The Faculty Senate was called to order by the David Stock, Chair, at 3:40 p.m. on Thursday, April 20, 1998, in FSHN T101. Forty-five (45) members were present, thirty-four (34) members were absent with three (3) vacancies. Ten (10) non-voting members were present. (See attachment)

Minutes of April 2, 1998 Meeting were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers met with the Provost April 7, 1998.

2. Faculty Senate officers met with President Smith on March 27 and April 8, 1998.

3. The proposed Senate calendar for 1998-1999 Exhibit B is as follows:

   The following dates are proposed for Faculty Senate Meetings in 1998-1999

   STEERING COMMITTEE: Sept. 10; Oct 1, 22; Nov 5; Dec 3; Jan 21, Feb 4 and 25; March 25; April 8 and 22.

   FACULTY SENATE: Sept 17, Oct 8 and 29; Nov 12, Dec 10; Jan 28; Feb 11; March 4; April 1, 15 and 29.

Announcements (Reports).

1. Remarks by the Chair.—D. Stock

   Stock introduced a short video presentation on recruitment of high ability students. Stock reported on the officers meeting with the Provost and stated that planning for Spokane was discussed. Stock announced at the CFR meeting in Seattle on Friday discussion would be held on issues for the 2020 Commission.

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

   There was no report.

3. Ombudsman Position Review.—R. Greenberg

   Greenberg reported that the Ombudsman’s Review Committee had been appointed by the Provost and that he had chaired it. Before writing the report he Committee conducted meetings with representatives from Human Resources, the Center for Human Rights, the Conflict Resolution Program, the Attorney General’s Office, and the Ombudsman’s Office. As a result of the meetings and the analysis of the information the Committee recommends that the Ombudsman’s Office consist of one tenured faculty position at .75 FTE w and one A/P who has been on campus a minimum of 3 years at .25 FTE. The Committee recommended a stipend be paid to the position equal to one month’s salary for the year. The Committee recommend the function and role stay almost the same except for complaints involving sexual harassment, discrimination or violations of the disabilities act be sent to the Center for Human Rights. Issues of confidentiality were discussed and the Committee noted
exceptions may occur when threat of serious harm appears imminent etc. The Committee recommended a more centrally located office with an arrangement that is more conducive to confidentiality. This document is a draft that has been sent to the Provost. Comments may be sent to the Provost’s Office before April 24. The draft document is available on the Faculty Senate homepage.

Additions or Changes to the Agenda.

Agenda was approved as circulated.

Agenda Items (Action Items).

1. Nominations from Committee on Committees to fill vacancies on Faculty Senate Committees (Exhibit C).—B. Hammond

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 2001. Senators are encouraged to study the Committee Manual along with the vitae of the nominee, prior to the meeting of April 16, 1998. Senators desiring to nominate additional persons from the floor MUST PROVIDE written information about the nominees for distribution before the meeting.

Academic Advising and Reinstatement
F – 2001

JOHNSON, Jeanne M., Associate Professor, Speech and Hearing, Faculty, Graduate Faculty. WSU 10. Relevant Experience and Qualifications: Advisory Board: Alcohol and Drug Abuse Program at WSU; Program Committee, WSU Spokane; College of Liberal Arts: Tenure and Promotion Committee; Meyer Fund Committee.

Committee on Committees
F-2001

ITANI, Rafik Y., Professor, Civil and Environmental Engineering, Faculty, RIS, Graduate Faculty. WSU 23, Years. Relevant Experience and Qualifications: Served on numerous committees within WSU. Chair, Director of Architecture Search Committee; Previous Faculty Senator; Budget Committee.

Graduate Studies Committee
F-2001

SOLTIS, Pamela S., Professor, Botany, Faculty, Graduate Faculty. WSU 12 Years. Relevant Experience and Qualifications: College of Sciences Faculty Council; provost Ombudsman Review Committee; Advisory Committee, Science Libraries; College Curriculum Committee; Various Faculty Search Committees.

Library Committee
F-2001

GABRIEL, Hans, Assistant Professor, Foreign Languages and Literature, Faculty. WSU 1 Year. Relevant Experience and Qualifications: Chair of Intra-departmental Committee for Language Placement and Proficiency.
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OMOTO, Charlotte K., Professor, Genetics and Cell Biology, Faculty. WSU 13 Years. Relevant Experience and Qualifications: Faculty Senate Library Committee; Presidents Commission on the Status of Women.

SANDERS, Debra, Assistant Professor, Accounting and Business Law, Faculty. WSU 12 Years. Relevant Experience and Qualifications: Co-Chair of Library Committee.

Organization and Structure

RISTOW, Sandra S., Professor, Animal Sciences, Faculty, Graduate Faculty, Current Senator. WSU 17 years. Relevant Experience and Qualifications: Technical Committee of the Western Regional Agriculture Consortium; Biosafety Committee; Research and Arts Committee; Numerous USDA panels and committees.

Balloting resulted as follows: Academic Advising and Reinstatement Subcommittee: Jeanne Johnson, F-2001; Graduate Studies Committee: Pam Soltis, F-2001; Committee on Committees: Rafik Intani, F-2001; Library Committee: Hans Gabriel, F-2001; Charlotte Omoto, F-2001; Debra Sanders, F-2001; Organization and Structure Committee: Sandra Ristow, F-2001.

2. Recommendation from Graduate Studies Committee for a Revision to Program Residency

Exhibit H from 3/5/98 is as follows:

MEMORANDUM

TO: Faculty Senate  
FROM: Lynda Carey, for Graduate Studies Committee  
DATE: February 18, 1998  
SUBJECT: Conditions of Program Residency

On April 17, 1991, the Faculty Senate approved the Conditions of Program Residency for Doctor of Philosophy Degrees proposed by the Graduate Studies Committee. The conditions specified were criteria to be met for PhD students to satisfy residency requirements.

At the request of the College of Education Graduate Studies Committee, at its meeting on February 3, 1998, the University Graduate Studies Committee recommended that the residency requirements for the Doctor of Education (EdD) degree be consistent with the requirements of the Doctor of Philosophy.

The following changes in the residence requirements for doctoral degrees and the conditions of program residency (Graduate School Policies and Procedures: Residence Requirements, pp 12-13, and Conditions of Program Residency for Doctoral (PhD) Students, p 13) are recommended:
Residence Requirements

**Doctoral Degrees**

The period of study for the Doctor of Philosophy and Doctor of Education degrees is at least three years (six semesters) beyond the baccalaureate degree. For students without a master's degree, at least two of these three years shall be in residence at Washington State University (enrolled full time and present on a campus where a given program has received approval to grant residency). For students with a master's degree, at least one of these three years shall be in residence at Washington State University (enrolled full time and present on a campus where a given program has received approval to grant residency).

The period of study for Doctor of Education degree is at least three years (six semesters) beyond the baccalaureate degree. At least two of the se three years shall be in residence at Washington State University, including a minimum of four semesters, with at least one summer session and one semester being contiguous, when the student is enrolled full time and present on the Pullman campus. Full-time enrollment for four summer sessions may be substituted for two academic year semesters. Summer session cannot be substituted for the semester contiguous with a summer session requirement for the doctoral degree.

**Conditions of Program Residency for Doctoral (PhD and EdD) Students**

The conditions specified below are the criteria which must be met.

1. 
2. 
3. Critical mass of students pursuing PhD and EdD degrees. (Average of 3 doctoral . . .

*****

Motion carried.

3. Recommendation from Graduate Studies Committee for MS in Landscape Architecture at WSU Pullman and Spokane Exhibit G from 4/2/98 is as follows:

**MEMORANDUM**

**TO:** Faculty Senate

**FROM:** Lynda Carey (for Graduate Studies Committee)

**DATE:** March 3, 1998

**SUBJECT:** Proposal for Master of Science in Landscape Architecture

At its meeting on February 24, 1998, the Graduate Studies Committee recommended approval of the degree Master of Science in Landscape Architecture at WSU Pullman and WSU Spokane. The degree will be offered by the Department of Horticulture and Landscape Architecture at WSU Pullman and the Interdisciplinary Design Institute at WSU Spokane in collaboration with the Department of Landscape Architecture at the University of Idaho.

Although the program is a collaborative effort, each participating institution will develop an area of specialization or concentration. The University of Idaho program will emphasize community and economic development, the WSU Pullman program will emphasize the relationship between landscape architecture and environmental and natural resource
sciences, and the WSU Spokane program will emphasize urban/suburban design and community planning. Students may enroll at any one of the three locations and take advantage of the faculty, facilities, and other resources offered at the other two. Graduate-level courses will be cross-listed.

This proposal has been endorsed by the Library, Budget, and Extended University Affairs Committees.

A Proposal to Establish

Institution: Washington State University

Degree Granting Unit: Department of Horticulture and Landscape Architecture

Degree (Level): Master of Science

of (Type): Landscape Architecture

in (Major): Landscape Architecture

Proposed Classification of Instructional Programs (CIP) Code: ________________

Proposed Starting Date of Program: August 1998

Academic Department Representatives:

William G. Hendrix
Interim Chair, Department of Horticulture and Landscape Architecture
Washington State University
Pullman WA 99164-6141
Phone (509) 335-9502

Forster Ndubisi, Director
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N 668 Riverpoint Blvd Box B
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James J. Zuiches, Dean
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William H. Gray, Dean
WSU Spokane
Washington State University
601 West First Ave.
Spokane, WA 99204-0399
Phone (509) 358-7550

Endorsement by
Chief Academic Officer: ________________________________

Date: ________________________________

Endorsement by the Library, Budget, and Extended University Affairs Committees.
PROGRAM DESCRIPTION AND RELATED MATTERS

Summary of Proposal

The Department of Horticulture and Landscape Architecture at Washington State University at Pullman and the Interdisciplinary Design Institute at Washington State University at Spokane in collaboration with the Department of Landscape Architecture at the University of Idaho propose to offer the degree, Master of Science in Landscape Architecture. Faculty from the three locations would constitute the graduate faculty of the proposed program. Students could enroll at any one of the three locations and take advantage of the faculty, facilities, and other resources offered at the other two. Graduate-level courses would be cross listed and, where appropriate, offered electronically.

Jointly, the faculty at the three participating locations seek to provide advanced study in landscape architecture through critical investigation, research, and scholarship related to geographical, biophysical, and cultural landscape dynamics. Although the program is seen as a collaborative effort, the landscape architecture program at each participating institution will develop an area of specialization or concentration. The University of Idaho program will emphasize community and economic development, the WSU Pullman program will emphasize the relationship between landscape architecture and environmental and natural resource sciences, and the WSU Spokane program will emphasize urban/suburban design and community planning. All of the individual programs will operate within the context of serving the graduate-level landscape architecture and landscape planning needs for what has been called the Northern Rocky Mountain Bio-region.

The Northern Rocky Mountain Bio-region

The area referred to as the Northern Rocky Mountain Bio-region (see Figure 1) typically includes Eastern Washington, the states of Idaho, Montana, and Wyoming, and southern British Columbia, Canada. This is a region that is rich in forests, agriculture, and public lands, and largely rural in character. The region's population growth however, which exceeds the national average, is causing the region to change rapidly as increased demands are being placed on its resource base. Careful attention to bio-regional investigation, design, and planning of the landscape will be crucial to support a society striving for sustainability. The Northern Rocky Mountain Bio-region presently does not offer opportunities for advanced study in landscape architecture or landscape planning. The nearest graduate programs in landscape architecture are located at the University of Washington and the University of Oregon, both west of the Cascade Mountains, Utah State University, the University of Colorado-Denver, and the University of Minnesota (see Figure 2). This document proposes to establish a graduate degree program that will provide those opportunities.

Existing Landscape Architecture Programs in the Region:

Washington State University currently offers a five year, accredited Bachelor of Landscape Architecture (BLA) degree program. The program is served jointly by both the Department of Horticulture and Landscape Architecture in Pullman, and the Interdisciplinary Design Institute in Spokane. Prior to their third year of study, students are considered "pre-
landscape architecture”. At the end of the second year each student must submit a portfolio and apply to the professional degree program. Based on a satisfactory review of the portfolio and completion of several key courses, the students are admitted into the third year. Students enrolled in the BLA program attend classes in Pullman during their first three years of education, then are required to spend their fourth year in Spokane. While at the Interdisciplinary Design Institute in Spokane, students interact and take classes with architecture, interior design, and construction management students and faculty. Students have the option of returning to Pullman or staying in Spokane for their fifth year, during which they will complete a senior project.

The University of Idaho offers a four year, accredited, Bachelor of Science in Landscape Architecture which is currently located exclusively on the Moscow campus.

I. PROGRAM NEED

1. A. Relationship to Institutional Role and Mission

Washington State University’s tripartite mission of teaching, research, and public service is set out in the document entitled Planning for the Second Century.- Common Understandings. The Graduate Program in Landscape Architecture will contribute to each of these missions to a greater extent than is possible with a Bachelor of Landscape Architecture program alone. The Graduate Program will contribute to the teaching mission by providing for the highest possible quality advanced education in landscape architecture. The Program is dedicated to promoting the well being of residents and communities of the State of Washington and the Northern Rocky Mountain Region by producing graduates who are sensitive to quality of life issues in the built environment and the surrounding natural and cultural landscapes. Further, the Program will strive to provide students with the opportunity to acquire the knowledge needed to contribute to land stewardship and critical evaluation of environmental issues.

The proposed collaboration between WSU-Pullman, WSU-Spokane, and the University of Idaho will provide an opportunity to enhance contributions in all three elements of the University mission. Course curriculum design will be enhanced by the opportunity for instruction from a diverse faculty across the three campuses. Pullman faculty are likely to contribute instruction related to environmental sciences, while faculty at the University of Idaho can offer advanced instruction in economic development in rural communities. The involvement with the Spokane Interdisciplinary Design Institute enhances our ability to provide instruction in urban design and will introduce students to an interdisciplinary approach to problem solving in landscape design and planning.

Contributions to research and scholarship will emphasize the discovery, application, and dissemination of knowledge related to geographical, biophysical, and cultural landscape dynamics, that are useful to design and planning professionals working in the public and private sectors. The focus of much of this research will be related to bio-regional studies within and surrounding Washington and the Northern Rocky Mountain bio-region, including specific topics such as: community, regional, and ecological planning; landscape ecology and spatial sciences; remote sensing, GIS, and computer applications in design; sustainable design alternatives; rural and metropolitan agriculture; cultural ecology and human response to the environment; crime prevention through environmental design; and public health in environmental design.
There has not, in recent years, been a formal extension or public service component of the Landscape Architecture Program. Several members of the faculty, however, engage in outreach activities through class exercises and research or design projects which serve a similar function. The proposed MSLA program will enhance our ability to engage students in service learning. The advanced nature of graduate students who already hold a bachelor degree will allow for greater participation in community projects than has been possible with the undergraduate program.

Our contributions to the research and public service missions will also be enhanced by interaction among the three campuses' students and faculty. Faculty located in Spokane will interact closely with the large population of professional designers and planners in the public and private sector to address problems in the built environment. Spokane is an ideal setting for the continuation and expansion of our current research thrust because of its geographic proximity to public land management activities in the Inland Northwest. Pullman faculty already participate in collaborative research with horticultural scientists, natural resources faculty, and environmental sciences and regional planning researchers. These ties support the environmental sciences emphasis proposed for graduate research in landscape architecture on the Pullman campus. Likewise, teaching and research in the Natural Resources and Environmental Sciences and Regional Planning departments will be enhanced by the influx of landscape architecture graduate students into these research venues.

I. B. Need for Program

1. B. 1. Student Interest or Demand

The Master of Landscape Architecture (MLA) degree has historically catered primarily to persons seeking a career change. Secondarily, the MLA has served persons seeking advancement within their current professional lives, or specialization beyond a BLA. Conversely, the clientele of the proposed MSLA are expected to be mostly persons with a previous professional degree in landscape architecture or related field, seeking high quality graduate education which enhances their current knowledge, skills, and understanding of landscape architectural or related topics. Prospective graduate students will be supported by the teaching and research focus put forth, and by faculty expertise available from Pullman, Spokane, or the University of Idaho that is not available from other MSLA or related graduate programs in environmental science. Prospective students may have a need or interest to undertake advanced study in the Northern Rocky Mountain bio-region, not currently available at other universities within the region. The integrated, three-campus program enables study and research related to issues being experienced within and between growing populations and the environmental resources on which they depend. Therefore, students may travel to WSU from throughout the United States, Canada, Europe, Asia, Australia, and many other places. Populations experiencing the growth pressures first hand will be attracted to the graduate program as well. Currently, a large proportion of students enrolled in the WSU BLA program from hale the Puget Sound area although a growing number are from locations throughout Eastern Washington. The Spokane, WA and Missoula, MT areas have a growing number of practicing landscape architects who may consider undertaking a graduate degree if it were available nearby. Within the campus settings at Pullman, Moscow, and Spokane, students who wish to continue study in landscape architecture and stay in the local area, enroll in graduate studies in other departments such as Environmental Sciences and Regional Planning, Horticulture, or related programs.
A second reason that prospective MSLA students are forced to pursue alternate degrees is related to the size of the applicant pool. Current trends in application and acceptance numbers for MLA and MSLA programs, both nationally and regionally, reveal that a substantial percentage of individuals, who would otherwise pursue an MLA or MSLA, can not find a program with openings. Existing MLA and MSLA programs, a large percentage of which have reached enrollment capacities, are left with no alternative but to turn away a substantial percentage of their applicants. Programs in the Northwest and northern Midwest exemplify this trend. The University of Washington MLA program, which annually receives just under 100 applications, accepts less than 20 new students. The University of Oregon, which receives approximately 50 applications per year, accepts approximately 20 new students. At the University of California at Berkeley, well over 100 applications are received each year for approximately 35 MLA slots. Utah State also accepts, on average, approximately one quarter of each year's MLA applicants. These patterns reveal that 1) there is a strong interest in graduate study in Landscape Architecture, 2) that regionally, if not nationally, most MLA and MSLA programs are at capacity, 3) that a substantial number of persons are not being afforded the educational opportunities in the landscape architecture program that they desire, and 4) that the changing needs of the marketplace are not being met. The results of a recent survey administered by the American Society of Landscape Architects support the need for a second professional degree as proposed here. In that survey, 68% of recent graduates from professional undergraduate degree programs indicated that they would be interested in graduate education.

1. B. 2. Workforce Needs and Career Paths

Landscape architects make important contributions to understanding intricate and hidden interactions between humans and the landscape. Nationally and regionally there are changes on the horizon that suggest an increase in the demand for graduates of advanced education in landscape architecture who can contribute to the intellectual growth of this understanding. Recent land use controversies, land related regulations, and community issues suggest the need for design and planning professionals with advanced research and problem solving skills. To better address these complexities, many employers now seek candidates who hold a graduate degree in landscape architecture, have honed research and critical thinking skills, and have developed expertise within a specialty area.

The Washington State Office of Financial Management projects that the State will grow to nearly 6 million people, a 25% increase, by the year 2010. Most of this growth is expected to be in the Puget Sound area. Additionally, the State of Washington has recently adopted legislation that places rigorous requirements on cities and counties to address issues of growth management. The need for design professionals who can acquire knowledge, conduct assessments, and contribute advanced thinking and expertise toward improved design, planning and management of that growth is obvious.

The U.S. Department of Labor lists landscape architecture as one of the top 50 professions that can be expected to experience increased demand in the near future. The Past President of the American Society of Landscape Architects reports that we can expect to see a major shortfall in qualified landscape architects in the next few years. It is estimated that the current supply of graduates from landscape architecture programs (1100 - 1200 nationally) will not be adequate to meet the current needs of the profession much less the increase anticipated by the Department of Labor. More specifically related to the program being
proposed here, the growth predicted by the Department of Labor is in areas that do not receive extensive treatment in traditional professional academic programs. Many of the larger landscape architectural firms as well as government agencies are seeking employees who have strong traditional skills, and expertise in subject areas such as environmental impact assessment, wetlands restoration, mined-land reclamation, and computer applications. It is expected that the proposed program will provide the opportunity for those holding professional degrees to develop skills and expertise that will make them competitive in this growing and changing employment market.

Academia will also be seeking persons with advanced degrees in landscape architecture to fill faculty and instructor positions likely to be vacated as the flux of baby boomers reaches retirement age. Currently the incoming pool of candidates meeting qualifications for academic positions in landscape architecture would not fulfill the number of positions that are likely to be open. The proposed MSLA program, with its emphasis on critical investigation, research, and scholarship, will provide graduates with a greater ability to withstand the competition and demands found in entry-level faculty positions, doctoral programs, or research positions within specialized consulting agencies and firms.

I. C. Relationship to Other Institutions

I. C. 1. Duplication

No MSLA degrees are offered in the WSU service area. The nearest MSLA is located at the University of Wisconsin-Madison. In the Northwest a similar program is offered by the University of British Columbia (UBC) in the form of a Master of Advanced Studies in Landscape Architecture (MASLA). In addition, UBC offers an MLA. The two degrees are differentiated by their focus on provision of a first or a second professional degree, the MASLA uniquely incorporating a research component. The MASLA and MLA degrees at UBC require 2 and 3 years, respectively, to complete. Related masters programs in WSU's service area are located at the University of Washington in the College of Architecture and Urban Planning, and in the College of School of Architecture and Allied Arts at the University of Oregon (UO). The UW degree is offered as a 3 year Master of Landscape Architecture (MLA) degrees which is accredited by the American Society of Landscape Architects. Students enter the UW program after completion of 1) a BLA degree, or 2) several design and/or science courses over several terms. During the decade approximately a dozen students have graduated each year from the MLA. In the UO program, students, depending upon their backgrounds, take 2 to 4 years of coursework to complete the MLA. Students lacking a BLA and/or design background complete an abbreviated BLA prior to beginning the MLA. Graduation rates from the program have been similar to those at UW.

The UBC, UW and UO programs share an emphasis with the proposed WSU program on the importance of a solid foundation in the arts and sciences as the basis for design and planning. Each of the three programs require courses in the liberal arts as well as the biological and the physical sciences, and all programs place great emphasis on the application of knowledge gained in these disciplines to the design and planning process. The UBC program emphasizes a natural resource bent, with a strong leaning toward forestry. The program at the University of Washington has historically placed substantial emphasis on urban design, while the UO program is somewhat more balanced in its emphases. Conversely, the degree being proposed here emphasizes interdisciplinary design and a balance between urban and
rural/natural resource issues. Unlike the UW program, but even more so than the Oregon program, the proposed degree will lean toward rural/natural resource issues, the reason being the existing emphases of two of the three campuses (i.e., Pullman and Moscow).

I. C. 2. Uniqueness of the program

Four characteristics, each of which is unique nationally and/or regionally, will distinguish the proposed degree from others in the field. The first characteristic, research as primary emphasis, can be found in only a handful of masters level landscape architecture programs, nationally and internationally. The majority of all graduate programs in landscape architecture offer MLA degrees alone, the bulk of which are oriented not toward research or even advanced study, but toward first professional degree status. The discipline continues to feel the impacts of this, with few graduates being capable of acquiring and fulfilling research grants. Likewise, only a handful of programs prepare students to pursue doctoral studies or positions within academia. The faculty of the proposed program are uniquely qualified to offer a degree with this emphasis. The unique nature of the faculty will be discussed in section II.C.

The second unique characteristic, an interdisciplinary focus, is related to a quality of the profession that sets it apart from the sundry fields devoted to the design, planning and management of the environment. Landscape architects, who are charged with the responsibility of applying skills from, as well as directing individuals within, such disparate fields as ecological planning and criminology, require a broad background. Historically, however, landscape architecture programs have had formal affiliations with either the natural sciences or the design disciplines. Consequently, students become imbalanced, their skills relating more so to one discipline or the other. For graduate students this is particularly troublesome. Students seeking to develop a diverse course of study encounter difficulty obtaining related classes, are hindered by instruction that ignores or is ignorant of the relationship between the student's profession and the field in question, and/or remain unexposed to the full breadth of perspectives they will need.

The proposed program's interdisciplinary emphasis will be ensconced in both the natural sciences (through the Pullman and Moscow campuses) and in the various design disciplines (through the Spokane campus). Students will be exposed to a wide range of educational opportunities on the Pullman campus that can only be experienced at a rural land grant institution. On the Spokane campus students will have the opportunity to explore a variety of design and planning problems that can only be found in an urban environment. Finally, on the Moscow campus, a balanced offering is available through the program's design emphasis in the midst of an institution with strong natural resource emphases. This combination of educational experiences and options will make graduates of the proposed program uniquely qualified to contribute in a significant way to such a broadly based profession as landscape architecture.

Related to the interdisciplinary nature of the proposed degree is the academic model that forms its underpinnings. An inter-collegiate and inter-state model for learning, the third unique characteristic of the proposed MSLA, addresses many of the changes that academia is beginning to face, and will continue to face in the approaching century. Integrated distance learning, greater demand for professional outreach, and competitive commercial colleges are among the challenges that lie on the horizon, and that such an alliance-based approach is well suited for accomplishing. Further, this model addresses the imperative of information
synthesis, formally uniting the resources available across a number of institutions, and thus serving to dissolve many of the barriers that have traditionally hampered research, learning and outreach.

The fourth characteristic of the proposed degree is related to the geographic area that the program will study and serve, the *Northern Rocky Mountain Bio-region*. The three campuses housing the proposed program are geographically situated and mission oriented in such a way as to provide an ideal opportunity for studying the Bio-region. Despite its rich cultural diversity, historical heritage and ecological sensitivity, the Northern Rocky Mountain Bio-region remains generally unserved by graduate study in landscape architecture (see Figure 1). Some 600 miles of Bio-region separate the nearest such program (Utah State) from WSU/IDI/IJI. An equal expanse of the Canadian Rockies remains underrepresented, with UBC offering the lone MLA in both British Columbia and Alberta, provinces whose combined population exceeds 5 million persons. The proposed degree, while unique in its commitment to research and scholarship, and to an interdisciplinary/inter-collegiate/inter-state model, will be unmatched as well in its commitment to this overlooked Bio-region.

**II. PROGRAM DESCRIPTION**

**II. A. Goals and Objectives**

The objectives of the proposed MSLA degree would be to enhance the objectives of the existing BLA degree while at the same time providing high quality graduate research and scholarship in landscape architecture not currently available in the Northern Rocky Mountain region. The objectives of the existing degree program are outlined in the self evaluation report prepared for recent accreditation review. Objectives for the proposed MSLA are to provide graduate students with:

1. ... an education focusing on a particular area of landscape architectural investigation and problem solving within which individuals may find suitable and fulfilling employment among professional research, design, planning, and academic opportunities.
2. ... a diverse faculty, university, and community environment which allows persons to specialize their scholarship within a geographic, biophysical, or cultural emphasis area.
3. ... advanced knowledge and skills necessary to function, with experience, as a creative and professional practitioner, writer, educator, or investigator of landscape architecture.
4. ... the intellectual means of identifying and assessing the interactions among the social, political, environmental, and aesthetic issues associated with cultural-land interactions.
5. ability to design, conduct, analyze, and communicate a research plan and results.
6. ... heightened critical thinking skills and the ability to question or reevaluate current thinking and standards related to landscape architectural and planning issues.
7. ... skills necessary to identify, locate, and apply knowledge researched from allied fields of study.
8. ... the skills and intellectual means of contributing new knowledge and creativity to the profession of landscape architecture.
9. ... opportunities to develop and express an independent theory of design and problem solving through verbal debates, technical writing, and artistic expression.
II. B. Curriculum

II. B. 1. Intellectual basis for curriculum

Landscape architecture is fundamentally concerned with the design, planning, and management of outdoor spaces. It is a discipline that truly strives for an integration of the arts and sciences to solve problems associated with human intervention in both built and natural environments. Perhaps more than any of the other design disciplines, landscape architecture has embraced the natural sciences as a set of principles that influence and even determine solutions to problems of human/environment interaction. In their attempt to understand the cognitive relationships between humans and their environment landscape architects have also integrated principles from the social sciences into the design and planning process.

In addition to its links to the sciences, landscape architecture also has strong connections to the other design and planning disciplines. In a philosophical or theoretical sense, these connections relate to the fundamental underlying theme of the visual arts. On a more practical side, successful solutions to complex problems associated with the built environment nearly always involve the interaction of architects, engineers, interior designers, landscape architects, and urban and regional planners. The teaching of landscape architecture then requires a setting where connections can be made with the natural and social sciences on the one hand, and the design and planning disciplines on the other. It should come as no surprise then that landscape architecture programs are almost invariably located at large universities, and often land grant institutions. At some of these institutions (e.g., Ohio State University, Pennsylvania State University, and University of Minnesota) landscape architecture programs are located in colleges of architecture while at others (e.g., University of Massachusetts, University of Wisconsin, and University of Arizona) they are housed within colleges of agriculture. In either case connections to one set of related disciplines are reinforced by administrative structure, while connections to the other are left to rely on informal arrangements, interpersonal relations, or ad hoc associations.

The proposed degree seeks to address the traditional restrictions requiring graduate students to align themselves with either a natural resource-oriented college or a design oriented college. That curriculum model was the outgrowth of barriers that divided rather than united disciplines. The proposed MSLA introduces a new model for learning, uniting the resources, courses and faculty of programs housed in both types of colleges. Students will pursue a course of study guided by their professional interests rather than by the limitations of a given school. This is particularly important to persons seeking a second professional degree. Those individuals desire to advance the foundation they have laid during baccalaureate studies by drawing from the perspectives of other disciplines. The proposed degree effects this opportunity by uniting the University of Idaho Landscape Architecture Department, located within the College of Art and Architecture, and the Washington State University program, jointly housed within the College of Agriculture and Home Economics (Pullman) and the diverse Interdisciplinary Design Institute (Spokane). It also does so through its concentration on research and scholarship.
In contrast to the majority of North America's masters level landscape architecture degrees, the proposed MSLA centers on developing competence in skills necessary for rigorous intellectual pursuits. Investigative techniques, integrated approaches in problem solving, and critical thinking are among these skills. First, the degree will prepare students to apply these skills in the interdisciplinary work environments awaiting them in academia, government, private industry, and other areas. Second, their skill repertoire will distinguish graduates of the proposed program by allowing them to excel within the emerging workplace model of alliances between once competitive entities. Finally, graduates will possess the knowledge and skills necessary for them to make valuable contributions to the well being of persons and ecosystems contained within the Northern Rocky Mountain Bio-region, an area presently underrepresented by the unique talents of landscape architects.

II. B. 2. Course of study

The proposed graduate program will provide a series of specialization tracks originating from the diverse research interests of faculty at each campus. Students will be afforded the flexibility to select a program of study that meets their interests while simultaneously building a foundational understanding of the discipline. A core curriculum will form this foundation, and will serve as the basis for all tracks. Equal access to core courses, as with other courses, will be provided via WHETS facilities. Students may also make residency decisions to facilitate access to supporting courses in other departments.

Core requirements, which span Year 1, will include a lecture course and studio practicum in each semester emphasizing critical thinking, investigation, communication, and knowledge crucial for directing sustainable change in the built and natural landscape. The Fall semester lecture course will be Philosophy and Theory in Landscape Architecture, while the studio practicum will be Understanding the Northern Rocky Mountain Regional Landscape. The prior will examine historic, contemporary, and emerging philosophical movements in the discipline in conjunction with theories influencing those movements, whether originating from within or from beyond landscape architecture. The latter will emphasize biophysical structure, cultural contexts and ecological processes that shape and sustain landscapes in the Northern Rocky Mountain Bio-region.

The Spring semester lecture course will be Methodology and Communication, and the studio practicum will be Cultural Interpretation of Regional Landscapes. Uniting inquiry and transmission, the Methodology and Communication course will introduce students to research and scholarship in landscape architecture, while examining the discipline's central forms of communication: graphic, textual, verbal and behavioral. In the Cultural Interpretation of Regional Landscapes studio practicum, students will begin an exploration of the dialogue between humanity and the landscape, focusing, in particular, on how people mold and place values upon landscapes, and how landscapes in turn mold peoples.

The course of study will require a total of 26 hours of course work including the core courses described above and 6 hours of thesis. Typical programs for students enrolled at Pullman and Spokane are shown in Table 1.
II. B. 3. Instructional Methods

Instructional methods will vary from course to course. Two of the core courses (Philosophy and Theory in Landscape Architecture and, Methodology and Communication) will be delivered in a lecture/discussion format via distance education technologies (e.g. WHETS) to all three campuses. The other two core courses (Understanding Regional Landscapes, and Cultural Appreciation of Landscapes) will rely on a combination of lectures, discussion, and design/planning studio formats with considerable time spent in field studies. These courses place great emphasis on a problem solving approach to learning. Real world problems focusing on planning, management, and design issues in the Northern Rocky Mountain Bioregion will be selected for use in the design or planning studios. Considerable effort will be made to ensure that clients are active participants in the learning process. In this way students are given the opportunity to participate in a process that is much like that which they will experience in a professional setting. Support courses will be delivered by other departments on the three campuses using a variety of instructional methods.

II. B. 4. Admission Requirements

Admission to the MSLA will follow the standards established by the Graduate School with regards to grade point average (GPA) and other requirements. The preferred applicants would be those holding professional degrees in landscape architecture. Other applicants with related degrees and with clearly developed educational objectives that fit well with the proposed program would also be considered.

II. B. 5. Branch Campus Program

The proposed graduate program will be located on the Pullman and Spokane campuses and will provide a series of specialization tracks originating from the diverse research interests of faculty at each campus. Students will be afforded the flexibility to select a program of study that meets their interests while simultaneously building a foundational understanding of the discipline. The Pullman program will emphasize the relationship between landscape architecture and environmental and natural resource sciences, while the WSU Spokane program will emphasize urban/suburban design and community planning. A core curriculum will form the foundation, and will serve as the basis for all tracks. Equal access to core courses, as with other courses, will be provided via NWETS facilities. Students may also make residency decisions to facilitate access to supporting courses in other departments.

II. C. Faculty

II. C. 1. Names and Qualifications

Table 2 sets out the names and qualifications of the faculty involved in the proposed program. An additional position has been authorized for the Spokane campus to support the program. Additional support for programs at both locations will be provided by adjunct appointments. There are currently seven faculty assigned to landscape architecture at the Pullman and Spokane campuses who have professional degrees in landscape architecture. Of these seven, five have Ph.D. degrees. The new position being filled in Spokane this year will require a Ph.D., resulting in a faculty of 8, with 6 holding the doctorate. This is an unusually high percentage of faculty holding a doctorate. In fact, only one other landscape architecture program (at Texas A&M) has five faculty holding the doctorate and they
represent only 50% of the total faculty. Over half of the programs nationwide have no landscape architecture faculty holding a doctorate. The table below summarizes these statistics:

<table>
<thead>
<tr>
<th>Number of L.A. Programs in North America</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Landscape Architecture Faculty Holding Doctorates</td>
<td>33</td>
<td>22</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1*</td>
</tr>
</tbody>
</table>

WSU - Including position to be filled in August, 1998.

II. C. 2. Faculty Profile

See Table 2

II.C. 3. Branch Campus Profile

The faculty of the proposed MSLA program regardless of location is considered to be comprised of faculty members from Pullman and Spokane with additional support from the Landscape Architecture Department at the University of Idaho. The profile for the branch campus element of the program is therefore not different from that of the Pullman campus. There are currently two landscape architecture and three architecture faculty located in Spokane who will support the proposed program. A search has been initiated for a third landscape architecture faculty to be located in Spokane.

II. D. 1. Projected Enrollments

See Table 3

II. D. 2. Time of Program Completion

Normal time of completion for the degree will be two years. It should be noted however that the program is expected to attract working professionals, especially at the Spokane campus, who may choose to complete the program over an extended period of time.

II. D. 3. Diversity

The proposed Program will participate in implementation of diversity programs administered by the University, the College of Agriculture and Home Economics (CAHE) and WSU Spokane. These Diversity Plans are included here in Appendix B

II. D. 4. Branch Campus Student Profile

It is expected that the Spokane program will attract a larger number of students who are currently practicing professionals in the Spokane to Coeur d'Alene area. Courses will be scheduled to accommodate the needs of these students.
II. E. Facilities/Support

II. E. 1. Library

No additional library resources will be required for the establishment of the MSLA program on the Pullman campus. The current collections in the Fisher Agricultural Sciences library, the Architecture library, Science library, and Holland library are adequate to serve the needs of Pullman based students.

WSU Spokane is serviced by the Cooperative Academic Library Services, commonly known as CALS. It is a joint-use library of Washington State University at Spokane and Eastern Washington University. Since its inception, CALS has aggressively and innovatively designed its service delivery system so as to provide the highest quality service to its patrons, fully addressing and answering the limitations usually faced by branch campus libraries. For example, all library information is fully accessible electronically via the Internet, and faculty and staff may order any book within the entire Washington State University and Eastern Washington University library systems (not to mention other library systems via inter-library loan) from their computer terminals. CALS has further utilized the amenities of electronic technology to minimize the encumbrances of a traditional library (e.g. extensive collections, separately organized departments, a large staff, etc.)

With regards to the establishment of graduate programs at WSU Spokane, CALS is in a very good position to provide services, for the following reasons:

The library system at WSU Pullman generally, and the Architecture Library and the Fisher Agriculture Science Library specifically, constitutes a collection of volumes and journals that are related to the design disciplines. Since this entire collection is accessible to students at WSU Spokane, CALS, following the typical mandate for branch campus libraries, is committed to building the collection with specific needs of graduate students in the design disciplines.

The WSU Spokane annual budget for library acquisitions is approximately $50,000. Generally, the "rule-of-thumb" standard used to estimate acquisitions per department is $5,000 to $10,000 annually. Because the M.S. in Landscape Architecture will be under the umbrella of the WSU Interdisciplinary Design Institute, several related departmental allocations (those for Architecture, Interior Design, and Landscape Architecture) are able to be pooled, so that acquisitions of texts in the design fields many be supported by a budget of as much as $30,000 annually.

CALS is currently located in the Peyton Building in downtown Spokane. In recognition that the growing design programs projected for the Institute will demand greater proximity of library services, CALS will begin maintaining an office on the premises of the IDI starting in January, 1998.

Cals has six OPACs which provide students with access to the Griffin on-line catalogue; FirstSearch indices - 55 dbs - both in Spokane and Pullman; Internet and some full-text resources. Students also have direct access from IDI workstations providing access to the same services offered at the library. Students can utilize document delivery and ILL services free of charge. Students also have numerous methods of requesting material, e.g., via e-mail, fax, and traditional methods.
II. E. 2. Computers

No new computer resources will be required for the implementation of the proposed degree at either Pullman or Spokane. Computer laboratories at both locations are adequate to meet the needs of the program.

II. E. 3. Space/Equipment Needs

The proposed degree program will require no additional space or equipment. As the five-year BLA program is being implemented, all fourth year undergraduate students are moving to Spokane. It is expected that most of these students will remain in Spokane, making space available in Pullman for graduate students. In the long term, plans are being developed for the construction of a new facility in Pullman that will house the programs of the Department of Apparel, Merchandising, and Interior Design, and the Program in Landscape Architecture. This new facility will accommodate the needs of the existing BLA, and the proposed MSLA. In Spokane, the facility that has been built to house the Interdisciplinary Design Institute will accommodate the proposed program.

II. F. Administration

II. F. 1. Administrative Staff

The Pullman based part of the proposed program will be administered by Dr. William Hendrix, Chair of the Department of Horticulture and Landscape Architecture. The Spokane based portion of the Program will be administratively a part of the Spokane Design Institute. Dr. Forster Ndubisi serves as the Director of the IDI. He, along with a Spokane based faculty member who will be designated as graduate program coordinator, will administer the Spokane portion of the degree program.

II. F. 2. Support Staff

No additional support staff will be required for the administration of the Pullman based portion of the proposed program. A part-time (.10) staff position will be allocated for administrative support of the Spokane based portion of the proposed program. This will be a position with the title of Secretary. Responsibilities will include clerical support for the faculty assigned to the Spokane Campus.

III. PROGRAM ACCREDITATION/ASSESSMENT

III. A. Accreditation

The program being presented here is not being proposed for accreditation.

III. B. Assessment Plan

The assessment plan for the proposed program will be integrated with the university-wide assessment plan that has been developed by WSU. Elements specific to the proposed program's assessment plan are discussed here.
III. B. 1. Collection of entry-level baseline data

The Graduate School at WSU collects baseline data for all graduate students entering the university. These data include the usual quantitative information such as GRE scores, TOFLE scores, and undergraduate GPAS. In addition to these quantitative data, more qualitative data related to performance in specific courses associated with the discipline can be collected from undergraduate transcripts.

III. B. 2. Intermediate assessment

The Department of Horticulture and Landscape Architecture currently evaluates the performance of graduate students in the M.S. in Horticulture program twice each year. This evaluation includes a review of performance in graded courses, and an assessment of how the student is progressing with regards to development of a program of study, preparation of a thesis proposal, and establishment of a guidance committee. Graduate students enrolled in the proposed program will be included in this evaluation.

III. B. 3. End of program assessment

The two principle forms of end of program assessment will be student performance in the completion and defense of a thesis, and exit interviews with the Department Chair. Traditionally, the process of proposing a research project, establishing a methodology, collecting, analyzing, and interpreting data, and reporting and defending results has been seen as a way for students to demonstrate their ability to synthesize and integrate skills and knowledge acquired in a degree program. The success of the research/thesis element of the degree requirement then, can be seen as a reflection of the strength of the program. A specific measure of this success might be the number of scholarly products that result from research/thesis activities. The exit interviews conducted by the Department Chair have also produced information that is very useful in the assessment of program strengths and weaknesses. The exit interview includes a formal survey instrument and a personal review session with each student. The results of these surveys and interviews are summarized and forwarded on an annual basis to the Graduate Steering Committee of the Department for use in modifying course offerings, and improving procedures.

III. B. 4. Survey of alumni satisfaction

Graduates of the undergraduate program in landscape architecture are surveyed every five years as a part of the regular accreditation procedures required by the American Society of Landscape Architects. This information is used by the Program for curricular evaluation and modification if needed as well as by the accrediting body for their review. Alumni of the proposed graduate program will be included in these surveys.

III. B. 5. Survey of employer satisfaction

As is the case with the alumni survey, employers will be surveyed on a regular basis related to the performance of graduates. The information collected from these surveys will be used when appropriate for program modification.
III. B. 6. Program Advisory Board

A final mechanism that can be used for program assessment is consultation with a Program Advisory Board. Two years ago the Landscape Architecture Program established such a board, consisting of fourteen members from diverse elements of the profession. It has met since on an annual basis and serves as an organization that provides guidance in matters associated with resources, curriculum, program development, and professional relationships. It will serve as an excellent body for evaluation of success of the program being proposed here.

IV. FINANCES

IV. A. Summary of Program Costs

Program costs are summarized in table 7. Nearly all costs are from reallocation of funds. This includes the resources required for support of a new position that will be filled during the current academic year at WSU Spokane. These funds have already been allocated to the Interdisciplinary Design Institute in the 1997-99 biennium budget. No new resources are being requested for library support because it is felt that existing holdings in Pullman are adequate, and because new acquisitions in Spokane will be supported by funds already allocated to the Interdisciplinary Design Institute. With the full implementation of the 5-year undergraduate degree, all fourth year and most fifth year students will be enrolled at WSU Spokane, making it possible to reallocate resources on the Pullman campus to support the proposed degree.

IV. A. 2. Indirect costs

Indirect costs are calculated at 32% and total to $120,537 for Year N of the program.

V. PROPOSAL REVIEW

V. A. Internal Review

There will be no deviations from the normal internal review process.

V. B. External Evaluation

Institutions receiving copies of the proposal are University of Idaho, University of Oregon, and University of Washington.

External evaluators were:

Dr. Julius Fabos
Department of Landscape Architecture
and Regional Planning
University of Massachusetts
109 Hills North
Amherst, MA 01003
Dr. David Pitt  
Department of Landscape Architecture  
125 Architecture and Landscape Architecture  
University of Minnesota  
89 Church Street S.E.  
Minneapolis, MN 55455  

Dr. Ervin Zube  
Landscape Architecture Program  
School of Renewable Natural Resources  
University of Arizona  
325 Biological Sciences East  
Tucson, AZ 85721  

Table 1  
Program of Study for the Master of Science in Landscape Architecture (MSLA)  

<table>
<thead>
<tr>
<th>Core Requirements – Both Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 510* 3 credits</td>
</tr>
<tr>
<td>LA 511* 3 credits</td>
</tr>
<tr>
<td>LA 520* 4 credits</td>
</tr>
<tr>
<td>LA 521* 4 credits</td>
</tr>
<tr>
<td>LA 700* 6 credits</td>
</tr>
</tbody>
</table>

Additional course work totaling 14 credit hours from the courses listed below:**  

**Note that this is not an exhaustive listing of courses that but is only included here for illustrative purposes. As with other graduate programs, students will prepare a program of study that identifies courses that will support their educational goals and research interests.

** Pullman  
| BOT 562 3 credits | Community Ecology |
| ESRP 504 3 credits | Ecosystem Management |
| ESRP 512 3 credits | System Dynamics Models of Environmental Systems |
| ESRP 544 3 credits | Environmental Impact Assessment |
| ESRP 567 3 credits | Advanced Applications in GIS |
| ESRP 586 3 credits | Introduction to GIS |
| ESRP/LA xxx 4 credits | Ecological Planning and Design |
| NATRS 503 3 credits | Natural Resource Planning |
| NATRS 538 3 credits | Natural Resource Policy and Admin |
| NATRS 560 3 credits | Watershed Management |

** Spokane  
| ARCH 494 3 credits | Seminar in Urban and Regional Planning |
| ARCH 496 3 credits | Seminar in Computer Applications |
| ARCH/LA 510* 3 credits | Research Methods |
| ARCH/LA 540* 3 credits | History and Theory |
| ARCH 546 3 credits | Computer Animation |
| ARCH 570 6 credits | Advanced Architectural Studio Lab |
| ESRP 567 4 credits | Advanced Applications in GIS |
| ESRP 586 3 credits | Introduction to GIS |
| ESRP/LA xxx* 4 credits | Ecological Planning and Design |

* New courses – course descriptions are included here in Appendix X

** Note that this is not an exhaustive listing of courses that but is only included here for illustrative purposes. As with other graduate programs, students will prepare a program of study that identifies courses that will support their educational goals and research interests.
It is also important to understand that the students enrolled at Spokane will have access to academic programs offered by the Department of Urban and Regional Planning at Eastern Washington University which is housed in the same building as the Interdisciplinary Design Institute, and students enrolled at Pullman will have access to courses offered by the Department of Landscape Architecture at the University of Idaho.

Table 2
Program Faculty***

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>Highest Degree</th>
<th>Percent Effort on Program</th>
<th>Disability/ Gender/ Ethnic Origin</th>
<th>Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>William G Hedricks*</td>
<td>Assoc Prof</td>
<td>P/FT</td>
<td>PhD</td>
<td>20</td>
<td>Male</td>
<td>Landscape Planning</td>
</tr>
<tr>
<td>Forster Prof</td>
<td>P/FT</td>
<td>PhD</td>
<td>20</td>
<td>Male</td>
<td>Environmental Planning</td>
<td></td>
</tr>
<tr>
<td>Virginia</td>
<td>Assoc Prof</td>
<td>P/FT</td>
<td>PhD</td>
<td>10</td>
<td>Female</td>
<td>Human Fact in Hort</td>
</tr>
<tr>
<td>Michael Sean</td>
<td>Asst Prof</td>
<td>P/FT</td>
<td>PhD</td>
<td>15</td>
<td>Male</td>
<td>Design/Recreation</td>
</tr>
<tr>
<td>John M.</td>
<td>Prof</td>
<td>P/Ft</td>
<td>MLA</td>
<td>15</td>
<td>Male</td>
<td>Design/Implement</td>
</tr>
<tr>
<td>Roberts*</td>
<td>Assoc Prof</td>
<td>P/FT</td>
<td>PhD</td>
<td>50</td>
<td>Male</td>
<td>Urban Design</td>
</tr>
<tr>
<td>Robert A Scarfo*</td>
<td>Assoc Prof</td>
<td>MS Coord</td>
<td>P/FT</td>
<td>50</td>
<td>Male</td>
<td>Urban Design</td>
</tr>
<tr>
<td>Janet Silbernagel**</td>
<td>Asst Prof</td>
<td>P/FT</td>
<td>PhD</td>
<td>15</td>
<td>Female</td>
<td>Design/Ecology</td>
</tr>
<tr>
<td>Kenneth A</td>
<td>Assoc Prof</td>
<td>P/FT</td>
<td>MSLA</td>
<td>10</td>
<td>Male</td>
<td>Design</td>
</tr>
</tbody>
</table>

One additional position will be filled in 1998 through the Spokane branch campus.

* Members of Graduate Faculty
** Paper work to elect to Graduate Faculty is in process
*** Other faculty members from the Interdisciplinary Design Institute and from the Landscape Architecture Department at the University of Idaho will also support the proposed program

Table 3
Size of Program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Yr</td>
<td>4/2</td>
<td>10/4</td>
<td>12/5</td>
<td>14/7</td>
</tr>
<tr>
<td>Summer*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
FTE Students

<table>
<thead>
<tr>
<th>Academic Yr</th>
<th>5</th>
<th>12</th>
<th>15</th>
<th>18</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Credit Hour Enrollment of Students in Program

| Graduate   | 100 | 240 | 300 | 360 | 400 |

Notes: *There are currently no plans to provide for summer courses in the proposed program. A few students may take summer courses and other may be enrolled in thesis credits as part of research requirements.

Table 6
Administrative/Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Disability/ Gender/ Ethnicity</th>
<th>%Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>William G Hendrix</td>
<td>Dept Chair</td>
<td>Overall management and coordination of the proposed program</td>
<td>PhD</td>
<td>Male</td>
<td>10</td>
</tr>
<tr>
<td>Forster Ndubisi</td>
<td>Director IDI</td>
<td>Overall administration of the Design Institute</td>
<td>PhD</td>
<td>Male</td>
<td>10</td>
</tr>
<tr>
<td>Robert Scarfo</td>
<td>Asso Prof Coordinator</td>
<td>Coordinator of the Spokane portion of the program</td>
<td>PhD</td>
<td>Male</td>
<td>20</td>
</tr>
<tr>
<td>Support Staff:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin Manager</td>
<td>Management of Pullman support staff and resources</td>
<td>Female</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sec Super</td>
<td>Office management in Pullman</td>
<td>Female</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Asst</td>
<td>Clerical support, recruiting, admissions</td>
<td>Female</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Asst</td>
<td>Management of student records</td>
<td>Female</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Processor, Lead</td>
<td>Word processing</td>
<td>Female</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal Tech</td>
<td>Financial Management</td>
<td>Female</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td>Clerical support to the faculty</td>
<td>Female</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7
Summary of Program costs – Year 1 and Year N

<table>
<thead>
<tr>
<th>Year 1 Total(^1)</th>
<th>New State Funds 7/1/99</th>
<th>Year N Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Cost</td>
<td>FTE Cost</td>
<td>FTE Cost</td>
</tr>
<tr>
<td>Administrative Salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair (Pullman)</td>
<td>.05 $ 3,774</td>
<td>.10 $ 7,548</td>
</tr>
<tr>
<td>WSU Spokane IDI Director</td>
<td>.05 $ 5,111</td>
<td>.10 $ 10,222</td>
</tr>
<tr>
<td>MS Coordinator</td>
<td>.05 $ 2,912</td>
<td>.20 $ 11,650</td>
</tr>
<tr>
<td>Benefits 25%</td>
<td>$ 2,949</td>
<td></td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.75 $ 46,118</td>
<td>2.00 $122,983</td>
<td></td>
</tr>
<tr>
<td>Benefits 25%</td>
<td>$ 11,529</td>
<td></td>
</tr>
<tr>
<td>Clerical Salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Manager</td>
<td>.05 $ 2,315</td>
<td>.10 $ 4,630</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>.10 $ 3,506</td>
<td>.15 $ 5,259</td>
</tr>
<tr>
<td>Program Assistant</td>
<td>.05 $ 1,256</td>
<td>.15 $ 3,768</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>.10 $ 3,026</td>
<td>.15 $ 4,539</td>
</tr>
<tr>
<td>Word Processor, Lead</td>
<td>.05 $ 1,443</td>
<td>.15 $ 4,329</td>
</tr>
<tr>
<td>Fiscal Tech</td>
<td>.05 $ 1,256</td>
<td>.10 $ 2,512</td>
</tr>
<tr>
<td>Secretary (Spokane)</td>
<td>.10 $ 2,342</td>
<td>.20 $ 4,684</td>
</tr>
<tr>
<td>Benefits 30%</td>
<td>$ 4,543</td>
<td></td>
</tr>
<tr>
<td>Contract Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goods and Services</td>
<td>$ 3,000</td>
<td>$ 2,000</td>
</tr>
<tr>
<td>Travel</td>
<td>$ 2,000</td>
<td>$ 1,500</td>
</tr>
<tr>
<td>Equipment</td>
<td>$ 2,000</td>
<td>$ 15,000(^2)</td>
</tr>
<tr>
<td>Libraries</td>
<td>$ 5,000</td>
<td></td>
</tr>
<tr>
<td>Indirect 32%</td>
<td>$ 48,979</td>
<td>$ 8,706</td>
</tr>
<tr>
<td>TOTALS</td>
<td>$153,059</td>
<td>$ 27,206</td>
</tr>
<tr>
<td>FTE Students</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Cost-per-FTE</td>
<td>$30,612</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\)All year 1 resources are from reallocation.
\(^2\)This is a one-time request for upgrade of computer resources.

*****

Motion carried

4. Recommendation from Graduate Studies Committee for Graduate Certificate Programs
Exhibit H from 4/2/98 is as follows:

MEMORANDUM

TO: Faculty Senate
FROM: Joe Cote, Chair, Graduate Studies Committee
DATE: March 4, 1998
SUBJECT: University Graduate Certificate Programs

Currently, a University policy does not exist regarding the offering of certificates. Over the past several months, the Graduate Studies Committee has recognized the need for Washington State University to offer certified educational programs that do not result in formal degrees. Because of the increased importance of credentials, the need to update professional skills, and the nature of disciplinary knowledge development, the GSC recommended at its meeting on February 24, 1998 the creation of University-sanctioned graduate certificate programs (certificates of achievement). Such certificate programs would require approval by the Faculty Senate and would be allowed to display a formal WSU logo, and contain the University seal and the signature of the University President.

Formal certificates should convey that students have developed a mastery of the course material. It is, therefore, proposed that certificates be formally approved in a manner similar to that currently being done for new master's degree program options, minors, or specializations (except there would be no need for approval by the Board of Regents). The certificate programs would also be included in program reviews conducted by the Graduate School.

To qualify as a formal graduate certificate program (and to differentiate formal certificates of achievement from informal certificates of attendance), it is proposed that the program conform to existing Graduate School policies outlined for master's degree programs, including the following:

1. Graduate certificate programs must have admission standards that are similar to related graduate degree programs. This includes standardized testing (e.g., GRE, GMAT), prerequisite or foundation coursework, or any other admission requirement appropriate to the classes included in the programs.

2. Graduate certificate programs must use approved undergraduate or graduate coursework, with no more than one-third of the coursework being at the undergraduate level (see page I 0 of the 1997-98 Graduate School Policies and Procedures Manual).

3. Students must be admitted to the Graduate School (as UND-G, NADC, or regular graduate student status) and have completed all appropriate prerequisite classes to take graduate coursework (see pages 2-4 of the 1997-98 Graduate School Policies and Procedures Manual).

4. Per Graduate School policy, students pursuing a graduate certificate may only accumulate 6-to-9 credits (depending upon degree) toward a graduate degree (see page 4 of the 1997-98 Graduate School Policies and Procedures Manual). If a special certificate status is created, students under this status may accumulate only 6-to-9 credits toward as graduate degree.

5. There is assessment of student learning. Any course graded S/F cannot be used toward major or supporting work for any master's program (see page I 0 of the 1997-98 (Graduate School Policies and Procedures Manual).
6. Requirements regarding graduate faculty status and critical mass would apply.
7. The program must have a GPA requirement for completion and coursework must be graded. The academic standards should conform to Graduate School policy (see page 16 of the 1997-98 Graduate School Policies and Procedures Manual).

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Motion carried.

5. Recommendation from Academic Affairs Committee to recognize WSU Nursing Faculty as the College of Nursing Exhibit I from 4/2/98 is as follows:

MEMORANDUM

TO: Thomas Brigham, Executive Secretary Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 27 March 1998
SUBJECT: Proposal to Recognize the Washington State University Faculty at the ICNE as the WSU College of Nursing

At its meeting on 25 March 1998, the Academic Affairs Committee (AAC) approved the proposal to recognize the Washington State University faculty at the ICNE (Intercollegiate Center for Nursing Education) as the WSU College of Nursing, effective fall 1998.

AAC committee members unanimously approved this proposal, based on the rationale presented in the cover memo from the Faculty Senate Office and the memo from Dean Dorothy Detlor.

At this time, Faculty Senate review and approval of the proposal to recognize the Washington State University faculty at the ICNE as the WSU College of Nursing is recommended, to be effective fall 1998.

MEMORANDUM

DATE: March 2, 1998
TO: Members of the WSU Faculty Senate
FROM: Dorothy Detlor, Dean
RE: Name - WSU College of Nursing
CC: Provost Gretchen Bataille
     ICNE Senators Merry Armstrong, Tina Bayne and Jan Holloway

I am writing as Dean of the Intercollegiate Center for Nursing Education and as a member of the WSU faculty to request that the Senate formally recognize the Washington State University College of Nursing. We have been informally recognized in this manner for some years; currently, all our literature describes us as the Intercollegiate Center for Nursing Education, the college of nursing for Eastern Washington University, Washington State University and Whitworth College.
As you are aware, the Intercollegiate Center for Nursing Education is a consortium of three institutions of higher education. Currently, we are completing the rewriting of the interinstitutional agreement which, when signed, will include Gonzaga University as the fourth member of the consortium. As part of the agreement, the coordinating institution is Washington State University, faculty and staff are all appointed by Washington State University, and WSU manages all the fiscal affairs of the ICNE. Additionally, all students now register as upper division students through WSU and many of our graduate students earn their MN degree through WSU. The new agreement proposes that the degrees earned by students at the ICNE in Spokane will be joint degrees between one of the consortium institutions and WSU.

There are many factors in the current situation that make for confusion among students, the University community and throughout eastern Washington State where our nursing degree programs are offered. Some of these include:

- The degree programs in nursing offered in Yakima, Tricities, Wenatchee and Vancouver are WSU programs exclusively; the ICNE is a Spokane entity.

- The educational and the lay community understand what a College is; they do not understand the Intercollegiate Center for Nursing Education.

- It is confusing to look in the catalog and see eight colleges listed - and then - the ICNE. People do not know where it fits. This also makes recruitment confusing. Such things as press releases, often do not include nursing; e.g., a recent WSU announcement of the upcoming commencement ceremonies referred only to the "eight colleges;" summaries of news articles put together by the WSU Foundation often do not include articles about nursing and the ICNE.

- Many members of the WSU community do not understand how nursing fits and it is not uncommon for me not to receive relevant communications that are delivered to other colleges.

It is imperative that this issue be addressed because:

- Nursing functions in this University in the same manner and relationship to WSU as the other eight colleges, having the same privileges and responsibilities.

- Nursing faculty are appointed, tenured, and promoted through WSU and must meet the same expectations/criteria as faculty of other colleges.

- Nursing faculty are expected to, and do, serve on and chair WSU faculty committees as do faculty of the other colleges.

- Nursing must meet the expectations of a Research I University as other colleges; classification of our name will assist in the process of seeking extramural research and programmatic funding.
Members of the communities in which our programs are located will have a clearer understanding of nursing offerings and the University. This will positively impact recruitment of potential students.

Recent discussion with members of the legislature revealed confusion about the role of WSU as a participant in the Intercollegiate Center for Nursing Education. It was perceived that Eastern Washington University was the lead institution.

This issue has been discussed extensively by the nursing faculty. They have unanimously given their support to this request. I have also discussed this proposal with Provost Gretchen Bataille and with Chair of the Senate David Stock. Our proposal is that we be formally awarded college status. In Spokane, we will be known as the Intercollegiate Center for Nursing Education and the Washington State University College of Nursing. Throughout the rest of the state, we be recognized as the Washington State University College of Nursing.

Thank you for your assistance with this matter. Our senators are available to answer any questions concerning nursing, our programs or related issues. I, also, will be glad to speak directly with the members of the Senate if there are issues I can clarify.

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Motion carried.

6. Recommendation from Academic Affairs Committee for Revisions to of Rules 31 and 32

Exhibit J from 4/2/98 is as follows:

MEMORANDUM

TO: Thomas Brigham, Executive Secretary Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 27 March 1998
SUBJECT: Revisions to Rule 31, Credit to High School Students for Courses Completed Prior to High School Graduation Elimination of Rule 32, Flexible Enrollment Credit for Teaching Certificates

At its meeting on 11 March 1998, the Academic Affairs Committee approved the following revisions to Rule 31, Credit to High School Students for Courses Completed Prior to High School Graduation, and approved the elimination of Rule 32, Flexible Enrollment Credit for Teaching Certificates, effective fall 1998.

One revision to Rule 31 adds the following statement to (b) Running Start Program: (2) Courses offered by Washington State University to high school students participating in Running Start will have an enrollment of at least seventy percent of regularly admitted students in each course section.
This revision complies with the best practice of other colleges and universities in the state to limit Running Start students to no more than thirty percent of the total enrollment in a course section and better assures that Running Start students will experience a college classroom situation in common with regularly admitted college students.

The other revision to Rule 31 deletes the following statement from (e) Other Courses (2): The fees charged for the course would be the same as fees charged on the college or university campus.

This revision complies with actual practice at WSU which sets some different fees for students who are not regularly admitted, such as the current fee for students enrolled through the high school coop program.

The elimination of Rule 32, requested by Walt Gmelch, Interim Dean of the College of Education, removes a rule that refers to the Standard Certificate, which has itself been eliminated since 1987.

At this time, Faculty Senate review and approval of the revision to Rule 31 and the elimination of Rule 32 is recommended, effective fall 1998.

TO: Julie Pomerenk, Assistant Registrar
FROM: Walt Gmelch, Interim Dean
DATE: December 15, 1997
SUBJECT: Rule 32, Flexible Enrollment Credit for Teaching Certificates

Due to lack of on-going need for Rule 32, Flexible Enrollment Credit for Teaching Certificates, I am requesting that the rule be allowed to die out. This particular rule applied to the standard teaching certificate which has not existed since 1987.

Thank you for your assistance with this request.

31. CREDIT TO HIGH SCHOOL STUDENTS FOR COURSES COMPLETED PRIOR TO HIGH SCHOOL GRADUATION. Washington State University encourages students to complete rigorous college preparatory courses in high school, or to take college courses while in high school if they have adequate preparation. In some cases college credit may be awarded when consistent with the following criteria.

(a) High School Courses: Some high schools may offer instruction at the college level, and when consistent with university and academic department policies, college credit will be awarded if student achievement is validated by an approved national examination such as Advanced Placement or International Baccalaureate, or a review or examination administered by the university.

(b) Running Start Program:

(1) Credit will be awarded for college courses taken prior to high school graduation when such courses are completed through the state of Washington's Running Start Program. (2) Courses offered by Washington State University to high school students participating in Running Start will have an enrollment of at least seventy percent of regularly admitted students in each course section. (e) Other Courses: College credit may be awarded for courses taken in high school when consistent with the following conditions:

(1) The course must also be currently available on the campus of the regionally
accredited college or university and must be listed in the college or university catalog. The course, regardless of setting, must use the college or university curriculum.

(2) Students interested in credit must register and pay fees at the beginning of the term and would be subject to the same grading and tuition refund policies as students on the campus of the regionally accredited college or university. The fees charged for the course would be the same as fees charged on the college or university campus.

(3) The faculty teaching the course in high school must carry a regular or adjunct faculty appointment at the regionally accredited college or university.

(4) The students taking the course in the high school must be assessed and graded in the same manner as students taking the course on the campus of the regionally accredited college or university. Student work, whether completed for the course offered on-campus or at the high school, must be graded and evaluated by the same standards.

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Motion carried.

7. Recommendation from Academic Affairs Committee for Revisions to Rules 66 and 89

Exhibit D is as follows:

MEMORANDUM

TO: Thomas Brigham, Executive Secretary
    Faculty Senate
FROM: Monty Neilsen, Registrar
FOR: Academic Affairs Committee
DATE: 10 April 1998
SUBJECT: Revision to Rule 89, Final Grade Submittal

AT its meeting on 8 April 1998, the Academic Affairs Committee approved the following revision to Rule 89, effective fall 1998. With unanimous approval, ACC members strongly recommend that the proposed revisions be forwarded to the Faculty Senate as an action item on the 16 April agenda so that production of the 1998 WSU Catalog may proceed.

89. FINAL GRADE SUBMITTAL. Final grades will be submitted to the Registrar’s Office by 4:00 p.m. on the second working day after the close of finals week. (Final grades for Semester Session will be submitted to the Registrar’s Office by 4:00 p.m. on the second working day following the first six weeks for courses that fall within the early six-week block and by 4:00 p.m. on the second working day following the last scheduled day of Summer Session for courses that fall within the eight-week and late six-week blocks. Departments may be requested to submit final grades for summer courses earlier than the official submission deadline to facilitate grade reporting to students.)

This revision complies with the technological limitations of processing grades during the summer while providing grades to those students who need them after their summer term is completed.
At this time, Faculty Senate review and approval of the revisions to Rule 66 and Rule 89 is recommended, to be effective fall 1998.

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Revision to Rule 66 was defeated.
Revision to Rule 89 was approved.

8. Recommendation from Academic Affairs Committee for Revision to General Education Areas of Coherence Exhibit K from 4/2/98 agenda is as follows:

MEMORANDUM
TO: Thomas Brigham, Executive Secretary Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 27 March 1998
SUBJECT: General Education Committee Recommendations on the Areas of Coherence

At its meeting on 25 March 1998, the Academic Affairs Committee (AAC) approved the attached General Education Committee Recommendations on the Areas of Coherence, effective immediately.

AAC members viewed the three recommendations as a simplification to the presentation of the Areas of Coherence which preserved the initial intent of requiring an upperdivision Tier III capstone course within the General Education Program. The three recommendations are summarized as follows:

A. all capstone courses will be designated by T in the catalog;
B. students will be allowed to self-select their capstone course based on their interests, previous academic experience, and knowledge;
C. the Areas of Coherence will be reduced in number from twelve to seven. It should be noted that all capstone courses (previously listed in one of twelve areas) continue to be listed in one of the newly configured seven areas.

At this time, Faculty Senate review and approval is recommended for the General Education Committee Recommendations on the Areas of Coherence, to be effective immediately.

General Education Committee Recommendations on the Areas of Coherence

A subcommittee to consider ways of simplifying or streamlining the capstone requirement was convened in part as a response to the reports by Jane Parker and Barbara Lentz of the difficulties advisors and students were having understanding and applying the Areas of Coherence. For example, the long lists of courses in the Areas in the Catalog appear overly complex and difficult to use, and they constrain student choices. The many transfer students in the system (approximately half at Pullman, all at the extended campus sites and in EDP) cannot make early choices about clustering their courses in meaningful ways, so that the goal of encouraging more deliberate student choices of GE courses is not being achieved for this significant population. In addition, several colleges and major programs stipulate so strictly what GE courses their majors must take that in these cases as well the goal of encouraging more deliberate student choices of GE courses is not being attained. Building in redundancy in courses across several Areas of Coherence (e.g., Soc 101 in five Areas) to accommodate
transfer students and students who change their minds about majors and/or Areas of Coherence unfortunately has had the effect of undermining the very principle of coherence in these submenus.

The original charge of the subcommittee was to look at ways of simplifying the present system by combining or eliminating some of the Areas of Coherence. The subcommittee looked at a number of factors, such as the extent of overlapping courses among existing Areas of Coherence, and tried to distinguish which titles/subjects would be intuitively understood by students and advisors. Members also looked at other ways of simplifying the system, including allowing students to self-select capstone courses, based on their interests, previous academic experience, and knowledge. Members felt an urgent need to reduce the number of items which academic advisors had to monitor and which students had to juggle in making course selections.

In making these recommendations, the General Education Committee reaffirms that the heart of the requirement (as well as its paramount learning goals) is contained in the capstone course. The valuable core of the requirement is the student's experience of an advanced, upper-division course apart from the major. It is important that students have this experience late in their academic careers, when they have matured substantially as learners and have acquired considerable knowledge within their major fields. The lists of courses in the Areas of Coherence are attempts to enable the students' engagement in advanced study and to indicate, broadly, the body of knowledge which would be integrated or studied in depth in the capstone course. That is, the Area of Coherence is a means to accomplish an important end, not an end in itself. Therefore, these recommendations preserve only those parts of the Areas of Coherence essential to the capstone experience. Furthermore, as these recommendations only streamline the process of selecting the capstone without changing the requirement itself, it is intended that the recommendations become effective immediately [fall 1998] and retroactively. To make the changes as little confusing and disruptive as possible, all the existing capstone courses are subsumed into the seven redefined (or combined) Areas of Coherence. It is intended that only the capstone course be recorded on the transcript or tracked in the DARS system.

The General Education Committee recommends:
A. that all capstone courses be designated [T] in the catalog;
B. that students be allowed to self-select their capstone course based on their interests, previous academic experience, and knowledge;

[To implement this change, existing language in the Catalog relating to Areas of Coherence and Capstone courses would be changed along the following lines (existing Catalog language is shown in regular text; proposed changes in italics):

*Capstone course [T] - 3 hours at Tier III; capstone courses are upper-division (400 level) and function as summations of the Area of Coherence, integrating and unifying the body of material identified as the subject of the Area of Coherence (see description below).

1. Students are required to take a minimum of 15 credit hours or five courses in an Area of Coherence, which consists of a group of related courses designated in the WSU Bulletin/Catalog.

2. All three tiers must be represented in the course selections fulfilling the
Areas of Coherence requirement, including a capstone course of the student's chosen Area of Coherence; only three of the 15 hours can be in Tier I. Capstone courses for General Education may not be taken within a student's own major.

3. Students may take Tier III courses only after completion of the required Tier I and 11 courses within the selected Area of Coherence, and after earning approximately 60 total hours.

Change to

Capstone course [T] - 3 hours at Tier III,- capstone courses are upper-division (400 level) and function as summations of the General Education curriculum, integrating course work and themes identified as the subject of the Area of Coherence (see description below).

1. Students are required to take an upper division capstone course in an Area of Coherence designated in the WSU Bulletin/Catalog. They may select a course fitting their own interests and previous academic experience.
2. Capstone courses for General Education credit may not be taken within a student's own major.
3. Students may take Tier III courses only after completion of the required Tier I and II courses within the selected Area of Coherence, and after earning approximately 60 total hours.

Tier III provides the final component of sequential study in general education, the capstone course, which is designed to assist students in integrating and synthesizing knowledge from diverse course work. Tier III courses are upper-division (400 level) and function as the capstone of the Area of Coherence, integrating and unifying the body of material identified as the subject of the Area of Coherence. Tier III capstone courses have as a general prerequisite 60 hours of course work; there may be additional prerequisites for specific courses. Capstone courses which are broadly interdisciplinary or topical in nature will carry [T] designations in the WSU Bulletin/Catalog and Time Schedule. In some instances, if a capstone course has a clear focus within one of the knowledge domains [e.g., H, S, P, or B], it may be so designated, with its status as a capstone course in Tier III indicated by its 400-level number.

Change to:

Tier III provides the final component of sequential study in general education, the capstone course, which is designed to assist students in integrating course work around themes of interest to the student. Tier III courses are upper-division (400 level) and have as a general prerequisite 60 hours of course work,- there may be additional prerequisites for specific courses.

The Areas of Coherence

Five courses (i.e., fifteen hours) of the General Education distribution requirements must be taken within a cluster of courses which organize related material on a broad designated topic (see list of Areas of Coherence below). These courses are organized sequentially through progressively more sophisticated and detailed examinations of the subject. The Area of Coherence is a subset of the distribution requirements in general education, not an add-on. The purpose of the Area of Coherence requirement is study in depth within General Education. The Area of Coherence is intended to assist students' integration of knowledge from various knowledge domains and to permit more sharply focused study within related course work.
Change to:

**The Areas of Coherence**

Identify broad themes or subject areas within the General Education curriculum. The purpose of the Area of Coherence is to clarify some of the opportunities for study in depth with General Education. The capstone course, taken at Tier III in the junior or senior year, is intended to assist students in the integration of knowledge from various knowledge domains and to permit focused study within a body of related course work.

N.B. The full lists of courses in Areas of Coherence would be listed on a website but not in the Catalog. Faculty would continue proposing new courses in terms of the Areas of Coherence concepts. Some additional listing of prerequisites may be necessary. The Catalog would list the names of the Areas, their content and learning goals, and the capstone courses, as shown below.]

C. that the Areas of Coherence be reduced in number from 12 to 7, as follows:

The twelve existing Areas of Coherence
1. **Foundations of Western Civilization**
2. **Foundations of the Modern World**
3. **American Cultures**
4. **The Nature of Humanity**
5. **The Structure of Society**
6. **Forms of Artistic Expression**
7. **Human Values and Religious Thought**
8. **Global Perspectives**
9. **Ecology of the Planet**
10. **The Nature of Matter and Energy**
11. **Science and Society**
12. **Measures of the World**

The revised Areas of Coherence:

1. **Foundations of the Modern World/The Structure of Society** [formerly "Foundations of Western Civilization," "Foundations of the Modern World," and "The Structure of Society"] This area of study examines the variety of cultural forms, issues, and historical developments which characterize modern civilization since its emergence around A.D. 1500. Relevant topics include the scientific and industrial revolutions and their impacts upon modern cultures; colonialism and imperialism; the roles of class, gender, and ethnicity in modern society. This area of study also focuses on the nature and functions of institutions, including familial, cultural, political, and economic systems, and their influence on society. Students will study a variety of institutional systems and explore their characteristics, functions, and significance, with the aim of understanding how social groups function at many levels. A subset of issues in this area of study focuses on the distinctive cultural forms and historical developments of early Western civilization to approximately A.D. 1500. Topics include the sources of early Western culture and influences upon it; its interactions with other peoples and cultures; its history, art, philosophy, religious thought and practices; its literatures and languages.
Students are expected to understand the modern world as a global economic and political system and to analyze civilization, both ancient and modern, from a variety of perspectives.

- Engl 419 The Twentieth-Century Novel
- Hum 404 Making of the Modern World
- Hist 436 Imperialism in the Modern World
- Hist 425 The City in History
- Crim JIW St 403 Violence Toward Women"
- Soc 442 Political Sociology
- Soc 474 Collective Behavior and Social Movements
- CAC/W St 454 Women in US Society: La Chicana
- Jour 405 The Costs of Free Speech
- Hist 444 The Renaissance

2. American Cultures
This area of study examines the variety of cultural forms, historical developments, and issues which characterize American cultures. Topics include the history and diverse origins of American peoples, the origin and development of American political processes and institutions, social and cultural forms, values, artistic traditions and literatures, and America's influence on and interactions with other peoples and cultures.

Students are expected to understand and analyze the origins, and development of significant and characteristic features of American cultures, including issues relating to gender, class, and ethnicity.

- CAC 405 Cultural Criticism and Theory
- CAC 480 Federal Native American Resource Settlements
- Engl/W St 409 Women Writers of the American West
- Engl 471 American Cultural Politics since WWII
- W St 460 The Politics of Nature in American Culture
- CAC 440 Social Justice and American Culture

This area deals with alternative ways of studying, defining, and understanding human nature and versions of human identity. Course work in the area offers a variety of scholarly approaches to the study of ourselves, from the scientific (biology, genetics, psychology and other social sciences) to philosophic and religious views. Students are expected to examine critically various fundamental assumptions about human nature, as well as the implications and consequences of those assumptions.

- Soc 455 Human Values
- Soc/W St 484 Lesbian & Gay Studies
- Anth 404 The Self in Culture
- Anth 468: Sex, Evolution and Human Nature
- Psych 492 Psychology of Language
- SHS 489 Disability and Society

4. Forms of Artistic Expression
This area of study examines the variety of artistic forms and traditions through which human beings have explored the world and their own relationship to it, affirmed or challenged the values of their cultures, or expressed their own personal visions. Courses in this area focus
on the history, criticism, theory, or creation of the arts, including music, theater, dance, literature, sculpture, painting and other graphic arts, and architecture. Students are expected to gain an historical perspective on the major art traditions of the world, become familiar with some of the world's most important genres, achievements, and artists, and to be able to analyze and appreciate a variety of art forms.

- **FA 405 Contemporary Art: Theory and Practice**
- **Engl 415 Traditions of Comedy and Tragedy**
- **Rus 430 St Petersburg**
- **Phil 430 Philosophy of Art**
- **Hum 410 Love in the Arts**
- **For L 422 20th-Century Issues in German & Latin American Film & Literature**
- **Phil 435 East/West Philosophy of Architecture**

5. Global Perspectives [includes the former "Human Values and Religious Thought"]

This area of study aims at increasing students' international awareness and knowledge of major world cultures. It addresses many transnational processes and global issues (e.g., technological change, global environmental or economic issues, population, demographics, gender, hunger, health, human rights). It also examines the distinctive values and religious concepts of diverse civilizations, past and contemporary. Courses included in this area examine a variety of world cultures, religions, historical developments, socioeconomic and political systems.

Students are expected to increase their understanding of our multicultural and increasingly interdependent world. Students are expected to analyze global issues and broad cultural and international problems from a number of perspectives and value systems.

- **CAC 439/Pol S 474 African Politics**
- **Econ 418 Global Capitalism Today**
- **Hist 435 European Expansion Overseas, 1400-1800**
- **Hist 491 History of World Trade**
- **Anth 417 Anthropology and World Problems**
- **Hist/Asia 470 Britain and India, India and America**

6. Science and Society/Ecology of the Planet [combines the former "Science and Society" and "Ecology of the Planet"]

This area of study explores the interrelationships between society and science and technology in the modern world, including the transformation of civilization as a result of scientific/technological advances. It includes the study of living systems and their interactions with the environment (ecology). Students should have a grasp of the natural systems of the planet--geological forces, climatic variation, evolutionary changes, biomes, etc.--in order to study human dependence upon them and to understand human impacts upon the environment. Advanced work in this area requires a foundation in the fundamental physical and biological principles; some work in the history and philosophy of science and the social and economic development of the modern world is helpful.

Students will analyze human impacts upon the planetary systems and explore the ways in which societies and institutions, as well as resource and other constraints, influence technological development.

- **Hist 409 American Environmental History**
Am St/Engl 472 Ecological Issues and American Nature Writing
Soc 415 Ecology of Human Societies
Soc 430 Society & Technology
Cpt S 401 Computers and Society
Hist 483 Technology and Social Change to 1950
Zool/W St 407 Biology of Women
Phil 440 Mind of God & the Book of Nature: Science & Religion
Anth 405 Medical Anthropology
Entom 401 Invertebrates and Biological Thought
PharP 483 Human Body Systems: Management & Care

This area of study examines the nature of the universe and the development of planet earth from its origins to the present from several different scientific and scholarly perspectives. It examines the processes (practical, historical, and philosophical) by which humanity has come to understand the physical world. Preparatory work in this area should include the basic scientific principles of physics, chemistry, and biology, along with some study of intellectual history--including theories of the development and nature of the universe; the history of planet earth and the solar system.

Students are expected to acquire an understanding of the structures of matter and the principles governing, the transformations of matter and energy which constitute the universe. In addition, they will become familiar with the ways in which human understanding of the universe has developed over time, and explore current issues.

Astr 450 The Search for Extra Terrestrial Life
GenCB 455 The Logic of Life

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An amendment was made to eliminate the Areas of Coherence.
Seconded.
Amendment passed.
Amended motion passed.

9. Recommendation from the Honorary Degree Committee for New Procedures Exhibit L from 4/2/98 agenda and New Exhibit E are as follows:

MEMORANDUM
TO: Thomas Brigham
Interim Executive Secretary, Faculty Senate
FROM: Jane Lawrence, Director, Director, University Honors Program
Chair, Honorary Degree Committee
RE: Proposal to Change Honorary Degree Review Procedures
DATE: March 10, 1998
On behalf of the Honorary Degree Committee, I would like to submit for consideration and approval by the Faculty Senate the attached proposal to change the way nominations for honorary degrees are reviewed and approved.

The Honorary Degree Committee has spent the past few months reviewing the policies and procedures at a number of our peer institutions and discussing how we might revise our procedures to make them rigorous, to ensure confidentiality, but to not make them so complex that hardly anyone is ever awarded an honorary degree from WSU. The biggest changes are:

1. The composition of the committee since half of the proposed new committee would be appointed by the Faculty Senate Steering Committee and half by the President. A regent also would be a member of the committee.

2. The Faculty Senate Steering Committee would have the authority to review, approve or reject, any nominee forwarded by the Honorary Degree Committee. Nominees would no longer be reviewed by the full Senate.

3. We're also recommending that any mention of the need for the nominee to have some kind of tie, however peripheral, to WSU or the State of Washington be eliminated.

I look forward to discussing this proposal with you, the Steering Committee, and the Senate. Obviously, any change in the University's Honorary Degree Policies also will need to be approved by the Board of Regents.

Honorary Degrees at Washington State University
Proposed Policies and Procedures
Spring 1998

The highest award that Washington State University can confer upon an individual is an honorary degree. The Board of Regents of Washington State University has statutory authority to award honorary degrees to individuals in recognition of "learning or devotion to literature, art, or science." Recipients of a WSU honorary degree should be individuals who have achieved eminence in their fields and whose literary, artistic, or scientific contributions enhance the intellectual climate of the University. Honorary degrees may not be awarded to graduates of Washington State University or in consideration of donations.

Proposed Procedures

Committee
The Honorary Degree Committee is responsible for processing and reviewing nominations for honorary degrees. The Committee is composed of thirteen members, six (including the chair) appointed by the President of the University, six by the Faculty Senate Steering Committee, and a Regent appointed by the chair of the Board of Regents. Committee members serve three year staggered terms. The Provost and Dean of the Graduate School serve as ex-officio members of Committee.
Process
The Honorary Degree Committee will establish a deadline and solicit nominations early in
the fall semester each year. Any member of the University community may nominate an
individual(s) using the Honorary Degree Committee Nomination Form. A detailed letter of
nomination, complete bibliographical material, and the names and addresses of three
individuals who have direct knowledge of the nominee and his or her accomplishments
should accompany the Nomination Form. No disclosure is to be made to the nominee while
his or her name is under consideration.

Upon receipt of a nomination the Honorary Degree Committee will review the materials and,
if necessary, request additional information from the nominator or other appropriate
individuals or academic units.

1. If the Committee fails to recommend the nominee, no further consideration is given to
   the nomination.
2. If the Committee recommends a nominee(s), all materials are submitted
   simultaneously to the President of the University and to the Faculty Senate Steering
   Committee.
3. If either the President or the Faculty Senate Steering Committee fails to recommend
   the nominee, no further consideration is given to the individual.
4. If both the President and the Faculty Senate Steering Committee recommend the
   nominee, all materials are submitted to the Board of Regents and the Board makes a
   final decision as to the awarding of the degree.

Given the special nature of honorary degrees, they should be awarded after careful and
thorough deliberation. The Regents may elect not to award any honorary degrees in a given
year or they may decide that up to three individuals are worthy of this special recognition.
Honorary degrees are only conferred at the University's commencement ceremony.

MEMORANDUM

TO: Faculty Senate
FROM: Jane Lawrence
Chair, Honorary Degree Committee
RE: Modification of Proposed Honorary Degree
DATE: April 6, 1998

Following the discussion of the proposal to change the way WSU processes honorary
degrees at last Thursday's (April 2nd) Faculty Senate meeting, a Senator suggested to me one
modification. After consulting with the Honorary Degree Committee, we would like to
amend our proposal and ask that the following sentence be substituted in place of the final
sentence in the new procedures.

Former Sentence:

Honorary degrees are conferred at the University’s commencement ceremony.

New Sentence:

Honorary degrees are conferred at the University’s commencement ceremony.
Proposed Sentence:

Honorary degrees are conferred at official University-wide ceremonies, e.g., commencement or the President’s convocation.

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Motion carried.

Agenda Items (Discussion Items).

1. Recommendation from Academic Affairs Committee for Revisions of Rule 68 and 69 the Withdrawal Policy, Rule 66 Adding a Course and Rule 89 Final Grade Submittal. (Exhibit F).—J. Evermann

There was an extensive discussion of this proposal. Questions were raised about the proposed number of withdrawals. It was felt that six was too high. However, currently WSU has no limit on the number of withdrawals a student may have. It was suggested by Senators Hokanson and Spangenberg that the limit should be actually set at three. There were further questions about the withdrawal period and whether 9 weeks is too long. Another concern raised by the Senate was how the limit applied to transfer students and whether they would have the same absolute number of withdrawals as students who begin their career here. Evermann, Chair of AAC reported that in the present proposal transfer students received the same number of withdrawals. It was suggested that there should be some system of prorating withdrawals for transfer students. Finally, there were questions about the appeals process and it was reported that as proposed the Dean of the student’s college would have the final decision and no exceptions were proposed.

2. Recommendation from Academic Affairs Committee for Name Change from Honors Program to the Honors College (Exhibit G).—J. Evermann

A question was raised about whether there would be a dean and additional administrators. The structure would stay the same and only the name would change.

3. Recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #1 and 2 (Exhibit H).—J. Evermann

There was no discussion of this item.

4. Recommendation from Academic Affairs Committee for a BA in Public Affairs at WSU Vancouver (Exhibit I).—J. Evermann

This has been approved by Budget, Library, Catalog and Extended University Affairs Committee and has received positive external reviews.

There was no discussion of this item.

5. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #1 (Exhibit J).—Joe Cote

There was no discussion of this item.
Call for a quorum resulted in adjournment.

6. Recommendation from Faculty Affairs Committee for Section V, VI, and VII of the *Faculty Manual* (Exhibit F from 4/2/98 agenda Please Bring to This Meeting).—J. Crane

7. Recommendation from Faculty Affairs Committee for Revision of the Reemployment Policy from Section IV of the *Faculty Manual* (Exhibit K).—J. Crane

8. Recommendation from Organization and Structure Committee for Faculty Senate Bylaws changes (Exhibit L).—K. Struckmeyer

9. The Faculty Senate Nominating Committee has nominated the following people (Vita will be provided in the next agenda):

- Chair: Robert Greenberg
- Vice Chair: Peter Burke and Brad Pate
- Executive Secretary: Thomas Brigham and John Crane
- Legislative Representative: Matthew Carroll

Constituents' Concerns.

N. Walker asked that faculty talk to students about limiting withdrawals before the policy is changed.

VII. Adjournment.

Meeting adjourned at 5:55 p.m.

Thomas A. Brigham
Executive Secretary