration partnership to bring a center into being.

A larger group was organized and worked on a biweekly basis during AY 95-96 to produce a proposal for a faculty-based resource, the Center for Teaching and Learning. (Membership of this committee is listed in Appendix B). During spring semester 1996, two open forums were held that solicited community input for the center's organization and activities. By the time the committee's work was completed, it was too late to submit a request for center status to the Senate to be considered in AY 1995-96. However, as a measure of the administration's commitment to this faculty initiative, over the summer Interim Provost Gamble was able to secure funding for the Center.

1. Name of unit.

Center for Teaching and Learning. To distinguish this unit from the Department of Teaching in Learning in the School of Education, whose mission is K-12 teacher preparation, an application will be made to the Facilities Names Committee to rename the CTL for a distinguished faculty member.

The CTL is administered under Area 1, Provost's Office, as indicated on the organizational chart at the end of Appendix C. During 1996-97, the CTL reports within Area 1 to the Vice Provost for Learning, and Technology. The new Provost will make the final determination of our reporting lines when she arrives.


The fundamental mission of the Center for Teaching and Learning (CTL) is to support instructional staff at any WSU location in their role of fostering student learning. The Center's goals are to inform the community of effective pedagogies and technologies for teaching, and learning, coordinate their implementation, assess their effectiveness, and guide their improvement. The Center aims to facilitate improving the effectiveness of all WSU educational programs.

No other unit or department on campus has as its primary mission the support of all university faculty and graduate students in their teaching roles. While every department that offers courses has an obligation to evaluate the quality of teaching in those courses, and while all departments are obligated to mentor untenured faculty, few departments have organized means of support for helping faculty improve their teaching, and no department or college, to our knowledge, has undertaken offering such services for other departments. No other unit is dedicated to sharing, faculty successes in teaching, and
improving student learning to other faculty across campus. No other unit, to our knowledge, can offer to any WSU instructional faculty member the synthesis of pedagogical design, instructional technology, and assessment that the CTL can provide.

**Services currently available:** Instructional faculty are offered free, voluntary, individual, and confidential consultations on teaching issues of concern to them, including student evaluations, use of appropriate technologies, appropriate assessment techniques, and pedagogical choices. They are offered individual, team, and departmental consultations on course and curriculum design that integrates pedagogy, appropriate technologies, and assessment. The are offered free workshops, seminars, brown bag forums, and discussion groups, as well as free access to information about teaching and learning from CTL staff and the CTL Website ([under construction, preview available at http://www.ctl.wsu.edu](http://www.ctl.wsu.edu)). Through the CTL Website and public presentations, faculty and students have access to research data generated by, for, or with the CTL. Examples include the annual Faculty Technology Survey conducted by Don Dillman and Lisa Carley; preliminary data from the Flashlight Project; performance data in Tier I General Education courses by Admissions Index Quartile; and assessment data from faculty projects with the CTL.

Faculty also have access to programmatic support for grant projects involving teaching, and learning, where the CTL offers its services of design and dissemination. Faculty have also turned to the CTL for endorsement of grant applications as a sign of institutional support for their projects. Examples of grant applications the CTL has endorsed or accepted a role in implementing include an NSF for curriculum and pedagogical reform to recruit and retain women in math, science, and engineering; a Hewlett Foundation proposal for integrating a research track into General Education; and a FIPSE grant for developing virtual audiology instrumentation courses.

**Services available within several months:** Pending arrival of furnishing and equipment, and organization of materials, the CTL library in ITB 2001A will open as a reading room for all instructional faculty. Free viewing of CTL videos on teaching and learning topics, with or without facilitated discussion from CTL staff, will also be available there. CTL staff will be available to visit departments or interested groups of faculty for viewing of videos and facilitated discussion.

Individual consultations are offered on a first come, first served basis in person, electronically, or by phone. Programmatic offerings are available to non-Pullman locations through a variety of means: videotapes, WETS, and site visits upon request and with sufficient lead time for development. Decisions concerning co-authoring of grant applications, budgeting of CTL services within grant applications, and long-range workshop planning, etc. are made on a collaborative basis in light of the priorities and staffing of the CTL.

Thus, at a more conceptual level, CTL activities cluster in three areas: faculty support including community-building through communication, classroom research and assessment and instructional technology. *A fuller statement is available in Appendix D.*

In all of these, the CTL works to develop and maintain collegial, collaborative learning environments, and to promote global perspectives and cultural diversity within the learning, environment. Examples of activities serving the latter include a project with
the diversity coordinator to transfer diversity workshops to the Web; sponsoring a video conference on students of color and instructional technology; and discussion within the Critical Pedagogy seminar of the film "Race Matters."

3. **Criteria and method of selection of director and other members.**

**Members of the Executive Team** (Senior Fellow, Associate Director for Technology, Associate Director for Pedagogy, and Associate Director for Administration) are appointed by the Provost's Office. Without approval as a Center, no external searches could be done; thus the initial staffing has been by lateral transfers of existing staff. Upon recommendation of the Advisory Board, initial appointments for three positions (Senior Fellow, Associate Directors of Technology and Instruction) were made in summer 1996 by Interim Provost Geoffrey Gamble. The qualifications required are those that enable the staff to perform the job duties listed in the position descriptions in Appendix B of the submitted materials. Each of the three Executive Team staff members has taught for many years and teaches now. Each has been approved by the Advisory Board and the Interim Provost as qualified to carry out the job duties.

*Staff* are hired by the Executive Team. Currently, there is one secretarial staff member. Seven professional staff members have been operationally, but not administratively, assigned to the CTL. Three support the Assessment Group, led by Gary Brown; three support the Technology Group, led by Phil Scuderi; and one supports the Dissemination and Outreach Group led by Mary Wack.

When the CTL is fully operational, *Faculty Fellows* will be selected by an application and screening process conducted by the Executive Team and by a selection committee composed of the Advisory Board plus external members. Any WSU instructional faculty member is eligible. Fellows will be bought out from their departments on variable fractions of time, as funding and departmental circumstances allow. An organizational chart and position descriptions are contained in Appendix B.

*Graduate Student and Student Colleagues of the CTL,* such as selected GTAS, Freshmen Seminar facilitators, Multimedia Consultants (Hypernauts), Writing Lab tutors, SCS student monitors, Fine Arts majors, and others, will participate, as appropriate, in developing and implementing learning and technology activities or modules, providing TA training and small group facilitation, individual tutoring, in CTL projects, and other innovative activities. They will be broadly representative of the disciplines. They will maintain the vision and mission of the CTL and participate in determining new directions consistent with the CTL mission.

The initial funding of the Center does not include graduate fellowships. However, as the Center is more securely established, we plan fundraising efforts for rotating Graduate Fellowships in addition to the regularly-funded Faculty Fellowships.

*The Advisory Board* serves as the advisory body of the CTL. It works with the Executive Team to help define the Executive Team job descriptions as well as collaborate with the Office of the Provost to initiate the selection process. The Advisory Board contributes to and helps to refine the CTL vision and general operations. It supports, initiates, coordinates, evaluates and recommends specific tasks and goals. The
Advisory Board, in conjunction with the Executive Team, recommends to the Provost Office awards for Fellowships. The Advisory Board, in conjunction with the Executive Team, recommends CTL awards for WSU faculty whose efforts significantly promote the CTL mission. *(A list of 1996-97 members is found in Appendix E).*

4. **Colleges and/or departments to be involved.**

All academic units containing instructional faculty will be supported by the CTL. As a central unit reporting to the Provost's Office (for AY 96-97, reporting to the Vice Provost for Learning and Technology), the Center for Teaching and Learning supports the entire university community. Currently we have active projects in 23 academic departments in seven colleges, in addition to consulting. *Additional programmatic relationships are listed in Appendix F.*

5. **Amount of university budgetary support requested.**

The CTL has requested and received $250,000 for FY '97 to cover salaries and operations. The salaries included in this figure are those of the secretary, Senior Fellow, and Associate Director for Pedagogy. The salary of the Associate Director for Technology was transferred from IT. The position for Associate Director of Administration is unfunded and therefore vacant. The University's biennial budget request (1997-99) contains a request for additional resources for the CTL.

6. **Needs for space, equipment, library resources, and supplies.**

Interim (3-5 years) office space in the Information Technology Building has been assigned to the CTL. It includes ITB 2002 (secretary), 2001 A (meeting room, library, reception area), 2001B (Senior Fellow), 2004 (Associate Director for Technology), 2008 (Associate Director for Pedagogy and Assessment), and 2013 (CTL technology lab). As the CTL expands its activities, additional space will be required. The University has requested a classroom and office building that will house the CTL permanently as the first priority in its capital budget request. The design phase has been approved in the Locke budget, and awaits approval by the legislature. Library resources are discussed in Appendix G. Equipment and space for a model classroom in which to conduct classes with affiliated faculty, research, and training have been requested. *See Appendix H.*

7. **Expected external funding sources.**

The CTL pursues extramural funding opportunities in partnership with faculty for special projects. The granting agencies are as various as the faculty we work with. Pending applications include one to NSF in conjunction with Women in Science, Math and Engineering; one to the Hewlett Foundation with General Education; one to The Corporation for National Service with the Center for Environmental Education; and one to the Sloan Foundation in conjunction with AAHE.

Successful grants in AY 1996-97 include: WAMI, in partnership with Prof. Mary Sanchez-Lanier; a Boeing in partnership with Prof. Nancy McKee; a Boeing, in partnership with SALC; a Boeing in partnership with Prof. Bill Condon; a Boeing in partnership with Prof Cheryl Dhein.
8. Expected contribution to and impact on instructional programs.

Impact AY 1996-97, Sept. to March:

- The CTL has, to date, already directly served approximately 10% of the WSU faculty (150 individuals among 1200 instructional faculty) through its consultations and public offerings. See Appendix I for a listing of public offerings.
- It is currently engaged in 57 projects serving 23 departments in 7 colleges. See Appendix J for a listing.
- 9 of 10 faculty who sought consultation with the CTL on their Boeing applications were awarded grants.

By providing interested teaching staff with various forms of individualized and group instructional support, the CTL fosters professional growth in ways that increase access to learning opportunities inside and outside the classroom for a diverse student body. By working with university administration to cultivate a more visible reward system for good teaching (e.g., the Fellows' Program), the CTL seeks to increase personal and professional rewards for teaching. By supporting departmental processes of curriculum renewal, the CTL hopes to encourage a dynamic curriculum that keeps step both with transformations of disciplinary knowledge and with changing, student populations, and that is continuously improved through assessment. The CTL conducts and disseminates research in the areas of pedagogy, technology, and assessment that will improve the quality of teaching and learning both at WSU and nationally. Close cooperation with departments, colleges, and programs ought to leverage resources for teaching and learning to best effect.

9. Expected contribution to university and other clients.

Impact on WSU units and external clients, AY 96-97 Sept.-March:

- Current project partnerships with 12 WSU units in addition to 23 academic departments
- Current partnership with 18 external agencies on various projects, including the Flashlight Assessment Project for tracking student responses to new technologies, a national research project sponsored by the American Association of Higher Education, the Annenberg Foundation, and the Sloan Foundation. Through the CTL, WSU will likely become the national site for data collection, analysis, and dissemination of findings.

Through the Associate Director for Technology the CTL works with chairs to communicate technological infrastructure needed for teaching and learning to the administration (e.g., the need for pedagogically and technologically appropriate classrooms; see Appendix H). The CTL also collaborates with university administration to cultivate a more visible reward system for teaching. As a central unit, it ensures equity of access to instructional support resources for faculty whose colleges and departments cannot afford to create decentralized units. Through its dissemination of information and its advocacy for teaching and learning issues the CTL aspires to create a community around issues of teaching and learning that will, through interaction and collaboration, ultimately shape a university culture that educates actively engaged, critical, well-informed life-long learners.
10. Supporting letters from Chairs, Deans, Vice Provosts and/or other individuals to whom the unit director will report.

See Appendix K, which also includes letters of support from faculty.

Appendix C Administrative Structure

Executive Team

The administrative structure of the CTL attempts to model in practice a collaborative learning community. The executive team is responsible for the overall coordination of the Center for Teaching and Learning including collaboration within CTL as well as with the broader WSU community. The Executive Team is responsible for the identification of tasks within the scope of CTL and, as a self-directed team, setting, the direction for the Center, building consensus, providing workshops, bringing in speakers, and implementing and assessing innovative learning programs. The Executive Team, in conjunction with the Advisory Board, will recommend to the Office of the Provost awards for Fellowships.

The Executive Team will reflect a consolidation of expertise in areas of teaching and learning, and teaching and learning with technology. It consists of the Senior Fellow, the Associate Director for Pedagogy, the Associate Director for Technology, and the Associate Director for Administration.

Senior Fellow. The Executive Team will have a Senior Fellow who will:
1. Promote and advocate the CTL vision inside and outside of the WSU community
2. Oversee academic outreach efforts of the day to day operation.
3. Bring cohesiveness and coherence to the overall initiative.
4. Seek extramural funding
5. Contribute research in teaching and learning to the CTL vision
6. Collaborate with faculty and others on CTL projects.
7. Assist with dissemination of information.
8. Serve as consultant and analyst to instructional and technical support staff.

This position is currently filled by Mary Wack. C.V. attached.

Associate Director for Instruction. The Executive Team will have one permanent Associate Director for Instruction who will:
1. Establish a vision and program for improved pedagogy.
2. Support and develop staff expertise.
3. Initiate a comprehensive program of assessment.
4. Serve as consultant and analyst to instructional and technical support staff.
5. Serve as pedagogical consultant and analyst for the WSU community, including analysis of pedagogy for distant and place-bound students.

The position is currently filled by Gary Brown. C.V. attached.
Associate Director for Technology. The Executive Team will have one permanent Associate Director for Technology who will:
1. Establish a vision and program for improved implementation of technology for instruction and learning
2. Support and develop staff expertise in technology and pedagogy.
3. Initiate a comprehensive program of technology assessment.
4. Serve as consultant and analyst to instructional and technical support staff.

The position is currently filled by Phil Scuderi. C.V. is attached.

Associate Director for Administration. The Executive Team will have one permanent Associate Director for Administration who will:
1. Oversee day to day details of operation.
2. Coordinate and maintain long term assessment activities of the Executive Team.
3. Manage the CTL budget.

This position is currently vacant. The functions are covered by the Senior Fellow and the other Associate Directors.

Faculty Fellows. The Executive Team will have two rotating (1 year) Faculty Fellows, selected on the basis of expertise and the specific project that they bring to refresh and expand the CTL mission. Faculty Fellows will:
1. Promote and expand the CTL vision.
2. Provide innovations to the CTL mission
3. Collaborate with the members of the Executive Team.
4. Collaborate with the Advisory Board.
5. Foster a creative problem-solving environment.

Fellows, who may be graduate students or faculty or professionals from outside WSU, will be eligible for the Advisory Board after their one year term.

Advisory Board

The Advisory Board will serve as the advisory body of the CTL. It will work with the Executive Team to help define the Executive Team job descriptions as well as collaborate with the Office of the Provost to initiate the selection process. The Advisory Board will contribute and help to refine the CTL vision and general operations. It will solicit support; initiate, coordinate, evaluate and recommend specific tasks and goals. The Advisory Board, in conjunction with the Executive Team, will recommend to the Provost's Office awards for Fellowships. The Advisory Board, in conjunction with the Executive Team, will recommend CTL awards for WSU faculty whose efforts significantly promote the CTL mission.

The Advisory Board will represent those who are conversant with the academic diversity of the University and will represent a variety of perspectives that encompass the educational mission of Washington State University.
The advisory board may include WSU deans, academic faculty, student affairs faculty, graduate students, representatives from the community and private businesses, government, or faculty from other institutions.

6. Student and Graduate Student Colleagues

a. The Student Colleagues of the CTL, such as selected GTAS, Freshmen Seminar facilitators, Multimedia Consultants (Hypernauts), Writing, Lab tutors, SCS student monitors, Fine Arts majors, and others, will participate, as appropriate, in developing and implementing learning and technology activities or modules, providing TA training and small group facilitation, individual tutoring in CTL projects, and other innovative activities.

b. They will be broadly representative of the disciplines.

c. They will maintain the vision and mission of the CTL and participate in determining new directions consistent with the CTL mission.

Administrative Structure

| Advisory Board | Provost's Office:  
AY 96-97 VP for  
Learning and Technology |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Secretary</td>
<td>Assoc Dir Pedagogy.</td>
</tr>
<tr>
<td>Senior Fellow</td>
<td>Assoc. Dir. Technology</td>
</tr>
<tr>
<td>Assoc Dir Admin.</td>
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</tbody>
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Professional Staff

Appendix D: CTI, Principles and Functions

Foundational WSU Principles Shared by CTL:

1. Assessment. All aspects of learning, including outcomes, structures, and processes, are subject to assessment that is appropriate, continual, and productive.

2. Enhancement of the Academic Culture. The University and the CTL promote an institutional climate that increases the effectiveness of all WSU educational programs.

3. Commitment to Life-long Learning. The University and the CTL help all students to acquire the knowledge and develop the skills and attitudes needed to continue learning throughout their whole lives.

4. Cultivation of Individual Responsibility. The University and the CTL help students to develop responsibility for their own learning and to become increasingly skilled at managing their personal and professional learning strategies.
5. **Collaboration.** The University and the CTL increase the energy and innovations of faculty, staff and administration through robust collaboration.

6. **Broadening of Access.** WSU supports expanded access to system-wide educational opportunities with adequate resources. The CTL recognizes and supports distance teaching opportunities and the needs of place-bound learners.

7. **Diversity.** The University and the CTL tenaciously pursue the goals of reflecting global and cultural pluralism among, the faculty, staff, and students through curriculum and programming.

**Functions of the CTL:**

Its activities cluster in three major areas: faculty support, including outreach and dissemination; classroom research and assessment; and instructional technology.

**Faculty Outreach and Dissemination:** The CTL:

- supports instructional faculty, teaching assistants, and staff through free, individual, and confidential consultations, seminars, and workshops;
- works with other academic units to encourage well-considered innovations in teaching, e.g. by offering appropriate recognition for contributing to the attainment of the CTL's mission;
- works to promote global perspectives and cultural diversity within the learning environment;
- helps to develop and maintain collegial, collaborative learning environments;
- develops opportunities for graduate and undergraduate students to participate in CTL projects in ways that will contribute to their learning and professional growth.

The CTL builds community around the issues of teaching and learning by:

- coordinating and disseminating information about "best practices" in teaching and learning and by acting as an advocate for, and supporting well-considered programs that promise improvements in learning;
- coordinating the efforts of students, staff, faculty, departments, and deans with the efforts of the CTL whenever possible;
- distributing information about best practices to the university community as a basis for system-wide discussion of teaching and learning. Successful models, wherever they occur, will be showcased. Information about philosophies of education, strategies of learning models of instruction, and scholarship concerning these matters, will be gathered, organized, and made readily available on the CTL World Wide Web site.

**Classroom research and assessment:** The CTL

- supports classroom research to appraise the effectiveness and guide the improvement of various strategies of teaching and learning;
- explores and evaluates new models and strategies for teaching and learning by methods which themselves may be new. Meeting the diverse needs of a
pluralistic society will be an important element in the design and assessment of these innovations;

- gathers information about undertaking in assessment at WSU and disseminates it to the community;
- gathers information about similar undertakings in assessment at other institutions of higher education and, where possible, uses it to enrich WSU's teaching and learning efforts.

**Instructional Technology.** The CTL

- helps faculty meet their instructional objectives by recommending appropriate instructional technologies
- supports strategic projects that test new applications of technology to teaching and that can serve as models of assessment and curriculum redesign;
- assesses new instructional technologies as they appear and disseminates findings;
- advises the institution on technology infrastructure needs for teaching and learning

**Appendix F: Programmatic Relationships**

Significant programmatic relationships include, but are not limited to:

- **College Department Programs:** The CTL works with the Deans to coordinate related and potentially overlapping programs. This includes coordination with the branch campuses support for branch initiatives. CTL staffing, (e.g. Advisory Board, Faculty Fellows, Affiliate Faculty) will be drawn from the entire university system, including the branch campuses.

- **Faculty-Senate:** The CTL works with the relevant Faculty Senate committees to understand faculty needs and to disseminate CTL-related information.

- **General Education Program:** The CTL maintains a strategic relationship with the General Education Program because of its pervasive relationship to the student body and to the university curriculum.

- **Graduate School:** The CTL works with the Graduate School on issues pertaining to the development of graduate students as teachers.

- **Honors Program:** The CTL maintains a strategic relationship with the Honors Program because of its pervasive relationship to the academic departments.

- **Information Technology:** The CTL works closely with IT to communicate infrastructure support needs.

- **Instructional Support Services:** The CTL works with ISS to convey faculty's instructional support needs and to plan classroom technology.
Library: The CTL works closely, with Library staff to coordinate related and potentially overlapping programs.

SALC: The CTL and SALC will collaborate in gathering and distributing data for research efforts that explore student learning development, and learning program effectiveness. The CTL particularly recognizes and supports the SALC Seminars as a central effort in pioneering, innovative, student-centered, technology-rich learning environments.

SESRC: The CTL utilizes where appropriate the existing staff expertise of SESRC to conduct CTL related studies.

Student Computing Services: The CTL coordinates activities with SCS on issues of student access and instructional technology training.

Appendix G

Library Resources

1. The adequacy of existing library collections and services:

The CTL's interests center on pedagogy, assessment, cognitive theory, adult learning, and instructional technology. Existing library collections, including equipment, personnel and services, are, for the most part, adequate. Each year, approximately 10K is spent on library serials and monographs in higher education, an amount which is useful as a benchmark in support of the proposed Center. These materials are housed in Holland Library on the Pullman campus. This amount is in addition to the 60K spent on library serials and monographs in the general areas of education including K-12 which are housed at the Brain Education Library also on the Pullman campus. Other library materials such as monographs and serials on the teaching of writing are purchased from the Humanities budgets which continue to be stable. The support of media materials on the Pullman campus amounts to approximately 37K per year in videos, CD-ROM, laserdisks, etc., which are housed in Media Materials Services on the Pullman campus.

The general areas to be used most heavily by the Center for Teaching and Learning will involve the higher education, psychology and assessment collections in Holland, some of the technology holdings in Owen, and some of the education materials in Brain. The Holland collection on the theoretical side of instructional technology has not kept up with the field in recent years, and, from the Center's point of view, could stand some augmentation. However, the Vet. Med. and Owen libraries have some of the relevant journals (e.g. Journal of Educational Multimedia and Hypermedia in VetMed).

The Libraries need to proceed with plans to provide increased access to Internet terminals, particularly in the Vancouver Campus Library and in the Brain Education Library in Pullman. Internet terminal support is good in the Holland Library's User Education Classroom and Lab, 6 Quick Information stations, and the Graduate and Professional Student Association's Study Center. Internet terminal support is good in the reference area of Owen Science Library.
The Brain Education Library subscribes to the ERIC database on CD-ROM and has a complete set (approximately 400,000 titles) of the ERIC microfiche set. The ERIC database is also available throughout the Libraries' system on OCLC's FirstSearch which can be accessed through the Web. Another full-text database accessible over the Internet, UMI’s ProQuest Directs Periodical Abstracts which indexes and supplies the full-text for 1,600 publications, is available through the Libraries. INSPEC on CD-ROM, a useful index for microcomputer literature and software reviews, is housed in Owen Science Library.

The following observations or conclusions are derived from research and discussion with library personnel including the bibliographer for higher education, Christy Zlatos.

2. The need for new library collections

a. Serials
   1. Three new journals are requested:
      Computers and Composition (Ablex Publishing Company) @79.50/year.
      Inquiry Critical Thinking Across the Disciplines (Institute for Critical Thinking, Montclair State Univ.) @$64/yr.
      Journal of Excellence in College Teaching (Miami University, Oxford, Ohio) @approx. $30/yr.

   2&3. The Center's Executive Team is aware of the Libraries' practice of canceling a serial of equal value of the proposed addition, thus promoting zero sum growth. They are amenable to working with the Libraries to see the three proposed subscriptions added, though they deplore the fiscal exigency that mandates this policy.

   4. No additional library equipment such as CD-ROM players will be necessary beyond planned acquisitions.

b. Monographs
   1. Although no monographs need to be specifically purchased for this program, the Center's needs should be considered in future monographic purchasing. These needs include substantial texts on the theoretical implications of the Center's four cluster areas: faculty support, community building through communication, and most importantly, instructional technology and classroom assessment (e.g. Sherry Turkle, Life on the Screen: Identity in the Age of the Internet). Implicit is the Center's need for texts on excellence in learning and teaching critical thinking skills, and learning centers.

   2. No new funds for monographs need be designated for the Center.

   3. No additional library equipment will be needed

c. Media
   1) The needs detailed above should also be considered in the procurement of media for campus use.
   2) No new funds for media will need to be designated for the Center.
3) No additional multimedia equipment or funds for technologies will be necessary beyond planned expansion.

3. The need for new library personnel
   a. Specialized expertise will not be required to support the Center for Teaching and Learning. It is, however, reasonable to expect that more faculty from across campus will be interested in literature about teaching specific to their disciplines from materials currently available.
   b. The increased interest in teaching and learning should be monitored and taken into account in regard to increasing or augmenting existing services.
   c. No new funding, for new library personnel should be necessary.

4. The need for additional library services
   a. Additional library services will not be required to support the Center for Teaching and Learning although existing services will need to be monitored as the expected interest in teaching and learning increases.
   b. Funds for additional library services will not be required by this proposal.

5. For Branch Campuses/Extended University Proposals:
   a. Pullman collections, services, and coordination, -in particular networked resources, will help serve the Branch Campuses.
   b. Branch campus collections and services will not be impacted beyond planned expansion, and, in fact, will contribute to efforts here in Pullman as the branches proceed with present plans for expanding their library and technology resources.
   c. Other local libraries will provide sufficient support for the foreseeable future.

6. Other Library Resource Considerations
   a. Pullman resources noted above should adequately support the planned Center for Teaching and Learning.

Appendix I

CTL Public Offerings 1996-97

Critical Pedagogy Seminar (fall, 1996)
   Initiated by 2 faculty members
   4 sessions, regular attendance of approx. 25-30

Experiential Learning Seminar (fall, 1996)
   7 sessions, approx. 15 participants

Teaching on the Internet (fall, 1996)
   3 sessions, approx. 25 participants
Assessment Conference (Sept., 1996)
Approx. 40 participants keynote speaker: Prof. Patricia Cross, UC Berkeley co-sponsored with other units

Faculty Seminar: Real Lessons from the Virtual Classroom (Sept., 1996)
Prof Joan Grenier-Winther, Foreign Languages
Approx. 35 participants

Critical Thinking Workshop (Jan., 1997)
led by 2 faculty members with NSF funding
26 participants at day-long workshop

Colloquium on Technology and Classroom Design (Feb., 1997)
Prof. Larry Friedlander, Stanford
approx. 30 participants

University Lecture; "Stepping out of the Box: Multimedia for the Next Generation" (Feb., 1997)
Prof. Larry Friedlander, Stanford
co-sponsored with VPLAC- approx. 150 in audience

Upcoming:
Videoconference: Learning Technologies and Students of Color (3/17)

Faculty Seminars:
Results of 1996 Faculty Technology Survey (tentatively 4/8)
Student Recall of 2D vs. 3D Presentations, Prof. Virginia Lohr, Horticulture and Prof Cecelia Buchanan, Computer Science (tentatively 4/22)
Using Written Comments on Student Evaluations (tentatively 4/29)

APPENDIX J

Center for Teaching and Learning
Project List
March 3, 1997

The following CTL projects are divided into broad categories, though the categories often overlap and fail to depict the inter-relationships between activities. Naturally assessment informs design which shapes assessment. Dissemination is based upon assessment and modeling projects, which provide opportunities for assessment and further dissemination. All activities center around quality pedagogy, around effective teaching and learning-technology, is, essentially, peripheral, a coincidence of these changing times.
Technology & Process Modeling Projects

1. Project: Integrating, the Science Curriculum
Contacts: Bill Turner, Cecelia Buchanan, Ken Kardong, Roger Calza, Sandy Cooper, Mary Sanchez-Lanier, Stephen Hines, Marc Evans, Lisa Morris, Tammy Kiene
Personnel: Gary Brown, Phil Scuderi, Mary Wack, John Meade
- This multidisciplinary collaboration is being facilitated by CTL to encourage the collaborative development and sharing of new teaching techniques & strategies for implementing innovations.

2. Project: Classroom/Laboratory Design
Department: English, General Education, Teaching & Learning, VetMed, Zoology, Microbiology, Horticulture, Animal Sciences
Contacts: Susan Wvche, Bill Condon, Dick Law, Karen Swoope, Dick Crain, Stephen Hines, Tammy Kiene, Mary Sanchez-Lanier, Virginia Lohr, Ken Kardong, Roger Calza
Personnel: Mary Wack, Phil Scuderi, Gary Brown
- This project provides a space for faculty to develop team-based pedagogies and provides an opportunity for faculty to be involved in the design of learning spaces.

3. Project: Zoo Animals/Anatomy
Department: Zoology
Contacts: Ken Kardong, Doug Winther (SALC), Eric Miraglia (SALC), Tammy Kiene (graduate student)
Personnel: Gary Brown, Peg Collins, Randy Lagier, Scott Brady, Amy Scott
- This project is a sequenced course conversion designed to integrate a full suite of interactive activities for both virtual and residential zoology courses. It is designed to provide a reusable, thematic and conceptual focus for broader dissemination across the sciences.

4. Project: BioSci 104
Department: Biology
Contacts: Ken Kardong
Personnel: Gary Brown
- This project has involved a sequence of interactive activities for residential biology labs. The focus of CTL energies has involved an extensive effort to introduce new collaborative, learner-centered teaching methodologies to over 25 GTAs in the sciences.

5. Project: OWL: The WSU Online Writing Lab
Department: The Writing Center & SALC
Contacts: Bill Condon, Lisa Johnson-Shull, Doug Winther, Eric Miraglia
Personnel: Gary Brown, Mary Wack, Josh Yeidel, Amy Scott, Hypernauts

- This Boeing funded project entails the design, integration, implementation, training and assessment of the WSU Online Writing Lab for residential and distal populations.

6. *Project: IPIP: The Interdisciplinary Investigation Project*
   Department: SALC
   Contacts: Jean Henscheid, Doug Winther, Eric Miraglia
   Personnel: Gary Brown, Mary Wack, Hypernauts

   - This Boeing funded project involves the design, integration, implementation, training, and assessment of the innovative use of the web to involve Freshman Seminar students as participant and collaborative researchers. The project also models implementation and facilitation strategies for faculty to integrate their research with their teaching. The project is particularly applicable to Interuniversity NSF Collaboratory project.

7. Project: The Virtual Classroom
   Department: SALC
   Contacts: Eric Mirgalia, Doug Winther
   Personnel: Gary Brown, Randy Lagier, Josh Yeidel

   - This Boeing-funded project entails consultation on the design, integration, implementation, training and assessment of the SALC Virtual Classroom. The CTL role in this project will require broad based residential and distal dissemination as well as assessment of the use of this tool.

8. Project: Tutor Training Game
   Department: Writing Lab
   Contacts: Lisa Johnson-Shull
   Personnel: Gary Brown, Aaron Holmes, Peg., Collins

   - This project, based on a concept developed by Lisa Johnson-Shull and her English 531 graduate students, was initially designed to help in the training of Writing Lab Tutors. The CTL interactive adaptation of this game will provide a template for training of many skills, including how to use the library

9. Project: Computer Science 370 Reading Room
   Department: Computer Science
   Contacts: Phil Scuderi
   Personnel: Joshua Yeidel, Peg Collins, Amy Scott (Graduate Student)

   - This project will provide a strategic resource design that will complement almost any online module

10. Project: The Ecosystem: An Interdisciplinary Resource
    Department: Environmental Science
    Contacts: Eldon Franz
    Personnel: Brian Harvey, Gary Brown

    - This project will provide a thematic, conceptually-based resource for Online WSU.
11. Project: Generative Anthropology
Department: Anthropology
Contacts: Gary Huckleberry, Eric Miraglia. Doug Winther
Personnel: Peg Collins, Gary Brown
- This project will provide students in introductory Anthropology with a chance to generate multimedia projects designed to establish a legacy from semester to semester. The CTL role will be to consult, assess and disseminate what is learned from this student centered, generative approach to pedagogy.

12. *Project: Web Phonetics Project
Department: Anthropology
Contacts: Nancy McKee
Personnel: Brian Harvey
- This Boeing funded project will provide an innovative integration of audio into Online courses.

13. Project: EDP Critical Discourse Seminars
Department: EDP, English. Sociology
Contacts: Ellen Arnold, Janet Kendall, Karen Weathermon, Dave Howell
Personnel: Gary Brown, Peg Collins, Mary Wack
- This project has established a successful method for integrating the power of social learning theory and collaborative learning pedagogies into EDP courses. Presently, CTL's is involved in the assessment and dissemination of this critical strategy into the broader formative Online WSU curricula.

14. Project: Joint Network Upgrade Project Proposal
Department: CTL and IT
Contacts: Dave Ostrom
Personnel: Joshua Yeidel, Phil Scuderi
- This project assesses the roles that low cost CD ROM and public digital networks will play as delivery vehicles for WSU courses.

15. Project: Multimedia Collection
Department: General Education
Contacts: Dick Law
Personnel: Phil Scuderi, Wei-Chi Jao, Joshua Yeidel
- This project has entailed an extensive gathering of resources. The current CTL role in this collection is to help provide a more central and seamless integration of similar resources for the WSU community.

Department: CTL. WSU Community
Contacts: NA
Personnel: Phil Scuderi, Joshua Yeidel
- This project models distributed methods managing, technical resources at the academic department level.
17. Project: Departmental Technical Facilities Access Procedures  
Department: CTL, WSU Community  
Contacts: NA  
Personnel: Rich Cardon, Wei-Chi Jao  
- This project models distributed methods for providing access security to department learning resources.

18. Project: Departmental Data Backup and Recovery  
Department: CTL, WSU Community  
Contacts: NA  
Personnel: Rich Cardon, Wei-Chi Jao  
- This project models distributed methods for systematizing, and optimizing the backup procedures.

19. Project: Departmental Web Site Procedures  
Department: CTL, WSU Community  
Contacts: NA  
Personnel: Wei-Chi Jao, Rich Cardon  
- This project models distributed methods for systematizing web submission, monitoring and updating procedures. The target design will make submission and updating available for faculty and staff in ways that require no particular technical skills training.

Assessment & Research

20. Project: Mode Learning Research  
Department: Horticulture and Landscape Architecture  
Contacts: Virginia Lohr, Cecelia Buchanan (EECS)  
Personnel: Randy Lacier, Peg Collins, Gary Brown  
- This field research explores the way students learn from images compared to specimens, and the crossover effects encountered when teaching in one mode and testing in another. The study also examines the long-term recall influence in both modes.

21. Project: GenTechnique  
Department: Animal Sciences, Genetics and Cell Biology  
Contacts: Roger Calza  
Personnel: John Meade, Peg Collins, Gary Brown, Brian Harvey  
- This project and field research explores the way students learn from an interactive web design. The study also examines the viability of shifting responsibility to students in an upper division science course.

22. *Project: Technical Writing  
Department: English  
Contacts: George Kennedy, Ann Garnsey  
Personnel: Gary Brown, Randy Lagier, Peg Collins, Mary Wack
- This Boeing funded project provides an online version of the English department's Technical Writing course. CTL, in addition to having done preliminary work consulting on the project grant, will provide, in collaboration with SALC, assessment strategies.

   Department: VetMed
   Contacts: Cheryl Dhein
   Personnel: John Meade, Peg Collins, Gary Brown, Randy Lagier
   - This Boeing funded project also used CTL consulting and will require CTL participation in the design's assessment activities.

24. Project: Virtual Instruction for a Collaborative Community Approach for Managed Health Care
   Department: Health Policy & Administration (Spokane)
   Contacts: Melissa Ahern
   Personnel: John Meade, Peg Collins, Gary Brown, Brian Harvey
   - This Boeing proposal presented an interactive implementation and assessment strategies for providing community learners with current policies in Managed Health Care. CTL will provide additional consulting for the next round of RFPS and other external grants.

25. Project: Collaborative Learning and Testing
   Department: Vet.Med
   Contacts: Cheryl Dhein
   Personnel: Gary Brown, John Meade
   - This field research compares the various learning and testing, strategies of students who choose to work in groups with those who choose to work alone.

26. Project: Business Assessment
   Department: College of Business, EDP, The Center for Program Evaluation & SALC
   Contacts: Ernie Stromsdorfer, Janet Kendall, Mike Treveson, Peter Spielmon, & Jean Henscheid
   Personnel: Gary Brown, Peg Collins, Randy Lagier, John Meade
   - This collaboration will provide mixed method assessment techniques to examine developing distance efforts in the College of Business.

27. Project: Food Science and Human Nutrition
   Department: Food Science and Human Nutrition
   Contacts: Kathy Beerman, Marc Evans
   Personnel: Peg Collins, Gary Brown, John Meade
   - This collaboration is helping to uncover key implementation variables in the use of interactive CD ROMs in 2 large class lecture FHSN 130 classes.
28. Project: **Individual Differences Questionnaire (IDQ): A Web Based Learning Styles Inventory**
   Department: Entomology, WSU Community
   Contacts: Bill Turner, Doug Winther (SALC), Eric Miraglia (SALC)
   Personnel: Gary Brown, Peg Collins, Josh Yeidel, Randy Lagier
   - This collaboration will provide a mode specific learning styles inventory for faculty interested in implementing highly visual material into their classes. The inventory will provide valuable information for delivering the appropriate mixes of modes in instructional designs relative to both the content and the student populations.

29. Project: **Web News Survey**
   Department: Electrical Engineering and Computer Science
   Contacts: JD Ye, Cecelia Buchanan
   Personnel: Randy Lagier
   - This project helped in the design of new tools used in the EECS curriculum.

30. Project: **Faculty Technology Survey ’97**
   Department: Social and Economic Sciences Research Center
   Contacts: Don Dillman, Lisa Carley (Graduate Student)
   Personnel: Phil Scuderi, Gary Brown, Mary Wack, Peg Collins
   - This survey of faculty adoption and access to new technologies has helped and will continue to help in planning WSU technology policy.

31. *Project: **Dx Sim**
   Department: Microbiology, VetMed, Freshman
   Contacts: Mary Sanchez-Lanier, Chervl Dhein, Stephen Hines, Cynthia Heiss, Cliff Solomon (University of Washington, Educational Systems Designer, IAIMS Program), Douglas Collins (University of Washington. Medical School, student)
   Personnel: Gary Brown, Peg Collins, Josh Yeidel
   - This project, which is partially funded by WWAMI grant, will provide a simulation for medical diagnoses for several programs and professional schools. It will provide a variety of facilitation possibilities and a robust venue for assessing the optimal learning strategies for diagnostic protocols, research skills, and basic science.

32. Project: **World Civilization Student Modules Research Reports**
   Department: General Education
   Contacts: Dick Law
   Personnel: Gary Brown, Peg, Collins, John Meade, Randy Lagier
   - This interactive module provided a variety of facilitation possibilities and a robust venue for assessing the learning, strategies of freshmen working on general education material independently in labs. The assessment activities include the exploration of implementation, navigation and learner responsibility variables.

33. Project: **Freshman Seminars Syllabus, Learning Goals and Assessment**
   Department: SALC and 25 departments
   Contacts: Alton Jamison, Dick Law, Jane Lawrence, Jean Henscheid, Doug Winther, Eric Miraglia
Personnel: Gary Brown, Peg Collins, Randy Lagier

- This project includes ongoing refinement of an interactive and generative syllabus, learning/teaching goal assessment, and post course surveys of the innovative Freshman Seminars. The project will provide insight into the interaction of teaching goals and learning goals while modeling and examining an increasingly progressive suite of learning activities with application to residential as well as distal populations.

34. Project: Survey of University Assessment
   Department: Vice Provost of Academic Affairs
   Contacts: Karen DePauw, John Tarnai
   Personnel: Mary Wack

- This project explores the variety of assessment techniques deployed throughout the WSU campus. The goal of the project is to bring coherence to WSU's efforts to assess the student experience at WSU, from residential to distal populations.

35. Project: Modal Recall and Persuasion (Vidal)
   Department: WSU Community
   Contacts: NA
   Personnel: Gary Brown, Peg Collins, Randy Lagier, John Meade, Brian Harvey, Rich Cardon, Josh Yeidel, Angela Simons.

- This project explores the relationship between the discreet characters of images and the impact of those images on recall and persuasion when they are integrated into text. This innovative analysis will provide valuable information for designing effective courses on the web.

36. Project: EDP Flashlight
   Department: Extended Degree Programs
   Contacts: Janet Kendall, Linda Ashburn
   Personnel: Gary Brown, Peg Collins, Randy Lagier

- This project involves the assessment of a variety of courses offered through EDP, and has included consulting on the HEC Board's requirement for the assessment of EDP efforts.

37. **Project: Flashlight**
   Department: American Association of Higher Education, WICHE
   Contacts: Steve Ehrmann, Steve Gilbert, Robin Zuniga
   Personnel: Gary Brown, Peg Collins, Randy Lagier, Wei Chi, Rich Cardon, Phil Scuder, Mary Wack, Doug Winther (SALC), Eric Miraglia (SALC)

- This project, presently in search of additional funding will center WSU as the Annenberg/AAHE web site for providing and analyzing student, faculty, and alumni responses to a broad variety of educational technology innovations. Flashlight has acute international interest at this time.

38. Project: GenEd Performance
   Department: Provost's Office
   Contacts: Institutional Research
   Personnel: Gary Brown, Mary Wack, Angela Simons, Peg Collins
This project has provided key WSU personnel with information by cohort on student persistence and performance by AIN quartile across a variety of general education courses, science general education courses, and math courses. The information, coupled with Flashlight assessment and innovative teaching methodologies developed in courses like the Freshman Seminars, provides strategies for adding value to WSU residential and virtual courses.

39. Project: Virtual Team Teaching

Department: English
Contacts: Victor Villanueva, Bill Condon, Eric Miraglia, Sherry Mitchell. Amy Beaslev, Terry Williams (San Diego State), Connie Chismar (Georgian Court College), Nancy Ruff (Southern Illinois University).
Personnel: Gary Brown, Mary Wack, Peg Collins, Randy Lagier

This project has explored cross class and cross country (virtual) collaboration for three WSU and three remote site courses. The innovation has pushed technology, pedagogy, and our understanding of the potential for new technologies for integrating diversity into our students' experiences. CTL helped design, implement, and will be central in the assessment and dissemination of the project.

Dissemination & Community Service

40. Project: Alternative VWSU

Department: English
Contacts: Susan Wyche, Bill Condon
Personnel: Mary Wack, Phil Scuderi, Joshua Yeidel, Brian Harvey, Peg Collins

This white paper expresses a significantly different and important direction for WSU’s development and implementation of new teaching and learning, technologies.

41. Project: Theory & Practice of the Electronic Classroom

Department: English, CTL
Contacts: NA
Personnel: Mary Wack

This program explores and disseminates the latest theory and practice in virtual communications, exploring the social, cultural, and political ramifications of new technologies in education and society.

42. Project: Learning Technologies & Students of Color (Video conference 3/17)

Department: WSU Community
Contacts: Dave Cillay, ETT
Personnel: Mary Wack

This activity involves WSU in the vital interinstitutional discussion of the impact new technologies in relation to issues of access, learning styles, barriers and opportunities.
43. Project: Lecture & Colloquium with Professor Larry Friedlander, Stanford (Completed)

- Department: WSU Community, VPLAC
- Contacts: Marty Mullen
- Personnel: Mary Wack
- This program provided the WSIU-community to share in some of the most progressive uses of technology in (and out of) education currently shaping the environment of education.

44. Project: Student Lab Staffing at WSU

- Department: WSU, Community
- Contacts: Monem, George Ball, Al Jamison, Susan Wyche
- Personnel: Gary Brown, Phil Scuderi, Mary Wack
- This ongoing discussion has helped to surface in the most practical way the issue of student access and lab support now confronting Online WSU. The CTL role, with the Hypernaut program and the tenuous collaboration with SALC, is bringing the aggregate of assessment and research into the fore of the discussion.

45. Project: Distance Bachelor of Science

- Department: College of Sciences
- Contacts: Ken Spitzer, Associate Dean
- Personnel: Mary Wack, Gary Brown
- This consulting committee work called for by the dean of the College of Science, was to help develop policy for moving the Sciences toward central and systematic participation in Online WSU. The CTL role was to help bring, quality of student experience to the fore of the discussion and surface key administrative issues.

46. Project: Valuing Diversity

- Department: Diversity Education
- Contacts: Cindy Gallagher
- Personnel: Joshua Yeidel, Phil Scuderi, Peg, Collins, Scott Brady (Graduate Student)
- This project is designed to develop online diversity education and to integrate diversity materials into online WSU courses.

47. Project: Presentation for Academic Subcommittee of Regents (Completed)

- Department: Provost Office
- Contacts: Geoff Gamble
- Personnel: Mary Wack
- This presentation introduced the breadth of assessment strategies for WSU's learning centered activities, including Flashlight data from the Freshman Seminars.

48. Project: "Critical Thinking" Workshop (Completed)

- Department: WSU Community
- Contacts: Dick Crain, Denny Davis (MME)
- Personnel: Mary Wack
- This CTL Forum helped to disseminate the effective collaborative strategies developed by WSU faculty to the WSU Community.
49. **Project: A Team-Based Pedagogy and Student Response (Forum)**  
Department: WSU Community  
Contacts: NA  
Personnel: Phil Scuderi  
- This CTL Forum will introduce faculty to a method designed to introduce collaboration and critical thinking into their courses. It will also introduce a method for making effective use of student evaluations.

50. **Project: Peer Facilitator and Hypernaut Training**  
Department: S.ALC  
Contacts: Jean Henscheid, Doug Winther, Eric Miraglia  
Personnel: Gary Brown  
- This ongoing CTL commitment is an activity that recycles research findings into facilitator training. The goal of that training is to provide a corps of student peers who think through technology and learning, who can work with students, faculty and staff to integrate technology creatively, thoughtfully, and appropriately into their own work.

51. **Project: The Grid, Virtual Courses by Delivery**  
Department: WSU, Extended Degree Program  
Contacts: Mahmoud Abdel-Monem, Muriel Oaks, Kevin Facemyer  
Personnel: Gary Brown, Amy Scott, Hypernauts  
- The CTL helps coordinate, catalog and present the list of Online WSU and EDP courses interactively by course and delivery system.

52. **Project: Writing Portfolio**  
Department: WSU Writing Center  
Contacts: Bill Condon, Diane Kelley-Riley  
Personnel: Gary Brown, Josh Yeidel, Mary Wack  
- The CTL contributes to the Tier II and Tier III reading for WSU Writing Portfolios.

**Grants & Inter-institutional Collaborations**

53. **Project: The Epiphany Project, Annenberg & AAHE**  
Department: The Writing Center & Annenberg & American Association of Higher Education  
Contacts: Bill Condon, Steve Gilbert, Steve Ehrmann  
Personnel: Gary Brown, Mary Wack, Peg Collins, Randy Lagier  
- CTL is committed to helping this national grant funded project by providing assessment expertise and resources.

54. **Project: NSF Grant; Women in Science, Mathematics and Technology**  
Department: Women Studies, Engineering, Mathematics  
Contacts: Sandy Cooper (Math), Judy Meuth (Women Studies)  
Personnel: Mary Wack  
- This grant writing activity proposes to create greater institutional and academic support for women in math and sciences.
55. Project: AAHE Faculty Roles and Rewards
   Department: AAHE, Vice Provost for Academic Affairs
   Contacts: Karen DePauw
   Personnel: Mary Wack
   - CTL participation in this national discussion addresses the necessary adaptation required of people and the systems in higher education.

56. Project: NSF Sciences Collaboration across Washington
   Institutions: Washington Center and representatives from UW, Evergreen Western, Central
   Contacts: Emily Decker
   Personnel: Gary Brown, Kevin Facemyer
   - CTL involvement in this NSF grant writing project is to consult with and learn from a broad collaboration of state wide science educators.

57. *Project: Science Learning Communities
   Institution: Washington Center
   Contacts: Jean McGregor
   Personnel: Gary Brown
   - This project has involved a model for the use of Internet science tools to support collaborative undergraduate research and education, and it involves participating faculty from a broad coalition of educational institutions. CTL consultation in this project has already garnered WSU access to the suite of highly sophisticated Collaboratory Tools, including telescopes, spectroscopes, and several others. CTL participation in this project will involve additional curriculum consultation and assessment opportunities.

58. **Project: The Collaboratory for Undergraduate Research & Education: A Model Development Project.
   Colleges: Evergreen, DOE, UW, Seattle Community College, Western, Batelle, NSF.
   Contacts: Norman Chornackv
   Personnel: Gary Brown
   - This project will provide a model for the use of Internet science tools to support collaborative undergraduate research and education, and it involves participating faculty from a broad coalition of educational institutions. CTL consultation in this project has already garnered WSU access to the suite of highly sophisticated Collaboratory Tools, including telescopes, spectroscopes, and several others. CTL participation in this project will involve additional curriculum consultation and assessment opportunities.

*=Boeing funded projects CTL is involved with
**=Granted projects CTL is involved with

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Motion carried.
2. Recommendation from Organization and Structure Committee for Steering Committee summer Authority Exhibit F from 4/17/97 is as follows:

MEMORANDUM

TO: Richard Crain, Executive Secretary
    Faculty Senate
FROM: Julia Pomerenk, Chair
    Organization and Structure Committee
DATE: 11 April 1997
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 1997 Commencement (10 May 1997) and ending with 1998 Commencement (9 May 1998).

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.

In addition, the Steering Committee will carry out functions of the Senate regarding any exceptions to salary allocations and any reconfiguration to Information Technology during the summer or any interval of three weeks or more when classes are not held during the academic year.

Rationale:
The language recommended in the first indented paragraph above was part of the Bylaws of the Faculty Senate until four 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 a provision for the 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 issues 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 language recommended above in the second indented paragraph is necessary this summer to insure faculty review of any exceptions of salary allocations and faculty review of Information Technology reconfiguration. Budget decisions will not be finalized before the academic year is complete, and faculty review is needed for any exceptions to the usual salary allocations. Information Technology reconfiguration will not be finalized before the academic year is complete, and faculty review of that reconfiguration is needed.
The Faculty Senate adopted language identical (except for dates) to that proposed above in the first indented paragraph for the summer of 1996. The Organization and Structure Committee prefers 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 in the fall.

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Motion carried.

3. Recommendation from the Steering Committee for the Proposed Faculty Senate Calendar for 1997-98 Exhibit G from 4/17/97 is as follows:

The following dates have been proposed for the Faculty Senate Calendar for 1997-98

September 18; October 9 and 30; November 13; December 11
January 29; February 12; March 5; April 2, 16 and 30.

*****

Motion carried.

4. Recommendation from Graduate Studies committee for Graduate Major Change Bulletin #1 and Addendum Exhibit H from 4/17/97 and New Exhibit F are as follows:

GRADUATE MAJOR CHANGE BULLETIN NO. 1 Spring 1997

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>Course</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>Date Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Ec new 590</td>
<td>Agricultural Policy</td>
<td>3 Prereq graduate standing. Graduate-level counterpart of Ag Ec 490; additional requirements. Credit not granted for both Ag Ec 490 and 590.</td>
<td>8-97</td>
<td></td>
</tr>
<tr>
<td>AMT new 512</td>
<td>Apparel Product Development</td>
<td>3 Prereq AMT 594. Integration of consumer demand target market research with the development, application, and testing of prototype products for specific end uses.</td>
<td>8-97</td>
<td></td>
</tr>
<tr>
<td>AMT new 520</td>
<td>Advanced Aesthetic Theory in Fashion Design</td>
<td>3 Prereq AMT 420. Framework for in-depth analysis of apparel fashion design provided through exploration of aesthetic and human perception theories within a socio-historic context.</td>
<td>8-97</td>
<td></td>
</tr>
<tr>
<td>C E 508</td>
<td>Air Pollution Control Engineering</td>
<td>3 Prereq graduate standing. Prereq senior in Engr or Ph S. Measurement and control of air pollution; engineering design calculations; equipment and process. Graduate-level counterpart of C E 408; additional requirements. Credit not granted for both C E 408 and 508. Cooperative course taught jointly by WSU and UI (Ch E 575).</td>
<td>1-98</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Notes</td>
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</tr>
<tr>
<td>C E 518</td>
<td>Hazardous Waste Engineering</td>
<td>3 or 4</td>
<td>Prereq graduate standing. Graduate-level counterpart of CE 418; additional requirements. Credit not granted for both CE 418 and 518.</td>
<td>8-97</td>
</tr>
<tr>
<td>C E 519</td>
<td>Hazardous Waste Treatment</td>
<td>4</td>
<td>Prereq CE 418 518. Principles of operation and application of processes in design of technologies used in hazardous waste treatment and remediation. Graduate-level counterpart of CE 419; additional requirements. Credit not granted for both CE 419 and 519.</td>
<td>8-97</td>
</tr>
<tr>
<td>Chem 581</td>
<td>Environmental Chemistry I</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of Chem 481; additional requirements. Credit not granted for both Chem 481 and 581.</td>
<td>8-97</td>
</tr>
<tr>
<td>Chem 582</td>
<td>Environmental Chemistry II</td>
<td>3</td>
<td>Prereq Chem 581. Graduate-level counterpart of Chem 482; additional requirements. Credit not granted for both Chem 482 and 582.</td>
<td>8-97</td>
</tr>
<tr>
<td>Cpt S 530</td>
<td>Numerical Analysis</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of Cpt S 430; additional requirements. Credit not granted for both Cpt S 430 and 530.</td>
<td>8-97</td>
</tr>
<tr>
<td>Cpt S 534</td>
<td>Neural Network Design and Application</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of Cpt S 434; additional requirements. Credit not granted for both Cpt S 434 and 534.</td>
<td>8-97</td>
</tr>
<tr>
<td>Cpt S 542</td>
<td>Computer Graphics</td>
<td>3</td>
<td>Prereq Cpt S 442. Solid modeling, visual realism, light and color models, advanced surface generation techniques. Cooperative course taught by WSU, open to UI students (CS 404). Prereq graduate standing. Graduate-level counterpart of Cpt S 442; additional requirements. Credit not granted for both Cpt S 442 and 542.</td>
<td>8-97</td>
</tr>
<tr>
<td>Drama 564</td>
<td>Creative Drama</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of Drama 464; additional requirements. Credit not granted for both Drama 464 and 564.</td>
<td>8-97</td>
</tr>
<tr>
<td>Drama 568</td>
<td>Theatre for Children and Youth</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of Drama 468; additional requirements. Credit not granted for both Drama 468 and 568.</td>
<td>8-97</td>
</tr>
<tr>
<td>E E 517</td>
<td>Numerical Solutions to EM Problems</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of E E 417; additional requirements. Credit not granted for both E E 417 and 517.</td>
<td>8-97</td>
</tr>
<tr>
<td>E E 538</td>
<td>EM Simulation</td>
<td>3</td>
<td>Prereq by interview only. Computer simulation of electromagnetics using the finite-difference time-domain (FDTD) method; theory of finite-difference simulation, techniques for modeling EM propagation in lossy and dispersive media, boundary conditions for time-domain simulation. Cooperative course taught by UI (EE 538), open to WSU students.</td>
<td>8-97</td>
</tr>
<tr>
<td>Hist 578</td>
<td>Field Course in Asian History</td>
<td>3</td>
<td>May be repeated for credit; cumulative maximum 9 hours. Readings and interpretive problems in Asian history.</td>
<td>8-97</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>Pre-requisites</td>
<td>Notes</td>
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</tr>
<tr>
<td>Hort 518</td>
<td>Post-Harvest Biology and Technology</td>
<td>3 (2-3)</td>
<td>Prereq graduate standing. Graduate-level counterpart of Hort 418; additional requirements. Credit not granted for both Hort 418 and 518.</td>
<td>8-97</td>
</tr>
<tr>
<td>ID 525</td>
<td>Interior Design Graduate Studio I</td>
<td>5 (0-10)</td>
<td>Prereq ID 426. Graduate studio: application of advanced design theories, philosophies and research methodologies to enhance undergraduate design foundations through interdisciplinary studio experiences.</td>
<td>8-97</td>
</tr>
<tr>
<td>ID 526</td>
<td>Interior Design Graduate Studio II</td>
<td>5 (0-10)</td>
<td>Prereq ID 525. Graduate studio: individual thesis topics and the application of advanced design theories, philosophies, and research methodologies to student’s focus topic.</td>
<td>8-97</td>
</tr>
<tr>
<td>Math 515</td>
<td>Statistical Packages</td>
<td>3 (2-3)</td>
<td>Prereq statistical methods course. No previous computer experience required. Computer techniques for statistical methods; comparison of capabilities of major statistical packages; analysis techniques, graphics, terminal use, data structures, numerical algorithms.</td>
<td>8-97</td>
</tr>
<tr>
<td>Math 518</td>
<td>Mathematical and Scientific Visualization</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of Math 418; additional requirements. Credit not granted for both Math 418 and 518.</td>
<td>8-97</td>
</tr>
<tr>
<td>Math 520</td>
<td>Linear Algebra</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of Math 420; additional requirements. Credit not granted for both Math 420 and 520.</td>
<td>8-97</td>
</tr>
<tr>
<td>Math 521</td>
<td>Algebraic Structures</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of Math 421; additional requirements. Credit not granted for both Math 421 and 521.</td>
<td>8-97</td>
</tr>
<tr>
<td>Math 532</td>
<td>Foundations of Secondary School Mathematics</td>
<td>2</td>
<td>Prereq graduate standing. Graduate-level counterpart of Math 432; additional requirements. Credit not granted for both Math 432 and 532.</td>
<td>8-97</td>
</tr>
<tr>
<td>Math 534</td>
<td>Approaches to Mathematics Teaching</td>
<td>2</td>
<td>Prereq graduate standing. Graduate-level counterpart of Math 434; additional requirements. Credit not granted for both Math 434 and 534.</td>
<td>8-97</td>
</tr>
<tr>
<td>Math 539</td>
<td>Applications of School Mathematics</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of Math 439; additional requirements. Credit not granted for both Math 439 and 539.</td>
<td>8-97</td>
</tr>
<tr>
<td>Math 540</td>
<td>Applied Mathematics I</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of Math 440; additional requirements. Credit not granted for both Math 440 and 540.</td>
<td>8-97</td>
</tr>
<tr>
<td>Math 541</td>
<td>Applied Mathematics II</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of Math 441; additional requirements. Credit not granted for both Math 441 and 541.</td>
<td>8-97</td>
</tr>
<tr>
<td>Math 548</td>
<td>Numerical Analysis</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of Math 448; additional requirements. Credit not granted for both Math 448 and 548.</td>
<td>8-97</td>
</tr>
<tr>
<td>Department</td>
<td>Course No.</td>
<td>Title</td>
<td>Units</td>
<td>Prerequisite</td>
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</tr>
<tr>
<td>Math</td>
<td>566</td>
<td>Optimization in Networks</td>
<td>3</td>
<td>Graduate-level counterpart of Math 466; additional requirements. Credit not granted for both Math 466 and 566.</td>
</tr>
<tr>
<td>MIS (Mgt)</td>
<td>507</td>
<td>Computers and Systems for Managers</td>
<td>3</td>
<td>Data base concepts, management information systems, design of application programs, and computer concepts.</td>
</tr>
<tr>
<td>Mus new</td>
<td>591</td>
<td>Vocal Pedagogy</td>
<td>2 (1-3)</td>
<td>Prereq graduate standing. Graduate-level counterpart of Mus 491; additional requirements. Credit not granted for both Mus 491 and 591.</td>
</tr>
<tr>
<td>NATRS new</td>
<td>518</td>
<td>Forest Growth and Yield</td>
<td>2</td>
<td>Prereq graduate standing. Graduate-level counterpart of NATRS 418; additional requirements. Credit not granted for both NATRS 418 and 518.</td>
</tr>
<tr>
<td>NATRS new</td>
<td>521</td>
<td>Human Dimensions of Wildlife Management</td>
<td>2</td>
<td>Prereq NATRS 435. An exploration of the elements involved in the management of wildlife for non-consumptive activities, the impacts of such activities on wildlife, the role of national parks and protected areas in providing wildlife viewing opportunities, and public attitudes toward wildlife species. Cooperative course taught by UI (WLF 520), open to WSU students.</td>
</tr>
<tr>
<td>R S new</td>
<td>523</td>
<td>Fundamentals of Participatory Research</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of R S 423; additional requirements. Credit not granted for both R S 423 and 523.</td>
</tr>
<tr>
<td>R S new</td>
<td>535</td>
<td>Resolving Environmental Conflicts</td>
<td>4 (3-3)</td>
<td>Prereq graduate standing. Graduate-level counterpart of R S 435; additional requirements. Credit not granted for both R S 435 and 535.</td>
</tr>
<tr>
<td>R S new</td>
<td>541</td>
<td>Local Impacts of Global Commodity Systems</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of R S 441; additional requirements. Credit not granted for both R S 441 and 541.</td>
</tr>
<tr>
<td>SHS</td>
<td>575</td>
<td>Advanced Clinical Practice</td>
<td>V 2 (0-6) or 3 (0-9) to 6 (0-18)</td>
<td>May be repeated for credit; cumulative maximum 9 hours. Advanced clinical practice in evaluation and treatment of speech, language, and hearing disorders.</td>
</tr>
<tr>
<td>SoilS new</td>
<td>515</td>
<td>Environmental Biophysics Laboratory</td>
<td>1 (0-3)</td>
<td>Prereq SoilS 514 or c/. Graduate-level counterpart of SoilS 415; additional requirements. Credit not granted for both SoilS 415 and 515.</td>
</tr>
<tr>
<td>SpCom new</td>
<td>535</td>
<td>Advanced Organizational Communication</td>
<td>3</td>
<td>Prereq graduate standing. Graduate-level counterpart of SpCom 435; additional requirements. Credit not granted for both SpCom 435 and 535.</td>
</tr>
<tr>
<td>SpCom new</td>
<td>588</td>
<td>Structure of Conversation</td>
<td>3</td>
<td>Prereq graduate standing, Com 501. Graduate-level counterpart of SpCom 488; additional requirements. Credit not granted for both SpCom 488 and 588.</td>
</tr>
<tr>
<td>Stat 515</td>
<td>(472)</td>
<td>Statistical Packages</td>
<td>3 (2-3)</td>
<td>Same as Math 472 515.</td>
</tr>
</tbody>
</table>
ADDENDUM NO. 1 TO GRADUATE MAJOR CHANGE BULLETIN NO. 1  
Spring 1997

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.

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<th>Credits</th>
<th>Prerequisites</th>
<th>Text</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth 535</td>
<td>Cultural Resource Management</td>
<td>3</td>
<td>Prereq graduate standing</td>
<td>Role of archaeology in historic preservation and resource conservation; legal and institutional frameworks; research and interpretation in a management CRM context. Cooperative course taught by WSU, open to UI students (Anthr 435 535).</td>
<td>1-98</td>
</tr>
<tr>
<td>Cpt S 553</td>
<td>Graph Theory</td>
<td>3</td>
<td>Prereq graduate standing</td>
<td>Graduate-level counterpart of Cpt S 453; additional requirements. Credit not granted for both Cpt S 453 and 553.</td>
<td>8-97</td>
</tr>
<tr>
<td>E E 526</td>
<td>Introduction to Electromagnetic Compatibility</td>
<td>3</td>
<td>Prereq graduate standing</td>
<td>Graduate-level counterpart of E E 426; additional requirements. Credit not granted for both E E 426 and 526.</td>
<td>8-97</td>
</tr>
<tr>
<td>E E 576</td>
<td>Analog Integrated Circuits</td>
<td>3</td>
<td>Prereq graduate standing</td>
<td>Graduate-level counterpart of E E 476; additional requirements. Credit not granted for both E E 476 and 576.</td>
<td>8-97</td>
</tr>
<tr>
<td>Ed Ad 522</td>
<td>Topics in Science Collaboration Education</td>
<td>2 (1-3)</td>
<td>Rec secondary education with expertise in science, technology and/or math. Work for experienced secondary teachers with Battelle scientists on problems and preparation of curriculum materials appropriate for high schools. Recent research, developments, issues, and/or applications in selected areas of education.</td>
<td>8-97</td>
<td></td>
</tr>
<tr>
<td>Hist 530</td>
<td>History of Mexico</td>
<td>3</td>
<td>Prereq graduate standing</td>
<td>Graduate-level counterpart of Hist 430; additional requirements. Credit not granted for both Hist 430 and 530.</td>
<td>8-97</td>
</tr>
<tr>
<td>Hist 532</td>
<td>20th Century Latin America</td>
<td>3</td>
<td>Prereq graduate standing</td>
<td>Graduate-level counterpart of Hist 432; additional requirements. Credit not granted for both Hist 432 and 532.</td>
<td>8-97</td>
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<tr>
<td>Hist 533</td>
<td>History of Cuba and the Caribbean</td>
<td>3</td>
<td>Prereq graduate standing</td>
<td>Graduate-level counterpart of Hist 433; additional requirements. Credit not granted for both Hist 433 and 533.</td>
<td>8-97</td>
</tr>
<tr>
<td>Hist 534</td>
<td>History of Central America</td>
<td>3</td>
<td>Prereq graduate standing</td>
<td>Graduate-level counterpart of Hist 434; additional requirements. Credit not granted for both Hist 434 and 534.</td>
<td>8-97</td>
</tr>
<tr>
<td>HPA 597</td>
<td>Internship</td>
<td>5</td>
<td>Prereq HPA 501, 503</td>
<td>Professional experience in a health-related organization under faculty and mentor supervision. S, F grading.</td>
<td>8-97</td>
</tr>
<tr>
<td>Course</td>
<td>Number</td>
<td>Title</td>
<td>Prereq</td>
<td>Description</td>
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<tr>
<td>Math</td>
<td>553</td>
<td>Graph Theory</td>
<td>graduate standing</td>
<td>Graduate-level counterpart of Math 453; additional requirements. Credit not granted for both Math 453 and 553.</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>556</td>
<td>Introduction to Statistical Theory</td>
<td>graduate standing</td>
<td>Graduate-level counterpart of Math 456; additional requirements. Credit not granted for both Math 456 and 556.</td>
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<tr>
<td>Stat</td>
<td>556</td>
<td>Introduction to Statistical Theory</td>
<td>graduate standing</td>
<td>Graduate-level counterpart of Stat 456; additional requirements. Credit not granted for both Stat 456 and 556.</td>
<td></td>
</tr>
<tr>
<td>Univ</td>
<td>592</td>
<td>Interdisciplinary Ethical Issues in Graduate Study</td>
<td>graduate standing</td>
<td>Research and discussion of ethical issues arising in graduate study across disciplinary lines.</td>
<td></td>
</tr>
</tbody>
</table>

Motion carried.

5. Recommendation from Graduate Studies Committee for Master in Nursing at Yakima Exhibit I from 4/17/97 and New Exhibit G are as follows:

Cover Sheet for Program Proposals
A Proposal to Establish
Institution: Washington State University

Degree-Granting Unit (Department(s), College, School, or Interdisciplinary Unit)
Intercollegiate Center for Nursing Education

Degree at New Site
Existing MN programs at ICNE-Spokane to add new site in Yakima-WSU/ICNE facility

Proposed Starting Date of Program: August, 1997
Academic Department Representative: Marian L. Sheafor
(Name): Associate Dean, Academic Affairs
(Title): (Address): 2917 W Fort George Wright Dr.
Spokane WA 99224
(Telephone):(509) 324-7335

Endorsement by Academic Dean: Thelma Cleveland
Date: 1/27/97

Endorsement by Associate Dean, WSU Graduate School: Karen DePauw

Date: Endorsement by Provost:
PROPOSAL FOR ESTABLISHMENT OF MN PROGRAM IN YAKIMA

I. Program Need

A. Relationship to Institutional Role and Mission

The proposed Master of Nursing program at Yakima, administered as an outreach of the Intercollegiate Center for Nursing Education (ICNE) in Spokane, is in keeping with the University's mission by offering place-bound students access to career development in health care unavailable as an on-site program from any other college or university in a 75-mile radius of Yakima, considered the catchment area of this proposed program. Graduates will be prepared to function independently and collaboratively as primary care providers, faculty members in community college and/or university nursing education programs, and advanced practice nurses in community health, psychiatric/mental health nursing, and acute care settings.

The mission and goals of the ICNE are consistent with those of its three governing institutions: Eastern Washington University (EWU), Washington State University (WSU), and Whitworth College (WC). The ICNE strives to educate students and professional nurses, support scholarly activities, and give service to communities, with attention to high quality and cost effectiveness for the purpose of maintaining and improving the health of people.

Extensive planning with WSU Vancouver and WSU Tri-Cities also characterizes this initiative. The B.S.N. program for students entering the profession of nursing, which is a well-established ICNE program in Yakima, and the proposed B.S.N. completion program for RNs to be initiated in Fall 1997 can be accommodated in the excellent facility dedicated in 1996 as the WSU Nursing Building. With careful scheduling, a half-time program for graduate students of nursing can also be accommodated in collaboration with the planned WSU Vancouver Master of Nursing program by using the WHETS technology and the addition of ICNE tenure track/tenured faculty based in Yakima. Recognizing that the Tri-Cities area is within the Yakima catchment area, as is Wenatchee, Ellensburg, and Moses Lake, it has been agreed with WSU Tri-Cities, that the MN program for the south central area of Washington be in Yakima as an outreach of the ICNE in Spokane.

B. Documentation of Need for Program

1. Student Interest or Demand

The current baccalaureate program housed in the ICNE-Yakima facility is for basic students entering nursing for the first time. Last year it began enrolling 10 students per semester rather than annually. Beginning Spring, 1997 baccalaureate students will graduate from the program every semester. This program was initiated in 1981. Since that date the ICNE has graduated over 100 basic baccalaureate prepared nurses at the Yakima site.

Prior to initiation of the basic baccalaureate program, the ICNE was preparing baccalaureate nurses in Yakima through its RN/B.S.N program for registered nurses. From 1980 to 1991, 79 registered nurses obtained their BSN degree through that program. Due to current strong interest in the Yakima valley, this program will be reinstated Fall 1997.
In addition to the program in Yakima, the ICNE through the TriCities branch campus, initiated a baccalaureate program for registered nurses in TriCities (1990) and Wenatchee (1992). The TriCities program has graduated 40 RN-BSN graduates and the Wenatchee program has graduated 16. Graduates of these programs add to the above noted pool of potential students for the graduate program.

Because of the community nursing leadership interest in having at least selected graduate courses offered this year in Yakima, ICNE chose to offer the first course in the community health nursing program from Spokane by WHTS, Fall 1996. Four students (two from Yakima, one from TriCities and one from Ellensburg discussed their interest in enrolling in this course. All four students decided not to take the course because ICNE could not assure that the total program of study would be available to them through Yakima. These potential students indicated they would take the course during Fall, 1997 and apply for admission if the program is approved.

As has frequently been noted in rural regions, registered nurses are often in leadership positions for which they need advanced preparation. Frequently when these nurses do not have a baccalaureate degree, they view the BSN as a stepping stone to the NW which is really their desired and needed level of preparation. This desired outcome was documented in the study performed in 1995 to determine the demand for reinstating the BSN program for RNs in Yakima. In addition to questions regarding interest in the BSN program, nurses were asked what their career goals were within the next five years. Forty-three (43) or 29% of the respondents who indicated they would seek admission to the BSN program for RNs in Yakima stated that their career goal was to obtain a master's degree in nursing. Although most of these students did not indicate preferred specialty, nurse practitioner, community health, psychiatric/mental health and gerontological nursing were areas most frequently mentioned. In addition, a number of respondents indicated interest in becoming certified in a field of nursing or in attaining leadership positions in nursing which would be supported through obtaining a master's degree in nursing.

It is difficult to project the number of graduates from associate degree programs who will obtain a BSN degree and of those who will continue their education at the graduate level. Currently faculty of associate degree nursing programs strongly advise their students of the necessity of obtaining a BSN degree for continued career opportunities in nursing. If one uses the results of our recent survey in Yakima, 62% of those responding to the question about whether or not they were interested in obtaining a BSN in Yakima, indicated interest in doing so. As previously noted, 29% of these persons indicated interest in obtaining graduate nursing preparation within the next five years. These numbers are probably conservative due to the number of nurses responding to the survey who indicated they were retired or retiring.

The most recent statistics from the Washington State Department of Health's 1994 survey of nursing programs in the state of Washington provided the number of graduates from associate degree programs in the Yakima catchment area (a region with a radius of approximately 75 miles). These programs would be considered feeder schools for the three ICNE baccalaureate programs for registered nurses. Upon graduation, they would be added to the pool of potential graduate students. State data indicated that on average from 1991 1994, programs of interest annually have graduated the following number of AND graduates:
Baccalaureate preparation now is accessible to these graduates in Tri-Cities, Wenatchee, and as of Fall, 1997, in Yakima. If we use the findings from our Yakima study, we would extrapolate that on an annual basis local associate degree programs are producing 195 graduates interested in obtaining a BSN; and of those, 56 would have as a career objective obtaining a masters in nursing sometime within five years of receiving their BSN.

Approximately 20 persons will graduate annually from the generic BSN program in Yakima beginning in Spring 1997. If half of these seek graduate study in Yakima within five years of receiving the BSN degree, there will be an ample student demand for the program.

Based on the data available, the trends in educational preparation needed by nurses for practice in the 21st century, and the support from nursing leaders in the community, this region should be able to sustain a continued demand for the graduate program in nursing at the projected admission levels of 16 per year.

2. Not applicable.

3. Economic growth and development

According to an article by Virginia de Leon in the January 23, 1996, Yakima-Herald Republic, "By the year 2000, Yakima County's population will increase by 10.3 percent from 209,700 residents to 231,400". These figures were based on an annual report released by the Greater Yakima Chamber of Commerce the previous day. These data along with informal assessments suggest that the numbers of persons requiring health care will increase, and in view of the geography of the area, most of that health care will be secured in Yakima. Furthermore, the increase in population and in employment opportunities should make the demand for higher education in nursing, along with other fields, grow in the region.

4. Changes in the nursing profession

In the Third Report of the Pew Health Professions Commission (December 1995) titled "Critical Challenges: Revitalizing the Health Professions for the Twenty-First Century," the emergence of systems of integrated care are predicted, with implications of importance to the core health professions, including nursing. With the diminution of the role of the acute care hospital, there may be nursing positions lost in that sector of the industry. At the same time important gains in community-based and primary care settings will require increased numbers of nurse practitioners and community /community mental health advanced practice nurses. In the recent past, the growth in numbers of nurses has come primarily from the rapid expansion of two-year associate degree programs that prepare nurses to provide direct care to ill patients in hospitals and other institutions. The current
and future needs in nursing require rethinking the education for nurses. Baccalaureate and masters level degrees develop the informational backgrounds and experience required to operate more independently in the roles now in increasing demand.

Indeed the Pew Commission report (December 1995) specifically recommends "the expansion of the number of masters level nurse practitioner training programs" along with the closing of 10 to 20 percent of the associate and diploma degree programs now operating. In Washington State, because there are too few baccalaureate programs for persons entering nursing for the first time to meet statewide needs, many persons seek entry into LPN or AND programs as a step towards achieving the BSN and subsequently the master's degree in nursing. This describes the current two-stage funnel situation that results in the need for master's degree programs in new sites where place-bound BSN graduates reside.

5. Workforce needs of local industry

WSU-ICNE Yakima Valley Community College Advisory Council was formed as part of the contractual arrangements between WSU and Yakima Valley Community College to place the WSU-ICNE nursing education facility on the Yakima Valley Community College campus. The Council is made up of representatives of ICNE faculty and administration, the director of the YVCC nursing program a YVCC administrator, and representatives of the nursing community. The main focus of that Council is to make recommendations regarding the shared use of YVCC and ICNE-Yakima facilities including the newly installed WHETS system within the WSU-ICNE facility. Over the last year, much of the discussion in that Council has revolved around the lack of opportunities for registered nurses in the Yakima valley to access baccalaureate and master's degree preparation in nursing. These issues have been of intense concern on the part of a regularly meeting nursing leadership group in Yakima and shared by them with representatives of ICNE and WSU administration on a number of occasions over the last few years. Since course work could now be available using WHETS in Yakima, plans have been made to reinstate (in Fall, 1997) the baccalaureate program for registered nurses in Yakima.

The ICNE has received a number of letters from nursing leaders in the TriCities area, requesting consideration of providing graduate level nursing education in the region. A strong interest group in that region has been school nurses who need to obtain course work to complete requirements for continuing certification as a school nurse and career advancement in the school system. Course work of importance to school nurses would be available in Yakima through the community health nursing area of concentration in the master's program.

Using information from planning detailed in the Technical Appendix of the 1995-97 Biennial Report of the Health Personnel Resource Plan Statutory Committee titled "Staffing the Health Care System" (1994), the entirety of Yakima county is classified as both Medically Underserved Area (MUA) and Medically Underserved Population (MUP). These designations refer to needs which include advanced registered nurse practitioners (persons with qualifications such as those who receive the master's degree from the Family Nurse Practitioner major), and advanced practice nurses with community health and psychiatric/mental health specializations.
As with all graduate programs for licensed professionals, many persons enter the program to become better prepared to carry out the responsibilities of their current positions. This results in more comprehensive and higher quality performance in existing positions. These positions then may be upgraded, which benefits both the employing agency and the individual whose enhanced preparation leads to more "hometown" persons being promoted to leadership positions in the communities they know and understand. This familiarity with the community and acceptance by its members (notably Native American and Hispanic in the Yakima catchment area) is expected to result in more effective and culturally competent care.

6. Service to the Community

Because of lack of access to graduate nursing programs in the Yakima catchment area, health care facilities have had difficulty recruiting nurse leaders with graduate preparation. Many leadership positions are currently filled with nurses who do not have the academic credentials recognized as providing the preparation for the roles they perform. As we found in Spokane when our graduate nursing program was initiated in 1983, these nurses enrolled in early entering classes. The ICNE graduate faculty are committed to designing learning experiences that are relevant to the practice arena of student interest. Thus, almost every course either has a clinical practicum component or project assignments that students may implement in a setting or with a defined population of their choice. Graduate students may use the course assignments and projects to explore patient care issues within their current practice setting or the setting for which they are preparing to practice. Health care agencies reap the benefits of these projects that draw directly from a match between agency service needs and student teaming needs rather than created as academic exercises.

Traditionally, ICNE graduate faculty have served as members of committees, advisory boards and board of directors of a wide variety of health care agencies/institutions. They provide consultation and participate in staff development programs. As doctorally prepared faculty, they assist agencies to use the research process to explore nursing care issues and design, test and evaluate nursing practice protocols and health related programs. This is part of the service mission of WSU and the ICNE as well as the professional commitment on the part of faculty to maintain their cutting edge knowledge of the field and actively provide leadership to the nursing community.

The addition of graduate faculty in Yakima will extend and complement community service efforts already provided by masters prepared faculty teaching in the undergraduate program. As each of the specialties within the graduate program are initiated, a developing cadre of faculty and graduate students will bring their expertise to bear, in partnership with community agencies, to address nursing and health care issues within the region. Current sites for practicum experiences and internship placements will expand. The last page of this proposal lists agencies/providers in the Yakima catchment area which will be available as practicum placements for graduate students.
7. **Relationship to HECB policies and goals for higher education and/or Update to the Master Plan for Higher Education**

The 1995-97 BPRP contains ten recommendations. This proposal will focus on two of these:

1) Increase the supply of general care providers.
2) Increase the availability of community based critical training, placing special emphasis on rural and underserved areas. The description of how need and demand were established for this program shows anticipated benefits to society as a result of supplying additional advanced practice nurses in the Yakima catchment area of Washington state.

**C. Relationship to Other Institutions**

No other institutions currently offer on site programs to the Yakima catchment area. While Gonzaga University enrolls students from the area in its distance education program using videotapes and periodic required trips to their Spokane campus, the program is not delivered on site in an interactive format possible with AMTS.

**II. Program Description**

**A. Goals and Objectives**

The graduate program for which approval is being requested is the same program as that which currently exists at the ICNE located in Spokane. ICNE offers one Master of Nursing degree. Each student selects an area of concentration to prepare for an advanced practice role. Programs of study include core courses taken by all students, clinical specialty area courses, and support courses. The areas of concentration to be initiated in Yakima include: Community Health Nursing, Family Nurse Practitioner, and Psychiatric/Mental Health Nursing. The Philosophy of the Graduate Program Characteristics of the Master of Nursing Graduate, and Characteristics of Graduates for each clinical area to be offered in Yakima follow.

**Philosophy of the Graduate Program**

Nursing integrates the art of caring and the scientific foundations of knowledge into a practice and research-oriented profession. The profession utilizes a holistic approach to the care of individuals, families, groups, and communities with health concerns. The bachelor's degree in nursing serves as the entry to professional practice and provides the basis upon which the master's program is developed. Master's education provides beginning competence in research, preparation for advanced nursing practice, and leadership development.

Graduate education encourages personal growth and assists students in pursuit of scholarship and mastery in an area of specialization. In the quest for excellence, the climate of the graduate program fosters intellectual stimulation, creativity, systematic inquiry, freedom to challenge ideas, curiosity, scholarly dialogue, collaboration, interdependent learning, and a sense of personal integrity. Flexibility in the graduate program allows individualized, self-directed learning within the framework of degree requirements. Graduate faculty provide guidance and instruction through personal interaction with students.
Graduate students in nursing are expected to be capable of rigorous academic pursuits, participate in activities which influence health care and its delivery, and committed to professional values. Master's prepared nurses assume positions which positively impact both the profession and society for current and future generations.

**Characteristics of the Master of Nursing Graduate**

The graduates of the Master of Nursing degree program will:

1. Integrate knowledge from nursing science, humanities, and other related disciplines.
2. Provide leadership in planning, implementing, coordinating, and evaluating health care delivery and policy formulation appropriate to a diverse and multicultural society.
3. Demonstrate competencies in advanced nursing practice.
4. Collaborate with nursing colleagues and other disciplines to positively impact the overall plan of care for clients.
5. Participate in the formulation of health care policy.
6. Assume responsibility and accountability for the provision of high quality care within the scope of legal, professional, and ethical standards of advanced nursing practice,
7. Critically analyzes research literature, synthesizes findings, and identifies appropriate clinical practice application or participates in research.

**Psychiatric/Mental Health:**

1. Demonstrate competence in the use of theoretical approaches in individual and group theory.
2. Assess family psychodynamics and coping skills for the purposes of treatment.
3. Differentiate mental health problems from psychiatric illness.
4. Practice within the scope of legal, professional, and ethical standards of advanced psychiatric/mental health nursing.

**Community Health:**

1. Develop, market, manage, and evaluate programs to promote the health of communities and at-risk populations.
2. Utilize a collaborative interdisciplinary approach to address community needs.
3. Implement intervention strategies at the policy, environment, community, and aggregate levels as well as the individual and family levels of community health practice.
4. Perform community analyses to provide information for planning community health programs.
5. Assume a variety of roles in community/public health settings; advanced clinical practitioner, researcher, manager/leader, consultant, educator, and change agent.

**Family Nurse Practitioner:**

1. Evaluate nursing knowledge through scientific inquiry.
2. Collaborate with other disciplines to develop primary care services.
3. Formulate clients' health care management plans, including coordination of care.
4. Assume responsibility and accountability for the provision of quality primary care in a cost-effective manner.
5. Analyze health care policy in relation to provision of primary health care services.
B. Curriculum

1. Course of Study

The following sample plans for part-time study in the three areas of concentration are consistent with the projected arrangements for program delivery in Yakima. For the Community Health and Psychiatric/Mental Health Nursing areas of concentration, the program requires 39 semester hours for graduation; the Family Nurse Practitioner program requires 46 semester hours due to the national requirements for additional internship practice hours.

Sample Part-Time Program of Study

<table>
<thead>
<tr>
<th>COMMUNITY HEALTH</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N551 Community Health Nursing Concepts</td>
<td>3 sh</td>
</tr>
<tr>
<td>N552 Family Nursing</td>
<td>2-4 sh</td>
</tr>
<tr>
<td>N504 Methods of Nursing Research</td>
<td>4 sh</td>
</tr>
<tr>
<td>N507 Professional Issues</td>
<td>2 sh</td>
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</table>

<table>
<thead>
<tr>
<th>PSYCHIATRIC/MENTAL HEALTH</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N541 Psychiatric/Mental Health Nursing: Individual</td>
<td>4 sh</td>
</tr>
<tr>
<td>N546 Practicum in Psych/Mental Health Nursing</td>
<td>4-5 sh</td>
</tr>
<tr>
<td>N507 Professional Issues</td>
<td>2 sh</td>
</tr>
<tr>
<td>N546 Practicum in Psych/Mental Health Nursing</td>
<td>4-5 sh</td>
</tr>
</tbody>
</table>

| TOTAL REQUIRED SEMESTER HOURS    | 39 sh      |
Semester 2
N562 Adv Health Assessment & Differential Diagnosis 2 sh
N582 Adv Physiology & Pathophysiology

Semester 3
N537 Role Analysis: Clinical Nurse Specialist/Nurse Practitioner
N565 Information Management for Nursing Practice

Semester 4
N504 Methods of Nursing Research
N567 Primary Care: Adults & Elders

*Total of 5 sh of N595 Internship required

Semester 5
N562 Adv Health Assessment & Differential Diagnosis 2 sh
N582 Adv Physiology & Pathophysiology

Semester 6
N569 Practicum in Family Care 4 sh
N701 Clinical Project 2 sh

*Total of 5 sh of N595 Internship required

Semester 7
N595 Internship Variable 1-5 sh
N701 Clinical Project 1 sh

Total hours required for program completion: 46 sh

COURSE DESCRIPTIONS

N503 Theoretical Perspectives in Nursing 3sh
Process of theory development and evaluation includes models and methods, and criteria for analysis. In-depth analysis of selected theories of nursing. Prerequisite: Graduate standing in nursing or permission of instructor. Lecture/Lab Ratio: 3-0.

N504 Methods of Nursing Research 4sh
Elements of the research process as foundational to both the conduct of scientific inquiry and the utilization of findings. Emphasis on the interrelationship between research and nursing practice (prerequisite: N503 or concurrent). Prerequisite: N503 or concurrent or with permission of instructor. Lecture/Lab Ratio: 4-0.

N507 Health Policy 2sh
Study of selected key issues affecting health care and the nursing profession. Societal trends and issues and the implications for nursing. Prerequisite: Graduate standing in nursing or permission of instructor. Lecture/Lab Ratio: 2-0.

N537 Role Analysis: Clinical Nurse Specialist/Nurse Practitioner 2sh
Selected key concepts and issues essential to the practice of nurse specialists will be covered. Focus on implications for clients, families, society, and health care delivery systems. Emphasis on role analysis including interdisciplinary relationships, consultative skills, and the broad range of responsibility, activities, and functions of the Clinical Nurse Specialist and Family Nurse Practitioner within a complex organization. Lecture/Lab Ratio: 1 hour per week lecture/3 hours clinical practicum. Prerequisite: Graduate standing in nursing or permission of instructor.

N541 Psychiatric/Mental Health Nursing: Individual 4sh
Theories of psychopathology and appropriate nursing interventions with individuals across the age continuum, families, groups, and communities. Prerequisite: Graduate standing in nursing or permission of instructor. Lecture/Lab Ratio: 3-3.
N543 Psychiatric/Mental Health Nursing: Groups & Families 4sh
Analysis of selected therapeutic approaches and issues in psychiatric/mental health nursing, including interdisciplinary relationships. Prerequisite: Graduate standing in nursing or permission of instructor. Lecture/Lab Ratio: 3-3.

N546 Practicum in Psychiatric/Mental Health Nursing 4-5 sh
Field experience/seminar with focus on assessment, diagnosis, treatment of clients, families, groups, communities. Application of mental health concepts, approaches. Prerequisites: N541, N543. Lecture/Lab Ratio: 1 (variable 9-12 hours/week)

N551 Advanced Community Health Nursing: Concepts and Issues 3sh
Focuses on roles and scopes of practice in the specialty of community health nursing. Ethical, legal, political, and economic issues in health care, needs/service demands of high risk client populations, organizational structure and policy formation in community settings are explored. Prerequisite: Graduate standing in nursing or permission of instructor, Lecture/Lab Ratio: 3-0.

N552 Family Nursing in the Community V 2-4sh
Theoretical approaches to the analysis of normal and at-risk families. Application of family assessment and intervention models when planning nursing care for families. Prerequisite: Graduate standing in nursing or permission of instructor. Lecture/Lab Ratio: (2 sh/3qh for theory, 1-2 credit hours for optional clinical experience).

N554 Epidemiologic Approaches to Community Health 3sh
Epidemiologic application to states of health with implications for health promotion and disease prevention. Focus on knowledge and skills required to obtain and use epidemiologic, demographic and survey databases for program proposal development. prerequisite: Graduate standing in nursing. Lecture/Lab Ratio: 3-0.

N556 Advanced Community Health Nursing Practice 3-4sh
Combination of group seminar and individualized field experience in selected subspecialty within community health nursing. Focus will be on the (1) application and analysis of community health nursing concepts within the context of a specific agency/program; and (2) implementation and evaluation of a project designed to meet learning needs. Prerequisites: N551, N554, N566; pre- or corequisites: N552, N565. Lecture/Lab Ratio: 2 seminar, variable 6-9 clinical.

N562 Advanced Health Assessment and Differential Diagnosis 4sh
An advanced course in holistic health assessment and differential diagnosis. Gather and analyze data from biological, sociological, psychological, cultural, environmental, and spiritual dimensions. Participate in a directed experience in which differential diagnostic skills in symptom analysis and health assessment of neonates through elderly clients in rural and urban areas will be utilized. (3 hours lecture/3 hours clinical.) Prerequisite: Admission to graduate program or permission of instructor.
N564 Health Promotion in Nursing Practice 2-3sh
Theoretical bases for selected health promotion strategies of neonates through elderly clients considering cultural variations. Focus on methods used to impact health and self-care seeking behaviors. (2 hours lecture/3 hours clinical; 2 hour lecture course for FNP students only.) Prerequisite: Graduate standing in nursing or permission of instructor.

N565 Information Management for Nursing Practice 3sh
Application and evaluation of nursing informatics use for management of patient care data. Focus on nursing practice and administrative uses of information management. Nursing and health (hospital) information systems will be discussed. Nursing informatics uses in clinical nursing will be practiced. (2 hours lecture/3 hours clinical laboratory.) Prerequisite: Computer competency in word processing and spreadsheets.

N566 Community Analysis and Program Planning Variable 3-4 sh
Application of the nursing process to the community as a client with emphasis on community analysis, program planning, and designing evaluation strategies. Develop a community health nursing project which entails assessing the needs of an identified community or population, developing a proposed program of services, and designing program evaluation measures. (3 hours lecture/9 hours clinical.) Prerequisite: Graduate standing in nursing or permission of instructor.

N567 Primary Care: Adults & Elders 4sh
Assess, differentially diagnose, and therapeutically intervene with adults considering developmental changes. Experience will include opportunities to provide diagnostic, maintenance, and follow-up care of adults in rural and urban settings. (2 hours seminar/9 hours/week clinical.) Prerequisite: N562

N568 Primary Care: Infants, Children, and Adolescents 3sh
Assess, differentially diagnose, and therapeutically intervene with infants, children, and adolescents. Experience will include well-child care and management of common pediatric health problems in rural and urban settings. (2 hours seminar/6 hours clinical/ per week.) Prerequisite: N567

N569 Primary Care: Family 4sh
Assess, differentially diagnose, and therapeutically intervene with individuals in childbearing, child rearing, and other multigenerational families. Experience will include management of family health care problems in rural and urban settings. (2 hours seminar/9 hours clinical/ per week.) Prerequisites: N567, N568

N581 Advanced Physiology and Pathophysiology I 4sh
Advanced physiology and pathophysiology related to nursing care of individuals with cardiopulmonary, renal, and hematological. Emphasis on cellular and biochemical physiology and mechanisms of disease. Prerequisite: Graduate standing in nursing or permission of instructor.
N582 Advanced Physiology and Pathophysiology H 3sh
Comprehensive study across the age continuum of pathophysiology and the nursing care of patients with neuroendocrinological, gastrointestinal, and immunological diseases. Emphasis on selected physiological and pathophysiological processes that underlie selected nursing interventions. Prerequisite: Graduate standing in nursing or permission of instruction.

N595 Internship Variable 1-5sh
Application and integration of theoretical content, research findings, and assessment and intervention strategies into primary care practice. Prerequisites: N562, 563, 567.

N600/700 Thesis Variable
N601/702 Master's Special Problems, Directed Study, and/or Examination Variable credit; may be repeated for credit

2. Admission Requirements and Procedures

The following are the current admission requirements and procedures in place for the NW program in Spokane and will be the same for the graduate program in Yakima. Graduate students are admitted by the ICNE Graduate Program Committee which has been delegated this responsibility by the ICNE graduate faculty.

Students are admitted to the Graduate School of Washington State University as well as by the graduate program of the ICNE. Criteria for admission include:

1. A bachelor's degree in nursing from an NLN-accredited program.
2. A minimum 3.00 grade point average in undergraduate work (exceptions may be made based on substantial evidence of extra scholastic qualifications).
3. Satisfactory scores on the general Graduate Record Examination.
4. Recent history taking and physical assessment skills.
5. Successful completion of a basic statistics course.
6. Favorable recommendations regarding practice and potential for graduate work in nursing.
7. Eligibility for licensure to practice nursing in Washington.
8. Written goal statement congruent with program's philosophy and focus.
9. For the FNP applicants, a written interview.

The ICNE is now requiring that persons admitted to the graduate programs will have been immunized for Hepatitis B prior to registration in any course including a practicum and have current CPR certification.

While not an admission criterion, word processing computer skills have been found advantageous to entering students. Due to heavy writing assignments that are required to be computer-generated and use of the Internet and the World Wide Web, the acquisition of computer skills before entering the program is strongly advised. WordPerfect is supported by the ICNE computer lab and is preferred by most faculty members. Computers at the ICNE are either IBM or IBM-compatible.
Admission Procedures:

1. Prospective students must obtain and complete an application form from the WSU Graduate School office in Pullman.
2. The application to the ICNE Master of Nursing program must be completed and returned to the Graduate Program Office at the ICNE.
3. Transcripts of all baccalaureate and post-baccalaureate course work must be sent to both the Graduate Program Office of the ICNE, and the WSU Graduate School.
4. The student must request Graduate Record Examination scores be sent to WSU.
5. Recommendation forms must be completed by three persons who are familiar with the student's potential for nursing leadership and academic success.
6. Washington State Patrol Clearance forms must be completed.
7. Current CPR certification must be submitted for the ICNE, application file.
8. Copy of HEP-B vaccination must be submitted for the ICNE file.

C. Faculty

During the first projected Year of offering the Master of Nursing program at Yakima, current faculty at the Intercollegiate Center for Nursing Education would deliver instruction to Yakima via WHETS, teleconferences, internet and e-mail. No additional faculty are projected until the second year of operation. Faculty at Yakima will then be required for supervision of student practicums for each of the program tracks to be offered.

During the second year, three new faculty will be required: one each in Community Health Nursing, Psychiatric/Mental Health Nursing and the Family Nurse Practitioner track. During the third year of offering the program at Yakima, a second faculty for both the Family Nurse Practitioner and Community Health programs will be required. Of the five faculty projected, two will be full-time and four part-time, for a total FTE of 3.45. During the fourth year, the second Psych/Mental faculty will be required. Following year four, the program requirements for faculty remain constant. See page 21 for projected faculty.

Each of the program tracks will continue to utilize existing faculty resources by offering MN courses which originate at the ICNE - Spokane, WSU-Vancouver, and the Yakima site. In this way, courses which are scheduled for the three sites will originate from one and be transmitted via WHETS to the other two sites. All three sites will both originate and receive classes, thus, maximizing available faculty resources and utilizing WHETS technology.

1. Faculty Profiles

The following faculty will teach courses originating from Spokane or participate on thesis committees:

Carolyn Adams, Associate Professor, Education Preparation: BA, Franklin & Marshall College; MS, Villanova University; MSN, University of Delaware; Ed.D., University of San Francisco; (certified in Nursing Service Administration), Research Focus: Nursing administration, cardiopulmonary function.
Merry Armstrong, Assistant Professor; Educational Preparation: BSN, San Diego State University, MSN, University of San Diego, Psychiatric/Mental Health Nursing, DNSC University of San Diego (1992); Research Focus: Substance abuse and the effect on adolescent psychiatric inpatients.

Jacquelyn Banasik, Associate Professor; Educational Preparation: BSN, Washington State University; MN, University of Washington; Ph.D., Washington State University; Family Nurse Practitioner (ARNP); Research Focus: Clinical research in critical care; basic physiological research- cardiovascular.

Margaret Auld Bruya, Professor; Educational Preparation: BSN, MN, University of Washington; DNSC, Boston University; (certified med/surgical nursing clinical specialist, Family Nurse Practitioner, ARNP), Research Focus: Acute care,

Karen Busch, Assistant Professor; Education Preparation: BS, University of California at San-Francisco; MS, University of California at San Francisco- Ph.D., University of Texas at Austin, Research Focus: Psychiatric/Mental health nursing.

Karine Crow, Assistant Professor; Educational Preparation: BSN, Texas Woman's University; MSN, Ph.D., University of Utah-, Research Focus; Transcultural Nursing.

Roberta Emerson, Associate Professor; Educational Preparation: BSN, MN, University of Washington; Ed.D., Gonzaga University, Research Focus: Effect of nursing interventions in critical care.

Zana R. Higgs, Professor: Educational Preparation: BSN, University of Kansas; M.Ed., Ed.D., Teachers College, Columbia University, Research Focus: Community health nursing; nursing education.

Barbara Johnston, Associate Professor and Assistant Dean, Continuing Education; Educational Preparation: BSN, MS Hunter College, Medical-Surgical Nursing; Ph.D., Hofstra University (1994), Educational Research.

Lee-Ellen Kirkhorn, Associate Professor; Educational Preparation: BSN, Washington State University; MN, University of Washington; Ed.D, Gonzaga University; (certified in Gerontological Clinical Nursing Specialist; Certified Gerontological Counseling Trainer), Research Focus: Community health & gerontological nursing.

Kris Lishner, Associate Professor, Educational Preparation: BSN, University of Utah; MSN, University of Kentucky; DNSC, Indiana University, Research Focus: Children's developmental concepts of health, illness and injury.

Anne Mealey, Professor; Educational Preparation: BSNE, St. Louis University; M.Ed., Gonzaga University; Ph.D., University of Washington; (certified adult psychiatric/mental health nursing); Research Focus: Psych/mental health nursing, nursing education.
**Kathryn Records**, Assistant Professor; Educational Preparation: BSN, University of Colorado Health Sciences Center; MS, Ph.D., University of Arizona; Research Focus: Maternal child.

**Michael Rice**, Associate Professor; Educational Preparation: BSN, Mt. Marty College, South Dakota; MSN, University of Nebraska; Ph.D., University of Arizona; Research Focus: Clinical instrumentation; quantitative methodologies.

**Loma Schumann**, Associate Professor; Educational Preparation: BSN, California State University, Sacramento; MSN, University of California, San Francisco; Ph.D., University of Idaho; Family Nurse Practitioner (ARNP, CCRN); (certified in intensive care nursing), Research Focus: AIDS; sexual attitudes.

**Billie Severtsen**, Associate Professor; Educational Preparation: BS, Gonzaga University MA, Teacher's College, Columbia University; Ed.D., Gonzaga University; Research Focus: Ethical decision making.

**Marian Sheafor**, Professor and Associate Dean; Educational Preparation: BSN, University of Minnesota; M.A., Teachers College, Columbia University- Ph.D., Case Western University; Research Focus: Nursing service administration, quality of work life.

**Gail Synoground**, Associate Professor; Educational Preparation: BSN, University of Washington; Ed.D., Nova University; Research Focus: Emancipated minor's health care.

**Joan E. Thiele**, Associate Professor; Educational Preparation: BSN, Texas Woman's University; MSN, Case Western Reserve University; Ph.D., Arizona State University; Research Focus: Computer-assisted diagnostic reasoning; teaching clinical decision making, informatics.

The following faculty will teach courses from Vancouver or participate on thesis committees:

**Debra Anderson**, Assistant Professor; Educational Preparation: BSN, Indiana Central University; MSN, Indiana University; Ph.D., Oregon Health Sciences University; (Certified as community health nurse); Research Focus: Community health.

**Renee Hoeksel**, Associate Professor; Educational Preparation: BSN, Southern Oregon State College; MN, Ph.D., Oregon Health Sciences University; Research Focus: Nursing chronotherapeutics.

**D. Students**

1. Projected enrollments of students are displayed in Table 2.

<table>
<thead>
<tr>
<th>Table 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of Program</td>
</tr>
<tr>
<td>No. Of Students</td>
</tr>
</tbody>
</table>

2. Expected Time for Program Completion

Each of the MN programs is planned on a part-time basis to accommodate the needs of students who must remain employed while obtaining a masters degree. Although the number of credit hours required for program completion vary, each program is scheduled to be offered as a six-semester, part-time program of study.

3. Diversity

The large Yakima reservation of confederated tribes is located in the Yakima catchment area. Currently, the ICNE has obtained private funding for a Native American Recruitment and Retention program aimed at assisting Native American students to obtain a baccalaureate degree in nursing. Anticipating the results of the ICNE's privately funded program on Native American Recruitment and Retention aimed at preparing more Native American nurses through the BSN degree, the availability of graduate study in Yakima will facilitate the transition from the BSN to the MN for Native American nurses who have families and established work settings on the reservation.

In addition to the Native American population, the Yakima catchment area also has a Hispanic population to whom recruitment will be targeted. Currently, the ICNE BSN program utilizes the Farm Workers Clinic and Indian Health Services for clinical sites. These sites foster the provision of culturally-competent care, Increasing the number of MN prepared nurses qualified to provide primary care in this region is consistent with the identified needs cited in the Biennial Report of the Health Personnel Resource Plan Statutory Committee reports. This 1994 report designates Yakima county as a Health Professional Shortage Area. The report lists Yakima East County as having a requirement of 4 and a shortage of 4 (100%) for general care providers; Yakima West County was cited as having a requirement of 6 and a shortage of 5 (83%) care providers. (P. 191).
E. Administration

Overall administration of the program will be assumed by the ICNE. Additional on-site support will be required to operate the program, however. Support staff include a WHETS technician whose responsibility will be to operate the WHETS equipment for the transmission or origination of MN classes. An additional technician is needed to provide additional library/computer/audiovisual support to students and faculty. The offering of the MN program will require access to equipment and facilities beyond that which is offered at present for BSN students.

Table 3
Administrative/Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>%Effort in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff</td>
<td>None *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td>WHETS Technician</td>
<td>Operate WHETS system for classes,</td>
<td>.50</td>
</tr>
<tr>
<td></td>
<td>Library/Computer/AV</td>
<td>Provide library access, computer and Audiovisual</td>
<td>.50</td>
</tr>
<tr>
<td></td>
<td>Technician</td>
<td>equipment - assistance</td>
<td></td>
</tr>
</tbody>
</table>

* Administrative staff at ICNE.

Academic Services Office will assume responsibility for Yakima MN Students.

III. Program Assessment

Assessment of the effectiveness of the program will be carried out with attention given to evidence of utilization of assessment findings in making revisions to the program's structure and/or process. The ratio of entering students to those who graduate will be monitored, along with length of time in program of those who graduate. Entering cumulative GPA, and references (scores are possible on the currently used forms completed by three references) will be used in establishing correlations with outcome (cumulative GPA in the program, success on the first attempt at a national level advance practice certification examination, and perceptions of employer and/or professional colleagues). Information will be used in considering changes in admission requirements, and program content and structure.

Within the program, faculty members will use the course evaluation format used throughout the college of nursing, which allows students to respond anonymously at the end of each semester, without the faculty member being present during the process. These responses are compiled for each item and for an overall score, along with the qualitative comments, and made available to the faculty member after grading of the course has been completed. These evaluation summaries are then used in faculty members' teaching portfolios, and are available for use in helpful counsel from unit chairs or other faculty mentors focusing on continuous improvement of instruction. Annual reviews of faculty will also provide pertinent information on the overall faculty achievement in teaching, research, and service, with an emphasis on how advanced nursing practice is used in achieving each of these university missions.
Alumni will be surveyed regarding the relevance of their course work, their satisfaction with the program of study and the quality of instruction, the type of position acquired after completion of the program, achievement and continuation of advanced practice certification, and recommendations for improvement of the program of study. Alumni will be invited to give their employer and/or professional colleagues companion surveys to be sent directly back to the program coordinator regarding the quality of performance demonstrated by the alumni of the program and recommendations for improvement of the program.

Since the requested program change is taking an already nationally accredited (National League for Nursing) program to an additional site, accreditation will be a continuing evidence of excellence. The maintenance of standards at the extended site will be monitored by the ICNE in Spokane in collaboration with graduate nursing faculty from Vancouver and those to be based in Yakima.

IV. Finances

In addition to faculty and support personnel, funding will be required for additional library materials, books, journal subscriptions, and delivery of materials from the ICNE library to the Yakima site. The FNP program requires additional laboratory equipment for the development of diagnostic assessment skills of students in this track. The equipment for the " program requires a substantial initial outlay and only maintenance level funding in subsequent years. Faculty travel is associated with supervision of students in clinical practicums and internships. A minimum of 3 visits per student per semester is expected for the practicums and internship offerings in the FNP program. Multiple sites within a radius of 200 miles of Yakima may be utilized for these experiences.

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Motion carried.

6. Nominations from Committee on Committees to fill Vacancies on Faculty Senate Committees

Exhibit H is as follows:

FROM THE COMMITTEE ON COMMITTEES

The Committee on Committees submits the following name to serve on the following Senate committee with term beginning immediately and ending on the year indicated. Senators are encouraged to study the Committee Manual along with the vitae of the nominee, prior to the meeting of April 13, 2000. Senators desiring to nominate additional persons from the floor MUST PROVIDE written information about the nominees for distribution before the meeting.

Academic Affairs
F - 2000 DICKINSON, J Thomas. Professor, Physics and Material Science, Faculty, RIS. WSU 28 Years. Relevant Experience and Qualifications: Co-founder of Materials Science Program and Center for Materials Research (CMR); Initial Director of CMR; Fellow, American Vacuum Society, WSU distinguished Faculty Address 1991, WSU President’s Faculty Exc. Award-Research 1993; WSU Committee Experience: Current: College of Sciences Tenure and Promotion; Provost’s Committee on Awards and Teaching. Previous: Catalog Sub-Committee numerous Adhoc and Search Committees.
Faculty Affairs

F - 2000  **HAMMOND, Alexander.** Associate Professor, English, Faculty, Graduate Faculty, RIS, Current Senator. WSU 22 Years. **Relevant Experience and Qualifications:** Acting Chair Department of English 1992-93; Director of Undergraduate Studies, English Dept. 1996-Present; Interim Director, Program in American Studies 91-92, Spring 1995. **WSU Committee Experience:** Current: Chair, Shelin Faculty Excellence Committee; Member, ORGD NEH Summer Grant Selection Committee; Member, College of Liberal Arts Scholarship Committee; member, American Studies Advisory Committee. **Previous:** college of Liberal Arts WHETS Coordinating committee, 92-93; College of Liberal Arts Coordinating Committee, Graduating Requirements 95-96.

Graduate Studies

F - 2000  **GRIMES, Howard D.** Professor, Botany, Genetics & Cell Biology. Faculty, RIS. WSU 8 Years. **WSU Committee Experience:** Current: SERIAG, Instructional Grant Committee (Sciences) **Previous:** Institutional Biosafety Committee; Chair, Deans Review Committee; Radiation Safety Committee.

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Balloting resulted as follows: **Academic Affairs committee:** F-2000, Thomas Dickinson; **Faculty Affairs Committee:** F-2000 Alexander Hammond; **Graduate Studies Committee:** F-2000 Howard Grimes.

7. Recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #1 and Addendum 1, 2, 3, and 4 **Exhibit J** from 4/17/97 and **New Exhibit I** are as follows:

**UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 1**

**Spring 1997**

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.

**Anthropology**

Requirements for the minor in Anthropology changed.

A student with 90 semester hours may certify a minor. A minor requires a minimum of **18** semester hours in anthropology, including three of the following: Anth 101 or 198; 203, 230, 260. At least **9 hours** half of which must be upper-division work. A minimum grade of C- is required in each course contributing to the minor.

**Arch new**  **390 Topics - Study Abroad**  3 Special topics in architecture taught in NCSA study abroad programs.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>C E 408</td>
<td>Air Pollution Control Engineering</td>
<td>3</td>
<td>Prereq senior in Engr or Ph S. Measurement and control of air pollution; engineering design calculations; equipment and process. Cooperative course taught jointly by WSU and UI (Ch E 575). Credit not granted for both C E 408 and 508.</td>
<td>1-98</td>
</tr>
<tr>
<td>C E 419</td>
<td>Hazardous Waste Treatment</td>
<td>4</td>
<td>Prereq C E 418. Principles of operation and application of processes in design of technologies used in hazardous waste treatment and remediation. Credit not granted for both C E 419 and 519.</td>
<td>8-97</td>
</tr>
<tr>
<td>Entom 429</td>
<td>Population Theory</td>
<td>1</td>
<td>Same as NATRS 429. Credit not granted for both Entom 429 and 529.</td>
<td>8-97</td>
</tr>
<tr>
<td>ES/RP 385</td>
<td>GIS Primer</td>
<td>3</td>
<td>(2-2) Introduction to basic concepts and applications of geographic information systems (GIS), lab exercises on PC-based GIS packages. Cooperative course taught by UI (Geog 385), open to WSU students.</td>
<td></td>
</tr>
<tr>
<td>ES/RP 429</td>
<td>Population Theory</td>
<td>1</td>
<td>Same as NATRS 429. Credit not granted for both ES/RP 429 and 529.</td>
<td>8-97</td>
</tr>
<tr>
<td>NATRS 320</td>
<td>Timber Harvesting</td>
<td>3</td>
<td>(2-2) Prereq NATRS 204. Current practices and problems; planning and coordinating timber harvesting with forest management. Cooperative course taught by UI (ForPr 430), open to WSU students.</td>
<td>8-97</td>
</tr>
<tr>
<td>NATRS 321</td>
<td>Introduction to Wood Technology</td>
<td>3</td>
<td>(2-3) Prereq Bio S 103. Anatomy of woody plants, identifying characteristics and properties of woods; relation of wood properties to processing and use. Field trips required. Cooperative course taught by UI (ForPr 277), open to WSU students.</td>
<td>8-97</td>
</tr>
<tr>
<td>NATRS 418</td>
<td>Forest Growth and Yield</td>
<td>2</td>
<td>(1-3) Prereq Dec S 215, Stat 212, or 412. Factors influencing forest yields, traditional prediction methods; development and application of growth and yield simulators. Credit not granted for both NATRS 418 and 518.</td>
<td>8-97</td>
</tr>
<tr>
<td>NATRS 429</td>
<td>Population Theory</td>
<td>1</td>
<td>Prereq general ecology. Development of the theory of population dynamics from Mathus to the present. Credit not granted for both NATRS 429 and 529.</td>
<td>8-97</td>
</tr>
<tr>
<td>Neuro 405</td>
<td>Neuroscience of Behavior</td>
<td>3</td>
<td>Prereq Neuro 301. Neural control of feeding and drinking behavior, sociosexual behavior, sleep behavior, and learning and memory.</td>
<td>1-99</td>
</tr>
<tr>
<td>Neuro 406</td>
<td>Neuroscience Research Techniques</td>
<td>3</td>
<td>(2-3) Prereq Neuro 301. Historical development, theory and technical bases for contemporary laboratory methods in the neurosciences.</td>
<td>1-99</td>
</tr>
<tr>
<td>Neuro 430</td>
<td>Principles of Neurophysiology</td>
<td>4</td>
<td>Prereq Neuro 301, 303. Advanced exploration of the principles underlying cellular, sensory, motor and integrative functions of the nervous system.</td>
<td>1-99</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credit Hours</td>
<td>Prerequisites</td>
<td>Notes</td>
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<tr>
<td>Neuro new 436</td>
<td><strong>Fundamentals of Synaptic Organization</strong> 3 Descriptions of how different circuits in the brain execute normal and pathological fundamentals.</td>
<td>8-98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuro new 464</td>
<td><strong>Integrative Neural-Endocrine Function</strong> 3 Maintenance of homeostasis by coordinated neural and endocrine control.</td>
<td>8-98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PharP 531P</td>
<td><strong>Clinical Research Methods</strong> (2-3) V 1-3 May be repeated for credit; cumulative maximum 5 hours. Prereq Math 140. Introduction to data analysis methods and study design principles for clinical research; use of computers to analyze and present data.</td>
<td>1-97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PharP 532P</td>
<td><strong>Principles of Epidemiology</strong> V 1-3 May be repeated for credit; cumulative maximum 5 hours. Prereq PharD student. Fundamentals and principles of the distribution of diseases and their causes in human populations.</td>
<td>1-97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PharP 551P</td>
<td><strong>Advanced Therapeutics I</strong> V 1-5 May be repeated for credit; cumulative maximum 5 hours. Series of modules that provide the foundation of pathophysiology and treatment of various diseases.</td>
<td>1-97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PharP 552P</td>
<td><strong>Advanced Therapeutics II</strong> V 1-5 May be repeated for credit; cumulative maximum 5 hours. Series of modules that provide the foundation of pathophysiology and treatment of various diseases.</td>
<td>1-97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PharP 557P</td>
<td><strong>Clinical Pharmacokinetics</strong> V 1 (0-3) to 2 (1-3) May be repeated for credit; cumulative maximum 2 hours. Prereq PharP 443. Applications of pharmacokinetic principles to safe and effective therapeutic management of individual patients in a clinical setting.</td>
<td>1-97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PharP 558P</td>
<td><strong>Drug Information Retrieval and Evaluation</strong> V 1 or 2 May be repeated for credit; cumulative maximum 2 hours. Prereq PharP 551 or c/. An overview of the biomedical literature emphasizing how to evaluate the pharmaceutical and biomedical literature to provide better patient care.</td>
<td>1-97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phil restore 410</td>
<td><strong>Philosophy of Language</strong> 3 Investigation of philosophical issues concerning meaning, reference, truth, the nature of language, and the relation between language and thought. Cooperative course taught jointly by WSU and UI (Phil 443).</td>
<td>8-99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural Sociology</td>
<td><strong>Agriculture, Environment and Community</strong> 3 Prereq completion of one social science course. Interdependencies between farming/ranching, the natural environment and human communities including perspectives on sustainable agriculture.</td>
<td>8-99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Description</td>
</tr>
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<td>------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>RS 423 new</td>
<td>Fundamentals of Participatory Research</td>
<td>3</td>
<td>Prereq sophomore standing, two social science courses. Principles/methods of involving community/interest group members in knowledge generation to understand local issues while building local capacity. Credit not granted for both RS 423 and 523.</td>
<td>1-98</td>
</tr>
<tr>
<td>RS 431 new</td>
<td>Understanding State and Local Population Trends</td>
<td>3</td>
<td>Prereq 6 credits in social science courses. Methods for understanding local population trends and composition and anticipating their influence on community size and change.</td>
<td>1-99</td>
</tr>
<tr>
<td>RS 435 new</td>
<td>Resolving Environmental Conflicts</td>
<td>4 (3-3)</td>
<td>Prereq junior standing, two social science courses. Introduction to environmental conflict resolution via readings, discussions, simulation role plays and required papers; emphasis on interest-based approaches. Credit not granted for both RS 435 and 535.</td>
<td>1-98</td>
</tr>
<tr>
<td>RS 441 new</td>
<td>Local Impacts of Global Commodity Systems</td>
<td>3</td>
<td>Prereq junior standing, two social science courses. Theories of globalization, its social, political and economic dimensions, and its impact on people and communities. Credit not granted for both RS 441 and 541.</td>
<td>8-99</td>
</tr>
<tr>
<td>SW 393</td>
<td>Social Work Methods in Community Organization</td>
<td>3</td>
<td>Prereq S W 190. Social legislation creation and impact on delivery services by professional/paraprofessional social workers. Cooperative course taught by WSU, open to UI students (SW 393).</td>
<td>8-97</td>
</tr>
<tr>
<td>Soc 397 new</td>
<td>Topics - Study Abroad</td>
<td>3</td>
<td>Prereq in sociology taught in NCSA study abroad programs. Special topics in sociology taught in NCSA study abroad programs.</td>
<td>8-97</td>
</tr>
<tr>
<td>Soc 398 new</td>
<td>Topics - Study Abroad</td>
<td>3</td>
<td>Prereq in sociology taught in NCSA study abroad programs. Special topics in sociology taught in NCSA study abroad programs.</td>
<td>8-97</td>
</tr>
<tr>
<td>VM 556P</td>
<td>Small Animal Soft Tissue Surgery Elective</td>
<td>1</td>
<td>Prereq V M 471, 474/475, 554P/555P, c// in 472 553P. Instruction of advanced surgical techniques, primarily involving canine and feline soft tissue.</td>
<td>8-97</td>
</tr>
<tr>
<td>VM 577P</td>
<td>Herd Production Medicine</td>
<td>3 (2-3)</td>
<td>Prereq in livestock herds, targeting measures of productivity and profitability.</td>
<td>8-97</td>
</tr>
<tr>
<td>VM 599P new</td>
<td>Special Problems</td>
<td>V 1 (0-3) to 4 (0-12)</td>
<td>May be repeated for credit; cumulative maximum 8 hours. Prereq enrollment in DVM Professional Program. S, F grading.</td>
<td>8-97</td>
</tr>
<tr>
<td>VM 631P</td>
<td>Population Medicine/Theriogenology</td>
<td>V 1 (0-3) to 4 (0-12)</td>
<td>Prereq fourth year Vet Med. Required rotation for Agricultural Animal Track students through population medicine laboratory and Theriogenology Services of the Veterinary Teaching Hospital.</td>
<td>8-97</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Notes</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>V M 699P</td>
<td>Advanced Clinical Elective Special Problems</td>
<td>1-4</td>
<td>V 1 (0-3) to 4 (0-12) May be repeated for credit. Prereq fourth year Vet Med enrollment in DVM Professional Program. Advanced clinical subjects developed as courses for fourth year veterinary students. 8-97.</td>
<td></td>
</tr>
<tr>
<td>Zool 429</td>
<td>Population Theory</td>
<td>1</td>
<td>Same as NATRS 429. Credit not granted for both Zool 429 and 529.</td>
<td></td>
</tr>
</tbody>
</table>

**The following course has been approved for Writing in the Major [M] status:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>S W 393</td>
<td></td>
<td>8-97</td>
</tr>
</tbody>
</table>

**ADDENDUM NO. 1 TO UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 1 Spring 1997**

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Ec 490</td>
<td>[M] Agricultural Policy</td>
<td>3</td>
<td>Rec Ag Ec 201 or Econ 101. Public policy issues related to commercial agriculture and rural areas. Credit not granted for both Ag Ec 490 and 590.</td>
</tr>
<tr>
<td>C E 418</td>
<td>Hazardous Waste Engineering</td>
<td>3 or 4</td>
<td>Prereq C E 341 or graduate standing hydrology course. Hazardous waste properties, chemodynamics, and health effects; introduction to risk assessment and hazardous waste remediation, design of soil and groundwater remediation systems. Cooperative course taught by WSU, open to UI students (CE 435). Credit not granted for both C E 418 and 518.</td>
</tr>
<tr>
<td>CAC 302</td>
<td>Prejudice in American Society</td>
<td>3</td>
<td>Prereq 3 hours CAC or Psych. Applications of classic and modern theories of prejudice to American society.</td>
</tr>
<tr>
<td>Chem 482</td>
<td>[M] Environmental Chemistry II</td>
<td>3</td>
<td>Prereq Chem 481 or 581. Chemistry and reactions of natural and pollutant species on the aquatic environment, sediments and soils. Credit not granted for both Chem 482 and 582.</td>
</tr>
<tr>
<td>Cpt S 430</td>
<td>Numerical Analysis</td>
<td>3</td>
<td>Same as Math 448. Credit not granted for both Cpt S 430 and 530.</td>
</tr>
<tr>
<td>Cpt S</td>
<td>434</td>
<td><strong>Neural Network Design and Application</strong></td>
<td>3</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
<td>------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Cpt S</td>
<td>442</td>
<td><strong>Computer Graphics</strong></td>
<td>3</td>
</tr>
<tr>
<td>E E</td>
<td>417</td>
<td><strong>Numerical Solutions to EM Problems</strong></td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>418</td>
<td><strong>Mathematical and Scientific Visualization</strong></td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>420</td>
<td><strong>Linear Algebra</strong></td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>432</td>
<td><strong>Foundations of Secondary School Mathematics</strong></td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>434</td>
<td><strong>Approaches to Mathematics Teaching</strong></td>
<td>2</td>
</tr>
<tr>
<td>Math</td>
<td>439</td>
<td><strong>Applications of School Mathematics</strong></td>
<td>3</td>
</tr>
</tbody>
</table>
Math 440  **Applied Mathematics I**  3  Prereq Math 315.  Partial differential equations; Fourier series and integrals; Bessel functions; calculus of variations; vector calculus; applications.  Credit not granted for both Math 440 and 540.  8-97

Math 441  **Applied Mathematics II**  3  Prereq Math 315.  Complex variable theory including analytical functions, infinite series, residues, and conformal mapping; Laplace transforms; applications.  Credit not granted for both Math 441 and 541.  8-97

Math 448  **Numerical Analysis**  3  Prereq FORTRAN programming; Math 315.  Fundamentals of numerical computation; finding zeroes of functions, approximation and interpolation; numerical integration (quadrature); numerical solution of ordinary differential equations.  Credit not granted for both Math 448 and 548.  8-97

Math 466  **Optimization in Networks**  3  Prereq Math 325, 364, or knowledge of linear programming.  Formulation and solution of network optimization problems including shortest path, maximal flow, minimum cost flow, assignment, covering, postman, traveling and salesman, and location.  Credit not granted for both Math 466 and 566.  8-97

Mus new 151  **Music Fundamentals I**  3  Notation and performance of music fundamentals: pitch, rhythm, scales, key signatures, and intervals.  8-97

Mus new 152  **Music Fundamentals II**  3  Prereq Mus 151.  Notation and performance of music fundamentals: melody, rhythm, scales, intervals, key signatures, triads, preparatory for Mus 251.  8-97

Mus new 467  **Marching Band Techniques**  2 (0-4)  Prereq Mus 253.  In-depth experience with planning, designing and arranging marching band shows using traditional and contemporary techniques.  1-98

SoilS 415  **Environmental Biophysics Laboratory**  1 (0-3)  Prereq SoilS 414 or c/.  Experimental methods and procedures in environmental measurements; temperature, wind, radiation, and humidity measurements in biological environments.  Cooperative course taught by WSU, open to UI students (Bot 436).  Credit not granted for both SoilS 415 and 515.  1-98

SpCom 488  **Structure of Conversation**  3  Prereq Com 245.  Symbol systems and their interrelation in sequential organization in everyday communication.  Credit not granted for both SpCom 488 and 588.  8-97

**ADDENDUM NO. 2 TO UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 1**  
**Spring 1997**

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### Asia

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Term</th>
</tr>
</thead>
</table>

### CAC

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>403</td>
<td>Cultural Issues in Psychology</td>
<td>3</td>
<td>Prereq 3 hours of CAC or Psych. Psychological issues pertinent to American minority groups and non-Western-European cultures.</td>
<td>8-97</td>
</tr>
<tr>
<td>453</td>
<td>Health Issues for Chicanos/as</td>
<td>3</td>
<td>Prereq junior standing. Current health issues related to Chicana/o and other Latina/o populations.</td>
<td>8-97</td>
</tr>
</tbody>
</table>

### Drama

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>464</td>
<td>Creative Drama</td>
<td>3</td>
<td>Philosophy and techniques of informal drama; practical experience integrated into the curriculum; emphasis on application to educational setting. Cooperative course taught by WSU, open to UI students (ThA 381). Credit not granted for both Drama 464 and 564.</td>
<td>8-97</td>
</tr>
<tr>
<td>468</td>
<td>[M] Theatre for Children and Youth</td>
<td>3</td>
<td>Theories, dramatic literature and production demands of theatre for children and youth. Credit not granted for both Drama 468 and 568.</td>
<td>8-97</td>
</tr>
</tbody>
</table>

### Hort

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>418</td>
<td>[M] Post-Harvest Biology and Technology</td>
<td>3 (2-3)</td>
<td>Prereq Hort 201; Bot 320. Physical and physiological basis for handling and storage practices; perishable organ ontogeny and physiological disorders; post-harvest environment requirements. Field trip required. Cooperative course taught by WSU, open to UI students (PlSc 418). Credit not granted for both Hort 418 and 518.</td>
<td>8-97</td>
</tr>
</tbody>
</table>

### Mus

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>151</td>
<td>Music Fundamentals I</td>
<td>3</td>
<td>Notation and performance of music fundamentals: pitch, rhythm, scales, key signatures, and intervals.</td>
<td>8-97</td>
</tr>
<tr>
<td>152</td>
<td>Music Fundamentals II</td>
<td>3</td>
<td>Prereq Mus 151. Notation and performance of music fundamentals: melody, rhythm, scales, intervals, key signatures, triads, preparatory for Mus 251.</td>
<td>8-97</td>
</tr>
<tr>
<td>491</td>
<td>Voice Pedagogy</td>
<td>2 (1-3)</td>
<td>Pedagogy methods course in voice; anatomy of the singing process; methodology of teaching voices in various learning and teaching styles. Credit not granted for both Mus 491 and 591.</td>
<td>8-97</td>
</tr>
</tbody>
</table>

### Phys

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>Problem Solving for Physics 101</td>
<td>1</td>
<td>Prereq c// enrollment in Phys 101. Small class environment for students who desire focused attention on problem solving skills as applied to Physics 101 materials. S, F grading.</td>
<td>8-97</td>
</tr>
<tr>
<td>104</td>
<td>Problem Solving for Physics 102</td>
<td>1</td>
<td>Prereq c// enrollment in Phys 102. Small class environment for students who desire focused attention on problem solving skills as applied to Physics 102 materials. S, F grading.</td>
<td>1-98</td>
</tr>
<tr>
<td>203</td>
<td>Cooperative Problem Solving for Physics 201</td>
<td>1</td>
<td>Prereq c// enrollment in Phys 201. Small class environment for students who desire focused attention on problem solving skills as applied to Phys 201 materials. S, F grading.</td>
<td>8-97</td>
</tr>
</tbody>
</table>

Psych new 403 Cultural Issues in Psychology 3 Same as CAC 403.

R S new 334 [S] Principles of Community Development 3 Prereq social science course, sophomore standing. Factors influencing how communities grow and decline and the ways in which social interventions influence these outcomes.

SpCom 435 Advanced Organizational Communication 3 Prereq SpCom 335. Advanced concepts, models and methods for in-depth analysis of contemporary communication organizations. Credit not granted for both SpCom 435 and 535.

V M new 575P Small Animal Theriogenology 1 Prereq third year professional DVM program. Information on management and disorders of the canine and feline reproductive system as it relates to veterinary practice.

V M 603P Clinical Medicine II V1 (0-3) to 4 (0-12) May be repeated for credit; cumulative maximum 8 hours. Prereq V M 570P fourth year professional DVM program. Clinical medicine training in diseases of food animals and horses; clinic rounds and diagnostic procedures. (OSU)

V M 634P Epidemiology of Diseases 2 (0-6) V 1 (0-3) to 4 (0-12) May be repeated for credit; cumulative maximum 8 hours. Prereq V M 585P fourth year Vet Med, V M 409/509. Principles of disease outbreak investigations, host-agent-environment interactions, and intervention strategies in animal populations. Field trips required.

V M new 639P Small Animal Theriogenology - Clinical Rotation 2 (0-6) Prereq fourth year professional DVM program. Hands-on experience in diagnosis, treatment, prevention and management of disorders related to canine and feline reproduction.

General Education Requirements

The following course is approved for [G] Intercultural Studies and Arts and Humanities status:
Asia 302 for Forms of Artistic Expression and Global Perspectives areas of coherence 1-98

The following course is approved for [S] Social Science status:
R S 334 for the Structure of Society area of coherence 1-98

ADDENDUM NO. 3 TO UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 1 Spring 1997

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<thead>
<tr>
<th>Acctg restore</th>
<th>438</th>
<th><strong>Advanced Cost Accounting and Management</strong></th>
<th>3</th>
<th>Prereq Acctg 338. Cost/managerial accounting as it is used for decision making and strategic planning; emphasis on budgeting, product cost, and performance measurement.</th>
<th>8-97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth</td>
<td>306</td>
<td><strong>[K] Cultures and Peoples of the Middle East</strong></td>
<td>3</td>
<td>Contemporary Arab cultures in a historical perspective within the framework of Western-Middle Eastern relations.</td>
<td>8-97</td>
</tr>
<tr>
<td>Asia</td>
<td>306</td>
<td><strong>[K] Cultures and Peoples of the Middle East</strong></td>
<td>3</td>
<td>Same as Anth 306.</td>
<td>8-97</td>
</tr>
<tr>
<td>Asia</td>
<td>470</td>
<td><strong>[I] [T] [M] Gandhi: India and the United States</strong></td>
<td>3</td>
<td>Same as Hist 470.</td>
<td>8-97</td>
</tr>
<tr>
<td>Chem new</td>
<td>338</td>
<td><strong>Environmental Physical Chemistry</strong></td>
<td>3</td>
<td>Prereq Chem 220, 222, Math 140. Physical chemistry for students in the environmental and biological sciences; emphasis on results and applications of physical chemical principles.</td>
<td>8-97</td>
</tr>
<tr>
<td>Hist new</td>
<td>306</td>
<td><strong>[K] Cultures and Peoples of the Middle East</strong></td>
<td>3</td>
<td>Same as Anth 306.</td>
<td>8-97</td>
</tr>
<tr>
<td>Hist</td>
<td>470</td>
<td><strong>[I] [T] [M] Gandhi: India and the United States</strong></td>
<td>3</td>
<td>Prereq completion of one Tier I and three Tier II courses in an appropriate area of coherence. British India, Gandhi and development of satyagraha in the Indian independence movement and its use in the US civil rights struggle.</td>
<td>8-97</td>
</tr>
<tr>
<td>Phil new</td>
<td>440</td>
<td><strong>[T] Mind of God and the Book of Nature: Science and Religion</strong></td>
<td>3</td>
<td>Prereq completion of science General Education Requirements, completion of one Tier I and two Tier II courses in appropriate area of coherence. Methodological comparison; cutting edge issues in science as they impact theism; guest lectures from professors in the natural sciences.</td>
<td>1-98</td>
</tr>
<tr>
<td>PI P new</td>
<td>360</td>
<td><strong>Crop Plant Problem Diagnosis</strong></td>
<td>1 (0-3)</td>
<td>May be repeated for credit; cumulative maximum 3 hours. Prereq CropS 305, Entom 340, Hort 304, 350, PI P 309. Field assessment of crop plant problems; diagnosis of problems associated with crops growing in the Columbia Basin.</td>
<td>5-97</td>
</tr>
<tr>
<td>SoilS</td>
<td>421</td>
<td><strong>Environmental Soil Chemistry</strong></td>
<td>3</td>
<td>Prereq Chem 105, 106, SoilS 201. Contaminant and nutrient chemistry in soil; solid and aqueous phase constituents; ion exchange; adsorption; mineral solubility; pesticide reactions; problem soils. Soil constituents; soil solutions; mineral equilibria; absorption reactions; acid/base reactions; oxidation-reduction; soil contaminants. Credit not granted for both SoilS 421 and 521.</td>
<td>5-97</td>
</tr>
<tr>
<td>W St 407 (307)</td>
<td>407</td>
<td><strong>[B] Biology of Women</strong></td>
<td>3</td>
<td>Same as Zool 407 407.</td>
<td>8-97</td>
</tr>
</tbody>
</table>
Zool 407 (307)  [B] Biology of Women  3  Prereq lab science course Bio S 102, 103, or 398; junior standing; completion of one Tier I and two Tier II courses in appropriate area of coherence.  Physiological basis of body functions; health care concerns unique to women; biological and evolutionary perspectives on femaleness. Biological basis of body function, role of medical technology in health care of women, impact of social and cultural perspectives of female role.

General Education Requirements

The following courses are approved for [K] Social Sciences or Intercultural Studies status:

- Asia 306 for Foundations of the Modern World, The Structure of Society, Human Values and Religious Thought, and Global Perspectives areas of coherence 8-97

The following courses are approved for Tier III Capstone status:

- Asia 470 [T] for Human Values and Religious Thought 8-97
- Hist 470 [T] for Human Values and Religious Thought 8-97
- Phil 440 [T] for Science and Society area of coherence 1-98
- W St 407 [B] for Science and Society area of coherence 8-97
- Zool 407 [B] for Science and Society area of coherence 8-97

ADDENDUM NO. 4 TO UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 1  Spring 1997

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Cpt S  453  Graph Theory  3  Same as Math 453.  Credit not granted for both Cpt S 453 and 553.  8-97

E E  426  Introduction to Electromagnetic Compatibility  3  Prereq E E 341, 351.  Electromagnetic compatibility requirements and principles, nonideal component behavior, conducted and radiated emissions and susceptibility, crosstalk, shielding, system design. Credit not granted for both E E 426 and 526.  8-97

E E  476  Analog Integrated Circuits  3  Prereq E E 311; 351 or c//; 489 or c//; c// in 477 for capstone design credit. Analysis and design of analog integrated circuits in CMOS and BiCMOS technologies; current mirrors, gain stages, operational amplifiers, frequency response, and compensation. Credit not granted for both E E 476 and 576.  8-97
Hist 430  [M] History of Mexico  3 War of independence, 19th century Mexico and the liberal-conservative struggle; modern Mexico since the Revolution of 1910. Credit not granted for both Hist 430 and 530.

Hist 432  20th Century Latin America  3 Contemporary developments, policies and trends in the Latin American states. Credit not granted for both Hist 432 and 532.

Hist 433  History of Cuba and the Caribbean  3 Historical development of the Caribbean, with emphasis on Cuba, from the Spanish arrival to Castro’s revolution. Credit not granted for both Hist 433 and 533.

Hist 434  History of Central America  3 Social and political development in Central America; reasons for dictatorships and radical social changes. Credit not granted for both Hist 434 and 534.

Math 456  Introduction to Statistical Theory  3 Prereq Math 430 or 443. Sampling distributions; hypothesis testing and estimation; maximum likelihood; likelihood ratio tests; theory of least squares; nonparametrics. Cooperative course taught jointly by WSU and UI (Math 452). Credit not granted for both Math 456 and 556.

Math 453  Graph Theory  3 Prereq Math 220. Graphs and their applications, directed graphs, trees, networks, Eulerian and Hamiltonian paths, matrix representations, construction of algorithms. Credit not granted for both Math 453 and 553.

Stat 456  Introduction to Statistical Theory  3 Same as Math 444 456. Credit not granted for both Stat 456 and 556.

*****

Motion carried.

8. Recommendation from Academic Affairs committee for New Rule 23 Requirements for Make-up Hours for University Holidays New Exhibit J is as follows:

PROPOSED RULE 23

MAKE-UP HOURS FOR UNIVERSITY HOLIDAYS

The presence of our one-day holidays in the academic calendar leads to fewer days of instruction for certain classes. Instructors have authority to require students to make-up lecture and laboratory contact hours, including scheduling such hours on evenings and Saturdays, whenever university holidays create unequal opportunities and time demands for students enrolled in the course. The make-up hours for a given course or section must be identified in the WSU Time Schedule and also in the course syllabus.

*****

It was moved to change the last sentence to say, "WSU Time Schedule or the class syllabus."
Seconded. Motion to amend carried.
Amended motion carried.

9. Recommendation from Faculty Affairs Committee for a change in the Faculty Manual page 31

Merit Rating New Exhibit K is as follows:

MEMORANDUM

TO: Richard W. Crain, Jr., Executive Secretary
FROM: Ken Duft, Chair, Faculty Affairs Committee
DATE: April 24, 1997
SUBJECT: Faculty Manual Change

The Faculty Affairs Committee proposes the following changes to the 1992 Faculty Manual page 31 insert from 1994.

Faculty shall be provided with comparative information to help them assess their performance evaluations and numerical ratings. Whenever a periodic evaluation and numerical rating for an individual faculty member is completed by a chair or their equivalent then the rating shall be reported back to the individual faculty member together with the mean and standard deviation of ratings for all faculty in the department or equivalent unit evaluated at the same time. If commensurate merit ratings assigned by the faculty member’s dean are identical to those assigned by the chair, no additional faculty signature is required. In such cases where the dean’s rating is different, a second and subsequent signature from the faculty member will be required on the form. However, no comparative information shall be reported back in departments having fewer than four faculty members on permanent appointment in order to preserve the confidentiality of ratings of individual faculty members.

*****

A motion to amend by adding "and dean" after "by the chair" in the second sentence. Seconded. Motion to amend carried, Amended motion carried.

A call for a quorum resulted in adjournment. The following items were not acted upon.


Agenda Items (Discussion Items).

This item was moved to Action Item 12.

1. Recommendation from Senator Alexander Hammond for a Resolution on Library Acquisitions (Exhibit L).-A. Hammond
Constituents' Concerns.

K. DePauw stated that she consulted with G. Gamble and they will make sure all faculty who currently have a locker in Bohler Gym will be given a locker somewhere else during construction.

Concern was raised overusing WSU grounds to expand and the golf course and to allow developers to build homes around it.

Concern and disappointment was raised that the researchers involved in the grass burning issue were not invited to address the Senate.

Adjournment.

The meeting adjourned at 6:20 p.m.

Dorene Branson
Secretary Pro Tem