The Faculty Senate was called to order by David Stock, Chair, on Thursday, April 2, 1998, in FSHN, T101, at 3:40 p.m. Fifty-nine (59) members were present, twenty (20) were absent with three (3) vacancies. Twelve (12) non-voting members were present. (See attached sheet)

Approval of Minutes of March 5, 1998 Meeting were approved as circulated.

   Under item 3 in Exhibit A paragraph 3 the last sentence dealing with minimum acceptable standards add (unsatisfactory performance). Amended minutes were approved.

Announcements (Information Items).

1. Faculty Senate officers met with the Provost on March 24, 1998.

2. Response from Provost Bataille for Faculty Senate Actions of March 5, 1998, Exhibit B is as follows:

   March 23, 1998

   TO: Faculty Senate
   FROM: Gretchen M. Bataille Provost
   SUBJECT: Faculty Senate Actions

   The actions taken by the Faculty Senate at its March 5, 1998, meeting are noted as follows:

   1. The recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #5 is approved.

   2. The recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #5 is approved.

   3. The recommendation from Graduate Studies Committee to extend the Master of Arts in Interior Design to WSU Spokane is approved.

   4. The recommendation from Graduate Studies Committee to extend the Master of Science in Architecture to WSU Spokane is approved.

   5. The recommendation from Academic Affairs Committee for the BS in Manufacturing Engineering at WSU Vancouver is approved.

   6. The recommendation from Academic Affairs Committee for the BS in Computer Engineering is approved.

cc: K. DePauw S. Savage K. Kravas S. Smith
     K. Casavant S. Giffen E. Madison T. Purce
     M. Nielsen J. Sherman C. Kravas K. Boehmke
3. Information on the changes to the Retire/Rehire Policy being discussed by the Faculty Affairs Committee Exhibit C is as follows:

The draft revision of the reemployment program is presented here as an information item at this time. The proposal has been referred to the Faculty Affairs Committee for their review and analysis. The revised policy is likely to come to the Senate for consideration later this spring. There are two major changes that have necessitated the revision. The first is federal law against age discrimination which requires the elimination of the 70 age limit, and the second is that the program can no longer be funded centrally. As a consequence, departments will have to fund the reemployment program directly possibly with a portion of the retiring person's FTE. In order to give both the faculty and the department some flexibility the revision changes the wording making reemployment a possibility rather than an entitlement.

Greg Royer, Executive Director of Budget and Planning will present a review of the current budget and the plans for next year's budget.

Reemployment of Retired Faculty

Any tenured faculty member eligible for retirement under the University's retirement rules and who does retire prior to age 70 can elect to request reemployment to his or her program up to 40 percent time until age 70 for a period of up to five years provided the department chair and college dean determine that there is a need for that person's services. (Forty percent of full time is the maximum for which the University can pay a retiree from all sources.)

The maximum salary will be calculated as 40 percent of the highest two consecutive years' average. Retired faculty are not eligible for merit increases, equity adjustments, or market raises.

In order to be eligible for 40 percent reemployment, the faculty member must make a request by December 1 of the year prior to that in which 40 percent reemployment is sought. After the first year, the retiree must announce by December 1 his or her intent for the following year.

Efforts will be made to accommodate the scheduling preferences of retired faculty, but no guarantee of semester or time can be given in advance of the development of the course schedule for the following year. Final course assignments are made at the discretion of the department.

In most cases, reemployment will be for instructional duties only. However, deans, chairs, or other principal administrative officers may negotiate individualized arrangements with the retired faculty member for special research or administrative duties. Another option is for retired faculty to take their reemployment in the form of research supported by grants and contracts. Retired University employees may submit grant proposals through the Office of Grant and Research Development. In any case, the 40 percent salary limitation applies to all salary payments made through the University.
As part of the University’s routine review processes the performance of retired/rehired faculty will be evaluated annually. Performance which is judged to be unsatisfactory will result in termination of the rehire appointment.

Retired faculty who are approved for this reemployment program will be given preference for subsequent reappointment provided their participation in this program is continuous. Electing to not request reemployment for any given year will eliminate that preference. In order to maintain the right of reemployment, the retired faculty member must be reemployed in each year until he or she wishes to discontinue that arrangement. If a year is missed, it would constitute an end to the contract. However, reemployment can be renewed by mutual consent of the retiree and the University on a year-to-year basis.

The policies applicable to part-time faculty contained in the Faculty Manual apply to reemployed retired faculty members except to the extent inconsistent with their retired status.

4. Faculty Senate Standing Committees reported committee consideration of the following issues (agenda and previously reported items not included) at the March 26, 1998 Steering Committee meeting:
   - Academic Affairs: Honors College Proposal
   - Extended University Affairs: BS in Natural Resource Sciences (extended)
   - Faculty Affairs: Complaint Procedure and Intellectual Property Policy
   - Budget: Honors College, BS in Natural Resource Sciences (extended)
   - Graduate Studies: Graduate Policies and Procedures review
   - Student Affairs: Recruitment Process; Advising Task Force Report

Reports.

1. Remarks by the Chair.—D. Stock

Stock asked senators to read carefully the draft of the retire/reemployment policy in Exhibit C that is before the Faculty Affairs Committee. He stated that if senators had concerns or suggested to be sure and contact John Crane, Chair of FAC. Stock reported on the officers meeting with the Provost. The following items were discussed: the WSU budget; faculty involvement in recruiting; the Complaint Procedure; and the 2020 Roundtable. Stock reported on the Leadership Council and stated most of the discussion centered on the WSU budget. Stock reported on the officers meeting with President Smith at which legislative actions were discussed. Stock stated he attended the first meeting of the Budget Policy Committee.

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

Austin reported on highlights of the legislative session. The legislature approved a student regent; fund state cooperative efforts; expanded a tuition credit program; arranged for a higher education roundtable to be held in Spokane in May to look at the change in the academic marketplace; and enhanced WSU’s role in higher education in Spokane.
3. Report on the WSU Budget.—Karl Boehmke Budget Director

Boehmke presented information about the budget reductions currently being taken at WSU. Some of the factors leading to the reductions are: tuition shortfalls due to lower numbers of out of state students; not meeting enrollment targets set by the legislature; carry forward shortfalls from previous years; and money being withheld tied to meeting accountability measures. Boehmke explained where some monies will come from to help meet budget needs in the coming year.

Additions or Changes to the Agenda.

It was moved to amend the agenda by moving action item 4 to action item 1.
The motion to amend passed.
The amended agenda was approved.

Agenda Items (Action Items).

(Moved from 4 to 1)
1. Recommendation from Academic Affairs Committee for a General Education Requirement addressing American Diversity Exhibit G from 3/5/98 is as follows:

MEMORANDUM

TO: Thomas Brigham, Executive Secretary
    Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 27 February 1998
SUBJECT: A New General Education Requirement addressing American Diversity

At its 25 February 1998 meeting, the Academic Affairs Committee (AAC) approved a new General Education Requirement (GER) addressing American Diversity, to be effective fall 2000. (An effective date of fall 2000 is necessary to allow for the two-year notification agreement that exists between Washington State University and Washington state two-year colleges whenever the WSU GERs are revised.)

Implementation of an American Diversity GER adds no additional hours to the General Education Program because courses that will be designated as fulfilling an American Diversity GER may be double designated as fulfilling another existing GER simultaneously.

Prior to AAC review and approval, establishing an American Diversity GER was reviewed and approved by the Catalog Subcommittee and the General Education Committee. An American Diversity GER has been discussed by the Curriculum Diversity Committee, as well. Interested students have been present at committee meetings and have contributed to the development of an American Diversity proposal throughout the review process.
At this time, Faculty Senate review and approval of a new General Education Requirement addressing American Diversity, effective fall 2000, is recommended.

cc. J. Evermann
    R. Law
    M. Nielsen
    R. Schlesinger

Proposed:
    a new General Education requirement
    addressing American Diversity

American Diversity
[D] 3 Hours (No new credit hours added to General Education Requirements as American Diversity courses may be double-designated)
Courses addressing American Diversity provide an overview of historical and contemporary issues in cultural diversity in the United States. The course work introduces students to one or more issues and engages them in critical inquiry relating to cultural differences and commonalities and their complex interactions in American society.

I. Implementation Strategy
1. that a new GER designation be created called “American Diversity” and that courses given this designation be labeled “D”;
2. the following categories of GER courses, “W”, “C”, “H”, “S”, “G”, “K”, “T”, may carry the “D” designation. Courses with the “I” designation may not carry the American Diversity designation;
3. that a permanent “American Diversity Subcommittee” be established (similar to the “Science Subcommittee” which currently exists under the General Education Committee);
4. that the American Diversity Subcommittee would work with faculty to prepare/revise proposals, review course proposals for diversity requirement and make recommendations to the General Education Committee. (The General Education Committee will continue to screen all course proposals relating to the American Diversity and other general education requirements)
   a. Members to be named by General Education Committee Chair
   b. Membership of the American Diversity Subcommittee would be as follows:
      * three members of the General Education Committee, including the Chair and a student representative
      * the Chairs/designees of American Studies, Comparative American Cultures, and Women’s Studies
      * a specialist in an appropriate field of American Diversity.

1 Diversity is defined by Washington State University policy as relating to racial/ethnic, gender, cultural, disability, sexual orientation, and socioeconomic differences. Diversity is understood to pertain to issues in an American (U.S.) context.
2 Courses addressing American Diversity provide an overview of historical and contemporary issues in cultural diversity in the United States. The course work introduces students to one or more issues and engages them in critical inquiry relating to cultural differences and commonalities and their complex interactions in American society.

3 Where the GER designations are as follows: [W] Written Communication Proficiency; [C] Communication Proficiency; [H] Arts and Humanities; [S] Social Sciences; [G] Arts and Humanities or Intercultural Studies; [K] Social Sciences or Intercultural Studies; [T] Interdisciplinary or Topical Capstone; [I] Intercultural Studies.

This proposal articulates a rationale for changing the General Education curriculum and format of requirements. The proposal originated in a student initiative in December, 1996, which was supported by a broad coalition of campus groups. The proposed American Diversity requirement consists of one required 3 credit hour course to be selected from a list of designated courses in the General Education Program which may also carry W, C, H, S, G, K, and T designations. Courses carrying the I designation may not be double-designated. Because courses may be double-designated, no new credit hours are added to General Education Requirements by this proposal.

Establishment of an American Diversity requirement is a clear signal that WSU believes experience with these issues is essential to an educated person in contemporary society. The requirement is intended to complement and balance the existing requirements, particularly the emphasis on international issues. The complementary pairing of the American Diversity requirement with Intercultural Studies is intended facilitate students’ awareness of diversity issues in both a global/international and U.S./national context, and to emphasize the interrelatedness of global and national diversity issues.

The requirement also complements and utilizes some of the main features of the General Education curriculum: sequential study and diffusion of important issues through the tiers. Diversity issues are diffused through the curriculum, so that students are likely to re-encounter topics and issues in many different contexts and perspectives. The American Diversity requirement will ensure that all students encounter them at least once. The requirement is framed (see II below) so as to assist development of students’ analytical skills and critical awareness by engaging them in the study of socially relevant issues and by challenging preconceptions and myths of race, ethnicity, etc.

II. The nature of the requirement

In a recent national curriculum and faculty development project (“American Commitments: Diversity, Democracy, and Liberal Learning,” 1993), the Association of American Colleges and Universities invited the American academic community to reconsider its responsibilities on the threshold of a new century:

“Confusion about how we acknowledge differences without surrendering personal convictions lends a special urgency within the academy to students grappling with these intellectually stimulating and sometimes emotionally charged issues.
These societal questions pose a new challenge for higher education. What is the role of higher education in helping students acquire intercultural competencies to participate as active citizens in this continually reconstituting kaleidoscope called the United States of America. What . . . perspectives are needed in our courses? What new pedagogies are called for on our multicultural campuses?

Courses that provide conceptual frameworks for exploring new perspectives are one vehicle for helping students examine U. S. pluralism. Our campuses typically bring students together who represent a spectrum of diversity in race, sex, ethnicity, class, sexual identities, religious beliefs, and age. It is a diversity that is frequently segregated and segmented outside the academy. Consequently, the classroom provides a unique opportunity to develop intercultural understandings basic to a pluralistic democracy.”

Accordingly, the courses which fulfill the American Diversity requirement are conceived as raising questions, stimulating thought and reflection, challenging stereotypes and myths, rather than providing answers or promulgating specific views. The contextual framework for the requirement is the complexly constituted American community; thus, the courses will explore commonalities as well as cultural differences.

**III. Criteria for courses satisfying the requirement**

To qualify as satisfying the requirement, course proposals must meet all the usual standards (appropriate writing assignments, etc.). In addition to the usual criteria, the courses must

1. focus primarily on subjects appropriate to the definition of the requirement--that is, cultural study promoting awareness of and sensitivity to diversity in an American cultural context. Diversity is defined by Washington State University policy as relating to racial/ethnic, gender, cultural, disability, sexual orientation, and socioeconomic differences. Diversity is understood to pertain to issues in an American (U.S.) context. That subject matter should be construed broadly to include:
   * explorations of how diversity affects our lives, collectively and individually;
   * explorations of how diversity influences identity and provides meaning for individuals and for groups;
   * examinations of the origins of American groups and how these groups interact, and have interacted historically;
   * critical examination of the contributions of various groups to American society;
   * analysis of the tensions between groups, and between group identities and national identity;
   * analysis of the consequences of social and political inequalities.

2. be broadly integrative and/or interdisciplinary in approach and methodology;
3. acknowledge and explore multiple perspectives and provide broad conceptual frameworks for analyzing and understanding the issues in question;
4. explore commonalities as well as cultural differences;
5. explore ethical issues inherent in the material.
IV. Rationale for an American Diversity Requirement

1. The requirement is an extension of the WSU’s institutional commitment to diversity. “Diversity involves us all.”

Based on Washington State University’s Common Understandings, WSU’s commitment to diversity, in its broadest sense, is as follows:

The University endeavors to model for the state and nation a community of individuals who seek what is best for each other. The University respects and benefits significantly from diversity such as may be expressed through race, ethnicity, gender, cultural, sexual orientation, and socioeconomic differences among the faculty, staff, and students. It takes seriously its responsibilities to offer educational and professional opportunities equitably to all qualified persons it can accommodate. The University, through its curriculum, programs, and services, provides understanding and supportive interaction among diverse population groups and respects individuals’ personal values and ideas.

The General Education Program has a charge, deriving from these principles, to promote students’ awareness and understanding of diversity.

2. The requirement acknowledges the centrality of these issues both historically, in terms of the development of American society, and in contemporary society. Significant forms of diversity were present in American society from the beginning. The founders recognized and explicitly protected many kinds of diversity in the civic covenants that established the American Republic. Currently, more than two centuries after the founding of the Republic, and in the midst of dramatic demographic and social change, we face important new questions about the nature of American pluralism, about the definition of our national identity, and our relationship to a larger world to which we are much more intimately connected than we were in 1776. New questions have arisen and will continue to arise. Tensions in society and on campus reflect alternate and conflicting versions of the American past, present and future. Students desire to understand the “increasingly dynamic, sometimes deadly, always complex American pattern” (AAC & U document, 1993).

3. The General Education Program has a charge, derived from its statement of program “Goals and Outcomes,” to foster students’ critical engagement with issues affecting their lives in society, in the workplace, and as individuals.

The following is a subset taken from the General Education Program’s “Goals and Outcomes.” This subset lists the specific goals and objectives addressed by or relevant to the proposed American Diversity requirement:

1. Reason critically
   d. Understand how one thinks, reasons, and makes value judgments
   e. Understand diverse viewpoints, ambiguity and uncertainty
   f. Understand differing philosophies and cultures

3. Understand the roles of normative views and values, including ethics and aesthetics
   a. Understand distinctions between value assertions and statements of fact; recognize and evaluate evidence
   b. Derive the premises upon which systems of value are grounded
c. Understand historical and contemporary systems of political, religious, and aesthetic values
d. Understand diverse viewpoints and respect the rights of others to hold them; understand the contingent nature of truth; tolerate ambiguity and uncertainty

4. Communicate conclusions, interpretations and implications clearly, concisely and effectively, both orally and in writing
   a. Critically analyze written information
d. Show awareness of contexts—audiences, styles, & conventions

5. Acquire and assimilate knowledge in a variety of modes and contexts and recognize diverse disciplinary viewpoints and methods
   c. Understand and apply the principles and methods of the arts and humanities
d. Understand and apply the principles and methods of the social sciences

6. Understand the historical development of human knowledge and cultures, including both Western and non-Western civilizations
   a. Demonstrate awareness of a broad overview of the human past
   b. Understand perspectives linked to race, gender, ethnicity both in American society and in international contexts
   c. Understand differing philosophies and cultures
e. Recognize one's responsibilities, rights, and privileges as a citizen

*****

“B” designation was added to those categories courses that can be used for double-dipping.

A motion was made to add the courses with “I” designation.
Seconded.
Motion to add “I” designation failed.

A motion was made to vote on the main motion by secret ballot.
Motion failed.
The main motion passed.

2. Nominations from Committee on Committees to fill vacancies on Faculty Senate Committees Exhibit D is as follows:

FROM THE COMMITTEE ON COMMITTEES

The Committee on Committees submits the following name to serve on the following Senate committee with term beginning immediately and ending on the year 2004. Senators are encouraged to study the Committee Manual along with the vitae of the nominee, prior to the meeting of April 2, 1998. Senators desiring to nominate additional persons from the floor MUST PROVIDE written information about the nominees for distribution before the meeting.
Academic Advising & Reinstatement  
F – 2001  
MOSELEY, Sonja A., Coordinator, SARC and Career Services, Faculty. WSU 20 Years. Relevant Experience and Qualifications: Program Coordinator including administrative and teaching responsibilities and advising. WSU Committee Experience: Previous: Member of AARS, Chair of AARS, Member of AAC.

Academic Affairs  
F – 2001  
CRAFT, Rebecca, Assistant Professor, Psychology, Faculty. WSU 5 Years. Relevant Experience and Qualifications: Involved in setting academic policy for undergraduate courses in Psychology; Academic advisor, helped develop undergrad curriculum. WSU Committee Experience: Current: Undergraduate Studies Committee, Psychology; Graduate awards; WSU Alcohol and Drug Abuse Program Advisory Committee. Previous: WSU Faculty Search Committees; Graduate Admission Committee, Chair.

Academic Affairs  
F – 2001  
FOWLER, Shelli, Assistant Professor, Comparative American Cultures and English, Faculty, RIS, Graduate Faculty Current Senator. WSU 6 Years. Relevant Experience and Qualifications: Curriculum Diversity Committee, Office of the Provost, Chair; American Cultures, Area of Coherence, General Education Sub-Committee. WSU Committee Experience: Current: Admissions, Sub-Committee; Diversity Assessment Committee, Department Committees; GSC; CAC; Curriculum etc.

Academic Affairs  
F – 2001  
HURBERT, Ronald E, Associate Professor, Microbiology, Graduate Faculty. WSU 33 Years. Committee Experience: General Education Committee, Radiation and Safety Committee; Department Safety Committee; Various departmental committees over the past 33 years.

Admissions Subcommittee  
F-2001  
MADISON, Charles L., Professor, Speech and Hearing, WSU Spokane, Faculty, RIS Graduate Faculty. WSU 27 Years. Relevant Experience and Qualifications: Previous member and chair of Admissions Sub-Committee. WSU Committee Experience: Graduate Studies, Extended Academic Affairs Committee, Chair; Budget Committee; Admissions Sub-Committee, Chair.

Budget Committee  
F-2001  
HILDEBRANT, Darlene, Head Librarian, Owen Science Library, Faculty, WSU 8 years. Relevant Experience and Qualifications: Owen Science Library has 1.6 Million Collections budget. During the past 8 years many creative solutions have been used to survive and support the WSU mission. WSU Committee Experience: Current: Directors Council/Libraries SIR Project Subcommittee on Copyright, Licensing, Intellectual Property and Permissions.
Catalog subcommittee of AAC and GSC
F-2001
WHARTON, Amy, Associate Professor, Sociology, Faculty, WSU 11 years. Relevant Experience and Qualifications: Served on General Education Reform Curriculum Subcommittee. Proposed and written catalogue description for Sociology courses. WSU Committee Experience: Current: Dean’s Advisory Committee; Executive Advisory Committee, Sociology’ Athletic Council; Diversity Planning Committee; Academic Integrity Committee. Previous: GLBA Search Committee and Advisory Committee; General Education Reform Subcommittee; Doctoral Residency Subcommittee.

Committee on Committees
F-2001
WRIGHT, Raymond W. Jr., Professor, Animal Science, Faculty, WSU 23 years. WSU Committee Experience: Current: Salhin Faculty Excellence Awards Committee. Previous: Faculty Affairs; Faculty Senate; Academic Affairs, Co-Chair; Alcohol and Drug Abuse Committee.

F-2001
KENDALL, K.W. (Ken), Associate Professor, Hotel and Restaurant Administration, Faculty. WSU 13 Years. Relevant Experience and Qualifications: Senate member at 3 Universities; Graduate Review Committee; Curriculum Committee; Research Committees, various other Committees.

Distinguished Faculty Address Committee
F-2001
HOLLOWAY, Jan, Associate Professor, ICNE, Faculty, RIS, Current Senator. WSU 28 years. Relevant Experience and Qualifications: Senate member at 3 Universities; Graduate Review Committee; Curriculum Committee; Research Committees, various other Committees.

Extended University Affairs Committee
F-2001
WALBRIDGE, Sharon, Assistant Director for Technical Services, WSU Libraries, Faculty. WSU 6 Years. Relevant Experience and Qualifications: 34 years in academic libraries and related organizations. WSU Committee Experience: Extended University Affairs Committee; Faculty Senate; Various Library Committees; Antioch College Bookstore Board.

Faculty Affairs Committee
F-2001
BLACKWALL, Fritz, Associate Professor, History, Faculty, RIS, Graduate Faculty, Current Senator. WSU 29 years. Relevant Experience and Qualifications: Ombudsman 1997-1981; Director, Asia Program. WSU Committee Experience: Current: Honors Council, Implementation of World Civ Sequence; New Student Orientation Sub-Committee; Admissions Sub-Committee; Advisory Council for International Affairs; Committee on Committees.
F-2001

SPANGENBERG, Eric R., Associate Professor, Marketing, Faculty, Current Senator, WSU 7 years. Relevant Experience and Qualifications: CBE Technology Committee; WSU Vancouver, Marketing Faculty Search Committee; CBE Research, Scholarship Committee; Greek Awards Selection Committee; Climbing Wall Design, Construction Committee; CBE Senate Elections Committee.

F-2001

UD, Edward, Associate Professor, Kinesiology and Leisure Studies, Faculty, RIS, Graduate Faculty. WSU 11 years. Relevant Experience and Qualifications: Faculty Senate; Organization and Structure Committee, Chair.

Graduate Studies Committee

F-2001

AHERN, Melissa, Associate Professor, Pharmacy, WSU Spokane, Faculty. WSU 4 Years. Relevant Experience and Qualifications: Academic experience. WSU Committee Experience: Sahlin Faculty Excellence Committee; Program Committees, including Recruitment and Accreditation.; Manager, Certificate HPA project.

F-2001

BLANK, Sally, Associate Professor, Kinesiology and Leisure Studies, Faculty. WSU 8 years. Relevant Experience and Qualifications: Graduate Faculty member in the college of Education, Vet Science and Pharm/Tox Graduate program. Major advisor for 13 graduate students. Committee member on 8 masters and doctoral committees. WSU Committee Experience: College of Education: Faculty Advisory Committee; Cleveland Hall Building Committee; Research and Arts Committee; President’s Excellence Award for Research Committee.

Library Committee

F-2001

COOK, Terrence E., Professor, Political Science, Faculty, RIS, Graduate Faculty, Current Senator. WSU 31 years. Relevant Experience and Qualifications: 2 prior terms as Faculty Senate Senator; Faculty Affairs Committee, Chair; Honors Council; Graduate Studies Subcommittees and Academic Affairs Subcommittees.

F-2001

HORTON, Sally E., Interim Associate Dean and Associate Director, Cooperative Extension, Faculty. WSU 15 Years. Relevant Experience and Qualifications: Interest in library access for distance learning students. Understanding of learning centers and off-campus units. WSU Committee Experience: Current: Institutional Accreditation Committee – Subcommittee on Faculty; President’s Advisory Committee for Affirmative Action, Washington Association for Family and Community Education Consultant and Board member. Previous: Legislative Affairs; Western Directors’ Native American Advisory Committee.
Legislative Affairs
F-2001
DEMERS, David, Assistant Professor, Communications, Faculty, Graduate Faculty. WSU 2 years. Relevant Experience and Qualifications: Dean’s Curriculum Advisory Committee.

Parking and Traffic
F-2001
CHISMAN, Janet, Librarian, Faculty. WSU 16 years. WSU Committee Experience: Extended University Affairs; Faculty Affairs.

Physical Facilities
F-2001
RECKEN, Sarah, Associate Professor, Architecture, Faculty. WSU 25 years. Relevant Experience and Qualifications: Previous service on Physical Facilities Subcommittee; College of Engineering Assessment Committee; various committees in School of Architecture; Academic Affairs Committee; Academic Advising and Reinstatement Subcommittee; Faculty Development Committee; Athletic Council.

WRIGHT, Bruce R., Interim Director – Health and Wellness Services, Faculty. WSU 4 years. Relevant Experience and Qualifications: Administrative experience as interim Director. WES Committee Experience; Previous: Student health Advisory Committee; Numerous HWS Committees; Environmental Safety Committee.

Planning Review Committee
F-2001
MENZIES, Douglas N., Associate Professor, Architecture, WSU Spokane, Faculty Graduate Faculty. WSU 20 years. Relevant Experience and Qualifications: Registered Architect; Architecture Program Coordinator. WSU Committee Experience: Current: Academic Steering Committee for Computing and Telecommunications; Facilities and Equipment Committee; Safety Committee. Previous: WSU Faculty Senator,; Facilities Planning Committee; Planning Review Committee; distinguished Faculty Address Committee; Design Disciplines Focus Group.

Research and Arts
F-2001
JOHNSTON, Barbara Ann, Assistant Dean for Continuing Education, ICNE, Graduate Faculty. WSU 3 years. Relevant Experience and Qualifications: Undergraduate and Graduate Curriculum Committees; Financial Resources, Academic Affairs; Middle States Accreditation. WSU Committee Experience: Current: ICNE Graduate Program
Committee, Chair; ICNE By-Laws and Nominating Committee; ICNE Faculty Development, Chair. Previous: Faculty Senator at Molloy College, Promotion and Tenure Committee at Molloy College.

F-2001  
**BRIGHT,** Alan D., Assistant Professor, Kinesiology and Leisure Studies, Graduate Faculty. WSU 4 years. **WSU Committee Experience:** Current: College of Education Strategic Planning; College of Education Graduate Studies; WSU Registration and Records.

**Student Affairs Committee**  
F-2001  
**SUH,** Hyon-Sook (Joy), Government Publications/Data Files Librarian, Faculty. WSU 2 years. **Relevant Experience and Qualifications:** Vice President of Palouse Asian-American Association, Webmaster of Northwest Government Information Network; TA & RA Experience; Various Library Committee Experience.

F-2001  
**DUNLAP,** Lonnie J., Assistant Director for Career Development, Faculty. WSU 15 Years. **Relevant Experience and Qualifications:** Long term involvement in Student Affairs; primary liaison, linking Career Services with SALC, Counseling, Admissions and other Student Affairs offices, Women’s Studies instructor. **WSU Committee Experience:** Current: Faculty Senate, Health and Wellness; Multicultural Retention Council; Sexual Assault Task Force; Women’s Studies Executive Committee, Student Affairs Committee, Previous: Faculty Senate Election Subcommittee, Chair; WSU Thesis Committees.

**Teaching Assistant Training Program Subcommittee of GSC**  
F-2001  
**SILER,** Elizabeth A., ESL Specialist, English, Faculty. WSU 12 years. **Relevant Experience and Qualifications:** Served for several years as an evaluator of ITA English Skills; Teach English 106, which serves to prepare non-native students for TA appointments. **WSU Committee Experience:** Serves as a reinstatement interviewer for SALC; Chair ESL subcommittee for the English Department; Faculty Senate Library Committee.

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3. Recommendation from Faculty Affairs Committee for approval of Section IV of the revised Faculty Manual Exhibit E is as follows:

SECTION IV FACULTY PERSONNEL POLICIES

Personnel policies and procedures of Washington State University represent the cooperative efforts of the faculty, the administrative officers, and the Board of Regents to develop and maintain a superior faculty.

A. ANTIDISCRIMINATION POLICY

The University acknowledges that the several Reserve Officer Training Corps (ROTC) Programs operated on campus through the Department of Aerospace Science, Military Science and Naval Science may not adhere to this statement of nondiscrimination, due to programmatic restrictions imposed upon them by the United States Government and certain mandates imposed upon the University under State law. The University will enforce this statement with regard to such programs, however, to the full extent allowed by those supervening laws and policies.

B. AFFIRMATIVE ACTION

Washington State University is an affirmative action employer and educator and reaffirms its commitment to demonstrate the principles embodied in equal opportunity and affirmative action laws through its policies and practices. We will make good faith, positive efforts to address under-representation of women and minorities in our faculty ranks through recruitment, hiring, and promotion and all other employment practices.

C. REASONABLE ACCOMMODATION FOR DIABLED EMPLOYEES

1. Procedures to Request Accommodation
2. Employee Appeals
3. Funding
4. Record Keeping

D. EMPLOYMENT
[same as before]
[pages 27-28]
1. Initial Employment
   a. Selection

[Second paragraph from page 28 deleted]

Adherence to, or membership in, an organization, group, or movement known to be illegal or known to advocate the overthrow of the government by force or violence disqualifies a person from employment, as does a record of advocating violence or encouraging unlawful disruption at other institutions.
b. Terms of Employment

[FROM pages 29-30]

2. Review of faculty

a. Introduction

It is the policy of Washington State University to encourage the professional advancement of members of its faculty commensurate with their abilities and the effectiveness of their services. Among the encouragement to superior service, no factors are more important than the policies concerning advancement in salary and rank.

It is the policy of the University to encourage and facilitate original, creative activity on the part of all faculty. Faculty members will be recognized for activities which fulfill the University's responsibilities in instruction, research, and service. Therefore, all faculty are expected to demonstrate original scholarly or creative productivity. Evidence of scholarly or creative productivity may include electronic or hard copy publications, performances, exhibits, awards, meritorious instructional or service activity, patenting/licensing of inventions, or other similar accomplishments. Where appropriate and available to particular disciplines, faculty may be recognized for efforts in obtaining extramural funds.

b. General Criteria for Faculty Review

The criteria listed below for the several faculty categories are intended to be general guidelines. College and/or department/school or other unit criteria for tenure and promotion shall be provided to the cognizant administrators (Dean, Director, Vice President) and to the Provost. After administrative approval, a copy of the criteria shall be provided to every faculty member of the college, department/school or unit and a copy shall be filed with the Executive Secretary of the Faculty Senate.

Primary criteria to be used to evaluate a faculty member in any of the faculty categories for salary increases and for possible advancement in rank are described in the following subsections. These criteria and secondary criteria approved at the areas or unit level must be directly and substantially relevant to the professional responsibilities associated with the position. In addition, each faculty member is subject to evaluation for his or her contributions to the effective functioning of the department, or equivalent unit, and for adherence to high ethical and professional standards.

(1) Criteria for Academic Faculty

Teaching, research and service are integral and interrelated parts of our university. To achieve and maintain excellence, these three components must be complementary. To place one above the other is to compromise the mission of our university as an integrated whole. Each faculty member should foster the interconnections among teaching, research and service.

These general criteria cover a wide range of faculty assignments and apply to faculty located at campuses, research stations, extension centers or other locations. The differentiation and relative weights among these criteria may not be precisely defined and may vary from unit to unit or even with regard to different faculty members. The approved criteria for the college and department or other unit are developed within the framework of these criteria but are more specific to the function of the specific unit.
The following primary criteria in addition to acceptable professional training are used in evaluating the qualification of a member of the Academic Faculty for possible advancement in rank and tenure:

i. Teaching effectiveness in credit courses using appropriate modes and techniques.
ii. Teaching and leadership effectiveness in workshops, short courses and conferences.
iii. Effectiveness in advising and/or supervising students, undergraduate and graduate as appropriate.
iv. Productivity in research or creative scholarship; ability to obtain external funding for teaching, research and service.
v. Service to the institution and to the public.

(2) **Criteria for Extension Faculty**

Extension faculty represent the University within the state. Eligibility for possible advancement in rank is judged by these criteria:

i. Effectiveness in analyzing problems of individuals, groups and communities, and in planning necessary work.
ii. Ability to organize and utilize the resources of the people, the University, and government agencies in carrying out programs.
iii. Ability to speak and write effectively and to communicate research findings, new applications, problems and ideas to others.
iv. Service to the institution and to the public.
v. Professional development, professional achievement and professional recognition.

(3) **Criteria for Library Faculty**

The following criteria are used in evaluating the qualifications of a member of the library faculty for possible advancement in rank:

i. Effectiveness in handling library services for the undergraduate programs, the graduate programs, the research programs, and extension.
ii. Efficiency in performance of library technical operations.
iii. Administrative ability and capacity for administrative responsibility.
iv. Achievement in research and scholarship.
v. Service to the institution and the public.
vi. Professional development, including work toward an advanced degree or courses in appropriate fields.

(4) **Criteria for Student Affairs Faculty**

The following primary criteria, in addition to acceptable professional training are used in evaluating the qualifications of a member of the Student Affairs faculty for possible advancement in rank:

i. Effectiveness in work and communication with students.
ii. Achievement in service, research, and scholarship.
iii. Professional achievement and recognition in the University community.
iv. Professional development, including additional academic preparation in fields that are appropriate.
v. Service to the institution and the public.

c. Annual Review

Annually, the status, qualifications, and performances of each faculty member are reviewed by the appropriate administrative officers. The criteria used in this annual review shall be those utilized for possible advancement in rank.

Each faculty member is expected to provide his or her department chair a curriculum vitae which will include information concerning education, instructional performance, research activities and publications, awards, and professional experience, activities, and affiliations. This file is to be up-dated annually to keep the information current. A non-tenured faculty member should add biographical or other information to assist tenured faculty in reaching a recommendation at the time of tenure consideration. The period for each annual review will be January 1 to December 31, with documentation submitted for the annual review received by the department in a timely manner.

After the department chair, or equivalent, has completed written evaluations of faculty for annual review, he or she shall provide a copy to each faculty member and provide each member the opportunity to meet with the chair to discuss the contents of the report, the faculty member’s performance over the past year, professional goals for the coming year and prospects for advancement in salary and/or rank. Each faculty member so reviewed shall sign a statement indicating that he or she has had the opportunity to read the evaluation report and to discuss it with the chair. A faculty member's dissent regarding contents of the report shall be appended to the report. If in any year no funds are allocated for salary increases of faculty members, or if only a cost-of-living increase is available to the faculty member, the annual review reports will remain and be preserved at the department, or equivalent administrative level for a period of not less than four years.

Recommendations for merit-based salary increases or promotion follow the same administrative channels used for employment. If a merit-based increase is available to a faculty member, then the report will be forwarded through the appropriate administrative channels. If no merit-based increase had been available to the faculty member in the immediate previous annual review period, then reports for both the current and previous annual review periods will be forwarded to the President for final action. If no merit-based increase had been available to the faculty member for the most recent two annual review periods, then reports for the current and two previous periods will be forwarded. In any case, reviews will be forwarded for a faculty member at least every three years. Reviews forwarded for more than one year will be considered together.

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

To assure that salary increases and promotions will be made objectively, equitably, impartially, and as a recognition of merit, the policies and procedures given below are to be observed. In addition, to qualify for salary increases and promotion, a faculty member is expected to observe all policies applying to faculty covered in the "Freedom, Responsibility and Discipline" section of the Faculty Manual Section III.

Ordinarily recommendations for promotion or increase in salary will be acted upon at the time of annual review. Promotions for annual appointees will take effect July 1 and for academic-year appointees August 16. Salary increases for both annual and academic-year appointees will take effect January 1 unless established otherwise by the legislature.

d. Teaching Portfolio
A “Teaching Portfolio” is a compilation of information about a faculty member’s teaching, made by that faculty member, and is to be used in consideration for tenure or promotion. It is not, in itself, an instrument for teaching evaluation, but a vehicle for presenting information which may include results of evaluations and which may itself contribute to evaluation. It can therefore be selective, emphasizing the positive—to serve as a showcase for the faculty member’s achievements in teaching, not necessarily a comprehensive or balanced picture of everything.

The format and uses of the portfolio will naturally vary from one part of the university or discipline to another. The outline that follows is meant to be an adaptable template, which can be modified for individual units or even individual faculty members.

Nevertheless, there should be a degree of uniformity. The original impetus for proposing the portfolio at WSU was the fact that personnel documents from different units described teaching activities in such varied ways that often it was difficult, if not impossible, to use them fairly or to obtain useful aggregate results.

General Format
Typically, the teaching portfolio is expected to be not more than five pages long and should present information under headings selected appropriately from those listed below (and perhaps others) and organized in much the same way. Some faculty members may attach complementary information in the form of appendices or exhibits, but these are not always essential and should be used, if at all, in moderation. The outline that follows can therefore be regarded as a menu from which faculty members (or departments, or colleges) can select items to include in teaching portfolios to fit their particular circumstances.

Each teaching portfolio should be dated and signed by the faculty member concerned.
(1) Goals
A compact but thoughtful statement about the faculty member’s intentions and aspirations in teaching, especially for the near future.

Examples: preferred principles for good teaching; plans for actions for improvement, curricular projects, publications, presentations, etc. Platitudes and vacuous generalities should be avoided.

This might be a good place to mention obstacles the faculty member has encountered, such as inadequate facilities, inadequate library resources, excessive class size, etc.

(2) Responsibilities
The topics listed below reflect a broad concept of teaching. Others might be added.

i. Percentage of appointment devoted to teaching, if stipulated.

ii. Courses recently and currently taught, with credit hours and enrollments.
When instructional duties for a course are shared, those of the faculty member should be described or at least represented by a percentage. Attachment of typical syllabi as exhibit may be appropriate.

iii. Work with individual students.
Examples: Guidance of independent study or undergraduate or graduate research; direction of theses; supervision of postdocs.

iv. Advising.
Examples: Advising for the Student Advising and Learning Center (SALC), advising of majors, advising students competing for prestigious scholarships or for admission to graduate or professional programs (advising students in one’s own classes specifically about those classes does not belong here). Approximate numbers of students advised, etc.

v. Instructional innovations.
Innovation is not essential to good teaching, but credit should be taken for major efforts to improve teaching. Examples: Novel use of instructional technology; development of collaborative arrangements outside the unit and/or university; adoption of such methods as collaborative learning, use of case studies, etc.

vi. Extraordinary efforts with special groups of students.
Examples: Exceptionally able students; members of underrepresented groups or groups facing special challenges (women in mathematics, men in nursing, returning students, physically impaired students).

vii. Use of disciplinary research in teaching.
Examples: Modification of syllabi, laboratory experiments, reading lists, etc., in light of one’s own research; involvement of students in one’s own research; special activities for helping
students to develop creative and critical thinking skills for use in their research.

viii. Out-of-class evaluation activities.
Examples: Participation in assessment of educational outcomes, such as end-of-program assessment; participation in conducting examinations for advanced degrees; screening students for scholarships and other distinctions.

ix. Service on WSU or other committees concerned mainly with instruction.
Examples: Service on the Faculty Senate Academic Affairs Committee, college and department committees of the same general kind.

x. Learning more about teaching.
Examples: Programs of systematic reading in the literature on teaching; attending short courses and professional conferences concerned with teaching; leading or participating in faculty seminars concerned with teaching issues.

xi. Projects and potential projects requiring non-state funding.
Teaching-centered grants received and grant proposals under consideration. When other faculty members are involved, the role of the faculty member who is reporting should be made clear.

(3) Evaluations
The “Evaluation section in a portfolio should consist chiefly of summaries of data from whatever methods for evaluating teaching are used—not only evaluation by students. The data themselves may be attached in exhibits or offered as available on request. Some faculty members may wish to include explanations or rejoinders for evaluations which they believe to be potentially misleading.

i. Student evaluations.
Examples: Results of student questionnaires; interviews of students; the one-minute essay and other forms of “classroom research.”

ii. Measures of student learning.
Direct evidence of the extent and quality of learning by the faculty member’s students, e.g., performance on appropriate standardized tests.

iii. Peer evaluation.
Reports from respected colleagues who have visited classes, examined instructional materials, talked with the faculty member, etc. Letters from colleagues may also be used.

iv. Letters from students, alumni, and employers of alumni.
Solicited letters, e.g., from former students, are not likely to carry the credibility of unsolicited statements.

v. Teaching awards.
Something should be said about the character of the awards if the names are not self-explanatory.

vi. Other evaluations.
(4) Results.
   i. Student successes.
      Examples: Noteworthy achievements of students (in awards, admissions to graduate school, employment, other accomplishments), for which the faculty member claims a significant part of the credit.
   ii. Instructional materials.
      Examples: Textbooks, workbooks, manuals, visual aids, software, etc.
   iii. Contributions to the scholarship of teaching.
      “The scholarship of teaching” treats teaching itself (especially in one's discipline) as a subject of scholarly discourse. Results may include oral presentations, papers in appropriate journals, etc.
      In items ii and iii, data about publications should be presented in some standard style.
   iv. Other results.
      Appendix or exhibits
      These may include: detailed information (syllabi, student evaluation forms, reports of peer evaluations, grade distributions, etc.) about specific courses and other teaching activities; copies of materials listed under 4.ii; preprints or offprints of items listed under 4.iii.
   
   e. Resume for Tenure or Promotion Packet
      The current resume to be submitted as a part of tenure or promotion packets should include at least the following:
      
      A description of the candidate’s research and scholarly or creative activities, including:
      a statement of the nature and significance of research, scholarship, or creative activities, including involvement of graduate students, undergraduate students, and postdoctoral fellows, and impact of research on teaching, extension or service functions of former institution(s);
      
      summary of grant and contract support, including identification of principal investigators, granting agencies, periods, and funding of all awards. Unfunded proposals may be listed if accompanied by the reviewers’ comments (in any case, the number of unfunded proposals may be indicated);
      
      complete list of publications, including abstracts, articles, book chapters, papers in conference proceedings, patents, and reviews; or creative activities including original scores, exhibits, performances, and works of art;
      
      list of constituencies, sabbatical leaves, and international collaborations, if applicable;
list of invited and contributed presentations at national or international conferences and symposia, including titles and/or identifications of groups addressed; and

other supporting information, such as the number of citations of key publications (include period covered by the citations) or copies of reviews of exhibits or performances.

A description of service activities, including:
- a description of services to the department, college, and university, other institution or firm;
- a description of services to professional groups or associations; and
- a description of services to county or state governments, communities or other societal groups.

A description of honors and awards, including:
- teaching, research or public service awards; and
- other evidence of recognition, such as lectureships.

3. Advancement in Rank

a. General

Policies concerning advancement in rank, or promotion, are important encouragement to superior service. Annually the status, qualifications and performances of each faculty member are reviewed by the appropriate administrative officers. A part of that review is the analysis of the progress being made toward promotion by the faculty member. This section provides details about the criteria and procedures for promotion.

Consideration for promotion requires a process which is separate from annual review for possible salary adjustment. When appropriate, consideration for promotion to Associate Professor may be considered in parallel with consideration for tenure.

The criteria for promotion are based on the General Criteria for Faculty Review listed in Section IV.D.2.b, above. These are to be articulated and supplemented by criteria developed at the department, school and/or college level to emphasize goals and objectives. College and/or department/school or other unit criteria for promotion shall be provided to the cognizant administrators (Dean, Director, Vice President) and to the Provost. After administrative approval, a copy of the criteria shall be provided to every faculty member of the college, department/school or unit and a copy shall be filed with the Executive Secretary of the Faculty Senate. A copy shall be provided to each new employee at the start of his or her appointment.
b. Procedures

The Instructions and Forms on Tenure and Promotion are normally distributed by the Office of the Provost in the late spring for persons to be considered during the following academic year. These instructions are to be consulted and carefully followed since they provide more complete details than does the Faculty Manual. The completed recommendations including recommendation forms, current resume, letters of recommendation, teaching portfolio, ballots and supporting materials must be forwarded from the department chair or unit head to the area administrator and branch campus dean (when appropriate) on the same schedule as tenure recommendations.

In consultation with the department chair or unit head and the relevant college committees on promotion, the area administrator and branch campus dean (when appropriate) will decide which promotion cases are to be forwarded to the Provost. The total promotional packet is normally due in the Provost’s Office before Thanksgiving. Decisions, with letters sent to the faculty, are normally made by the middle of the spring semester. Promotion becomes effective for annual appointees July 1 and for academic-year appointees August 16.

c. Time in Rank

A faculty member at the rank of professor, or equivalent, especially, is expected to be able to represent the University with distinction.

Increases in salary and advancement in rank are not automatic. Promotion is not to be regarded as guaranteed upon completion of a given term of service. It is rare for a faculty member to attain the level of distinction expected for promotion to professor, or equivalent, before the sixth year in rank as associate professor, or equivalent rank. In both cases, demonstrated merit, and not years of service, is the guiding factor.

4. Tenure

[Unchanged]

5. Salary

[Unchanged]

a. Allocation
b. Promotional Adjustment
c. Alternative Allocation
d. Summer Salary

6. Benefits

[Unchanged]

a. Insurance
b. Institutional Liability Insurance
**E. LEAVE OF ABSENCE AND VACATION**

[Unchanged]

1. **Annual Leave**

2. **Academic-Year Faculty**

3. **Holidays**

   The University establishes a schedule for each year, including ten holidays. The schedule is available from the Office of the President and is published in *WSU Week*.

   The Faculty Senate establishes the academic calendar including the holidays which fall within the two academic semesters and the summer session.

   Faculty on annual appointment are eligible for a one day personal holiday to be used on a fiscal year basis and only in a one-day block.

4. **Absence**

5. **Sick Leave**

6. **Family Medical Leave Act**

   As noted above, the University complies fully with the Family Medical Leave Act. Faculty shall be entitled to leave under the terms of such policies as may be adopted by the Human Resource Services Department from time to time to implement the provisions of the Act.

7. **Military Leave**

8. **Leave for Jury Duty**

9. **Leave for Testimony at Trials and Hearings**

10. **Leave Without Pay**

11. **Professional Leave**

12. **Retraining Leave**

13. **Leave With Pay**

14. **Emergency Leave**

15. **Leave of Absence in Relation to Continuing Employment and to Tenure**
F. TERMINATION OF EMPLOYMENT

1. Nonreappointment
2. Resignation

permanent record of the person concerned.

3. Under Extraordinary Circumstances

4. For Cause: Violation of the Faculty Code of Professional Ethics or Faculty Conduct Subjection to University Discipline

5. For Cause: Physical and Mental Health Reasons

G. RETIREMENT
[unchanged]

1. Retirement Age
2. Retirement System
3. Reemployment of Retired Faculty
   (See Exhibit C this is being revised and will be brought as a separate document)

Motion carried.

4. Recommendation from Academic Affairs Committee for BA in Human Development Extended Degree Exhibit F from 3/5/98 is as follows:

MEMORANDUM

TO: Thomas Brigham, Executive Secretary
    Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 27 February 1998
SUBJECT: Bachelor of Arts in Human Development offered through the Extended Degree Program

At its meeting on 4 February 1998, the Academic Affairs Committee (AAC) approved the request to offer the Bachelor of Arts in Human Development through the Extended Degree Program, effective fall 1998. Members of the AAC approved the offering of the BA in Human Development through the Extended Degree Program (EDP) with the understanding that the degree could be offered through EDP’s extended delivery system, anywhere.
The Budget, Library, and Extended University Affairs Committees and the Catalog Subcommittee have also reviewed and approved the BA in Human Development to be offered through the EDP.

At this time, Faculty Senate review and approval of the Bachelor of Arts in Human Development to be offered through the Extended Degree Program, effective fall 1998, is recommended.

c. J. Evermann  
M. Nielsen  
M. Oaks  
J. Teachman

A Proposal to Establish

Institution: Washington State University-Extended Degree

Degree Granting Unit: Department of Human Development

Degree: Bachelor

of (Type) Arts

in (Major) Human Development-Extended Degree

Proposed Classification of Instructional Programs (CIPP Code):

Proposed Starting Date: Fall, 1998

Academic Department Representative:
(Name) Jay D. Teachman
(Title) Chair, Department of Human Development
(Address) 311 Hulbert Hall, WSU, Pullman, WA 99164-6236
(Telephone) 509-335-9540

Endorsement by Chief Academic Officer Date

CONTENTS OF PROGRAM PROPOSAL

1. Preface and Introduction

The intent of this document is to provide a rationale for offering the Bachelor of Arts degree in Human Development (currently available at Washington State University-Pullman and Washington State University-Vancouver) in an Extended Degree Program format. The degree program will be housed in the Department of Human Development, College of Agriculture and Home Economics, Washington State University. The department provides programs of study that focus on development across the life course and on individual and family relationships as they occur in the community and society.
The Bachelor of Arts in Human Development was approved as a degree program at WSU-Pullman effective July 1, 1995. The same degree program was approved for the WSU-Vancouver campus effective July 1, 1997. The purpose, philosophy, and goals of the Bachelor of Arts in Human Development-Extended Degree Program are identical to that proposed for the programs at WSU-Pullman and WSU-Vancouver. A copy of the original proposal (WSU-Pullman) can be found in Appendix A.

2. Relationship to Institutional Role and Mission

The proposed Bachelor of Arts in Human Development-Extended Degree Program (HD-EDP) will complement the University's mission by offering place-bound students access to training and further development for careers in the public and nonprofit sectors of Washington. Graduates will be prepared to work in the areas of human services, program administration, and early childhood education (e.g., Headstart).

Washington State University is recognized as a state and national leader in delivering distance education programs. In 1995 the Higher Education Coordinating Board (BECB) authorized WSU to offer the Bachelor of Arts in Social Science to students around the state in an EDP format. This is a degree program designed primarily for students who have completed the equivalent of the first two years of university course work. It is delivered directly to a residence of the student's choice using a variety of distance learning technologies. Students complete this degree without coming to the WSU-Pullman campus.

The proposed HD-EDP degree will support the mission of WSU by enhancing the mission and goals of the WSU-Extended Degree Program. Specifically, on page 5 of the Master Plan for Higher Education, a clear directive is stated in which institutions of higher learning are to: "... increase access to quality learning and submit a plan to accomplish this that addresses restructuring, use of technologies, partnerships, and other means of providing quality learning at lower cost..."

The proposed HD-EDP will address this need by providing low cost education to placebound students across the state. Students will be able to continue their educational pursuits at a residence of their own choice and be guaranteed that their degree will be of the same high quality as that offered on the Pullman and Vancouver campuses.

Item F in the Master Plan for Higher Education states that one of the goals of higher education in Washington is to:

"...increase the proportion of community college students who are prepared to continue their education at the baccalaureate level."

Human Development-EDP proposes to lead the way in demonstrating that a well-balanced and effective program can be delivered to students who begin their education with a two-year degree from a community college. We have included a Memorandum of Understanding signed by Grays Harbor College (See Appendix B). This document outlines the intention of the department of HD-EDP to work closely with Grays Harbor College and assist their students as they make the transition to a four-year degree. Grays Harbor College has estimated that there are 30 students per year who will wish to
continue their education past the first two years. Many of these students already have jobs in some aspect of the social service industry and cannot relocate. By restructuring how these students can receive their B.A. in an appropriate field, we better serve them and the community in which they live.

Additionally, the Master Plan for Higher Education asks that all university programs seek to attain a high level of student diversity and to:

"... achieve statewide goals set forth by the Board for people of color and students with disabilities."

A major goal of this program will be to recruit students of color and those with disabilities. A case in point can be found at Grays Harbor College. The coordinator of the Human Service Program at Grays Harbor College indicates that about 20% of their students are of Native American heritage. Further, he asserts that most students do not have the resources to relocate to obtain a degree. To address these and other unforeseen needs of the HD-EDP, an advisory board will be established to advise in the development and delivery of this program. To that end, representatives of people of color and those with disabilities will be invited to sit on this advisory board. It is our assumption that students with disabilities may find this program easier to access than a campus.

The Human Development Bachelor of Arts program also supports and enhances the College of Agriculture and Home Economics' (CABE) mission of educating students and providing direct assistance to residents of Washington. Century 2 is the key planning document for the CAHE. Consistent with Century 2, faculty in Human Development are active in advising and supporting programs statewide, regionally, and nationally that focus on family preservation and individual growth in the context of their community and society. This program is responsive to the Century 2 priority: "Promotion and Enhancement of Individual, Family, and Community Well-Being."

3. Documentation of Need

a. Appropriate clientele

Appropriate clientele for this degree program include (but are not limited to) the following:

1. Individuals holding two-year degrees interested in continued professional development or new employment in the various discipline areas within Human Development and who are placebound.
2. Undergraduate majors from the Pullman campus who for various reasons may wish to complete part of their undergraduate degree program in Human Development through the EDP. For example, some students may be able to complete only the first two years on the Pullman campus and then seek to complete their degree at their residence of choice.
3. Students desiring formal minors in Human Development. These minors would enhance the degree programs of students enrolled in other WSU Extended Degree Programs such as the aforementioned Bachelor of Arts in Social Science degree.
b. Student interest

Interest in HD-EDP undergraduate courses has already been established and documented. During the Spring of 1996, Human Development 301, Families in Crisis, was prepared as a production video course. It consists of fifteen video tapes with a supplementary workbook and was offered for enrollment for the first time as an EDP course in the Fall of 1996. During that initial semester, 95 students enrolled. Enrollment for Spring semester, 1997 was again over 90, and was 65 in the summer of 1997. Currently, the enrollment for Human Development 301 exceeds 100. Two additional Human Development courses have recently become available. HD 302 (Parent-Child Relations) was first offered Summer, 1997 and enrolled 56 students. Currently, 85 students are enrolled in this class. HD 420 (Theories of Human Development) is being offered for the first time in Fall, 1997 and has 23 students enrolled.

Janet Kendall, Director of Extended Degree Programs at WSU, has indicated to the Human Development faculty that there is no precedent for the exceptionally high enrollment in the Human Development course offerings. The WSU-EDP staff (Ellen Krieger and Bobbie Thomas) indicate that many EDP students see the Human Development degree option as very attractive. Although students can emphasize Human Development within the structure of the currently available Social Science Degree, students interested in a variety of social service careers or in teaching at the pre-school or elementary level prefer a program with greater disciplinary focus.

One EDP staff member recorded this quote that captures the interest in a degree in Human Development. "I've worked part-time for a social service agency in my community for almost eight years, and I'd like to move up. Having the opportunity to earn my degree in Human Development will enable me to put my experience and education to work helping people on a more personal level." Another student writes, "I began my degree in Child, Consumer and Faculty Studies at WSU back in the early 1970's. I'd love to be able to complete my degree in Human Development, especially now that my own children are school aged, and I have time for me."

Another student comments on her long-term plans in the field of Human Development, "I'd like to go on to graduate school someday and get my Masters in Social Work. I can't think of a better way to prepare for this than by having a strong background in the field of Human Development."

At the present time, articulation agreements with several community colleges are being formed. These include Grays Harbor College, Edmonds Community College, Whatcom Community College, and Spokane Falls Community College. Initial dialogue has begun with all of these, and as noted earlier, an agreement is already in-hand with Grays Harbor College. As these discussions have developed, it is clear that students from around the state have high levels of interest in continuing their education but cannot do so for financial and residential reasons.
c. Employer interest

Employment in agencies, institutions, and programs serving individuals, children, and families in Washington is secure and growing. According to Washington Counts, Number 10, Feb. 1995, Washington continues to experience population growth in both urban and country settings. Estimates are that the state growth rate is about 2.5 percent per year. Additionally, the population growth is spreading from west to east meaning that there will continue to be inward migration to Washington's rural counties. With that inward migration, cities and counties are asked to provide increasing levels of social services and to administer public welfare programs. Students of Human Development are able to secure employment in these types of county and city agencies following their two-year degree from a community. However, more and more employers are requiring social service workers to have completed a Bachelor's degree. The HD-EDP program will address that growing need.

Also, because the Bachelor of Arts in Human Development (on all campuses) requires students to complete a structured internship, working agreements with human service agencies in Washington for placement of interns reflect employer interest in individuals with human development as a primary focus of study. A list of these institutions is given in Appendix C.

To obtain specific information on the educational and professional preparation needs of individuals in the human service professions in Washington, a survey of human service professionals in the Vancouver area was conducted in March, 1995. A questionnaire was randomly distributed to 152 professionals from a variety of disciplines: social services, housing and neighborhood development, juvenile justice, drug and alcohol treatment, community outreach, children's services including Head Start, parent and family education, community development, county government, and adult services including services to aging and dependent adult populations. Respondents (N=49-32% return rate) were asked to rate a variety of topics determined to be of importance in preparing individuals to work in child, family, and community services. Results of this survey are presented in Appendix D and are being used to further refine the Human Development program to respond to the immediate needs of communities in Washington.

d. Service to community

The Bachelor of Arts in Human Development-EDP proposed here will foster and develop the abilities of present and future human service professionals in Washington to meet the challenges of individuals and families in the twenty-first century. The Bachelor of Arts in Human Development-EDP is designed to promote professionalism, inventiveness, and a commitment to public service for current and future employees in the areas of human and family services and early childhood. There is both strong community and student interest in developing and offering undergraduate education in Washington. Community members interested in the program include the many nonprofit public interest groups located throughout the state.
Faculty from the Department of Human Development have direct contact and involvement with the community. As we advise students (via e-mail, phone, and regular mail) and place them in their internships, it is the expressed goal of the department that high levels of interpersonal contact be maintained with this student population.

The College of Agriculture and Home Economics, in which the Department of Human Development is located, has a specified mission for service and outreach through Cooperative Extension; extension faculty are thus expected to extend their expertise through the offering of training, consultation, and service to requesting agencies and institutions, including county faculty located in the state. Human Development-EDP faculty will continue this commitment to outreach through connection with county-based Learning Centers. The Learning Centers are selected county extension offices that have the capability to deliver a variety of formal and informal educational programs to county residents. For example, the Learning Center at Salishan has agreed to participate in the HD-EDP by offering to deliver support to locally enrolled students, assist students with computer access to the World-Wide-Web, and be actively involved in making the course materials and supplements available.

e/f. Duplication and long term benefits

The Bachelor of Arts in Human Development is a unique degree offering of the WSU system. Other post-secondary institutions are important contributors to the development of a strong program at WSU, and we will continue to seek out and cooperate with the public and private institutions that complement the department's goals and objectives. However, there is no duplicate program within the State of Washington.

The Human Development-EDP will meet the educational needs of a unique type of student in Washington State. The target student populations are placebound, with jobs, and are often mature, returning students. We see the currently offered Human Development-EDP courses meeting that need already. The average age of students enrolled in our current EDP offerings is 35. Most of them are employed (many of them in social service or community settings), have families of their own (70%), and cannot relocate to obtain a degree (information taken from ED-EDP student information responses, 1996-1997). They also indicate that the primary reason they are taking courses is to better their employment situation.

Options for a four-year degree similar to that offered by the Department of Human Development are not available outside the Pullman and Vancouver campuses of WSU. Many of these students have already completed courses and programs at local community colleges and now need further educational training. It is these students that our extended degree will serve.

4. Program Description (Bachelor of Arts in Human Development-WSU-EDP)

a. Description

The Bachelor of Arts in Human Development is designed to prepare graduates to become contributors in a variety of human services. It is important to note that all degrees (Pullman, Vancouver, and the proposed EDP) administered by the Department of Human Development are designed to be identical; a primary goal of the department is to assure the quality and similarity of each. The goals for this program are as follows:
1. To offer an integrated, high-quality undergraduate program in human development to (placebound) students that includes examination of individuals across the life course in the context of family, school, work, community, and society.

2. To develop knowledge, awareness, and understanding on the part of students about issues of human growth and development for persons of varying backgrounds and abilities as they apply to everyday situations.

3. To prepare graduates for employment in a wide range of human service programs.

4. To include experiential learning at all levels for students in human development, including a structured internship closely related to the students occupational needs.

5. To maintain the integrity of a quality program through faculty development, basic and applied research, and outreach throughout the state, region, and country.

b. Intellectual basis for curriculum

Appendix A provides the conceptual justification for the Human Development degree offering for both the WSU-Pullman and WSU-Vancouver campuses. Accordingly, a central theme of the Human Development-EDP curriculum is formed from a continuity of concepts and knowledge from beginning coursework through advanced application, reflection, and synthesis courses. Students will participate in interactive learning at all levels of their education and focus on prevention and intervention approaches to dealing with individuals and the ecological context in which they are embedded.

c. Course of study

The Human Development-EDP curriculum is based on a unified set of courses in life-course, family and human development (see Appendix E). Core courses support additional course work that strengthen the students' interests in different ages across the life span and for careers in different settings. Transfer students will be able to become Human Development-EDP majors, and their course work will be carefully examined. Credit will be given for courses meeting department lower-division requirements. An overview of the course rotation sequence for years one and two for the HD-EDP is given in Table 1.

Human Development-EDP majors will take 30 upper division credits from a range of courses offered in the department that focus on applied human development across the life course. It is anticipated that the typical student will already have taken 12 lower division Human Development credits as part of their Associate of Arts degree from a local community college. Students who have taken courses at institutions where no formal articulation agreement exists will be dealt with on a case-by-case basis.

It is also anticipated that most students coming into the program will have completed their General Education Requirements (GERs) through the community college (or previous university) experience. Most of the entering students will therefore have completed 60 or more semester credits and be ready to begin the Human Development-EDP with Junior status.
Core courses to be offered include: Human Development 310 Research Methods; Human Development 320 Resource Management; Human Development 330 Internship Preparation; Human Development 410 Families and Public Policy; Human Development 420 Introduction to Human Development Theories; and Human Development 498 Internship. Assuming that the internship is 4 credits (it can range from 4 to 8), the total credits for the HD core equal 18. Each course is being developed as a "state-of-the-art" course to reflect the highest standard of educational experience; one that is essentially identical to its counterpart offered on the Pullman and Vancouver campuses, including similar assignments and tests.

In addition to core courses, students will take a variety of additional courses to bring the total number of Human Development credits to 30. Among the courses that will be available or enrollment are: Human Development 300 Child Abuse; Human Development 301 Families in Crisis; Human Development 302 Parent/Child Relationships; Human Development 346 Understanding Middle Childhood; Human Development 360 Death and Dying; Human Development 403 Poverty; Human Development 406 Work and Family; and Human Development 430 Professional Skills Development. All of these courses (core and elective) are either already being offered as part of the university EDP venue or are under production and will be ready by Fall, 1998.

Each student will also complete a minor. The minor will consist of a minimum of 18 credit hours. The selection of the minor will be done with an advisor and may be selected from a wide variety of disciplines. For example, students may chose to minor in business, psychology, sociology, or social science. All of these majors or minors are available at the current time through the University Extended Degree Program either directly or as students work with local or other degree programs.

As with the Human Development-Pullman degree, students will need to have a total of 120 credits for graduation (40 credits must be upper-division). Students will take additional courses through the WSU-EDP offerings (or through other means) to achieve the necessary total. At least 30 credits of the 120 total must be taken from WSU. The 120 credits must also include courses that meet WSU General Education Requirements. See Appendix E for a summary of degree requirement and how a typical student could complete these requirements.

The delivery of the extended degree will be accomplished via the WSU Extended Degree Programs Office. This office already supports 125 courses, and in 1996 handled the enrollment of about 1,110 students. Additionally, WSU-EDP administers a general Social Science degree. The format currently used to deliver these courses is pre-produced video tapes accompanied by workbooks and other written materials. In some cases, we may ask students to access the World Wide Web. In particular, Human Development 410 Families and Public Policy contains information that is constantly changing. The material for this course would fit naturally into a Web access course.

Courses offered through the EDP format have an asynchronous element to them. The courses are not linked to an on-campus satellite, audio, or conferencing system, and the students access the course material as their schedules permit. However, unlike paper-based "correspondence" courses, EDP courses are delivered, graded, and monitored within a semester basis; they must be completed within that time frame.
Human Development-EDP courses feature high levels of student-to-student and student-to-instructor interaction. Currently, this achieved in three ways: first, students respond to the written materials. Human Development-EDP courses contain in-depth writing assignments in which the students must interact with the course ideas and applications. Second, using a sophisticated voicemail phone system, students respond to weekly teacher initiated discussion questions. Students are divided into small study groups (usually five per group) and they are asked to respond to the instructor's trigger questions and to each other's comments. Finally, students can leave comments and questions to other class members and to the instructor. Our experience during the past year is that student interaction is of high quality and frequency. One instructor asserts that the Human Development-EDP students have as much (if not more) is access to him and to other students than WSU-Pullman students in the same course. Grading of assignments and exams is done by the assigned instructors.

HD-EDP students will complete an internship practicum experience. This internship will be coordinated by the faculty located at WSU-Pullman. Each internship requires a preparation course (Human Development 330, Internship Preparation). During the internship preparation, students select an internship site and complete job preparation training. The internship consists of 180 work hours at a site selected by the student and faculty advisor. The work-like experience is relevant to the Human Development discipline and the students future job goals. Appendix C shows the sites students have previously selected for their internship experience.

d. Instructional methods

Human Development-EDP faculty are committed to using a variety of pedagogical approaches. These pedagogies include:

a) theoretical foundation for all knowledge,
b) human development taught from a life-course perspective,
c) utilization of human ecological perspective,
d) recognition and respect for diversity in families and society,
e) recognition of the contributions of research, and
f) effective oral and written communication.

HD-EDP courses will be delivered using production video and other electronic technology. Production videos contain sophisticated computer graphics and multi-media enhanced lectures. Within each lecture, faculty will also use interviews of content specialists, panel discussion presentations, and movie and video clips that demonstrate key principles.

In addition, students will participate in study group sessions and interact with class faculty using the aforementioned voicemail telephone system. It is also expected that faculty will require writing assignments that ask the student to interact with the course material. In these ways, a key feature of the student's educational experience will involve student-to-student, student-to-content, and student-to-teacher interaction.

In addition, the faculty in Human Development have agreed that the curriculum will:

a) be built on a continuity of concepts and knowledge,
b) integrate the newest and most appropriate technology into courses for effective teaching.

c) recognize effective advising of students as an integral part of the curriculum, and

d) be reviewed and evaluated periodically.

e. Admission requirements

All undergraduate students in Human Development will be required to meet the WSU standard of a cumulative 2.0 GPA prior to declaring a major. Each student must maintain this GPA to remain in good standing academically.

f. Articulation

Two-plus-two articulation agreements will be developed with community colleges throughout Washington. These arrangements will provide an orderly transfer of academic credit and acknowledgment of earned General Education Requirements. Additionally, these agreements Human Development core requirements. The same standards for articulation and granting of earned credits established for students entering the program at WSU-Pullman and WSU-Vancouver will be used for students entering the HD-EDP.

g. Faculty

The Bachelor of Arts in Human Development-EDP program will draw from existing and new positions at WSU-Pullman. The HD-EDP core (4 courses) and at least six elective courses will be available Fall, 1998. An expanded offering of courses will become available after new faculty hires for Fall, 1998. The faculty available for student instruction will consist of permanent faculty (see Table 2). Program coordination will be assumed by Randal D. Day, Director. Table 1 contains the names, qualifications, and profiles of faculty.

h. Students

1 Projected Enrollment:
The initial projection is for approximately 55 FTE students in the first year. It is expected that the number of students will increase in year 5 to 84 FTE students. See Table 2 for projected program FTE.

2. Expected Time for program completion

We anticipate that most of the initial students admitted to the Human Development-EDP will be part-time. The program is designed, however, to allow students to complete the full Bachelor of Arts Degree in two years (including summer work). Students will be advised by permanent faculty at the Pullman campus. Scheduling of classes has and will continue to be permanent faculty at the Pullman campus. Scheduling of classes has and will continue to be arranged to facilitate a two year completion goal. Reports of advanced standing from the admissions office, degree applications and to-do lists from the registrar's office will be sent directly to the Human Development office at WSU-Pullman. Transcripts will be required to certify that previous coursework or an Associate of Arts degree has been completed and a 2.0 GPA has been attained.
i. Support

1. Library: (see Appendix F)
2. Computers
   Computer Services: WSU-Pullman has full-service computer facilities. These services will be used to develop courses, connect to students not in Pullman, and provide faculty with necessary support. The WSU computer network will be used for teaching-based statistical analyses, graphics, word processing, spreadsheets, electronic communication (e-mail) with other students, faculty, and staff, and internet access. A full-time staff member has been hired and will be responsible for the Human Development-EDP computer-student interface.
3. Space and Equipment
   The Human Development-EDP will require no new facilities.

j. Administration

The Human Development-EDP Bachelor of Arts degree will be supervised by Randal Day, a tenured faculty member in Human Development at WSU-Pullman. The department chair is Jay D. Teachman. Clerical support (.50 FTE) and a fiscal specialist (.50 FTE) are requested beginning in Year 2 (see Table 4). The Office of Extended Academic Programs in Pullman will provide support for all courses. This includes assistance with course production, delivery, and support for course monitoring (i.e., receipt of assignments, assistance with voicemail system). The academic advisors and internship supervisor are already current faculty or staff at WSU-Pullman. Student advising will be provided by the permanent faculty involved in program instruction and also by the WSU-EDP staff.

5. Program Quality

a. Assessment

Assessment of the effectiveness of the program has been identified by the faculty as being crucial to the continuation and enhancement of quality in the program. A variety of data collection methods will be used to determine how well the program is meeting its goals. Baseline data are available from the academic records of students. This may be used to compute cumulative GPA. The ratio of entering students to those who graduate will be monitored as well. Scores on the ACT or SAT are also part of the entry level data and are used to help students with course selection and placement in a major.

Faculty members will be required to use one of two objective measures of course evaluation. Evaluation will be completed in each class with students responding anonymously at the end of the semester without the faculty member being present during the process. These evaluations will be compiled for each item and with an overall score. Qualitative evaluation will also be available on each course from written comments by students. A systematic effort will be made to compare the effectiveness of delivery for courses that are taught both on and off campus.
Students will also complete the WSU writing skills requirements', and the Department will have writing samples and faculty responses available from the Writing in the Major (M) courses for review. This will enable formative evaluation for both individual student needs and program assessment for the writing component in the major.

Students will participate in classes with an experiential learning (internship) component, and data from the courses involved will be used for evaluation of these applied experiences. Each student will complete a field experience. These experiences will be evaluated by the student, by the student's on-site supervisor, and by the field experience coordinator from reports submitted and on-site observations. The department will also conduct an end-of-program assessment with an exit interview of students, review of grade point average overall, and grades in departmental classes.

Professional involvement of faculty will be compiled to assess their development through research involvement, professional journal articles, conference presentations, Cooperative Extension programming, sabbatical leave projects, textbook publications, state or national committee or commission participation, and teaching/research honors or recognition. Annual reviews of faculty will also provide pertinent information on faculty achievement.

Alumni will be surveyed about the relevance of coursework in the HD-EDP, the quality of the experience overall, their satisfaction with their education, and suggestions for additions and revisions to the program of study. Employers in the public and private sector who hire human services graduates will be surveyed about what students need from coursework and experiential learning to be prepared to work in their organization, agency, or school.

b. Accreditation

None

6. Recruitment and retention

Attention will be given to retaining enrolled students by offering flexible class scheduling, accurate academic advising and career advising when appropriate, and assistance in developing academic skills needed to be successful for degree completion. Specific efforts will be made to increase diversity among the student population and to respond to the needs of nontraditional students.

Increasing diversity among students is an institutional commitment shared by all the campus locations of Washington State University, and faculty from the Human Development program will assist in efforts to pursue these goals. The department:

a. Provides an academic environment that recognizes and appreciates the value of diversity and supports the well-being and success of all participants in a multi-cultural community

   i. WSU-EDP has completed an Americans with Disabilities Act audit of facilities and programs and is implementing action in identified areas of need.
ii. Human Development faculty have participated and future faculty will participate in Diversity Workshops, Disabilities Act Workshops, and Sexual Harassment Workshops. These training workshops are an ongoing effort to provide an institutional climate in support of diversity.

iii. Cultural awareness days will receive institutional support and publicity.

b. Provides an administrative structure led by an administrator that promotes, coordinates, and monitors programs to achieve ethnic and racial diversity in an effective and timely manner.

c. Will strive to increase minority student enrollments and graduation rates to equal or exceed levels of appropriate subgroup populations.

i. HD-EDP will form an advisory board of community college faculty, community leaders, and representatives from a variety of social service providers to advise and suggest ways that more minority students can be reached with this program.

ii. HD-EDP will actively recruit minority students throughout the state who have completed their Associate of Arts degree. Faculty in supporting community colleges will be asked to help identify these students.

iii. The Human Development program will be advertised in local newspapers and magazines oriented to ethnic or disabled readers.

iv. Marketing also will be targeted toward minority and disabled students graduating from area campuses.

d. Will increase minority, women, disabled faculty and staff representation in all instructional and administrative units to levels commensurate with affirmative action goals.

e. Increase minority, women, disabled faculty and staff representation in all instructional and administrative units to levels commensurate with affirmative action goals.

7. Funding

Summary of Program Costs

Relative to other programs within the WSU system, the cost per FTE associated with this program is relatively low. Staffing for the Human Development-EDP is included in the summary of program costs for years one and year 5 in Table 7.

8. Proposal Review

a. Internal review

There will be no deviation from the internal process for proposal review.

b. External evaluation

The institutional representative will coordinate the review of this proposal following HECB guidelines for new degree programs. A copy of the proposal will be sent for comment to:

1) All other four-year public institutions in Washington

2) The institutional representative will select a reviewer who is a recognized expert in the field of Human Development outside Washington State. Reviewers will be asked to comment on program quality, need, and cost. They will be advised of other reviewers and institutions who received copies of the proposal.
Appendix E

Bachelor of Arts Degree in Human Development – Extended Degree Program

The Human Development – EPD curriculum (total 120 semester Hours) will require the following: (Assume the incoming student has completed 60 semester credit hours upon admission to HD-EDP all GER’s are completed)

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development major (including core requirements)</td>
<td>30-34 Semester hours</td>
</tr>
<tr>
<td>Minor area of study</td>
<td>15-18 semester hours</td>
</tr>
<tr>
<td>Electives</td>
<td>15-11 semester hours</td>
</tr>
</tbody>
</table>

Core Course requirements for all majors:

- HD* 310 Research Approaches in Human Development
- HD* 330 Professional Preparation
- HD 410 Public Policy Issues Impacting Families and Individuals
- HD* 420 Application of Human Development Theories
- HD* 498 Field Placement

Prerequisites for upper division offerings:

- HD 201 Human Development Prenatal through Age 8
- HD 202 Human Development Middle childhood through Adolescence
- HD 203 Human Development Adulthood through Older Years
- HD 204 Family Systems: Understanding Family Interaction

These courses will be taken at a local community college with whom the Department of Human Development has a Memorandum of Understanding, as transfer credits from WSU-Pullman, or other accredited universities.

Other elective courses from the Human Development curriculum include:

- HD* 300 Child Abuse
- HD* 301 Families in Crisis
- HD* 302 Parent/Child Relationships
- HD* 345 Managing Behavior in Early Childhood Settings
- HD 350 Diversity in Contemporary Families
- HD 360 Death and Dying
- HD 403 Families in Poverty
- HD 406 Work and Family
- HD 408 Advanced Adolescent Development

*Indicates that this course is already offered as an extended degree course or is preparation is complete or nearly complete.
### Table 1
Human Development – Extended Degree Program Course Rotation Sequence

**Fall, 1998**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Course Number</th>
<th>BA Core</th>
<th>Elective</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Approaches in Human Development</td>
<td>3</td>
<td>HD 310</td>
<td>X</td>
<td></td>
<td>Hillary Rose</td>
</tr>
<tr>
<td>Professional Preparation</td>
<td>2</td>
<td>HD 330</td>
<td>X</td>
<td></td>
<td>Mary Wandschneider</td>
</tr>
<tr>
<td>Child Abuse</td>
<td>3</td>
<td>HD 300</td>
<td>X</td>
<td></td>
<td>Margaret Young</td>
</tr>
<tr>
<td>Families in Crisis</td>
<td>3</td>
<td>HD 301</td>
<td>X</td>
<td></td>
<td>Randal Day</td>
</tr>
<tr>
<td>Parent/Child Relationships</td>
<td>3</td>
<td>HD 302</td>
<td>X</td>
<td></td>
<td>New Faculty</td>
</tr>
<tr>
<td>Managing Behavior in Early Childhood Settings</td>
<td>3</td>
<td>HD 345</td>
<td>X</td>
<td></td>
<td>New Faculty</td>
</tr>
<tr>
<td>Families in Poverty</td>
<td>3</td>
<td>HD 403</td>
<td>X</td>
<td></td>
<td>New Faculty</td>
</tr>
<tr>
<td>Public Policy Issues Impacting Families and Individuals</td>
<td>3</td>
<td>HD 140</td>
<td>X</td>
<td></td>
<td>Brenda Boyd</td>
</tr>
<tr>
<td>Field Placement</td>
<td>4-8</td>
<td>HD 498</td>
<td>X</td>
<td></td>
<td>New Faculty</td>
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<td><strong>Total courses</strong></td>
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<td></td>
<td>4</td>
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**Spring, 1999**

<table>
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<th>Course Title</th>
<th>Hours</th>
<th>Course Number</th>
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<th>Elective</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Preparation</td>
<td>2</td>
<td>HD 330</td>
<td>X</td>
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</tr>
<tr>
<td>Diversity in Contemporary Families</td>
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<tr>
<td>Families in Crisis</td>
<td>3</td>
<td>HD 301</td>
<td>X</td>
<td></td>
<td>Randal Day</td>
</tr>
<tr>
<td>Parent/Child Relationships</td>
<td>3</td>
<td>HD 302</td>
<td>X</td>
<td></td>
<td>New Faculty</td>
</tr>
<tr>
<td>Diversity in Contemporary Families</td>
<td>3</td>
<td>HD 350 (M)</td>
<td>X</td>
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<td>Amy Malkus</td>
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<tr>
<td>Public Policy Issues Impacting Families and Individuals</td>
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<td></td>
<td>New Faculty</td>
</tr>
<tr>
<td>Death and Dying</td>
<td>3</td>
<td>HD 360</td>
<td>X</td>
<td></td>
<td>Margaret Young</td>
</tr>
<tr>
<td>Work and Family</td>
<td>3</td>
<td>HD 360</td>
<td>X</td>
<td></td>
<td>Dorothy Price</td>
</tr>
<tr>
<td>Field Placement</td>
<td>4-8</td>
<td>HS 498</td>
<td>X</td>
<td></td>
<td>New Faculty</td>
</tr>
<tr>
<td><strong>Total Courses</strong></td>
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**Summer, 1999**

<table>
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<th>Elective</th>
<th>Faculty</th>
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</thead>
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<tr>
<td>Child Abuse</td>
<td>3</td>
<td>HD 300</td>
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<td></td>
<td>Margaret Young</td>
</tr>
<tr>
<td>Managing Behavior in Early Childhood Settings</td>
<td>2</td>
<td>HD 345</td>
<td>X</td>
<td></td>
<td>Pauli Mills</td>
</tr>
<tr>
<td>Public Policy Issues Impacting Families and Individuals</td>
<td>3</td>
<td>HD 410</td>
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<td>New Faculty</td>
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<tr>
<td>Families in Crisis</td>
<td>3</td>
<td>HD 301</td>
<td>X</td>
<td></td>
<td>Randal Day</td>
</tr>
<tr>
<td>Parent/Child Relationships</td>
<td>3</td>
<td>HD 302</td>
<td>X</td>
<td></td>
<td>New Faculty</td>
</tr>
<tr>
<td>Death and Dying</td>
<td>3</td>
<td>HD 360</td>
<td>X</td>
<td></td>
<td>Margaret Young</td>
</tr>
<tr>
<td>Advanced Adolescence</td>
<td>3</td>
<td>HD 408</td>
<td>X</td>
<td></td>
<td>New Faculty</td>
</tr>
<tr>
<td>Field Placement</td>
<td>4-8</td>
<td>HD 498</td>
<td>X</td>
<td></td>
<td>New Faculty</td>
</tr>
<tr>
<td><strong>Total Courses</strong></td>
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<td></td>
<td>0</td>
<td>8</td>
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</table>
### Table 2
**Permanent Human Development Program Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>Highest Degree</th>
<th>% Effort in Program</th>
<th>Total # Credits Taught/Semester</th>
<th>Gender</th>
<th>Areas of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenn Barber</td>
<td>Professor</td>
<td>Perm</td>
<td>PhD</td>
<td>.50</td>
<td>3</td>
<td>M</td>
<td>Family Crisis; Community Devl</td>
</tr>
<tr>
<td>Brenda Boyd</td>
<td>Asst Prof</td>
<td>Perm</td>
<td>PhD</td>
<td>1.00</td>
<td>6</td>
<td>F</td>
<td>Child Devel; Parent/Child Rel</td>
</tr>
<tr>
<td>Randal Day</td>
<td>Professor</td>
<td>Perm</td>
<td>PhD</td>
<td>.80</td>
<td>6</td>
<td>M</td>
<td>Family Rel</td>
</tr>
<tr>
<td>Joye Dillman</td>
<td>Assoc Prof</td>
<td>Perm</td>
<td>MA</td>
<td>.80</td>
<td>6</td>
<td>F</td>
<td>Public Policy</td>
</tr>
<tr>
<td>Debbie Handy</td>
<td>Asst Prof</td>
<td>Perm</td>
<td>PhD</td>
<td>1.00</td>
<td>6</td>
<td>F</td>
<td>Secondary Ed</td>
</tr>
<tr>
<td>Ron Jimmerson</td>
<td>Professor</td>
<td>Perm</td>
<td>PhD</td>
<td>.80</td>
<td>6</td>
<td>M</td>
<td>Communication; Com Outreach</td>
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<tr>
<td>Amy Maklus</td>
<td>Asst Prof</td>
<td>Perm</td>
<td>PhD</td>
<td>1.00</td>
<td>6</td>
<td>F</td>
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<tr>
<td>Pauline Mills</td>
<td>Asst Prof</td>
<td>Perm</td>
<td>PhD</td>
<td>1.00</td>
<td>6</td>
<td>F</td>
<td>Child Devel; Special needs of Children</td>
</tr>
<tr>
<td>Dorothy Price</td>
<td>Professor</td>
<td>Perm</td>
<td>PhD</td>
<td>.80</td>
<td>6</td>
<td>F</td>
<td>Families &amp; Work; Consumer Sci</td>
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<tr>
<td>Kathleen Roger</td>
<td>Asst Prof</td>
<td>Perm</td>
<td>PhD</td>
<td>1.00</td>
<td>6</td>
<td>F</td>
<td>Adolescence; Family Processes</td>
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<tr>
<td>Hilary Rose</td>
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<td>Perm</td>
<td>PhD</td>
<td>1.00</td>
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<td>F</td>
<td>Research Meth; Family Processes</td>
</tr>
<tr>
<td>Jay Teachman</td>
<td>Professor</td>
<td>Perm</td>
<td>PhD</td>
<td>.45</td>
<td>3</td>
<td>M</td>
<td>Research Meth; Families &amp; Poverty</td>
</tr>
<tr>
<td>Mary Wandschneider</td>
<td>Asst Prof</td>
<td>Perm</td>
<td>MA</td>
<td>1.00</td>
<td>6</td>
<td>F</td>
<td>Internship Coord</td>
</tr>
<tr>
<td>Margaret Young</td>
<td>Asst Prof</td>
<td>Perm</td>
<td>PhD</td>
<td>1.00</td>
<td>6</td>
<td>F</td>
<td>Child Abuse; Aging; Death &amp; Dying</td>
</tr>
<tr>
<td>New Faculty</td>
<td>Asst Prof</td>
<td>Perm</td>
<td>PhD</td>
<td>1.00*</td>
<td>6</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>New Faculty</td>
<td>Asst Prof</td>
<td>Perm</td>
<td>PhD</td>
<td>1.00*</td>
<td>6</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

* All new faculty will rotate among all department courses whether they are taught on the Pullman campus or EDP. Since all faculty will potentially be involved in EDP delivery, the total faculty effort is calculated as 2.5 FTE per semester rather than showing particular faculty dedicated to EDP delivery.

### Table 3
**Size of Program – BA in Human Development – EDP**

<table>
<thead>
<tr>
<th></th>
<th>Year 1 – 1998 (part/full)*</th>
<th>Year 2 – 1999 (part/full)</th>
<th>Year 2 – 2000 (part/full)</th>
<th>Year 5 – 2002 (part/full)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Yr Summer</td>
<td>79/9</td>
<td>100/14</td>
<td>113/15</td>
<td>117/16</td>
</tr>
<tr>
<td></td>
<td>25/3</td>
<td>34/5</td>
<td>37/5</td>
<td>40/5</td>
</tr>
<tr>
<td>FTE Students</td>
<td>55.6</td>
<td>72.6</td>
<td>80</td>
<td>83.8</td>
</tr>
<tr>
<td>Credit Hrs enroll</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Program</td>
<td>Lower Div</td>
<td>Upper Div</td>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>834</td>
<td>-</td>
<td>1089</td>
</tr>
</tbody>
</table>

*For these calculations, a part time student is assumed to be taking 6 credit hours during a semester.

**Table 5**  
**Equipment Expenditures – Department of Human Development – EDP**

<table>
<thead>
<tr>
<th>Equipment Expenditure</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Equipment (Detail)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equip Replace (Detail): Faculty Comp Upgrades</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Equip Repair &amp; Maintenance for New or Existing Equip (Detail)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibility</th>
<th>Qualifications</th>
<th>Disability/ Gender/ Ethnicity</th>
<th>% Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Walker</td>
<td>Publications/ Communications/ Public Relations/ Dev Specialist</td>
<td>Design and assist with Innovative instruction for EDP curriculum development and delivery. Participate in public information development and dissemination. Provide technical assistance, computer application, in direct support of distance learning activities of HD student</td>
<td>BA in English Or Human Development. demonstrated knowledge experience w/HD; Exp w/software and multiple course delivery methods; trouble shoot problems and demonstrate communication effectiveness</td>
<td>Cauc M</td>
<td>100</td>
</tr>
<tr>
<td>To be named</td>
<td>Office Asst II</td>
<td>Assist with EDP operations, relevant research, correspondence and monitor student progress</td>
<td>ability to use word processing and spread sheet computer programs. Must possess excellent communication skills.</td>
<td>Unknown</td>
<td>50</td>
</tr>
<tr>
<td>To be named</td>
<td>Fiscal Tech I</td>
<td>Assist with EDP budget management, expenditures, etc</td>
<td>Computer knowledge Filemaker Pro familiarity w/ budget mgmnt, University policy and procedure.</td>
<td>Unknown</td>
<td>50</td>
</tr>
</tbody>
</table>
Table 7
Summary of Program Costs – BA in Human Development – EDP

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Internal reallocation</th>
<th>Year 1 Total</th>
<th>Year N Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative salaries</td>
<td>$ 26,550</td>
<td>$ 26,550</td>
<td>$ 26,550</td>
</tr>
<tr>
<td>Benefits</td>
<td>$ 6,903</td>
<td>$ 6,903</td>
<td>$ 6,903</td>
</tr>
<tr>
<td>Faculty salaries</td>
<td>$ 93,750</td>
<td>$ 93,750</td>
<td>$ 93,750</td>
</tr>
<tr>
<td>Benefits</td>
<td>$ 24,375</td>
<td>$ 24,375</td>
<td>$ 24,375</td>
</tr>
<tr>
<td>TA/RA salaries</td>
<td>$ 9,966</td>
<td>$ 9,966</td>
<td>$ 9,966</td>
</tr>
<tr>
<td>Benefits</td>
<td>$ 2,591</td>
<td>$ 2,591</td>
<td>$ 2,591</td>
</tr>
<tr>
<td>Clerical salaries</td>
<td>$ 19,494</td>
<td>$ 19,494</td>
<td>$ 19,494</td>
</tr>
<tr>
<td>Benefits</td>
<td>$ 5,068</td>
<td>$ 5,068</td>
<td>$ 5,068</td>
</tr>
<tr>
<td>Other salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contract services</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
</tr>
<tr>
<td>Goods and services</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
</tr>
<tr>
<td>Travel</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
</tr>
<tr>
<td>Equipment</td>
<td>$ 8,000</td>
<td>$ 8,000</td>
<td>$ 8,000</td>
</tr>
<tr>
<td>Other -</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Telecommunications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect</td>
<td>$ 96,092*</td>
<td>$ 96,092</td>
<td>$ 96,092</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$300,289</strong></td>
<td><strong>$300,289</strong></td>
<td><strong>$300,289</strong></td>
</tr>
<tr>
<td>FTE students</td>
<td></td>
<td>55.6</td>
<td>83.3</td>
</tr>
<tr>
<td>Cost-per-FTE student</td>
<td></td>
<td>$5,400</td>
<td>$3,583</td>
</tr>
</tbody>
</table>

*Note that in the letter from library services there was a specific request for additional library support with regard to this proposal. It is assumed that these needs will be addressed by the library and central administration and not the Department of Human Development.

Dr. Randal Day  
Human Development Department  
General Library  
Washington State University  
Pullman, WA 99164-6236

Dear Randy,

This letter describes the support that The Libraries at Washington State University can offer to the proposed B.A. in Human Development through the Extended Degree Program, in the five areas that you described to me.

1. Adequacy of existing collection / 2. Need for new collections: The Libraries already supports a B.A. in Human Development, thus the existing collection is adequate for that degree without the need for additional materials.

3. Need for library personnel: Additional personnel would need to be hired in order to support the proposed B.A. in Human Development. There is currently one half-time library staff member who works with the Extended Degree Program, conducting library searches and retrieving library materials for EDP students. This individual is very busy with a high level of research requests. As the proposed coursework for the EDP B.A. in Human Development would consist of upper-level undergraduate classes, I believe their need for library research and resources would be more than current library staffing could handle.
4. Need for additional library services: Current and planned library services will support the proposed B.A. in Human Development. The Libraries is expanding services available to students. Currently, students can access the library catalog via telnet or the web. They can also access a number of general and specialized periodical indexes, some of which include the full text of articles. Some of the databases of interest to Human Development students are PsycINFO, SocioAbs, Periodical Abstracts and ABI-Inform. In less than a year, the Libraries will begin offering web access to ProQuest Direct, which indexes thousands of journals on many topics, including the full text of some articles, plus the full text of articles from several Washington state newspapers. It also will provide access to the Dissertation Abstracts database. These services will be available to EDP students with internet access.

To summarize, I think the Libraries are in good shape to handle most of the needs created by a new B.A. in Human Development through the Extended Degree Program. The materials and services are already here; additional personnel is all that is needed.

Sincerely,
Elizabeth Caulfield Felt
Reference Librarian / Human Development Liaison

MEMORANDUM

TO: Randal Day
FROM: Nancy L. Baker, Director of Libraries,
DATE: November 20, 1997
SUBJECT: B.A. Human Development -- Extended Degree Program

I am confident that the Libraries' collections are adequate to support the B.A. in Human Development through the Extended Degree Program. As you know, I am concerned that the library staffing to support this proposal primarily because there are a number of other Extended Degree Program proposals that are currently in the process of being considered for approval. In the past, we have had minimal library staffing for this program, one .50 FTE library specialist. Within the past year, the workload for this individual has reached a point where assistance will be needed, particularly if the Extended Degree Program is going to grow. Delivery of library services to extended degree students is more labor intensive than for students on campus.

However, I do not believe it should be the responsibility of the Human Development Department to fund this staffing. Rather, there needs to be a University commitment to increase the library staffing for the overall Extended Degree Program which clearly is earmarked to grow in the very near future. I will be requesting this support centrally. However, without additional staffing, the quality of the library service to students in the Extended Degree Program will inevitably suffer.

While I am willing to sign off on this proposal, I believe it would be irresponsible of me not to acknowledge this reality along with this proposal.
To: Julia Pomerenk Academic Affairs Committee  
From: Debra Sanders, Co-Chair Library Committee  
Subject: BA in Human Development - Extended Degree Programs  
Date: February 11, 1998  

The Senate Library Committee met on January 29 and discussed the new extended degree program proposal for a BA in Human Development. While we are very concerned with the increasing demand on the document delivery staff at the library, we recommend approval of this proposal. We would encourage future proposals involving document delivery to include in their budgets funds to support the document delivery program.

*****  
Motion carried.  

Agenda Items (Discussion Items).

1. Recommendation from Faculty Affairs Committee for Section V, VI, and VII of the Faculty Manual (Exhibit F).—J. Crane

   There was no discussion of this item.

2. Recommendation from Graduate Studies Committee for a Revision to Program Residency (Exhibit H from 3/5/98 agenda Please Bring to This Meeting)—J. Cote

   There was no discussion of this item.

3. Recommendation from Graduate Studies Committee for MS in Landscape Architecture at WSU Pullman and Spokane (Exhibit G).—J. Cote

   Questions were asked about budget and the effects of extended programs in light of budget cuts. The information will be obtained before the next meeting.

4. Recommendation from Graduate Studies Committee for Graduate Certificate Programs (Exhibit H).—J. Cote

   A number of issues were raised concerning a graduate certificate program. They were as follows: what letters will appear behind a persons name on a graduate certificate; will courses be used or modules (components of courses); how many modules will be required for a certificate?

5. Recommendation from Academic Affairs Committee to identify the Washington State University faculty at the Intercollegiate Center for Nursing Education as the College of Nursing. (Exhibit I).—J. Evermann

   This change will recognize the WSU faculty there as an organized group (they already have a WSU dean and administrative structure) independent of the consortium of the ICNE.
6. Recommendation from Academic Affairs Committee for Revisions to of Rules 31 and 32 (Exhibit J).—J. Evermann

A question was raised about the ability of Pullman High students being able to take Math 171 and 172 at Pullman High rather than coming to WSU. B. Bitter stated that with Running Start dollars courses must be taught on a college campus. Colleges usually limit the number of students in a course who are involved with running start to 30%. Evermann will check into this issue. Bitter stated the math course could fall under the program “college in the high school” in which students pay a very reduced tuition in order to take the course.

7. Recommendation from Academic Affairs Committee for Revision to General Education Areas of Coherence (Exhibit K).—J. Evermann

A question was asked about areas of coherence. It was pointed out that areas of coherence are being eliminated. Students will just take a 400 level capstone course.

8. Recommendation from the Honorary Degree Committee for New Procedures (Exhibit L).—J. Lawrence

There was no discussion of this item.

Constituents' Concerns.

D. Barbee raised concern over a proposal to move the serial records crew from Owen Science to Holland Library. Holland spends 40% of its budget on books and 60% on journals Owen spends 3% of the budget on books and 97% on serials. The VetMed/Pharmacy Library spends 2% on books and 98% on serials. Barbee requested the Senate Library Committee to address this issue. Speth stated the Library Committee has already objected to this move. Walbridge from the Library stated this proposal has been sent to a task force to look at so it is not final. Duft urged senators to read carefully the proposed changes to the reemployment policy changes and send any concerns to FAC. What has been a faculty elective would become an administrative prerogative.

Adjournment.

Meeting adjourned at 5:55 p.m.

Thomas A. Brigham
Executive Secretary