The Faculty Senate was called to order by Val Limburg, Chair on Thursday, November 14, 1996, in FSHN, T101, at 3:40 p.m. Forty-seven (47) members were present, thirty (30) members were absent with five (5) vacancies. There were eight (8) non-voting members present. (See attached attendance sheet.)

Minutes of October 31, 1996, were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers and administrators met on November 5, 1996.

2. The Forum scheduled for November 21 has been canceled. On November 13, 1996 the Faculty Senate along with all faculty were invited to join the ASWSU meeting in FSHN T101 to discuss Virtual WSU with acting Vice Provost Monem. The meeting was to start at 7:15 and was conducted over WHETS to the branches. All are encouraged to attend.

3. The notes of a special Steering Committee meeting held on October 17 with central administrators to discuss Virtual WSU, job description for the Vice Provost for Learning and Technology and distance learning are in Exhibit B is as follows:

Faculty Senate Steering Committee
Special Meeting
October 17, 1996

A special meeting of the Steering committee was called to order by Val Limburg, Chair, on Thursday October 17, 1996, at 3:30 pm in French Administration 418.


The meetings was held for the purpose of discussing the following issues:
Job Description for Vice Provost for Learning and Technology and Implementation Plan for Virtual WSU; Extended Degree Programs, VWSU and Learning Centers; Extended Academic Issues Task Force Report.

Modem handed out copies of the job description for Vice Provost for Learning and Technology. He stated that the search committee had been established with Hal Dengerink, Dean, WSU Vancouver as the chair. The notice of vacancy is being prepared and should be published next week. The search will start immediately and expectations are that the new provost will be hired and then this position will be filled. It is hoped that the new provost will be on board to help make the final decision on this position. A question was raised about how much
responsibility this vice provost would have IT? Modem stated that IT will have one director who will report to this person. IT will be reorganized before the new vice provost is appointed. Modem will meet with the Planning Review Committee this next week to discuss IT Implementation Task Force. Crain stated that he opposed the Center for Teaching and Learning being under the new vice provost. He stated that the function of the Center should be central to the academic function of the University. The Center should not be moved in the technology domain it should be a support program for academics. Modem stated that the idea is to move the technology as being vied as the realm of the technologists to the realm of the education component of the University. The longer we keep IT separate from the academic environment the longer it will take to integrate it into day to day activities. Modem stated that the person over the Center is the Provost because they all report to him. Modem was asked what the qualifications for this individual would be? DePauw pointed out that the proposal for the Center for Teaching and Learning names the Provost’s office as its reporting body. Modem distributed a list of qualifications for the position.

Brigham moved that the Faculty Senate Steering committee go on record as urging the Search committee to change the Notice of Vacancy to require a doctoral degree and successful teaching and research career.

Seconded

Motion carried unanimously. (Crain forwarded this motion to the chair of the Search Committee.)

It was recommended that the Center for Teaching and Learning be taken out of the job description for the vice Provost so that the person who is hired does not assume that the CTL would be under his or her authority. Modem stated that we need a vice provost who can resurrect the role of the vice provost for instruction to focus on undergraduate education and learning. It was pointed out that the first paragraph under duties does not state this. It needs to be clarified to the university community that Virtual WSU is not technology driven learning. Modem stated that he has always understood this position to be an educator who can bring the University to the 21st century with technology as one of the tools to do that. The Committee expressed concern that the document should be rewritten with more emphasis on the teaching/learning aspects and less emphasis on the technology aspects.

Virtual WSU needs a lot of preparation and planning. IT is a way for WSU to develop learning centered educational programs or to convert what WSU does to the learning center format so students can learn at different times in different places. This has been a difficult task to achieve and now technology will allow us to achieve that goal. There were approximately 150 courses last year in which faculty used web based instruction or some other form of extended instruction to offer their course. Every college with the exception of ICNE presented proposals this year for participation in some aspect of Virtual WSU and every college received supplemental funding to participate. A very important question, is do we know whether or not using technology will significantly improve learning.
Within a short period of time 10 or 15 new projects will be selected to allow this and related issues to be addressed.

Kendall stated she felt the direction the university should be going is the recognition that developing courses for the Extended Degree Program is quite an investment both for the faculty member and support wise for the institution. It doesn’t make sense to be going on parallel tracts in developing of materials. The goals are the same of integrating technology to improve teaching and expand access. WSU needs to have joint development in the areas of EDP and VWSU. As courses are identified and developed for the EDP they can include someone from Virtual WSU who is working toward the same goal as part of the course design team. The Center for Teaching and Learning is to help enhance teaching as well as incorporate technology into teaching. The Center is not for the business of production. This Center is for improving undergraduate education. Zuiches stated that the Learning Centers are mechanisms for increasing access to higher education through the county extension offices. That is a place where people can get their degree related course work whether through a web sites, WHETS, video tapes or directly. Cooperative Extension faculty are not teaching courses for credit. The EDP has 600 students this fall almost double from a year ago. Learning Centers opened up the door to WSU courses much more intensively than before the centers were in place. Students who go to the learning centers are students who will not come to Pullman or even go to a branch. They tend to be place bound, job bound, family bound so that they will not come to the campuses. Learning Centers must be considered a point of access not necessarily a building. Academic control is with the departments just as it is on campus. Some questions raised were: Is there some way of knowing that the people who are getting the credits are actually doing the work? What happens with a course that goes entirely over the internet and you never actually see the student? Concerns were expressed about quality. It was pointed out that quality is rarely mentioned in the Virtual WSU document. EDP is in the process of developing an extensive assessment report for their program. A department that offers a course is responsible for quality control however they decide to offer it.

DePauw pointed out some of the principles and assumptions of the Extended Academic Issues Task Force are critical. The Task Force felt that as one university geographically dispersed we need to follow the same policies and procedures and that doesn’t seem to be happening. Colleges and departments are responsible for teaching, research and service. This report is very thorough and the needs to be read carefully and discussed in the committees.

* * * * *

Announcements (Reports).

1. Remarks by the Chair.—V. Limburg

Limburg announced that the tape of the forum held on November 13 will be replayed immediately following the Faculty Senate meeting on Cable 8. He also announced that the full Faculty Senate agenda will no longer be distributed to everyone. Senators and key administrators will receive the full agenda and the agenda will be available on the
Web sight. Limburg addressed two issues raised earlier: the Policy on Contact with State Officials has never been approved by any committee, Senate or Regents so that policy does not exist. The Provost has communicated this fact to all deans and has asked the deans to talk to faculty members to make sure they understand this. The other issue of concern is nonreappointment. This policy in the Faculty Manual appears to be ambiguous and has been turned over to the Faculty Affairs Committee.

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

There was no report.

Additions or Changes to the Agenda.

G. Hower, Chair of AAC withdrew discussion items 4 and 6 from the agenda.

The amended agenda was approved.

Agenda Items (Action Items).

1. Recommendation from Graduate Studies Committee for Graduate Major Change
   Bulletin #5 is as follows:

   GRADUATE MAJOR CHANGE BULLETIN NO. 5
   Fall 1996

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

<table>
<thead>
<tr>
<th>Course</th>
<th>581</th>
<th>Advertising Psychology</th>
<th>Prereq graduate standing. Examination of social and cognitive psychological theories which have contributed to the practice of advertising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adver</td>
<td>new</td>
<td></td>
<td>3-Prereq 8-97</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>510</th>
<th>Fundamentals of Research</th>
<th>Prereq graduate standing. The research process and the graduate research project; objectives, techniques, and challenges; scientific method and the design process; use of literature; creativity; writing and speaking about research; preparation of a research proposal. Cooperative course taught by U1 (For 5 / 0), open to WSU students</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSysE</td>
<td>new</td>
<td></td>
<td>1-97</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>504</th>
<th>Organometallic Chemistry</th>
<th>Prereq Chem 501. Structure, bonding, and reaction chemistry of organotransition metal compounds; applications to homogenous catalysis. Cooperative course taught by U1 (Chem 568), open to WSU students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem</td>
<td>new</td>
<td></td>
<td>8-96</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Course</th>
<th>501</th>
<th>Historical and Philosophical Foundations of Counseling Psychology</th>
<th>Prereq admission to Counseling Psychology Ph.D. program. History of counseling psychology; philosophical and psychological systems; current identity of counseling psychology as an academic discipline and a profession</th>
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<tr>
<td>COPS</td>
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<td>8-97</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>Description</td>
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<tr>
<td>COPS Y new 529</td>
<td><strong>Counselor Supervision: Theory, Research, and Practice</strong></td>
<td>3 or 4</td>
<td>Prereq admission to Counseling Psychology Ph.D. program. Survey of major theoretical approaches, techniques, and research in models of counselor supervision and training.</td>
</tr>
<tr>
<td>Crm J new 504</td>
<td><strong>Quantitative Methods in Political Science and Criminal Justice</strong></td>
<td>3</td>
<td>Same as Pol S 504.</td>
</tr>
<tr>
<td>Ed Ad new 540</td>
<td><strong>Current Issues in Sports</strong></td>
<td>3</td>
<td>Current issues and problems in sports, and their effect on the administration of sport programs.</td>
</tr>
<tr>
<td>Ed Ad new 561</td>
<td><strong>Student Development Theory, Research, and Application</strong></td>
<td>3</td>
<td>Student development theory, related research and the application of theory to practice in student affairs work.</td>
</tr>
<tr>
<td>Ed Ad new 562</td>
<td><strong>Professional Problems in Student Affairs</strong></td>
<td>3</td>
<td>The organization, programs and professional issues related to selected student affairs programs and units.</td>
</tr>
<tr>
<td>Ed Ad new 565</td>
<td><strong>Master's Practicum in Student Affairs</strong></td>
<td>3 (0-9)</td>
<td>Prereq graduate student with 15 hours of completed course work in education. Selected supervised experiences in professional student affairs settings which provide for the investigation/application of theory/methods gained through formal course work.</td>
</tr>
<tr>
<td>ES/R P new 502</td>
<td><strong>Human Health and the Environment</strong></td>
<td>3</td>
<td>Graduate-level counterpart of ES/RP 402; additional requirements. Credit not granted for both ES/RP 402 and 502.</td>
</tr>
<tr>
<td>ES/R P new 513</td>
<td><strong>Environmental Epidemiology</strong></td>
<td>3</td>
<td>Prereq Stat 412; Rec Micro 420, Stat 422. Environmental epidemiologic methods to investigate environmental problems and familiarity with relevant scientific literature</td>
</tr>
<tr>
<td>H D new 535</td>
<td><strong>Program Development in Child, Family, and Consumer Studies</strong></td>
<td>3</td>
<td>Prereq graduate standing. Analysis and development of program delivery systems, curricula and evaluation models. Cooperative course taught by UI (FCS 554), open to WSU students.</td>
</tr>
<tr>
<td>H D new 555</td>
<td><strong>Parent-Child Relationships</strong></td>
<td>3</td>
<td>Prereq graduate standing. The developing family patterns of child rearing. Cooperative course taught by UI (FCS 540), open to WSU students.</td>
</tr>
<tr>
<td>H D new 575</td>
<td><strong>Family Resource Management</strong></td>
<td>3</td>
<td>Prereq graduate standing. Management of economic and human resources with focus on family structures in all socioeconomic and age groups. Cooperative course taught by UI (FCS 560), open to WSU students.</td>
</tr>
<tr>
<td>H D new 586</td>
<td><strong>Special Topics in Human Development</strong></td>
<td>V 1-3</td>
<td>May be repeated for credit; cumulative maximum 6 hours. Prereq graduate standing. Assessment and evaluation of families and children.</td>
</tr>
<tr>
<td>Hist new 553</td>
<td><strong>Age of Revolution: Europe, 1815-1870</strong></td>
<td>3</td>
<td>Graduate-level counterpart of Hist 453; additional requirements. Credit not granted for both Hist 453 and 553.</td>
</tr>
<tr>
<td>Hist new 554</td>
<td><strong>Age of Imperialism: Europe, 1870-1914</strong></td>
<td>3</td>
<td>Graduate-level counterpart of Hist 454; additional requirements. Credit not granted for both Hist 454 and 554.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
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<tr>
<td>Hist 578</td>
<td>Field Course in Asian History</td>
<td>3 Readings and interpretive problems in Asian history.</td>
<td>8-97</td>
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<tr>
<td>Hort 515</td>
<td>Seminar in Plant Physiology I</td>
<td>May be repeated for credit; cumulative maximum 4 hours. Same as PI Ph 515.</td>
<td>1-97</td>
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<tr>
<td>HPA 597</td>
<td>Internship</td>
<td>5 Prereq HPA 501, 503. Professional experience in a health-related organization under faculty and mentor supervision.</td>
<td>1-97</td>
</tr>
<tr>
<td>Micro 562</td>
<td>Advanced Pathogenic Mechanisms</td>
<td>3 Prereq by interview only. Detailed analysis of microbial virulence factors and host factors involved in infection and infectious disease. Cooperative course taught jointly by WSU and UI (MMBB 562).</td>
<td>8-96</td>
</tr>
<tr>
<td>Nurs 504</td>
<td></td>
<td>Requirements for the Master in Nursing, Family Nurse Practice Area of Concentration, changed</td>
<td>1-97</td>
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<td>Nurs 507</td>
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<td>Nurs 537</td>
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<td>Nurs 582</td>
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<td>Nurs 595</td>
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<td>Nurs 702</td>
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<td>Electives</td>
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<td>Variable</td>
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**Plant Physiology**

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<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PI Ph 515</td>
<td>Seminar in Plant Physiology I</td>
<td>May be repeated for credit; cumulative maximum 4 hours. A cross-discipline seminar, including botany, crop and soil sciences, horticulture, plant pathology, and plant physiology.</td>
<td>1-97</td>
</tr>
<tr>
<td>Pol S 504</td>
<td>Quantitative Methods in Political Science and Criminal Justice</td>
<td>3 Prereq introductory statistics. Applied statistical skills to enable understanding of substantive political and social questions.</td>
<td>1-97</td>
</tr>
<tr>
<td>Soils 526</td>
<td>Soil Mineralogy</td>
<td>2 (1-3) Prereq Soils 421 or 422; 454 or 55 1. Distribution and significance of soil minerals; weathering and reactivity of mineral structures; techniques of mineral identification; X-ray diffraction, chemical dissolution, optical and electron microscopy. Cooperative course taught by UI(Soils 526), open to WSU students.</td>
<td>1-97</td>
</tr>
<tr>
<td>T&amp;L 564</td>
<td>Elementary School Mathematics Methods Science and Math</td>
<td>3 Teaching methods and material for science and math that emphasize method and content integration. Introduction to research, theory, and methods teaching K-8 mathematics; emphasis on integrating theory and practice.</td>
<td>1-97</td>
</tr>
</tbody>
</table>
T&L  572  Elementary School Science and Methods  3  Theoretical base design and implement appropriate standards-based elementary science instruction.

* * * * *

Motion carried.

2. Recommendation from Academic Affairs Committee for Undergraduate Major Change Bulletins #12 & #13 (10/31/96) is as follows:

UNDERGRADUATE MAJOR CHANGE BULLETIN NO. 12  Fall 1996

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

Aging  396  Social Work with the Aging  3  Same as SW 396.  1-97

Aging  412  Environment and Aging  3  Exploration of the relationship between the processes of aging and the physical environment within an environment and behavior perspective. Cooperative course taught by Ul (Arch 412), open to WSU students.  1-97

Business

Requirements for Bachelor of Arts in Business Administration, International Business Option, changed. Junior and senior years: I Bus 380, and five of: I Bus 415, 416, 435, 436, 453, 470, 481, 482, 492, 496. Additional course work from a study abroad or residence curriculum must be filled.

Residence Curriculum

One Two of the following: Anth 419, Econ 416, 472, Hist 477, Pol S 435, 436, 472, Anth 419 or courses approved by chair.

1May not be used under both International Business and Business core.

Cpt S  253  Java Programming Language  3  Prereq Cpt S 150, 153, 203, or 25 1. Comprehensive programming practice using Java.  1-97

E E  472  Power Systems Laboratory  11  2 (0-6) May be repeated for credit; cumulative maximum 4 hours. Prereq E E 362; c// in E E 486, 491, or 493. Experiments and design projects related to E E 486, 491 and/or 493. (g)  1-97

Economics

Requirements for the Bachelor of Arts in Economics changed. Econ 301 requirement changed to Econ 301 or 302 requirement.  1-97

Entom  442  Physiological Ecology of Insects I  ("  Prereq Entom 343, Math 140. Effects of and reactions to physical factors in the environment by arthropods. (g)  1-97

Entom  443  Insect Entomology Natural History of Insects I  (2-2-3) 1 Prereq Bio S 104, Entom 343, Math 140. Interrelationships of insects with physical and biotic environment, population dynamics and community relations. Life history strategies and management of population of terrestrial arthropods, (a/y) Cooperative course taught by WSU, open to UI students(Ent 443). (g)  1-97
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSHN 371</td>
<td>Cultural Food Patterns</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>FSHN 475</td>
<td>Clinical Experience Supervised Practice in Dietetics I</td>
<td>V 1-3 (0-9)</td>
<td>Prereq: FSHN 475</td>
<td>May be repeated for credit cumulative maximum 21 hours. By interview only. Supervised practical experience for CUOGD students. Students in CUOGD receive clinical experience each semester during their junior year and senior year.</td>
</tr>
<tr>
<td>FSHN new 476</td>
<td>Supervised Practice in Dietetics II</td>
<td>Prereq: FSHN 475</td>
<td>Supervised practical experience for CUOGD students.</td>
<td></td>
</tr>
<tr>
<td>FSHN new 477</td>
<td>Supervised Practice in Dietetics III</td>
<td>Prereq: FSHN 476</td>
<td>Supervised practical experience for CUOGD students</td>
<td></td>
</tr>
<tr>
<td>FSHN new 478</td>
<td>Supervised Practice in Dietetics IV</td>
<td>Prereq: FSHN 477</td>
<td>Supervised practical experience for CUOGD students</td>
<td></td>
</tr>
<tr>
<td>Hist 300</td>
<td>[M] Writing with Historical Emphasis</td>
<td>3</td>
<td>Prereq: Engl I 01</td>
<td>Historical topics, use of sources, analytical thought, and precision in language.</td>
</tr>
<tr>
<td>Hist 435</td>
<td>European Expansion Overseas, 1400-1800</td>
<td>3</td>
<td>Prereq: completion of one Tier I and three Tier 11 courses in appropriate area of coherence.</td>
<td>The factors underlying European overseas expansion before 1800 and its impact on indigenous societies and world trading patterns. (g)</td>
</tr>
<tr>
<td>Hist new 444</td>
<td>[H] The Renaissance</td>
<td>3</td>
<td>Prereq: completion of one Tier I and three Tier 11 courses in appropriate area of coherence.</td>
<td>Political, cultural, and religious history of Europe, 1300-1500. (a/y) (g)</td>
</tr>
<tr>
<td>Hist new 491</td>
<td>[T] History of World Trade</td>
<td>3</td>
<td>Prereq: completion of one Tier I and three Tier 11 courses in appropriate area of coherence.</td>
<td>The evolution of the institutions, conditions, and consequences of world trade after 1000.</td>
</tr>
<tr>
<td>M E 473</td>
<td>Computer-aided Design</td>
<td>3 (2-3)</td>
<td>Prereq: M E 313</td>
<td>Interactive computer programming and graphics in the design of engineering systems. (g)</td>
</tr>
<tr>
<td>Nurs 441</td>
<td>Nursing Practice: Community Health</td>
<td>4(0-12)</td>
<td>Prereq: Nurs421, 403, 404, 405 and/or 406.</td>
<td>Clinical application of nursing public health, and management concepts; emphasis on population-based collaborative practice. S, F grading.</td>
</tr>
<tr>
<td>Phil new 375</td>
<td>[M] Women and Ethics</td>
<td>3</td>
<td>Prereq: Phil 101 or W St 200</td>
<td>Same as W St 375.</td>
</tr>
<tr>
<td>Rus new 430</td>
<td>[HI SL] Petersburg</td>
<td>3</td>
<td>Prereq: completion of one Tier I and three Tier 11 courses in appropriate area of coherence.</td>
<td>The image and role of St. Petersburg in Russian and world classics of literature, art, music, and film.</td>
</tr>
<tr>
<td>Soc new 484</td>
<td>Lesbian and Gay Studies</td>
<td>3</td>
<td></td>
<td>Same as W St 484.</td>
</tr>
<tr>
<td>T&amp;L 497</td>
<td>Topics in In-Service Education</td>
<td>V 1-3</td>
<td>May be repeated for credit; cumulative maximum 9 hours. New developments and applications on selected in-service and staff development topics.</td>
<td>8, S, F grading. (g)</td>
</tr>
<tr>
<td>W St new 375</td>
<td>[M] Women and Ethics</td>
<td>3</td>
<td>Prereq: Phil 101 or W St 200</td>
<td>Study of gender and feminism and their effect on contemporary ethical theories and issues.</td>
</tr>
</tbody>
</table>
The following courses are approved for Tier III Capstone status:
Hist435[T] for Global Perspectives area of coherence 1-97
Hist 444 [H] for Foundations of Western Civilizations area of coherence 1-97
Hist 491 [T] for Global Perspectives area of coherence 1-97
Rus 430 [HI for Forms of Artistic Expression area of coherence 1-97

Writing in the Major Requirement
The following courses are approved for [MI status:
Hist 300 1-97
Phil 375 1-97
W St 375 1-97

UNDERGRADUATE MAJOR CHANGE BULLETIN NO. 13
Fall 1996
The requirements and courses listed below reflect the undergraduate major curricular changes approved by the Catalog Subcommittee since approval of the last Undergraduate Major Change Bulletin. All new and changed courses are printed in their entirety. New and dropped courses are identified under the course prefix and number. Other changes are underlined. The column to the far right indicates the date each change becomes effective.

A S new 305 Introduction to Animal Growth and Development 3 Prereq A S 101, Bio S 103. Animal structure, composition, whole body and cellular growth, prenatal and postnatal growth; emphasis on skeletal muscle, bone and adipose tissue.

Aging
Requirements for the Aging Minor changed.

The minor requires a minimum of 18 hours of credit including Aging 130, 363; H D 203 or 305; Aging 396 or Soc 356, and approved aging-related courses (6 hours) to be selected from a list of recommended courses available from the program chair. Students must obtain approval of their course selection from the program chair.

The certificate in aging is granted to students who complete both the minor in aging and an internship experience. The internship with a focus on aging must be completed either in Human Development or Alcohol Studies and may require additional prerequisites. All internships must be approved by the chair of the program prior to their initiation.

Anth new 404 [Ki The Self in Culture 3 Prereq 100-level Anth, Psych or Soc; completion of one Tier I and three Tier II courses in appropriate area of coherence. Anthropological and psychological theories, folk theories in nonwestern cultures, other time and place differences and contemporary American culture regarding the self

Dec S new 451 Data Analysis for Managers 3 Prereq Math 201, admission to MBA program. Data analysis methodologies for business decision models to improve organizational performance.

Econ new 451 Economic Theory and Business Problems 3 Prereq Math 202, admission to MBA program. Macro and micro economics theory; a focus on solving business problems; in-depth study of business decisions in the world economy.

English
Requirements for the English Minor changed

The student must complete a minimum of 16 hours in English courses
The 16 hours must also include one composition course beyond Engl 101. Engl 209 and 210 are strongly recommended.

**FA new 302 Arts of Asia**

**Prereq** GenEd I IO, I I 1. Art and architecture of India, China, and Japan, within their historical, religious, and cultural contexts.

- 3 Prereq GenEd I IO, I I 1. Art and architecture of India, China, and Japan, within their historical, religious, and cultural contexts.

**French**

Minimal Requirements for the French Major changed.

**French**

French: 304; 307 or 407; 308 or 408; 320, 322, 409; two from: Fren 420, 421, 422, 423, 424, 425, 427; one two

- from Fren 315, 316, 416; one two from Fren 306, 310, 407, 408.

**French**

French Area Studies Minor established, with French Area Studies Option and Francophone Area Studies Option.

Both options in the minor require a minimum of 23 credit hours, chosen according to the following schedule of studies.


*Students choosing Francophone Area Studies Option must take these courses.

**Hist restore 434 History of Central America**

3 Social and political development in Central America; reasons for dictatorships and radical social changes. (a/y) (g)

**Hort restore 101 Horticulture and Society**

3 (2-3) Principles and practices of gardening for personal, economic, environmental, and social benefits; horticultural technologies; fruits, vegetables, landscape, and interior plants.

**I D new 415 Advanced Interior Construction and Detailing**

3 Prereq I D 215. Analysis of building construction and detailing which impacts interior space design.

**Leadership Studies**

Requirements for the Leadership Studies Minor changed.

**Former Requirements**

The minor in Leadership Studies requires 18 semester hours, 13 of which must be from upper-division courses. The minimum g.p.a. in the minor courses must be at least a 2.5. A total of 3 hours of transfer work may be counted toward the minor requirements for courses below the 300 level. All other course work must be taken in residence at WSU.

Students must earn credits from courses in the core curriculum and the supporting interdisciplinary curriculum approved for the minor. Courses taken to fulfill the supporting curriculum requirements may also be used to fulfill requirements for the student's academic major. Deviations from the stated requirements must be approved by the Dean of the College of Education or the dean's designee.
Current Requirements

Students majoring in any academic area may also take a minor in Leadership Studies. The minor in Leadership Studies requires 18 semester hours, 13 of which must be from upper-division courses. Students must earn credits from courses in the core curriculum and the supporting interdisciplinary curriculum approved for the minor. Students must complete 9 and no more than 12 core curriculum credits from the following: 6 credits from: Ed Ad 389, 440; 3 credits from: Ed Ad 497, 498, 499.

In addition to the 9 credits from the core curriculum, students must earn the balance of the 18 credits from courses listed in the interdisciplinary supporting curriculum; choose 9 credits from: CAC 495, Mgt 401, Pol S 456, SpCom 434, W St 315.

Micro  417  Food Microbiology Laboratory  2 (0-6) Prereq Micro 416 or cH. Methods of enumeration, detection, and identification of spoilage and pathogenic microorganisms in foods.  8-97

PEACT  139  Rowing  S, F grading.  8-97

PEACT  181  Beginning Roller Hockey  1-97

PEACT  281  Intermediate Roller Hockey  1-97

PEACT  282  Competitive Roller Hockey  1-97

VM  575P  Lameness in Livestock  2 (1-3) Prereq third year in Vet Med. Examination, diagnosis, treatment, and prevention of lameness in cattle  8-97

VM  533P  Pharmacology/Toxicology  II  4 (3-3) Pharmacology and toxicology of the systems of domestic animals. Continuation of VM 531. Cooperative course taught by WSU, open to UI students (VS 533).  1-97

VM  599P  Special Problems  V 1-4 May be repeated for credit; cumulative maximum 8 hours. Prereq enrollment in DVM professional program. S, F grading  8-97

General Education Requirements

The following course is approved for [GI Intercultural Studies and arts and Humanities status:]

FA  302  for Forms of Artistic Impression and Global Perspectives area of coherence  8-97

Anth  404  [K]  for Nature of Humanity area of coherence  1-97

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Motion carried.

3. Recommendation from Academic Affairs Committee for Revision to Rule 53 Certification of a Major Exhibit F (10/31/96) is as follows:
MEMORANDUM

TO: Richard Crain, Executive Secretary Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 25 October 1996
SUBJECT: Revision to Rule 53, Certification of a Major

At its meeting on 14 October 1996, the Academic Affairs Committee (AAC) approved the attached revision to Rule 53, Certification of a Major, to be effective fall 1997.

Members of the Academic Affairs Committee reviewed the attached proposals to modify Rule 53 submitted by Alton Jamison, Student Advising and Learning Center Director, Jane Lawrence, University Honors Program Director, and Monty Nielsen, Registrar. Two options were presented to the AAC for consideration: to allow students to certify upon matriculation to the university and to allow students to certify at 24 hours, rather than 30, as the present rule allows.

Members of the AAC reaffirmed the long-standing WSU tradition of encouraging students to refrain from formally choosing majors until after a year or more of college while acknowledging that some students complete their first years of college with fewer than 30 total credits. The attached revision was supported by representatives from the Student Advising and Learning Center and the General Studies Program, as well.

The attached revision allows certification upon completion of 24 hours, allows students to declare majors upon matriculation (which students in effect do now, when responding to interest area questions and participating in the Four-Year Degree Agreement), and alters the connection to the Student Advising and Learning Center from "approval of the Director of Advising" to "notification of the Student Advising and Learning Center."

At this time, Faculty Senate review and approval is recommended.

enclosures
cc. G. Hower      M. Nielsen

Rule 53, Certification of a Major
An undergraduate may declare an academic major upon matriculation to the university. Upon completion of 24 semester hours, and meeting department, program, or school certification requirements, a student may certify in an academic major with the approval of the appropriate academic department, program, or school, and upon notification to the Student Advising and Learning Center.

An undergraduate student may certify an academic major upon completion of 30 semester hours with the approval of the Director of Advising and the department chairperson.

A student who has completed 60 semester hours must certify a major as a condition to further enrollment with approval as above.
Transfer students with 60 or more semester hours of transfer credit who are undecided about a major may, upon request and approval of the Director of Advising, notification of the Student Advising and Learning Center, spend one semester being advised within the Student Advising and Learning Center.

Some departments, programs, or schools may require more than additional criteria beyond the minimum 30 hours for certification and a grade point average higher than the minimum of 2.00.

Consult the catalog for specific departmental certification requirements.

* * * * *

It was suggested that maybe this could be fine tuned so that rather than lowering the number of credits to certify that a mechanism could be developed to help identify a student’s area of interest so that departments could contact them and help them.

A motion was made to send this back to committee to rework the language.

Seconded. Motion passed

4. Recommendation from Academic Affairs Committee for Revision to Rule 98 Correction of Grade Errors Exhibit G (10/31/96) is as follows:

MEMORANDUM
TO: Richard Crain, Executive Secretary Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 25 October 1996
SUBJECT: Revision to Rule 98, Correction of Grade Errors

At its 7 October 1996 meeting, the Academic Affairs Committee (AAC) approved the following revision to Rule 98, Correction of Grade Errors, to be effective fall 1997:

An instructor may not change a grade after it has been filed with the Registrar, except in the case of clerical error, which the instructor may correct by so certifying to the Registrar. Such changes must be approved (signature required) by the chairperson of the department in which the course was offered. Grade corrections must be processed within one year of the end of the term for which the original grade was given. In extenuating circumstances, exceptions to the one year time limit for correction of grade errors may be considered by petition to the Registrar's Office.

Members of the AAC discussed introducing a time limit for corrections of grade errors when they were considering the question of grade books and the proposed new rule, Rule 92, Grade Books. Members agreed that grade errors should be corrected within a year, except in very rare circumstances which could be addressed by petition to the Registrar's Office.

At this time, Faculty Senate review and approval is recommended.
Motion carried.

5. Recommendation from Academic Affairs Committee for A Policy on Time Limit to Graduation Exhibit H (10/31/96) is as follows:

MEMORANDUM
TO: Richard Crain, Executive Secretary Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 25 October 1996
SUBJECT: Proposed Changes in Catalog: Second Baccalaureate Degree Requirements University Graduation Requirements Time Limit

At its 21 October 1996 meeting, the Academic Affairs Committee (AAC) approved the attached revisions to the catalog, regarding second baccalaureate degree requirements and university graduation requirements time limit, to be effective fall 1997.

The AAC reviewed the proposal submitted by the heads of the General Education Program, the Intercollegiate Center for Nursing Education, WSU Vancouver, WSU Tri-Cities, the Student Advising and Learning Center, and Extended University Services. AAC members discussed the proposed revisions with representatives from the Student Advising and Learning Center, the General Education Program, and the General Studies Program, who all supported the revisions.

The revisions would serve students and improve the efficiency of time to degree. The revisions acknowledge that some students are not able to start college and proceed through full-time and without interruption. The revisions also address complications for students in completing their degrees that have arisen from the substantial general education revisions in the last three biennia.

At this time, Faculty Senate review and approval of the attached revisions are recommended.

enclosure
CC: G. Hower M. Nielsen

Addition to Catalog, page 22

Second Baccalaureate Degree

A student who desires to complete a second baccalaureate degree shall satisfy the second degree program and college requirements and present not less than 150 semester hours of credit. The first bachelor's degree, whether at WSU or at another accredited institution, is understood to fulfill all university requirements for graduation, including the upper division requirements, University Writing Portfolio, and the minimum hours for the first degree, as well as the requirements of the General Education Program.
Revision to Catalog, page 25

Undergraduates who will not graduate within the normal degree time frame (e.g., four years for a four-year baccalaureate program and five years for a five-year program) plus two years must meet the requirements for graduation as published in the catalog four years prior to the date of graduation.

Undergraduates who will not graduate within the normal minimum degree time frame (four years for four-year baccalaureate programs, five years for five-year programs, and six years for six-year programs) have a total of eight years in four-year programs and ten years in five-year and six-year programs to complete their degrees under their original catalog requirements. Those who take longer to complete their degrees must meet the requirements for graduation as published in the catalog four years prior to the date of graduation, with the exception to policy listed below.

Students who initiated their postsecondary education prior to fall 1991 (fall 1993 for transfer students) may, if they wish, fulfill the general university requirements for graduation as published in the 1989-91 WSU Catalog. This policy does not apply to major and college requirements. All major and college requirements must be fulfilled as approved at the time of certification, or, if too much time elapses (as defined above), the major and college requirements as listed in the catalog four years prior to graduation.

September 15, 1996
To: Glenn Hower, Chair, AAC Michael Kallaher, Chair, Catalog
From: Richard Law, Director, General Education
Thelma Cleveland, Dean, ICNE
James Cochran, Dean, WSU-Tri-Cities
Hal Dengerink, Dean, WSU-Vancouver
Al Jamison, Director, SALC
Muriel Oakes, Director, EUS
Subject: Proposed Changes in Catalog

We propose a clarification of existing policy on second baccalaureate degrees (item #1 below) and some simplifications of existing policy regarding students who take longer to finish their degrees than the prescribed maximums (items #2 and 3). The rationale for these proposed changes is, first of all, to serve the students more effectively; efficient time-to-degree is an urgent problem. ‘We also hope to smooth the way to graduation for students who had started before 1991 and have dropped out or behind for a dm along the way.

Proposed Additions to the Catalog:
1. We propose the insertion of a new paragraph with heading on page 22 of the WSU Catalog immediately after section on 'Minor or second Major':
Second Baccalaureate Degree
A student who desires to complete a second baccalaureate degree shall satisfy the second degree program and college requirements and present not less than 150 semester hours of credit. The first bachelor's degree, whether at WSU or at another accredited institution, is understood to fulfill all university requirements for Portfolio, the minimum hours for the first degree, as well as the requirements of the General Education Program.

Rationale: The second baccalaureate degree raises substantially different policy issues than the second major, it therefore needs a section of its own in this part of the Catalog. The policies listed above are not new, but merely a statement of existing policy which is not currently published. This item is for information only.

2. We propose the insertion of new language to replace the second paragraph under 'Catalog Options and Limitations' on page 25 of the Catalog:

Undergraduates who will not graduate within the normal minimum degree time frame (four years for 4-year baccalaureate programs, five for a 5-year and six for a 6-year program) have a total of eight years in four-year programs and ten in five and six-year programs to complete their degrees under their original catalog requirements. Those who take longer to complete their degree, must meet the requirements for graduation as published in the catalog four years prior to the date of graduation, with the exception to policy listed below.

Rationale: The branch campus and extended degree student populations usually take longer than six years to complete their degrees. This change would accommodate their needs. Existing policy appears to assume that WSU students consist of the traditional 19-22 year old cohort that devotes an intense four years to the degree and then graduates. The actual demographics of WSU students are increasingly different from that model. Non-traditional students are often enrolled only part time and take longer to finish for a whole host of legitimate reasons. Through this proposed change, the University acknowledges their special needs. In addition, we note that the scale and nature of the changes in the GE program which have been phased in over the last three biennia, have been significant The changes in graduation requirements have created some special problems for students who take longer than the currently allowed six years to graduate--that Is, the requirements they must meet keep changing.

3. We propose the insertion of a 'grandfather' clause immediately after the above section above which would read as follows:

Students who initiated their post-secondary education prior to fall, 1991 (fall, 1993 for transfer students) may, if they wish, fulfill the general university requirements for graduation at published in the 1989-91 catalog. This policy does not apply to major and college requirements. All major program and college requirements must be fulfilled as published in the catalog at the time of certification, or, if too much time elapses, the major and college requirements as listed in the catalog four years prior to graduation.
Rationale: The scale and nature of the changes in the GE program which have been phased in over the last three biennia, have as noted above, been significant. The changes in graduation requirements have created special problems for students who take longer than the currently allowed period to graduate under their original catalog requirements because, as graduation is delayed. The requirements keep changing. Students who started their degrees before 1991 (1993 for transfer students), when the revision of the General Education program began, are the group most adversely affected by these changes. Many have satisfied older versions of the requirements only to face new ones if they fail to graduate by a specified date. This proposal would accept the earlier version of the requirements as satisfying the current General University degree requirements for students in that predicament. Distinguishing between major and General University requirements in this way is a recognition that curricula in major programs are much more time sensitive than the general university requirements. This concession and exemption from the usual policies is an attempt to reduce internal barriers to completion of the degree for a dwindling group of students while preserving the Integrity of the academic major.

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Motion carried.

6. Recommendation from Academic Affairs Committee for New Rule 92 Grade Books

Exhibit I (10/31/96) is as follows:

MEMORANDUM

TO: Richard Crain, Executive Secretary Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar IR
FOR: Academic Affairs Committee
DATE: 25 October 1996
SUBJECT: Rule 92, Grade Books Proposed New Rule

At its meeting on 7 October 1996, the Academic Affairs Committee (AAC) approved Rule 92, Grade Books, as follows, to be effective fall 1997.

Department chairs shall be responsible for maintaining grade books for past terms for five years. Instructors shall have access to grade books for their courses; chairs (or designees) shall also have access. When an instructor leaves the university, grade books shall be submitted to the department office.

In responding to the attached request to consider the question of grade books, members of the AAC discussed who should keep grade books and for how long grade books should be kept. Members agreed that the storage location did not need to be uniform, as long as instructors and department chairs (or designees) had access to the grade books. The five year retention time reaffirms the record retention regulation for grade books as found in the Revised Code of Washington (RCW).

At this time, Faculty Senate review and approval is recommended.

enclosure

cc. G. Hower M. Nielsen
MEMORANDUM
TO: G. L. Hower, Chair Academic Affairs Committee
FROM: Richard W. Crain Jr., Executive Secretary
DATE: July 31, 1996
SUBJECT: Grade Books

The Faculty Senate Office had several inquiries this past spring about who may see a grade book and what should happen to a grade book when a term is completed. In a couple of cases faculty refused to turn the grade book in to the department office when requested to do so. We can find no academic rule regarding grade books. The grade books themselves state that they are to be deposited with the department at the end of the semester. While this is not a problem with scores of cases, the issue has not surfaced at our office before this. Does the Academic Affairs Committee have any recommendations related to this problem?

* * * * *

There was a handout at the door which changes the title to Course Grade Records.

Motion carried.

Agenda Items (Discussion Items).

1. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #6 (Exhibit C).—W. Leid

There was no discussion of this item.

2. Recommendation from Academic Affairs Committee for Undergraduate Major Change Bulletins #14 and #15 (Exhibit D).—G. Hower

There was no discussion of this item.

3. Recommendation from Academic Affairs Committee for the Academic Calendar 1997-1999 (Exhibit E).—G. Hower

K. Kardong suggested three different alternatives to Monday Holidays to help with the large lab classes that lose valuable time:

1) Eliminate the new holidays and return to the original full weeks of instruction;

2) Instructors discretion: instructors responsible for a course may require that laboratories associated with that course be held at regularly scheduled times on the dates of these new holidays.

3) Scheduling: Instructors responsible for a course may require that laboratories associated with that course be rescheduled to an alternative day that would include Saturday’s and evenings as possibilities.
4. Recommendation from Academic Affairs Committee for Revision to Rule 90 Grades (Exhibit F on Internet).—G. Hower

This item has been withdrawn from the agenda.

5. Recommendation from Academic Affairs Committee for Addition to Rule 6, Transfer Credit (Exhibit G on Internet).—G. Hower

There was a handout at the door for senators. One addition to the handout was the phrase “or concurrently with.” This exhibit will be in the next agenda.

This is to help transfer students finish their AA while working on the bachelor degree at WSU. We are competing with Western, UW, Central and Eastern who all allow this.

6. Recommendation from Academic Affairs Committee for General Education Goals and Outcomes within WSU’s Baccalaureate Programs (Exhibit H on Internet).—G. Hower

This was withdrawn from the agenda.

Constituents' Concerns.

A question was raised about a student evaluation form and the last question on the form which is:

“Did the instructor ever use language tell jokes or engage in other behaviors that might be considered sexist, racist or otherwise offensive to any student or group of students?”

The faculty were told that this question was part of an agreement by the University to settle a lawsuit. Is this on every student evaluation form and what kinds of questions are on these forms in other colleges? Crain reported that Jane Lawrence is chairing a task force that is looking into student evaluation forms. Limburg stated that he would see that the task force receives this information.

It was asked what input the Senate is having on the Provost’s selection. Limburg stated that he is on the committee along with 5 other faculty members. Limburg stated that if anyone has any questions or concerns they can contact him. When the final three candidates are selected there will be sessions held where candidates can be questioned.

Dave Stock announced that he is on the search committee for the Vice Provost for Learning and Technology. The first assignment of the committee is writing the job description and Stock stated that if anyone had suggestions or input to contact him.

Adjournment.

The meeting adjourned at 5:35 p.m.