The Faculty Senate was called to order by David Stock, Chair on Thursday, November 13, 1997, in FSHN, T101, at 3:40 p.m. Fifty-three (53) members were present sixteen (16) members were absent with three (3) vacancies. There were twelve (12) nonvoting members present. (See attached sheet)

Minutes of October 30, 1997 Meeting were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers met with Provost Bataille and Vice Provost Gamble on November 4, 1997.

2. Faculty Senate officers met with President Smith on October 31, 1997.

3. Faculty Senate Standing Committees reported committee consideration on the following issues (agenda and previously reported items not included) at the November 6, 1997 Steering Committee meeting:
   Extended University Affairs: Met with Murial Oaks to discuss EDP.
   Research and Arts: Met with Wes Leid to discuss research issues.
   Graduate Studies: Discussed graduate programs at TriCities and Vancouver, Master of Communications at TriCities.
   Budget Committee: Will meet with the Provost November 7.
   Planning Review: Met with the Provost and Vice Provost to discuss long range planning for WSU.

Announcements (Reports).

1. Remarks by the Chair.—D. Stock

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

   There was no report as C. Clark was at CWU preparing for the CFR meeting.


   The Provost reported that one issue that has been on everyone’s agenda is the Ombudsman position. She stated a memo has been mailed out to all deans, directors, chairs and Faculty and Staff Senate offices seeking nominees for the position. The Provost stated that instead of one .75 FTE position they were going to try three .25 FTE positions. She stated that this is experimental. The Provost stated she feels the office of Ombudsman is very important. She stated that the person or persons in the office must be tenured faculty and one of the three could be an Administrative Professional. One of the reasons for dividing out the position was people did not want to commit that much of their time away from their department. Concern was raised about having 3 people in the office and the effect on the confidentiality. It was stated that for 25 years the office has run well with one person doing the work.
The Provost stated the response from the consultants report has raised concerns with her because there were no faculty on the committee that reviewed the report. The Provost has asked the leadership of the Faculty Senate to review the report and provide her with input.

The Provost reported the Reconfiguration Committee for IT has been meeting and are making some recommendations. The recommendations involve streamlining the operations so that it runs more smoothly and efficiently.

The Provost reported on the budget. Enrollment based budgeting used to mean the more students the more money for the department. Today enrollment based budgeting is set by the state and is based on enrollments at the University. The legislature funded new enrollments in 96-97 and only one campus, Spokane, met their target. WSU’s Extended Degree Program grew by 40% this year. All of the FTE credit for the EDP accrue to the Pullman campus. WSU has decided to return 131 FTE toward next years targets. It is money WSU has not received and has not been budgeted so it will not effect us. There is also money resting on accountability. WSU is asking for help on the measures we have control over. WSU is asking for help in making sure our students get the proper advising each semester and WSU is asking for help in creating scholarships for high achieving transfer students. It is serious and WSU must maximize every opportunity we have to increase enrollment and FTE. WSU is working with community colleges and helping with transfer students especially at the branches. Bataille said that she is working with a group to assess the campuses for diversity and quality to find out where we are successful and where we need to improve. The first task of this group will be to define what diversity means.

The Provost was questioned about reviews of branch campuses. The Provost stated that in the past the review process was in conjunction with the branch campus dean review. Bataille stated that all deans will be reviewed annually to provide feedback. The five year review will involve how the branch campus is operating, how is the branch serving the community, how are they interacting with the community colleges that are their feeder schools, how are they interacting with the departments on the Pullman campus? The five year review of deans on this campus would incorporate issues like how did they respond to the accreditation review of the departments in their college? It would be different but it will be a much broader review then just the individual. This will be included in the Faculty Manual. There will be a separation of the information of the review of the dean from what is going on with that campus. Bataille stated her goal is to help people do a good job at whatever they are suppose to do.

Additions or Changes to the Agenda.

There were no additions or changes to the agenda.

Agenda Items (Action Items)

1. Recommendation from Research and Arts Committee for a Center for Entrepreneurial Studies Exhibit E from 10/30/97 is as follows:
October 15, 1997

MEMORANDUM

TO: Dorene Branson, Faculty Senate
FROM: Nancy Shrope, Research and Arts Committee
SUBJECT: Center for Entrepreneurial Studies Proposal

The Research and Arts Committee recommends approval to the Faculty Senate of the Center for Entrepreneurial Studies proposal. All of the standing committees assigned have reviewed and approved this proposal.

pc: K. Lishner R. Markin

Proposal for the Establishment of a CENTER FOR ENTREPRENEURIAL STUDIES
College of Business and Economics
Washington State University

Introduction: In the fall of 1995, the College of Business and Economics began a new program of instruction related to entrepreneurial studies. This is a growing area of interest among many business schools throughout the United States. (A sample list of such schools and a brief description of their activities is attached) The demand for entrepreneurship courses is manifest among both undergraduate and graduate students. Interest in courses and programs in entrepreneurship is widely and intensely supported by the business community and particularly by the College's Business Advisory Committee. The changing character of U.S. and world enterprise, the promising opportunity for self-employment, and the general economic and social clamor for economic growth and development all augur strongly for the development and implementation of an Entrepreneurial Studies Program and a Center For Entrepreneurial Studies in the College of Business and Economics at Washington State University. (The Entrepreneurial Studies Program has been approved and YAI begin to be offered in the fall of 1997.) This document or abstract will provide basic information about the proposed Center, and the way it will be structured and the activities and value it will create for our college, our university and the greater community we serve. For a more comprehensive discussion of both the Program and the Center, please refer to document B.

Name of Unit. The Center For Entrepreneurial Studies (CES)

Nature and Scope of Activities: The CES will provide a focus for teaching, research, and service activities in Entrepreneurial Studies at Washington State University. The Center will coordinate the Entrepreneurial Studies Option in the Bachelor of Arts in Business Administration major in the College of Business and Economics, provide leadership, guidance and support in the development of external programs, and serve as a focus for interdepartmental research in the Entrepreneurial Studies Program. The faculty in Entrepreneurial Studies (CES) consist of faculty members in the CBE teaching courses in the functional disciplines and specialized areas who have developed courses to address the needs of the program, or who have realigned existing courses to meet the
demands of this curriculum. The CES will include faculty members from the various departments and units of the College and a group of these faculty will serve as the Entrepreneurial Studies Program Advisory Committee.

Criteria and Method of Selection of Director and Participating Faculty Members: The Director is selected from the membership of the Faculty in the Entrepreneurial Studies Program by the Dean of the College of Business and Economics (CBE) on the basis of the candidate's ability to carry out the mission and program as described in the Prospectus accompanying this request. (See Document B)

Colleges and Departments Involved: The CES will work with the Departments of Management and Systems, Marketing, Finance, Real Estate and Insurance, Accounting and Business Law, Economics, and the Program in Hotel and Restaurant Administration on the development implementation and coordination of the Entrepreneurial Studies Program Option. The external programs envisioned for the Center as outlined in detail in document B, will be coordinated and harmonized with the Small Business Development Center, the Small Business Institute, the Center for Real Estate Education, the International Business Institute, Extended University Services, and the areas of Women's Studies, and Minority Studies.

Women and racial and ethnic persons are playing an increasing role in US entrepreneurial activities and endeavors.

University Support requested: No additional university support is requested. This program and the Center have a private endowment in excess of 3.5 million dollars. The source and nature of these endowed funds are outlined in Document B. Given the interest and popularity of this program and the proposed Center's activities, it is expected that this endowment will grow significantly over the next several years.

Needs for Space, Equipment, and Supplies The Center is adequately housed and located in the recently remodeled Todd Hall in a small suite of offices, Todd 402N, adjacent to the new International Business Institute. The space has new furnishings and is well equipped. Given the self-sufficiency of our funding, we are essentially self-supporting.

Expected External Funding Sources: Sources of external funds should flow from several sources. Private foundations, state and national funding agencies such as the Department of Commerce and Economic Development USAID, USDA, The Commerce Department Labor and Industry, the Small Business Administration, and others proffer frequent requests for proposals(RFP). A significant source of revenue for the Center will likely come from the short courses, seminars, and other programs offered on a fee-for-service basis. (Ms fee-for-service activity of the Center For Entrepreneurial Studies is what distinguishes it from the Small Business Development Center which, because of its federal funding, is limited in its ability to charge only minimal fees.) The CES plans to offer summer short courses, one or two day conferences and seminars for those interested in starting new business ventures both domestically throughout the Pacific Northwest region, and internationally in Asia, as well as throughout eastern and parts of western Europe. We will do this in conjunction with the International Business Institute, and the Office of International Programs.
Expected Contribution to and Impact on Undergraduate Programs: The Entrepreneurial Studies Program Option in the CBE has, up to this time, had only one course offering, with the full complement of courses coming on-line for the fall semester, 1997. There have been approximately 50 students in the class for each of the four times it has been offered. Our college advisors suggest that student interest in the new option is high and that we should expect some 75 to 100 majors as soon as the year 2000. This program is interdisciplinary and draws on knowledge from all of the business disciplines. Many of the courses will be cross listed. The creation of the Center will provide a formal structure for directing and coordinating this program. By involving faculty formally in this program, course offerings will be better coordinated and more consistently offered. By focusing and encouraging the development of faculty research interests and service interests in the entrepreneurial studies area, instructors will be able to offer an increasingly relevant and realistic undergraduate experience. Even the more traditional corporate organizations, for which many of our students will go to work, are now looking for students who have had entrepreneurial education and training.

Expected Contribution to the University and External Clients. A more cohesive, formal and focused Entrepreneurial Studies Center will allow the CBE to better compete for extramural funds. In addition, better program and curriculum development should enhance our undergraduate education offering and enable us to compete more effectively with the numerous new programs in entrepreneurial studies being offered in the better business schools and colleges certified by the American Assembly of Collegiate Schools of Business. The framework of the Center will facilitate development of short courses to benefit those members of the business community unable to participate in longer, more formal degree programs. Initiatives, such as the Center for Entrepreneurial Studies, make us a more responsive university, one which enhances our ability to offer services and benefits to those other than the young undergraduate students in residence at all of our university locations.

THE ENTREPRENEURIAL STUDIES PROGRAM
COLLEGE OF BUSINESS AND ECONOMICS
WASHINGTON STATE UNIVERSITY

A Prospectus

REVISED, SPRING 1997

Dr. Rom J. Markin
Director, Center For Entrepreneurial Studies
Huber Chair in Entrepreneurship

PREFACE
In the fall of 1995, the College of Business and Economics began a new program of instruction related to entrepreneurial studies. This is a growing area of interest among many business schools throughout the United States. The demand for entrepreneurship courses is manifest among both undergraduate and graduate students. Interest in courses and programs in entrepreneurship is widely and intensely supported by the business community and particularly by the College's Business Advisory Committee. The changing character of U.S. and world enterprise, the promising opportunity for self-
employment, and the general economic and social clamor for economic growth and development all augur strongly for the development and implementation of an Entrepreneurial Studies Program and a Center for Entrepreneurial Studies in the College of Business and Economics at Washington State University. This paper describes in a comprehensive way the need for such a program and the way in which such a program is to be structured and become a part of the CBE's offering.

Emphasis will be placed upon fostering student creativity. Creativity precedes innovation, which is its physical expression. Entrepreneurs are invariably creative. They are self-motivated, love risk, thrive on ambiguity, and delight in novelty, twists, and reversals. Entrepreneurs are those who recognize and appreciate the continuing need to scatter as well as gather intellectual pollen. They are uniquely committed to cross-fertilization, and students of entrepreneurship will be taught to understand that the answers worth getting are not in the back of the book. It is a well-spoken aphorism about entrepreneurs, which acknowledges that if you give creative people straw, they can sometimes weave it into gold.

**INTRODUCTION AND BACKGROUND**

The emergence of a truly entrepreneurial economy in the United States during the last 15 to 20 years has been perhaps the most significant and hopeful event to have occurred in recent business and social history.

Entrepreneurship is a collection of purposeful tasks that can be organized as systematic work. Innovation, including the transfer and adaptation of technology and entrepreneurship, is part of every business executive's job.

Entrepreneurship is neither a science nor an art. It is a practice. It has a knowledge base that consists of known or discoverable activities. The application of this knowledge to market opportunities is the artistic aspect of entrepreneurship, and this aspect is strongly related to creativity.

While the economies of most developed countries during the last 20 years have actually witnessed a reduction in their work force, the number of persons gainfully employed in the United States has grown steadily. For example, between 1970 and 1990 the labor force in Western Europe grew from 63 million to 72 million—about 14.3%, but in the United States the labor force grew by 37.6 million or slightly over 43%—three times the Western Europe performance. The number of Americans in paid jobs grew during this same period by over half—57%—from 70 to 110 million.

**THE NEW ENTREPRENEURIAL ENVIRONMENT**

What has happened is that the United States has shifted from a managerial to an entrepreneurial economy.

The new jobs created in the United States during the last 20 years were not what is referred to as "high tech." Of the 40 million jobs created between 1970 and 1990, high technology did not contribute more than the traditional smokestack jobs lost. All the additional jobs in the economy were generated elsewhere. And, only a dramatic small fraction of 2% of every 100 new businesses, out of a total that exceeds 10,000 per year, are remotely "high tech" in the broadest sense of the word.
The new jobs are "low tech" but reflect high market demand for entrepreneurial ventures that reflect creative approaches to products and markets and the adoption and diffusion of new ways of doing things. This is the essence of technology transfer. The concept of technology embraces the notion of all new applications to human work, consumption, and overall existence.

**MANAGEMENT IS TECHNOLOGY**

The greatest example of technology, one that changes attitudes, behavior, and values, is management. What has made more readily possible and created the entrepreneurial culture in the U.S. economy are new applications and the growing sophistication of management, i.e., the systematic accomplishment of desired results through human effort. The new management "science" has been applied with growing success in:

- all enterprises generally -- not just to corporate organization or the factory floor but to all new and existing ventures and enterprise.
- small, nascent, emerging enterprise, not just existing or large businesses.
- non-business as well as business enterprise -- whether hospitals, churches, civic organizations, mental institutions, or universities. Management is the new science of organizing and achieving the development and utilization of systematic innovation to the search, discovery, and exploration of new opportunities for satisfying human wants and needs.

Management is useful knowledge like engineering and medicine. But it is not necessarily something that is separate from engineering or medicine. It should be an integral part. Engineers as well as physicians use management. If management, including the processes of planning, organizing, and controlling efforts, had not emerged as a systematic discipline, the world would still be struggling less effectively with issues related to direction and purpose, resource utilization, unsystematic and chaotic application of effort, division of labor, and specialization. Management has value because it creates value. And, consequently, there is a growing world-wide demand for management education and training. As management skill accelerates, it provides an impetus to private sector growth and private growth globally is a major driving force of economic development.

**ENTREPRENEURS ARE ACTION ORIENTED RISK-TAKERS**

Entrepreneurs create something new, something different- they change and transform processes, and they create values. The entrepreneur is most often but not necessarily the person who both manages and owns the enterprise. Entrepreneurs take risks. The essence of activity that utilizes economic resources is the commitment of present resources to future expectations, and that means to uncertainty and risk.

Every practice rests on either implicit or explicit theory. The explicit theory of entrepreneurship is that change is viewed as normal and healthy, and from change arises opportunity. Entrepreneurship is, therefore, concerned with doing something different rather than doing better what is already being done. Entrepreneurs shift resources from areas of low productivity and yield to areas of higher productivity and yield.
Entrepreneurship is most often risky mainly because so few entrepreneurs know what they are doing. They lack a knowledge base for managing endeavors confronted with ambiguity and uncertainty. Hence, the need for a university-based, management driven program in entrepreneurial studies in the College of Business and Economics at Washington State University.

MISSION
The WSU Center for Entrepreneurial Studies and the Entrepreneurial Studies Program are designed to provide education and training in the critical skills essential for business creation and innovation. Included in the mission is the desire to promote research directed toward the understanding of these processes and to develop practical solutions to the management problems of small and medium sized businesses. It is intended to build the human resources necessary to stimulate, develop, and promote a climate for accelerated business development and expansion in the Washington State region.

STRAIGHTFORWARD, VISIOARARY OBJECTIVES
WSU's Center for Entrepreneurial Studies has an objective that is simultaneously simple and straightforward, yet visionary and ambitious. The program strives to enhance the development of entrepreneurship throughout our state and region. The impact of the understanding may well be transglobal. The program, like other major endeavors at our University, bases its effort on teaching, outreach, and research.

EDUCATIONAL PHILOSOPHY
Given the diverse nature of entrepreneurial activities and endeavors, the program's faculty have wide-ranging and diverse academic backgrounds, interests, and areas of experience. Their discipline orientation encompasses strategy, organizational behavior, finance, marketing and consumer studies, and statistical analysis.

The program will avoid narrow specialization and emphasize the big picture relating to analysis and the utilization of both deductive and inductive reasoning. Teamwork and multiple participation in decision-making processes are emphasized. The entrepreneurial education must be rooted in practical and utilitarian concepts. The tools and skills to be stressed in the teaching learning process will include maintaining cash flow, setting up accounting and management information systems, conducting opportunity analysis and the development of a business plan. An interesting question which sometimes arises is, "What is new or different about entrepreneurship that is not already included in the basic core of the major functional disciplines?" The essence of the difference would include the following:

A traditional business curriculum concentrates on the theories of operation of established, hierarchical, large publicly owned enterprises which are depicted as stable and enduring. The techniques of statistical, financial and accounting analysis assume the existence of large amounts of accurate information. The operational environment usually assumes a stable pro-business political and economic situation and the ready availability of debt and equity financing. Strategic planning is considered the norm. Finally there is little attention paid to the integration of the functional areas of business in normal operations.
Entrepreneurship, on the other hand, might be described as a field of study which focuses on the creation and operation of new, rapidly changing, sole proprietorships, partnerships, family owned enterprises, and closely held corporations which are inherently unstable. These organizations are not hierarchical in nature and because of the limitations of personnel, funds, and space usually have close integration of the functional areas of business.

MARKET ORIENTED
The market for business school graduates is changing dramatically. Downsizing and reinventing the corporation have led to fewer job opportunities, the need for less middle management specialists, and no assurance of continuing employment. Declining jobs in large corporate organizations, the growing importance of midsized organizations, and the need, as well as the opportunity, to start and operate their own business, have combined to create a growing interest in entrepreneurship and small business management.

Hence, whether they intend to start their own companies, join a family firm, or enter an established organization, today's students know they need to understand the entrepreneurial process. They can gain that understanding in WSU's Entrepreneurial Studies Program.

Entrepreneurial studies at WSU involves understanding and practicing activities that identify and focus on opportunities. Entrepreneurial studies is a practical, useful academic endeavor. The instruction is rooted in solid business and economic theory, but the concepts and insights learned and explored are for today's real-world, granite-hard market environment.

The purpose of the teaching program is to go beyond just the teaching of the skills, know how, resources, attributes, and culture of entrepreneurship. The program additionally seeks to instill a dissatisfaction with the status quo and to stimulate an urge to innovate, to try new approaches and concepts. In the language of Joseph Schumpeter, "to create shocks in the system, to innovate, to produce creative destruction. Of the College's distinctive competencies and comparative advantages.

It is our expectation that our commitment to entrepreneurial studies, like our commitment to internationalize our curriculum and provide a global perspective, will become one of the College's distinctive competencies and comparative advantages.

OUTREACH SERVICES
Entrepreneurial Studies faculty, through the auspices of the Center for Entrepreneurial Studies, will also provide outreach services such as seminars and workshops on a fee-for-service basis for individuals and organizations. These services will promote an understanding of small business and entrepreneurial concepts and practices that will hopefully lead to improved operations, greater efficiency, and effectiveness and/or profitability.

Finally, but of great importance, the mission of the Center for Entrepreneurial Studies is to promote and preserve the American free enterprise system based upon private ownership, individual responsibility, fair competition, minimum involvement by government, and the opportunity to become an entrepreneur.
The Center for Entrepreneurial Studies has two major thrusts. First, formal courses and curricula are structured and offered to undergraduate and graduate students at WSU Pullman and throughout our branch campuses. Second, the program will provide on a fee-for-services basis short courses, seminars, symposia, business services and information pertaining to the management aspects of entrepreneurship and small business.

**SPECIAL COMPETENCIES**

WSU has a rich history and tradition of providing unusual educational opportunities to the traditional in-residence student as well as special opportunities for promoting the growth and development of special needs for its many constituents. This capability and range of opportunities has now been extended through the development and operation of our branch campuses, thus making our services and offerings even more readily available. A partial listing of established resources and offerings would include:

Well-credentialed and qualified faculty who are excellent teachers and researchers, several of whom are currently working in the area of entrepreneurship and technology transfer and some of whom have had considerable experience in working with entrepreneurs and the small business sector in world-wide environments. College faculty are granted tenure based on their balanced performance in teaching and research. Quality teaching will be an imperative requirement for faculty in entrepreneurial studies. These faculty have also enriched their credentials by way of managerial and business experience in the private sector and their research and consulting activities. Faculty are expected not only to possess complete subject matter mastery but also to foster strong attitudes and a favorable disposition toward the value of applied research, free market systems, and private initiative. Such a climate makes the College an attractive place for faculty in all disciplines.

Extensive state-of-the-art library and information centers. Whether on the Pullman campus or at one of our branches, repositories of large data banks and useful printed secondary materials contain hundreds of thousands of pieces of information, industry and trade studies, economic and demographic studies, and statistical data.

**ENTREPRENEURSHIP AS A BUSINESS OPTION**

The Entrepreneurial Studies Program is modeled on the fashion and structure of our international business program. Hence, the Entrepreneurial Studies Program is multidisciplinary, and its courses will be offered by several different departments. Students with the necessary interests are encouraged to consider the Entrepreneurship Option as a major course of study. The Entrepreneurship Option might also be considered by some students as an excellent choice for a second option or "major" in conjunction with one of the more traditional disciplines or areas of concentration. With proper counseling by advisors, student programs will be suggested that meet the College's and University's traditional requirements within the standard 120 hours of instruction needed to graduate.

**BASIC CORE AND ELECTIVE COURSES FOR ENTREPRENEURSHIP PROGRAM**

The Entrepreneurship Option has been developed for those students who are interested in venture management, new venture start-ups, and small business and the management of family firms. The option consists of five(5) core courses listed below:
Mgt 448  Introduction to Management Information Systems 3 Prereq Mgt 301, 350. Information problems, management of the information resources, uses of computer-based systems to improve management decision-making.

Mgt 489  Entrepreneurial Management 3 Prereq Econ 101, 102; Finance 325; Mgt 301; Mktg 360. Philosophy and nature of entrepreneurship for all business organizations; analytical, financial and interpersonal entrepreneurial skills.

Mgt 492  Small Business Policy 3 Prereq Acctg 230, B Law 210, Finance 325, Mgt 301, Mktg 360. Application of management theory and principles to small firms; applied consulting experience with operating businesses.

Fin 426  Entrepreneurial Finance 3 Prereq Acctg 230, 231; Fin 325. Entrepreneurial Finance focuses on raising capital for new enterprises. Topics: venture capital, IPO'S, debt financing, leasing and value startup ventures.


THE OPTION IN ENTREPRENEURSHIP WILL ALSO REQUIRE COMPLETION OF THREE (3) OF THE FOLLOWING ADDITIONAL COURSES:

- Accounting 338  Cost Accounting
- Management 450  Human Resource Management
- Marketing 478  Sales Management
- Insurance 420  Pure Risk Management
- Business Law 410  Law and Government Regulation of Business
- Management 455  Staffing the Organization

Both the core and the option courses included in the entrepreneurship curriculum are designed to encourage students to think "outside the box." They are intended to prompt students to rethink their assumptions about the entrepreneurial process and consider how it fits into large and small, corporate and not-for-profit, and public and private organizations. The College's Entrepreneurial Studies Program prepares students to further their careers with a broad-based understanding and new ways to make their ideas work.

PROPOSED OUTREACH PROGRAMS

By the fall of 1997, the WSU Center For Entrepreneurial Studies proposes to offer to the business community of Washington State, the Pacific Northwest Region and the international community, a series of offerings and services designed to facilitate venturing and entrepreneurial aspirations, new start-ups, business plan assessments, and other activities. Three of these proposed undertakings are described as follows:
The Mentor Program. The Mentor Program will provide expert assistance to early-stage emerging growth companies. The purpose of the program is to increase the chances of success for these ventures by providing affordable advice in critical business areas, at a time when resources and in-house expertise are limited.

Mentors provide assistance in many ways: advising companies on financing, marketing, legal, and other issues—providing introductions to key contacts; and serving as a sounding board for company founders as they face various situations. Mentors are presidents, CEOs and business founders, as well as attorneys, accountants, consultants, and Washington State University Business School and other WSU faculty and specialists. Collectively, they will have a broad range of industry experience and specialized and general knowledge.

Typically, mentors will provide advice to the entrepreneur by meeting with him/her regularly, supplemented with updates by telephone, fax and computer. Some mentoring projects will be ongoing, lasting several months or years; others will be much shorter in duration.

When appropriate, referrals will sometimes be made to other resources such as the WSU Small Business Development Center, the Washington Center for Real Estate Research, SCORE, state and county financing programs, and many others. Fees. Client companies pay $35 per hour to the WSU Center For Entrepreneurial Studies for the mentor's time. The fees help to defray part of the WSU Center's program costs.

Business Plan Review Service. To fulfill an unmet need in the entrepreneurial community, the WSU Center for Entrepreneurial Studies will initiate a Business Plan Review Service. This service is designed to provide an entrepreneur with a friendly environment where he/she receives a thorough critique of both the written document and, if desired, the oral presentation of the business plan. Pre-planning advice and counseling will also be available on a small fee for service basis.

This review is conceived as an excellent way for entrepreneurs to determine the strong and weak features of their business plans. A panel of experts--faculty, graduate students, business specialists, practicing entrepreneurs, and, in some instances, investors--will perform a detailed critique in a face-to-face session.

The assistance and guidance the aspiring entrepreneur receives on his or her oral presentation are designed to prepare him or her for facing potential investors and others who may be facilitators or gate keepers in the proposed entrepreneurial endeavor. In addition, a follow-up consultation is available to those who have chosen to incorporate the panel's recommendations and wish to have their revised plan reviewed.

Fees. This service will be available to the entrepreneurial community for a fraction of a professional consultant's fees for similar services. ($250.00 for the basic review and critique).

The Seminar and Short Course Series. The WSU Center for Entrepreneurial Studies will provide a series of seminars and short courses for aspiring and practicing entrepreneurs at all stages of the conception and growth process, while affording
excellent net-working opportunities for entrepreneurs, potential investors and service providers. To address the diverse needs of the target audience, seminars and short courses will focus on a wide variety of entrepreneurial topics and management and operating concepts.

Seminar and short course speakers and providers will represent a wide variety of backgrounds. The materials and subject matter will be presented in a professional, practical manner, so that participants' learning and comprehension of materials is maximized. Presenters and class leaders will be chosen from the ranks of faculty adept and experienced in teaching, sharing their knowledge, and communicating with business practitioners.

Other presenters, facilitators, and teachers will be chosen from the ranks of professional business specialists, practicing entrepreneurs, the ranks of professional accounting and finance, investors, and from members of the College's Business Advisory Committee.

Because the WSU Center for Entrepreneurial Studies is committed to providing interesting, enriching, and skill and concept enhancing topics, each attendee will be asked to evaluate each seminar or short course on the basis of the quality of the overall experience, topic value, services provided, convenience of location, and net-working opportunities. It is the expectation of the WSU Center for Entrepreneurial Studies that seminars and short courses will be received enthusiastically, and that attendees will consider the experience to be one that adds value and enrichment to the field of entrepreneurship and entrepreneurial endeavor.

**Fees.** Fees for short courses and seminars will be kept low and will be determined largely by the number of attendees and participants involved, the logistics of the seminar or short course in terms of place and facilities, speaker fees, and other considerations.

**Proposed Seminar Topics.**
- Founders and Investors-Partners or Adversaries?
- Positioning the Small Growing Private Company for a Future IPO
- Raising Capital in the Late 1990s
- Assessing the Climate for New Venture Enterprise
- So you Want to be An Entrepreneur? What is Next?

**Proposed Short Courses.**
- Financial Management for Entrepreneurs
- Managing Cash Flow
- Where and How to Get Start-Up Funds
- Creating and Staffing the Entrepreneurial Firm
- Creating World Wide Ventures
- Managing in Turbulent and Chaotic Environments
- Information Technology for Entrepreneurs
- Habits and Practices of Highly Successful Entrepreneurs
- What Entrepreneurs Need to Know about Marketing
- How and Why You Need to Write a Successful Business Plan
- The Law of Small Business and Regulations Affecting New Ventures
**STRATEGIC ALLIANCES**

The WSU Center for Entrepreneurial Studies is part of a larger network of WSU programs and operations throughout the state of Washington. To this end, the WSU Center for Entrepreneurial Studies, as an instructional and outreach program, will coordinate its efforts with the other specialized centers within the College, particularly the Small Business Development Center, funded by the US Small Business Administration, and the Washington Center for Real Estate Research, funded by the Washington State Department of Licensing. The WSU Center for Entrepreneurial Studies will also be a collaborative unit working with the WSU Research Park, the other Colleges, Departments, and Units within the University configuration and, of course, the excellent branch campuses located strategically around our state.

**ENDOWED FUNDED SUPPORT FOR ENTREPRENEURIAL STUDIES**

The College has two endowed chairs that constitute the core faculty of entrepreneurial studies. Of course, others of the many qualified faculty within the College will also participate in the teaching, research, and outreach efforts of the program.

**JAMES D. HUBER CHAIR IN ENTREPRENEURSHIP**

In 1993, the James D. Huber Chair in Entrepreneurship was established from a bequest by James and Dianna Huber. James earned bachelor's degrees in geography and business from WSU and a master of business administration decree from the University of Washington where he met his future wife, Dianna.

Jim, as he was called by his many friends and associates, was president and chief executive officer of ATCON Services, Inc., a commercial coin-operated laundry route operation and sales firm in Seattle.

The Hubers were engaged in a variety of additional business ventures, including a cabinet manufacturing company in Coeur d'Alene, Idaho, banking, farming, aviation, manufacturing, and buying and leasing residential and commercial real estate.

Jim and Dianna were stalwart WSU supporters. Both were trustees of the WSU Foundation, and each devoted countless hours of volunteer work on behalf of WSU interests. Jim was a longtime member and active supporter of the Business Advisory Committee, an organization comprised of business executives and prominent Northwest business leaders.

Sadly, the Hubers, including their sons, Jason and Ryan, were killed in a plane crash during a fall snowstorm over the Cascade Mountains. They were on their way to Pullman from Seattle to attend the Washington State/University of Washington football game.

Jim was a former student of Rom J. Markin, longtime dean of the College of Business and Economics at WSU. Markin is the first to hold this prestigious endowed chair.

Amount of fund: $1,250,000
THE MAUGHER FRED OM PHILOSOPHY PROFESSORSHIP
The Maughmer Freedom Philosophy Professorship was created and endowed by Glenn and Florence Maughmer. This endowed chair enables the College to attract a professor with outstanding academic credentials who embraces the freedom philosophy. The Maughmer Freedom Philosophy encompasses several basic tenets. The Maughmers believed that individual members of an organized society can, and have, achieved their greatest overall material advancement and personal satisfaction under conditions of maximum individual liberty and responsibility, limited government, and the free enterprise system.

Glenn Maughmer was a 1923 graduate of WSU's College of Engineering. He was a longtime executive with the General Electric Company, having served many posts in that organization. After his retirement, he and his wife, Florence, lived and gardened in Escondido, California. He passed away in 1993 and is survived by his wife.

Amount of fund: $1,000,000

THE FREEDOM PHILOSOPHY ENDOWMENT FUND
In addition to the endowed Maughmer Freedom Philosophy Professorship, Glenn and Florence Maughmer created a separate endowed fund. Their primary objective in establishing this fund is to broaden the knowledge of, stimulate interest in, and encourage study and discussion of the freedom philosophy. To this end, this fund will be used to benefit WSU faculty members and promising students, whether graduate or undergraduate, who have displayed an interest in and a philosophical commitment to the freedom philosophy.

Benefits include payment of some or all expenses relating to off-campus seminars such as those conducted by the Foundation for Economic Education, Irvington on the Hudson; conducting such seminars on campus; bringing freedom philosophy advocate lectures to the WSU campus; acquiring library materials; and other reasonable endeavors directly related to the freedom philosophy.

Amount of fund: $250,000

THE RAYMOND AND LORAINE MCGOWAN ENDOWED SCHOLARSHIP AND SUPPORT FUND
Raymond and Loraine McGowan of Eugene, Oregon, have funded an endowment, the earnings from which are to be used to enhance the College of Business and Economics' effort to promote incentive economics and entrepreneurship. The McGowans wish to have promoted and taught, the value's of industry, thrift, self-reliance, and the work ethic. Their wish is to encourage students to look more closely at small business opportunities as possible career choices and to expose a wider range of students to the values and philosophy of small business as expressed in such concepts as market competition, individual initiative, self-reliance and competitive entrepreneurial enterprise. Proceeds are to be used to fund scholarships and other activities related to advocacy of market competition and entrepreneurship.
Raymond McGowan was a 1931 graduate of the College of Engineering. After graduation he began his own entrepreneurial activity by owning and operating an automotive service station. He worked diligently and the business prospered. He invested his earnings in many other enterprises, particularly in land and property ownership and development. He operated his businesses on the principles of enterprise endeavors, excellent service and fair value,

Amount of fund: $550,000

DAN AND PAT NELSON SCHOLARSHIP FUND
Daniel and Pat Nelson of Boise, Idaho have established a funded endowment of $150,000 to fund scholarships for the Entrepreneurial Studies Program. Dan is a graduate of the WSU College of Business and Economics and President and CEO of West One Bank. West One Bank was recently merged with U.S. Bank of Oregon. Both Dan and his wife Pat are actively involved in WSU Foundation and Alumni activities.

Amount of Fund: $150,000

SEAFIRST BANK ENDOWED SCHOLARSHIP FUND
This fund, endowed by Seafirst Bank in the name of Rom J. Markin, is intended for undergraduate students who wish to major in the Entrepreneurship Option.

Amount of Fund: $125,000

OTHER ENDOWED FUND SUPPORT
In addition to the endowed support described above, an additional open fund has been established intended for use as scholarships or student stipends, the purpose of which is to attract undergraduate and graduate students to the Entrepreneurial Studies Program at WSU. It is expected that numerous individuals will wish to create scholarship opportunities funded by gifts of $10,000 or more. The expectation is that the combined earnings from donors giving to this fund will permit the offering of some ten $2,000 per year stipends to deserving students.

Present committed funds: $300,000
Expected amount of fund: $500,000

Total committed funds: $3,625,000.00

Participating Faculty in the Entrepreneurial Studies Program
Both Core and Approved Option Courses

Nancy Bell, Ph.D.  Professor of Insurance and Risk Management Chair,
Department of Finance, Insurance and Risk Management
Joan Giese, Ph.D.  Professor of Marketing
Susan Gill, Ph.D.  Professor of Accounting
Joe Harris  Business Development Specialist Small Business Development Center
The Center for Entrepreneurial Studies will be committed to the policies and philosophy of Washington State University in its effort to promote and foster racial, ethnic and gender diversity.

The Center's initiatives embrace a two-fold approach to this issue.

First, the Center will target racial, ethnic and women constituencies, as well as other market segments such as immigrants in both protected and non-protected categories, to be the recipients of the Centers' services, programs and activities.

Minorities, particularly people of color and women, are keenly interested in new venture start-up as a means of improving their economic and financial well being. Our Center will provide services to facilitate and support their interests and objectives.

Native American peoples in our area and region are also quite interested in new venture creation, business start-ups, and the further development of existing small businesses related to tribal interests. Gaming, hospitality, tourism, and agricultural and timber related businesses are being promoted and developed in the interests of tribal well being. The Center for Entrepreneurial Studies is committed to actively pursue relationships with Native American Enterprises.

Our Center will also be integrally involved with the International Business Institute with the overseas, off shore, delivery of Center services to groups, businesses and countries abroad interested in developing and fostering new business ventures.

Second, the Center for Entrepreneurial Studies will use staff and faculty for delivering our services that reflects, in its own composition, a range of racial, ethnic and gender diversity.
Several of the participating faculty are women. In delivering off campus programs we will attempt to recruit adjunct faculty and staff among people of color. Some of these persons hold prominent positions in major regional banks, corporations and state governments.

Mr. Mike Pavel, a Native American, has shown an interest in working with the Center director in developing and providing services among Native American constituencies.

It is our expectation that people of color, different races and ethnic backgrounds, and persons of both genders will be important stakeholders in our Centers' operation.

*****

Motion carried.

2. Recommendation from Academic Affairs Committee for Undergraduate Major Change Bulletin #3 Exhibit F from 10/30/97 Agenda is as follows:

UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 3
Fall 1997

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

**Anth 494**  Development, Environment, and Health in Latin America  1-98
(Ecuador)  40 V 3-10 Prereq basic fluency in Spanish. Interdisciplinary examination of inter-relationships among development, environment, and health with emphasis on Ecuador. Taught in Ecuador.

**Anth 495**  Ecuador Internship/Independent Study  40 V 3-10 Prereq Anth 494, basic fluency in Spanish; by interview only. Individually designed internships with development-related Ecuadorian nongovernmental organizations or independent field projects supervised by Ecuadorian anthropologists. Taught in Ecuador.

**BC/BP 473**  Molecular Biophysics  3 Prereq BC/BP 472, Math 172, Phys 202.  8-98
new
Macromolecular solutions, biochemical spectroscopy, structure determination of proteins and nucleic acids.

**College of Business and Economics**  8-98
**Department of Management and Decision Sciences**
Department of Management and Decision Sciences revised from Department of Management and Systems.

**College of Business and Economics**  8-98
**Business Law Major**
Major abbreviation revised from LawPP to B Law.

**College of Business and Economics**  8-98
Requirements for the Bachelor of Arts in Business revised.

**Business Economics Major**

**Junior Year**

<table>
<thead>
<tr>
<th></th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fin 325</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Dec S 340</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Econ 302</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>300-400-level Option Requirements³</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Business Law Major**

**Junior Year**

<table>
<thead>
<tr>
<th></th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec S 340</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Two of Group A Electives³</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Two 300-400-level Crm J, Econ, Engl, Pol S, or Soc</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>4 of Group A Electives³</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th></th>
<th>First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Law Group A Econ Elective³</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>B Law Group A Elective³</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>B Law Group A Elective³</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Engl 302 [W], 402 [W], or 451</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

³Group A electives consist of: B Law 410, 411, 414 [M], 415, 416 [M]; Econ 340 [M], 350, 360, 416, 420 [M], 450, 460, H A 311, Com 415, Crm J 320, 381, 420 [M], ES/RP 335 [M], 444, Phil 360, Pol S 300, 402, 404 [M], 443, three of which must be B Law.

**Finance Major**

³Fin 422, 426, 428, 481

**International Business Major**

³Group A Electives are: I Bus 415, 416 [M], 435, 453, 470, 481, 482 [M], 492 (may be used under both International Business and Business core), 496, 498, Mktg 498.

**Marketing Major**

³Group A electives are: Acctg 338; Econ 364, 460; Econ/I Bus 470, I Bus 380, 482; Mktg 461, 462, 468, 470, 477, 478, 490, 496, 498, three of which must be I Bus or Mktg.

**College of Business and Economics**

8-98

**Minors established.**

Courses for the minors may not be taken pass, fail. Deviations from the stated requirements must be approved by the associate dean of the College of Business and Economics.

**Business Law Minor**

Requirements: B Law 210; Five of: (3 of which must be B Law) B Law 410, 411, 414, 415, 416, Com 415; Crm J 320, 381, 420, ES/RP 335, 444, Phil 360, Pol S 300, 402, 404, or 443.

**Decision Sciences Minor**

Requirements: Dec S 215, 340, MIS 150; three of: Dec S 344, 412, 418, or 440.
### Finance Minor
Requirements: Acctg 231, Dec S 215, Fin 325, 421, 427; Fin 422, 425, 426, 428, or 481.

### Hotel and Restaurant Administration Minor
Requirements: H A 181, 220, 280, 301, 381, 435.

### Human Resource/Personnel Minor
Requirements: Dec S 215, Econ 101, Mgt 301, 450, 455; Econ 350, 450, Mgt 401, or 456.

### International Business Minor
Requirements: I Bus 380; two of the following pairs of courses: B Law 210, I Bus 415 (or 416); I Bus 482, Mktg 360; Econ 102, I Bus 470; Fin 325, I Bus 481; I Bus 435, 453, 496, or 498 (3 credits). Up to 9 hours of foreign study may be substituted for the above courses. Pre-approval is required.

### Management Minor
Requirements: Mgt 301, MIS 350; four of: Mgt 315, 401, 453, 483, 485, 487, 496, MIS 448.

### Marketing Minor
Requirements: Mktg 360, 467; four of: I Bus 380, 482, Mktg 368, 460, 461, 468, 470, 477, 478, 490, or 496 (3 credits).

### Real Estate Minor
Requirements: R E 305, 499 (3 credits) (concurrently); three of: B Law 414, R E 405, 406, 407, or 408.

### Risk Management and Insurance Minor
Requirements: B Law 210, Econ 102, Ins 320; three of: Ins 321, 322, 420, or 425.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cpt S 100</td>
<td>General Computer Literacy</td>
<td>2</td>
<td></td>
<td>8-98</td>
</tr>
<tr>
<td>Cpt S 101</td>
<td>Personal Computer Tools</td>
<td>V 1-3</td>
<td></td>
<td>8-98</td>
</tr>
<tr>
<td>Cpt S 120</td>
<td>Innovation in Design</td>
<td>2</td>
<td>M E 120</td>
<td>8-98</td>
</tr>
<tr>
<td>Cpt S 283</td>
<td>Topics in Computer Skills and Literacy</td>
<td>V 1-3</td>
<td></td>
<td>8-98</td>
</tr>
<tr>
<td>E E 324</td>
<td>Fundamentals of Digital Systems</td>
<td>2-4</td>
<td>E E 214</td>
<td>8-98</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EE 432</td>
<td>RF Engineering for Telecommunications</td>
<td>4</td>
<td>(3-3)</td>
<td>Prereq EE 341, 351. System and propagation issues for wireless telecommunications; cellular, PCS, microwave, and satellite system analysis, design, measurement, and testing.</td>
</tr>
<tr>
<td>Engl 355</td>
<td>Multimedia Authoring: Exploring New Rhetorics</td>
<td>3</td>
<td></td>
<td>Prereq Engl 301 or FA 331. Writing for new computer-based media; multimedia authoring project; examination of new rhetorics of information technologies.</td>
</tr>
<tr>
<td>For L 422</td>
<td>[T] 20th-Century Issues in German and Latin American Film and Literature</td>
<td>3</td>
<td></td>
<td>Prereq completion of one Tier I and three Tier II courses in appropriate area of coherence. Comparison of film adaptations with their literary inspirations to give students an understanding of how cultures respond to contemporary conditions.</td>
</tr>
<tr>
<td>Ger 407</td>
<td>Advanced Practice in Speaking Proficiency</td>
<td>3</td>
<td></td>
<td>Prereq Ger 310 or 312. Development of communicative proficiency in German to the advanced plus level on the ACTFL Rating Scale.</td>
</tr>
<tr>
<td>Hist 377</td>
<td>Women in the Ancient World</td>
<td>3</td>
<td></td>
<td>Women’s roles in the Ancient Near East, Greece, and Rome; focus on the formation of western attitudes toward women.</td>
</tr>
<tr>
<td>Hist 349</td>
<td>The Vikings in History</td>
<td>3</td>
<td></td>
<td>The political, social, and cultural history of Scandinavia and Viking expansion to Northern Europe, Russia, and the North Atlantic, ca 750-1100 CE.</td>
</tr>
<tr>
<td>Hort 490</td>
<td>Potato Science</td>
<td>3</td>
<td>(2-3)</td>
<td>Prereq Hort 204. Origin, culture, harvesting, handling, storage, and marketing of the potato. History, botanical characteristics, seed physiology and production, plant population, physiology of growth, and pest management; factors influencing maturation, harvest, yield, grade, bruise control, storage, and quality maintenance; economics of production and research on a global basis. Credit not granted for both Hort 490 and 590. Cooperative course taught by UI (PIsc 490), open to WSU students.</td>
</tr>
<tr>
<td>Kin 262</td>
<td>Human Anatomy</td>
<td>3</td>
<td>(3-3)</td>
<td>Prereq Kin 262. Human skeletal structure and articulations; skeletal musculature; the nervous, respiratory, and circulatory system. Comprehensive survey of the structure and organization of the human body; emphasis on skeletomuscular, cardiovascular, nervous, and respiratory systems. Cooperative course taught by WSU, open to UI students (PE 261).</td>
</tr>
<tr>
<td>Kin 463</td>
<td>Physiology of Exercise</td>
<td>3</td>
<td>(2-3)</td>
<td>Prereq Kin 262 or Zool 315; Zool 251. Basic physiological responses of the human subjects organism to the stresses of exercise and training.</td>
</tr>
<tr>
<td>Neuro 495</td>
<td>Directed Research</td>
<td>V 1</td>
<td>(0-3)</td>
<td>Prereq Neuro 301. May be repeated for credit; cumulative maximum 6 hours. Introduction to neuroscience laboratory research and literature.</td>
</tr>
</tbody>
</table>
Nursing Requirements for the Bachelor of Science in Nursing, Registered Nurses Option, revised.

16 credits from Nurs 360, 364, 460, 461, 462, 463, 466.
15 credits from Nurs 310, 312, 401, 402, 440, 444 464.
30 credits from Nurs 320, 321, 342, 343, 344, 345, 346, 420, 421, or through credit by exam.
2 credits elective.

Nurs 464 Nursing Practice: Community/Public Health Population - Focused Practice 4 (0-12) Prereq Nurs 440 or c/; NLN Mobility Exam (Adult), RN. Application of community/public health nursing and management concepts with emphasis on population-based collaborative practice.

PharP 511P Advanced Pharmacotherapeutics 1 1 Pharmacotherapy of infectious diseases. S, F grading.


PharP 519P Advanced Pharmacotherapeutics 9 1 Pharmacotherapy of neuropsychiatric disorders.

R E 305 Real Estate 3–4 Prereq B Law 210, Econ 102. Relationships between location and value; patterns of urban land use; legal, financial, and organizational framework of the real estate business.

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rus 425</td>
<td>8-98</td>
<td>Seminar in Russian Literature Prereq Rus 311 or 320. Advanced practice in reading Russian stories and poems, discussing them, and examining their reflection of Russian life.</td>
</tr>
<tr>
<td>SHS 281</td>
<td>8-98</td>
<td>Sign Language I 2-3 Instruction and practical training in sign language for communication with persons who are deaf.</td>
</tr>
</tbody>
</table>

**Speech and Hearing Sciences**

Requirements for the Bachelor of Arts in Speech and Hearing Sciences revised. 8-98

Senior Year
Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS 476</td>
<td>V-1-15</td>
</tr>
<tr>
<td>SHS 469</td>
<td>3</td>
</tr>
<tr>
<td>SHS 470</td>
<td>3</td>
</tr>
<tr>
<td>SHS 479</td>
<td>3</td>
</tr>
<tr>
<td>SHS Elective</td>
<td>6</td>
</tr>
</tbody>
</table>

1Strongly recommended
2SHS electives may not be courses used to fulfill GERs and include: Anth 403, 405, 450; Bio S; Cpt S; Drama 464; Engl 255, 256, 402; H D 201, 202, 203, 204, 301, 305, 350, 403, 420; Mgt 101, 301; Mktg 327; Physics, Psych 311, 312, 321, 333, 361, 363, 372, 384, 390, 412, 464, 490; Soc 356; Sp Ed 301; Stat 212; T & L 330, 333, 335; and others in consultation with your advisor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>V M 598P</td>
<td>1</td>
</tr>
</tbody>
</table>

Introduction to Clinics 1 (0-3) Prereq 3rd year Vet Med. Introduction to the practice of clinical veterinary medicine and surgery within the Veterinary Teaching Hospital including records, presentation and protocol. S, F grading.

**General Education Requirements**

The following course is approved for [S] Social Science status:

<table>
<thead>
<tr>
<th>Course</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>R S 335</td>
<td>Social Science</td>
</tr>
</tbody>
</table>

The following course is approved for Tier III Capstone Status:

<table>
<thead>
<tr>
<th>Course</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>For L 422</td>
<td>Tier III Capstone</td>
</tr>
</tbody>
</table>

****

Please add Comp Sci 101 back into the Bulletin. Motion carried.
3. Recommendation from Academic Affairs Committee for the Extended BA in Business Administration **Exhibit I** from 10/9/97 is as follows:

MEMORANDUM

TO: David Stock, Chair Faculty Senate

FROM: Julia Pomerene, Assistant Registrar

FOR: Academic Affairs Committee

DATE: 2 October 1997

SUBJECT: Bachelor of Arts in Business Administration offered through the Extended Degree Program

At its meeting on 19 September 1997, the Academic Affairs Committee (AAC) approved the request to offer the Bachelor of Arts in Business Administration degree through the Extended Degree Program, effective spring 1998. Members of the AAC approved offering the BA in Business Administration through the Extended Degree Program (EDP) with the understanding that EDP could offer the degree, through their extended delivery system, anywhere. The specific locations listed in the proposal were seen as intended initial locations.

The AAC's decision followed review and responses from the Budget Committee, the Catalog Subcommittee, the Extended University Affairs Committee, and the Library Committee. AAC members were assured through a memo from Director of the Libraries Nancy Baker that library resources were sufficient to support offering the business degree through EDP. (Concern regarding library resources had been raised by the Library Committee.) AAC members did note the request from the Budget Committee for a review after five years.

The AAC decision followed discussion with representatives from the College of Business and Economics and from Extended University Services, as well. Ernst Stromsdorfer, Associate Dean of the College of Business and Economics (CBE), presented the proposal as a strong fit with WSU’s technology goals and with the Higher Education Coordinating (HEC) Board’s strategic plan. Close collaboration between EDP and CBE is in place. Advising for students will be done jointly with CBE and EDP. Other administrative support will be provided as it is now for the existing general studies/social sciences extended degree.

At this time, Faculty Senate review and approval of the Bachelor of Arts in Business Administration offered through the Extended Degree Program, effective spring 1998, is recommended.

cc J. Evermann M. Nielsen

E. Stromsdorfer

G. Sullenberger
MEMORANDUM

TO: Glen Hower, Chair, Academic Affairs Committee
FROM: Nancy L. Baker, Director of Libraries, 5610 (335-4558)
DATE: September 18, 1997
SUBJECT: BA in Business Administration/Extended Academic Program

When this proposal was first reviewed by me and by the Faculty Senate Library Committee, it was not clear how the Libraries would be able to serve these students at a distance with the current level of library staffing devoted to the Extended Degree Program. Initially, the current staffing and funding for this service is likely to be sufficient. Based on subsequent discussion with the Extended Degree Program and the College of Business, I am convinced that additional staffing and financial support will be provided to assist in the delivery of library materials and services to the students enrolled in this program when it becomes necessary, as this program grows. In addition, should a different level of expertise be required in the Extended Campus Library Services office to handle the reference needs of these students, I am convinced that EDP and/or CBE will provide for this staffing. With this commitment from these two programs, I believe the Libraries will be able to meet the needs of these students if this program is approved.

Needless to say, since we currently have a BA in Business Administration here in Pullman, the Libraries collection is sufficient to support this curriculum. As we move to more and more electronic resources, it will be even more convenient for these students to access articles and pertinent data for their course work.

Cover Sheet for Program Proposal

Institution: Washington State University
Degree-Granting Unit: College of Business and Economics
Degree (Level): Bachelor of Arts in Business Administration
Proposed Starting Date: January 1, 1998

Academic Department Representative:
(Name): Emst W. Stromsdorfer, Associate Dean
College of Business and Economics
Washington State University
Telephone- 509-335-3596
Fax: 509-335-3851
e-mail: stroms@wsu.edu

Endorsement by
Chief Academic Officer:
Program Proposal:

Extended Degree Program:
Bachelor of Arts in Business Administration

I. Introduction:

The College of Business and Economics in cooperation with Extended University Services proposes to establish a pilot program for an extended degree for an Upper Division Bachelor of Arts in Business Administration (currently with an Option in General Business) to four Learning Centers/Native American Reservations. The Bachelor of Arts in Business Administration is an existing program to be delivered to new sites. Eventually this pilot program will be extended statewide through the K-20 interactive sites (community colleges) and Learning Centers.

The initial pilot sites are:
1. Colville Tribe-Nespelem
2. Colville Community Learning Center-Colville
3. Chehalis Tribal Learning Center-Rochester
4. Jefferson County Learning Center-Port Hadlock

The pilot program is planned to deliver, both synchronously and asynchronously, the first set of three courses by means of modern telecommunications and computer technology as of January 1, 1998. At steady state, the pilot program will deliver six upper division CBE courses per semester via electronic and other virtual techniques.

1. Program Need

A. Relationship to Institutional Role and Mission

This proposed pilot program relates directly and precisely to the tripartite mission of WSU of teaching/learning, research, and service/outreach. In particular, it addresses the following university Planning Goals:

- Goal 2: Expanded Access with Quality, particularly with respect to expanding educational opportunities throughout the state by modern telecommunications and computer technology
- Goal 3: Increased Diversity, particularly with respect to providing access to higher education for all students regardless of their economic or disability status, gender, ethnicity, sexual orientation, religious background, or geographic location.
- Goal 5: Enriched Learning, particularly with respect to the development of innovative technology.

This proposed pilot program likewise pursues the objectives of the statement of Academic Vision of Washington State University. The university's goals of Outreach, Information Technology, and Diversity are served by this proposal. Rural and Native American citizens who are place bound are to be trained by distance learning techniques that use the most up to date information technology, whether this technology be with respect to access to library and research materials or with respect to course instruction.
B. Documentation of Need for the Program

1. Elements of Program Demand and Need. Washington State University is recognized in Washington and nationally as a leader in providing distance education programs. In 1995 the Higher Education Coordinating Board authorized WSU to deliver an upper division degree completion program for the Bachelor of Arts in Social Sciences on a statewide basis. This was the first time the HECB granted a statewide service area for a distance education program. However, as early as 1991 an Omnibus Survey of the demand for educational courses and programs in the state identified as the number one request, a bachelor of arts degree in business administration both across the state and in rural areas. At this time, the Colville and Chehalis tribes have requested that such a degree be delivered to accessible sites within their reservations.

Note that three of the above four proposed sites are WSU Learning Centers. A recent study entitled- New Opportunities for Access: Needs Assessment for WSU's Pilot Learning Centers' surveyed the training needs and interests of firms and organizations located around the Learning Centers across the state. These firms and organizations were asked: "Of the kinds of training and education programs we just talked about, what are the three most important to your firm or organization?" From a sample size of 46, the following was the result (Salant and McDaniel, Table 9, p. I 1):

<table>
<thead>
<tr>
<th>Area of training or education</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and human resource skills, e.g., critical thinking, team building, time management, problem solving</td>
<td>31</td>
<td>67</td>
</tr>
<tr>
<td>Computer training, e.g., word processing, spreadsheets, internet, net working</td>
<td>23</td>
<td>50</td>
</tr>
<tr>
<td>Communications training, e.g., writing, making presentations, negotiating skills</td>
<td>22</td>
<td>48</td>
</tr>
</tbody>
</table>

This study was conducted by: Priscilla Salant, Department of Agricultural Economics and RobMcDaniel, WSU Cooperative Extension, Washington State University, Pullman, Washington. January 1997.

<table>
<thead>
<tr>
<th>Area of training or education</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and financial training, e.g., budgeting accounting, marketing</td>
<td>11</td>
<td>2</td>
</tr>
</tbody>
</table>

These skill areas are intensively and comprehensively provided with respect to the Bachelor of Arts degree in Business Administration with an option in General Business. Thus, between one-fourth and two-thirds of the firms report training and education skill needs supplied by this proposed program.
In a related question, firms and organizations were asked: "If the cost and quality were reasonable, what kinds of training and education would you like your employees to have access to in the future?" For the four sets of skills listed directly above, the percentage of positive response was 93%, 93%, 89% and 78%, respectively. (Table 8, p. 10.)

Note again that the Business Administration degree will focus precisely on the above types of skills, in addition to other complementary skills. In addition, the 12 CBE business courses will be taught using the latest computer technology and electronic means and will focus on the use of the most current software used in business. As a result, students will have an opportunity to learn the skills which are most in demand and they will also become familiar with the computer hardware and software technologies they will likely be using in their employment.

Finally, these firms and organizations were asked: "From the perspective of people in this community, are there existing or emerging unmet needs in any of the following areas of training or education?" Here, 91% of the responding entities responded in favor of "Two year, four year, or graduate degree programs." (Table 13, p. 14.)

In summary, both local communities and firms and organizations in the Learning Center locations indicate a significant demand for the types of training that will be the core of the extended degree program we propose to offer. In addition, this extended degree program is consistent with both WSU and state objectives to extend educational opportunity to under-served citizens and under-served geographic areas.

2. Relationship to the Master Plan for Higher Education. This proposed program pursues the objectives of The Challenge for Higher Education: 1996 State of Washington Master Plan for Higher Education.

On page 5 the Master Plan for Higher Education challenges public two-and four-year institutions to:

"a) 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 plan should propose enrollment and efficiency goals against which progress can be assessed ". This proposed program uses state of the art electronic technology to provide access to higher education to place bound, rural, and Native American citizens and provides a well designed, multi-faceted set of methods to evaluate the success of the program.

"b) constantly innovate and respond to changes in the workplace including ways to improve productivity." This proposed program will employ a complementary set of state of the art techniques in information technology to deliver the bachelor of arts degree in Business Administration. This is the only such effort being made in the state of Washington and likely will be a prototype for the extension of such education through out the state and the northwest region.

"c) report outcomes of efforts to restructure, improve student learning, and other mission-related activities”. This proposed program has a well conceived assessment plan that includes an evaluation component internal to the College of Business and
Economics, an evaluation component external to the College of Business and Economics, and the intention to submit the program to the accreditation standards of the American Assembly of Collegiate Schools of Business.

"d) achieve statewide goals set forth by the Board for people of color and students with disabilities". This proposed program is fundamentally targeted to Native Americans, though other rural and place-bound individuals will have equal access at the locations to which the proposed program will be delivered. Students with disabilities may find this program easier to access than those that are totally campus based.

“f) increase the proportion of community college students who are prepared to continue their education at the baccalaureate level". By providing new opportunities for low cost access to the baccalaureate degree in an area of specialization that is in high demand-business, this program will induce more place-bound individuals and persons of color to complete a two year degree with the intention to continue on to the completion of a four year degree.

In summary, this proposed program sharply focuses on the Master Plan's state goals of improving access to higher education for a diverse population by means of employing the latest technology to deliver this education and assessing the impact of that delivery method on the quality and quantity of that education received.

C. Relationship to Other Institutions

1. Duplication. The College of Business and Economics (CBE) has been working in conjunction with Extended University Services (EUS) at WSU for the past three years in developing the design of this program. In the process, as requested by the BECB, EUS, which chaired and managed the effort, invited all the state supported four year institutions and selected two year institutions to participate in the development of the program. Since the program being developed ultimately is to be accredited by the American Assembly of Collegiate Schools of Business (AACSB), the national organization that accredits the CBE, not every potentially interested college or university could participate in the instructional program. However, the following institutions were consistently involved in planning discussions that took place over about a two year period: the University of Washington, Western Washington University, Eastern Washington University, Heritage College, the Evergreen State College and the Northwest Indian College. Central Washington University also took part in some of the discussions. Although several institutions indicated early on that they were interested in participating in program development and delivery, none has followed through with specific commitments. As a result, WSU has taken the lead in the development of the Extended Degree in Business Administration. The Office of Extended University Services and the College of Business and Economics at Washington State University have made it clear to all institutions that in the future they can contribute courses to the business degree program as long as AACSB accreditation standards are met.
2. Uniqueness of the Program. Through the planning process described above, other Washington universities and colleges have been involved in the discussions and will possibly serve in a complementary role in the future extension of business training at the post-secondary level in the state. However, the extended degree for the Bachelor of Arts in Business Administration with an option in General Business is quite unique at this time. Based on our discussions with the institutions named above, no other institution is now offering or is planning to offer such a degree in the foreseeable future.

II. Program Description

A. Goals and Objectives.

Working jointly, CBE and EUS will design, develop, and place in steady state operation the BA in Business Administration to be offered to place-bound individuals via a variety of distance learning technologies. The techniques and methods learned are to be applied to other WSU courses and degree programs and are to be used as one model for future expansion of WSU's Extended Degree Programs.

B. Curriculum

1. Course of Study. The proposed course of study is as follows:

   **JUNIOR YEAR**

   **First Semester:**
   - Finance 325-Finance
   - Management 301-Principles of Management and Organization
   - Management 350-Business Information Systems
   - *Marketing 360-Marketing*
   - Elective-An EUS course
   - Complete the Writing Portfolio Total semester credit hours = 15

   **Second Semester:**
   - International Business 380-International Business [M]
   - Decision Sciences 340-Operations Management
   - Economics 301-Theory of the Firm and Market Policy
   - *Management 450-Personnel and Human Resources Management*
   - *Elective-An EUS course*
   - Total semester credit hours = 15

   **SENIOR YEAR**

   **First Semester:**
   - Management 401-Organizational Behavior [M]
   - Business Law 41 O-Law and Government Regulation of Business
   - Marketing 467-Consumer Behavior
   - Elective-An EUS course
   - Elective-An EUS course Total semester credit hours = 15
Second Semester:
- Management 492-Small Business Policy
- 300-400 Elective-An EUS course
- Elective-An EUS course
- Elective-An EUS course
- Elective-An EUS course
Total semester credit hours = 15

Note that the student is required to complete 12 required upper division VWSU/CBE courses for a total of 36 credit hours. Six of the 12 courses are core courses. These are: Management 301; Finance 325; Decision Sciences 340; Management 350; Management 492; and Marketing 360.

Course Work Other Than CBE General Business Courses. The 60/40 composition applies only to CBE courses, as noted above. Other courses coordinated through EUS will preserve their standard format, whatever that may happen to be—correspondence, video, a mix of the two, or via computer technologies. Finally, note that it is possible to import up to nine (9) credit hours of distance learning courses into the CBE degree program for the year division CBE business and economics courses, some of which are already offered in a distance learning format.

The following asynchronous business courses are currently available through EUS:

Semester based:
- Marketing 477-Promotion Management
- (Video) Marketing 401-Organizational Behavior
- Management 450-Personnel and Human Resources Management
- Women's Studies/Management 315-Women in Management

Flexible enrollment-(Correspondence)
- Accounting 230x-Introduction to Financial Accounting
- Accounting 231x-Introduction to Managerial Accounting
- Accounting 330x-Intermediate Accounting I
- Accounting 331x-Intermediate Accounting II
- Business Law 411x-Law of Business Organizations
- Business Law 414x [M]-Law of Real Estate
- Finance 427x [M]-Investments and Security Analysis
- Insurance 320x-Risk and Insurance
- Management 301x-Principles of Management and Organization
- Management 401x [M]-Organizational Behavior
- Marketing 467x-Consumer Behavior
- Real Estate 305x-Real Estate (in development. Will be available by 1-1-98)
- Real Estate 406x-Real Estate Administration

Other available and relevant EUS courses for the General Business Option are:

Semester-based:
- Psychology/Sociology 350 [S]-Social Psychology
- Psychology 470-Motivation (available summer 1997)
- Sociology 364 [M]-Law and Society
- Sociology 331 [S]-Population, Resources, and the Future
- Sociology 301-Rural Sociology
- Political Science S 402 Civil Liberties
Semester-based:
Anthropology 350 [S]-Speech, Thought and Culture
Anthropology 316 [K] Gender and Culture

2. **Admission Requirements.** Students who matriculate for the Bachelor of Arts Degree in Business Administration will have an Associate of Arts degree or its equivalent from a community college in the State of Washington or other state that carries accredited community college instruction. Within the context of this degree or its equivalent, the student must have training in specific freshman and sophomore core courses or their equivalent. These freshman/sophomore core courses are- Economics 101 [SI-Fundamentals of Microeconomics Economics 102 [S]-Fundamentals of Macroeconomics; Accounting 230 Introduction to Financial Accounting; Accounting 23 I-Introduction to Managerial Accounting; Business Law 21 O-Law and the Legal Environment of Business; Decision Sciences 215-Statistics- Management Information Systems 150-Technological Survival Skills for Today's Manager; Mathematics 201-Introduction to Finite Mathematics-, Mathematics 202 [N]-Introduction to Mathematical Analysis; and, six semester credit hours of communications courses at the 100 or 200 level. In addition, students will have to enroll either in English 301 [W]-Advanced Writing, during their junior or senior year or enroll in English 402 [W] [M]-Technical and Professional Writing, during their senior year in the program. Both of these courses are available in distance learning formats through EUS.

3. **Support Services**

**Library and Research Support.** Students in WSU's Extended Degree Program have computer access to a wealth of library and other information resources at home, work, or their local WSU Learning Center. These include Griffin, the online catalog for WSU and EWU, that lists books, journals, and government documents owned by the two universities. Students can also search online catalogs for University of Washington, University of Washington Law Library, Western Washington University, Central Washington University, the Evergreen State College and the Washington State Library through the Washington State Cooperative Library Project; other academic and public libraries will be linked to this Project in the future. Students have computer access to several periodical and journal indexes, some of which include full text of the articles. ABI/Inform Global provides abstract and index coverage of more than 1,000 business and economics journals, 300 of which are published outside the United States. Full text articles are available for about half of the journals. Abstract and index coverage begins with 1985, dates for full text coverage vary, back to 1990. Periodical Abstracts provides abstract and index coverage of more than 1600 general interest periodicals and social science and humanities journals. Full text articles are available for about 600 of the periodicals and journals. Coverage dates are the same as with ABI/Inform Global. Students can print, download, and e-mail the citations and full text articles.
Many U.S. government agencies now provide access to their materials electronically via telnet or a Web site. These include the Congress of the United States, the United States Census Bureau, the Federal Reserve Board and others whose publications and statistics are of value to students in business. In addition, the United States Government Printing Office (GPO) has been mandated by Congress to provide electronic access to publications previously distributed in paper and microfiche. GPO Access is the gateway to these resources. Students can access it via telnet or the Web. Much more U.S. government information will become available in the next year or two.

All students also have access to an extended degree librarian via toll-free phone or e-mail. This librarian, located in Holland Library at WSU Pullman, provides the following services for students- database searches on any subject; retrieval and checkout of requested sources; free copying of any materials that do not circulate- free first class mailing of books and copied materials.

Hardware and Software Support. Each Learning Center site will have the following technical capabilities. With respect to hardware, each site will have two-way desk top video for synchronous instructional purposes. There will be technical capability to support use of the Internet/WWW, e-mail capability, chat room capability, and one personal computer for each four students expected to enroll in the program. With respect to software, each site will have the necessary software to support word processing, spread sheets, and the use of the Internet/WWW and e-mail as well as the chat room. Finally, there will be technical support at the sites to instruct students in the use of the hardware and software.

C. Faculty

Table I sets forth the faculty who will be involved in the development of the VWSU/CBE courses. These faculty will also teach these courses at least the first time each course is offered in the course sequence and, where possible, in its second offering as well. At steady state in the pilot program, six courses will be offered each semester. This requires 3.0 FTE faculty to service the instructional needs of the program under current instructional loads in the CBE.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>% Effort in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raymond August</td>
<td>Full</td>
<td>Full time</td>
<td>25</td>
</tr>
<tr>
<td>Bintong Chen</td>
<td>Associate</td>
<td>Full time</td>
<td>25</td>
</tr>
<tr>
<td>James McCullough</td>
<td>Full</td>
<td>Full time</td>
<td>25</td>
</tr>
<tr>
<td>Darrel Muehling</td>
<td>Full</td>
<td>Full time</td>
<td>25</td>
</tr>
<tr>
<td>Mark Pendergast</td>
<td>Assistant</td>
<td>Full time</td>
<td>25</td>
</tr>
<tr>
<td>Jerman Rose</td>
<td>Assistant</td>
<td>Full time</td>
<td>25</td>
</tr>
<tr>
<td>Robert Rosenman</td>
<td>Associate</td>
<td>Full time</td>
<td>25</td>
</tr>
<tr>
<td>Richard Sias</td>
<td>Assistant</td>
<td>Full time</td>
<td>25</td>
</tr>
<tr>
<td>Eric Spangenberg</td>
<td>Associate</td>
<td>Full time</td>
<td>25</td>
</tr>
<tr>
<td>Ernst W. Stromsdorfer</td>
<td>Full</td>
<td>Full time</td>
<td>25</td>
</tr>
<tr>
<td>Tom Tripp</td>
<td>Assistant</td>
<td>Full time</td>
<td>25</td>
</tr>
</tbody>
</table>
To be named Assistant Full time 25
To be named Assistant Full time 25

D. Students

1. **Projected enrollments for 5 years.** Twelve courses are being redesigned to meet the needs of the degree option pilot program. We estimate 50 students across the four sites will enroll in the degree program in the first academic year. Long term effects on student enrollment can become significant across the state as all of the proposed Learning Centers come on line and the community colleges and other educational sites set up the technology to receive extended degrees from WSU. However, as a minimum estimate, if 50 additional students enroll each year, steady state enrollment will be 250 by Year Five of the program. See Table 2 for detail.

2. **Expected time for program completion.** Students will most likely be working full-time or part-time and have significant household or family responsibilities. Therefore the students will likely carry an average of two courses a semester and thus will take approximately four academic years to finish the remaining two academic years of course work to the baccalaureate degree.

3. **Diversity.** This pilot program is initially targeted toward Learning Centers in rural areas and which also serve Native American reservations. Previous enrollments in the Extended Degree Program indicates that the typical student is a woman in her late 3 Os with work responsibilities, family responsibilities, or both. With the offering of the business degree, we would expect somewhat more men to enroll in the program. However, because the program is set up initially on or contiguous to Native American reservations, we expect a very large proportion of the students to be Native American. As the program is extended statewide, we would expect more place bound persons with disabilities to enroll in the program.

E. Administration

The College of Business and Economics (CBE) and the Office of Extended University Services (EUS) will share and coordinate the management of this program with the directors of the Learning Centers and the director of the distance learning site at Nespelem, Washington for the Colville Tribe. The CBE is responsible for designing the curriculum for the General Business Option, delivering the CBE courses to complete the option, and will take the lead in the assessment of the program. EUS/Extended Academic Programs will take the lead in the day to day management of the program from the standpoint of matriculation of students, enrollment in courses, financial aid, tracking progress, advising, and all other related activities that are necessary to ensure a student's normal progress to the degree. CBE and EUS will coordinate the advising program to ensure that students maintain normal progress to the degree. The Learning Centers will coordinate with the CBE and EUS, dealing mainly with the EUS to manage space assignments, maintain computer hardware and software, advise and counsel students, and cooperate with the EUS in the areas of matriculation, enrollment, financial aid, advising and related student services. See Table 3 for detail.
Program Assessment

Assessment Plan. Program assessment will occur in several different ways. During the pilot phase of the program two types of assessment will occur. The first assessment will be by the students to help improve the presentation and electronic techniques whereby the courses are being offered. The second type of assessment will be to compare the academic performance of students taking the VWSU/CBE courses with their counterparts on the Pullman campus who are taking the same courses, but in the more traditional settings. Once the courses are fully developed and are essentially in their steady state, the standard student assessment will be conducted by the CBE Office of the Dean using the existing student evaluation forms to assess the instructor and the class.

Student Assessment during the Pilot Stage. Assessment at this stage will focus on the course presentation and the use of technology to deliver the course material and to interact with the students. Students will assess each course at mid term and at term's end. Assessment techniques will be developed cooperatively by the CBE and EUS during the summer of 1997. EUS is aware of several techniques and approaches to assess distance learning courses. These will be consulted and an effective synthesis will be developed to perform this stage of the assessment.

Assessment of Student Learning Outcomes. Normally, in a degree program, one would assess the results as a function of a student's final grade point average, his or her probability of graduating within the normal time period--four years for a four year baccalaureate degree, and possibly follow-up the academic assessment with information on one's job after graduation or pursuit of an advanced degree. Because of the asynchronous nature of this degree program, for the short term the next year to two years the above evaluation focus is not possible simply because there will be too few observations to permit any meaningful analysis.

Therefore, we will adopt a model in which we evaluate the success of students in each course that is attempted. Each course will be assessed separately and, the courses will be assessed as a set. This will considerably increase the sample size, since it is estimated that by the end of the first academic year, there will be 50 students enrolled in the asynchronous extended degree program. The first semester, three courses will be offered; the second, three more courses, and by the fourth semester, up to 12 courses may be offered. After an academic year of operation, three courses will have been offered twice and three will have been offered once-nine offerings. If an average of 20 students is enrolled in each VWSU/CBE class summed across the four sites, the total number of students to contribute to the assessment will be 200 if each completes the course. If three fourths complete the course "on time", there will be 150 observations. However, there will be hundreds of observations in the comparison group to add to this "treatment" group. This fact will dramatically increase sample size. It should be possible to arrive at statistically reliable results in our measures of program effectiveness.

Students enrolled in the VWSU/CBE distance courses who complete them will be compared against students at the Pullman campus who are studying the same courses that are delivered by conventional pedagogies. Two complementary approaches will be used:
1. A comparison of grades; and,
2. Student assessment of classes and instructors, with the assessment focusing on the nature and quality of the learning process and the quality of what was learned.

Multivariate statistical analysis will be used to control for those differences in grades and student assessment scores that are not due to the course content and pedagogy. In effect, we are conducting a natural experiment, in which the students at the four distant delivery sites are the treatment or experimental group and the students at the Pullman site are the comparison or control group students. Thus,

\[ \text{Outcome}_{xi} = a_{xi} + P_{xi} + B_{xi} + e_{xi} \]

Where,
- \( \text{Outcome} \) = the one of several qualitative course/instructional assessment scores or the grade earned in a given VWSU/CBE course or an otherwise identical CBE Pullman course, e.g., Management 350-Business Information Systems
- \( P \) = a categorical variable that equals 1 if the student took the course via VWSU/CBE; 0, otherwise—i.e., the student took the course on the WSU Pullman campus in a conventional classroom setting
- \( B \) = a vector of standardizing control variables taken from the student's community college or WSU transcript, such as most recent GPA prior to taking the VWSU/CBE course, gender, ethnic origin, age, college/community college transfer status, semester in which the course was initially enrolled in by the student and so forth
- \( e \) = a statistical error term to close the model
- \( i \) = individual student, \( i \)
- \( x \) = any given VWSU/CBE course or paired Pullman CBE course

The sign and the statistical precision on the regression coefficient on \( P \) is the measure of the relative effectiveness of the VWSU/CBE course design. Next, as noted above, CBE teacher/course evaluations will be conducted and the student assessments therefrom will be used to complement the statistical analysis. A standard CBE course/instructor form now exists. It will be revised to include assessment questions that are specific to understanding better the quality of the instruction/learning process and the quality of the material learned relative to the technology based and learner-centered educational strategies. As we have noted above, this degree option program will be operated initially as a pilot-, thus, the purpose of all of the assessment above is to feed it back into the program design and the design and delivery of the courses offered in order to improve the overall quality of the instruction process. We will focus on quality achievement and continuous improvement in the program and course through self-evaluation, student evaluation, and peer review.

Dr. Ernst W. Stromsdorfer, associate dean, CBE, will design and conduct the assessment. Dr. Stromsdorfer is a nationally recognized expert in the evaluation of educational and training programs at the secondary and post-secondary levels. He has just finished directing a three year experiment funded by the Fund for the Improvement of Post-Secondary Education to test the conversion of introductory economics into a laboratory social science via the use of computers.
Student Assessment of Instructors and Classes. As mentioned above, once the courses have been taught at least once, we will have students assess each course with the standard CBE assessment form: Questionnaire for Student Evaluation of Instruction. This questionnaire, developed several years ago by CBE faculty, contains the following:

- Part I Twenty-seven questions that directly rate the course or instructor
- Part II Seven background information questions
- Part III Five questions evaluating the teaching assistants in laboratories or discussion sections
- Part IV Two supplementary questions dealing with the overall conduct of the course and instructor
- Part V Specific recommendations—a section that allows for written critique or recommendations on the part of the students.

Independent Assessment by the Center for Teaching and Learning. In addition to the above assessment activities to be executed by the program designers and managers, WSU is providing an additional independent assessment of the program by WSU's newly formed Center for Learning and Teaching. This center will collaborate in its assessment with the WSU Student Advising and Learning Center and the Educational Leadership and Counseling Psychology Assessment and Evaluation Center. In particular, at the end of the first semester of program operation-January to May 1998—the program will be evaluated using the Flashlight Instrument developed by Annenberg/CPB and the American Association of Higher Education, and piloted with WSU at the Student Advising and Learning Center and the Center for Teaching and Learning. The Flashlight Student Inventory will help provide understanding of student perceptions of what they learned and how they learned, in view of the variety of technological strategies that will be employed. The results should provide insights to aid in ongoing curriculum development and revision.

In addition to standard assessment techniques that involve, among other things, attitudinal responses of students to the format and content of the distance learning experience, an ethnographic study will be performed as well as case studies for faculty and curriculum development program specific to the issues, courses, faculty, and student populations in WSU's business program. The CBE will assist this group in the formulation of key questions and other study techniques. Dr. Stromsdorfer, Associate Dean of the CBE, will take the lead in this effort.

Establishment of AASCB Accreditation. Our ultimate assurance of quality will be to seek accreditation for the degree program. The CBE will assiduously work with the American Assembly of Collegiate Schools of Business (AACSB), the organization that currently accredits the WSU/CBE programs, in order to maximize the likelihood that the option degree, and the pedagogical methods whereby it is delivered to the student, will be nationally accredited. Such accreditation is a guarantee of quality at the national level and should help assure that graduates get real jobs.

IV. Finances

Summary of Program Costs. Table 4 sets forth the detail on projected costs of this pilot program. This proposed program will be funded by a mixture of funds derived from "Internal Reallocation" and "New State Funds". Unknown funds will likely be
coming from "Other Sources", the Native American reservations. But we have no idea of the extent of these funds at this time. Suffice it to say, the reservations will provide staff, space, and computer hardware to help facilitate this project.

1. **Funds from Internal Reallocation.** The funds derived from internal reallocation will fund part of the start-up phase of the proposed project. The associate dean of the CBE will be in charge of the general development of the start up year of the program and of the evaluation of the program during that time. One quarter of his time has been allocated to the proposed program. The Director of the CBE Office of Technology will devote one quarter of his time to the proposed program during the first year in order to assure the appropriate hardware and software design of the teaching delivery system. In the first year these costs amount to $38,961. These costs drop to $19,481 in Year 5.

2. **New State Funds.** At steady state, six courses will be offered each semester. This requires 3.0 FTE faculty positions. In addition, a half time FTE position will be needed to manage the program as a whole and maintain liaison with EUS, the Learning Centers, and the Native American reservations. The final instructional cost is for one full time teaching assistant. Including the program manager, these personnel costs amount to $268,907 in the first year of operation. They are the same for Year 5.

Goods and services costs in the first year amount to $70,096. They decline to $7,236 in Year 5.

Travel is estimated at $11,902 in the first year. These costs are projected at 3,422 in Year 5.

Equipment costs amount to $69,701 in the first year to set up the necessary hardware at the Pullman, Vancouver and Tri-Cities campuses. Equipment in this high technology area obsolesces on an estimated three year cycle. Assuming a three year replacement cycle, projected equipment costs for Year 5 amount to $23,320.

Other costs-access line charges amount to a projected $23,320 in both Year 1 & Year 5.

**Costs per Student FTE.** Costs per student FTE are very high in the first year of operation due to the necessity of setting up the fixed installation on the one hand and due to the fact that initial projected enrollment rates are low. The average student FTE cost in Year 1 is $18,255. By Year 5, when student FTE enrollment is projected to be 125, the average cost drops to $2,765.

**V. External Evaluation of Proposal**

This proposal represents the extension of an existing program into a new location. External evaluation of the proposal is not required. However, we should note, as we have discussed above, that this proposal reflects over two years of development and consultation with other four year degree granting institutions in the state.
Table 2
Size of Program

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>50</td>
<td>100</td>
<td>150</td>
<td>200</td>
<td>250</td>
</tr>
<tr>
<td>FTE</td>
<td>25</td>
<td>50</td>
<td>75</td>
<td>100</td>
<td>125</td>
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</table>

Table 3
Administrative/Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibility</th>
<th>%Effort in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ernst W. Stromsdorfer</td>
<td>Associate Dean</td>
<td>Academic oversight, Program evaluation</td>
<td>25</td>
</tr>
<tr>
<td>Support Staff:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Todd Taylor</td>
<td>Director, CBE Office of Technology</td>
<td>Set specifications for the electronic transmission of extended degree courses, including both hardware and software</td>
<td>25</td>
</tr>
<tr>
<td>(to be hired)</td>
<td>Program Coordinator</td>
<td>Manage course scheduling, student records, advising liaison, financial assistance, and related services to students</td>
<td>50</td>
</tr>
</tbody>
</table>

Total FTE Staff Devoted to Degree Program: 1.0

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A motion to amend was made to remove the budget material from the proposal. Seconded. The amendment passed. Amended motion carried.

Postponed from an earlier meeting. This proposal has been approved by Budget, Library and Extended University Affairs Committees.

4. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #3 Exhibit G from 10/30/97 Agenda is as follows:

GRADUATE MAJOR CHANGE BULLETIN NO. 3   Fall 1997

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

CE new 546 Parameters for Synthesis of Wood Composition Materials 3 8-98
Same as MSE 546.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cpt S 521</td>
<td><strong>Software Engineering Analysis</strong> 3 Prereq Cpt S 350.</td>
<td>3</td>
<td>Introduction to research in software engineering; strong emphasis on application of quantitative techniques in the software life cycle; students will develop a command of current software engineering literature; exploration of techniques of mathematical modeling and solutions to software engineering problems. Cooperative course taught by UI (CS 581), open to WSU students.</td>
<td>8-98</td>
</tr>
<tr>
<td>Cpt S 523</td>
<td><strong>Software Engineering Measurement</strong> 3 Prereq Cpt S 521.</td>
<td>3</td>
<td>Measurement methodology is the foundation of the emerging discipline of software engineering; software products are constructed by people engaged in a software development process in a development environment; focus on learning to measure the attributes of these four measurement domains; examples of software measurement and the applications of these measurements; using these techniques as the basis for the design of software engineering experiments; application of the scientific method in evaluation of programming methods and models; extension of the measurement concepts into the area of statistical modeling. Cooperative course taught by UI (CS 583), open to WSU students.</td>
<td>8-98</td>
</tr>
<tr>
<td>Cpt S 549</td>
<td><strong>Genetic Algorithms</strong> 3 Prereq Cpt S 250, Math 216, 360.</td>
<td>3</td>
<td>Basic concepts, fundamental theories, and techniques of genetic algorithms; applications.</td>
<td>8-98</td>
</tr>
<tr>
<td>Cpt S 557</td>
<td><strong>Advanced Computer Networks</strong> 3 Prereq Cpt S 455 or 555.</td>
<td>3</td>
<td>ATM networks, optical WDM networks, and wireless/mobile networks; access, transport, and routing protocols.</td>
<td>8-98</td>
</tr>
<tr>
<td>Fin 529</td>
<td><strong>Financial Management for High-Tech Firm</strong> 3 Prereq Fin 325.</td>
<td>3</td>
<td>Application of finance principles to firms in high-tech industries; financing, risk management, capital investment, and mergers/acquisitions.</td>
<td>8-98</td>
</tr>
<tr>
<td>FSHN 504</td>
<td><strong>Advanced Human Nutrition</strong> 3 Prereq graduate standing.</td>
<td>3</td>
<td>Scientific basis of human nutrient requirements, dietary allowances and assessment techniques. Cooperative course taught by WSU, open to UI students (FCS 514).</td>
<td>8-98</td>
</tr>
<tr>
<td>FSHN 530 (431)</td>
<td><strong>Prenatal, Infant and Child Nutrition</strong> 2 Prereq FSHN 331 or c//graduate standing.</td>
<td>2</td>
<td>Nutrition of the mother and fetus during pregnancy and of the child from infancy to adolescence through childhood.</td>
<td>1-99</td>
</tr>
<tr>
<td>Geol 557</td>
<td><strong>High-Temperature Aqueous Geochemistry I</strong> 3 (2-3) Prereq Chem 331, Geol 582; or by interview only. Application of solution chemistry to hydrothermal solutions; Eh-pH, log f(02) -pH, activity - activity diagrams; estimation techniques; water structure; metal complexation; solubility, transport and deposition; equilibrium speciation; geothermal fields; experimental methods; activity coefficients. Cooperative course taught by UI (Geol 557), open to WSU students.</td>
<td>3</td>
<td></td>
<td>8-97</td>
</tr>
<tr>
<td>Course No.</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
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</tr>
<tr>
<td>Hist 524</td>
<td>History of American Popular Culture</td>
<td>3</td>
<td>Graduate-level counterpart of Hist 424; additional requirements. Credit not granted for both Hist 424 and 524.</td>
<td></td>
</tr>
<tr>
<td>Hist 529</td>
<td>Interpreting History through Material Culture</td>
<td>3</td>
<td>Historical interpretation to work on major historic preservation and museum projects.</td>
<td></td>
</tr>
<tr>
<td>Hort 590</td>
<td>Potato Science</td>
<td>3</td>
<td>Graduate-level counterpart of Hort 490; additional requirements. Credit not granted for both Hort 490 and 590. Cooperative course taught by UI (PlSc 590), open to WSU students.</td>
<td></td>
</tr>
<tr>
<td>Mktg 561</td>
<td>Technology and New Product Marketing</td>
<td>3</td>
<td>Introduction of new products that are based on new technology; exploration of actual products in the market.</td>
<td></td>
</tr>
<tr>
<td>Mus 531</td>
<td>Concert Choir</td>
<td>1</td>
<td>May be repeated for credit; cumulative maximum 8 hours. Graduate-level counterpart of Mus 431; additional requirements.</td>
<td></td>
</tr>
<tr>
<td>Nurs 542</td>
<td>Psychiatric/Mental Health Advanced Practice Role Development</td>
<td>2</td>
<td>Prereq BSN degree. Advanced practice psychiatric/mental health nursing role development emphasizing systems theory and definition of scope and standards of independent and collaborative roles.</td>
<td></td>
</tr>
<tr>
<td>Nurs 544</td>
<td>Differential Diagnosis of Medical and Psychiatric Mimics</td>
<td>2</td>
<td>Prereq Nurs 581, 582, or c//. Nursing theoretical differential assessment and management principles of physical/psychiatric symptomatology in determining diagnoses and implementing appropriate treatment.</td>
<td></td>
</tr>
<tr>
<td>Nurs 547</td>
<td>Practice Management for the Psychiatric Nurse Practitioner</td>
<td>2</td>
<td>Prereq last semester of NP program. Evaluation of the role of the psychiatric nurse practitioner across a variety of health care contexts, examining current practice issues.</td>
<td></td>
</tr>
<tr>
<td>Nurs 548</td>
<td>Psychiatric Nurse Practitioner Internship</td>
<td>V 1-9</td>
<td>Prereq Nurs 546, PharP 525, by interview only. Application and integration of theory, research findings, and interventions in the care of clients with psychiatric disorders.</td>
<td></td>
</tr>
<tr>
<td>Nurs 549</td>
<td>Dimensions of Substance Abuse</td>
<td>2</td>
<td>Prereq Nurs 504, 537, 541, 562, 581, 582. Introduction to assessment, evaluation, prevention, and treatment for substance abuse.</td>
<td></td>
</tr>
<tr>
<td>Nurs 568</td>
<td>Primary Care: Infants, Children and Adolescents</td>
<td>3</td>
<td>Prereq Nurs 562, 563, 581. Assessment, differential diagnosis, and therapeutic intervention with infants, children, and adolescents in rural and urban settings.</td>
<td></td>
</tr>
</tbody>
</table>
Adult and Elders: Inpatient Management of Acute/Critical Problems  Prereq Nurs 562, 563, 581; c// in Nurs 575, 582. Diagnosis and treatment of inpatient adults and elders with high to critical acuity.

Post-Master’s Psychiatric Nurse Internship  V 1-9  May be repeated for credit; cumulative maximum 9 hours. Prereq prior completion of course work for a clinical nurse specialist in Psychiatric Mental Health Nursing or Psychiatric Nurse Practitioner, malpractice insurance as an ARNP with prescriptive authority, by interview only. Supervised performance of the ARNP role in psychiatric nursing care for patients presenting primary psychiatric disorders.

Seminar in Public Relations  3  Graduate-level counterpart of P R 475; additional requirements. Credit not granted for both P R 475 and 575.

Advanced Topics in Plant Physiology  1  May be repeated for credit; cumulative maximum 3 hours. Oral presentation of a current research paper.

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Motion carried.

5. Resolution on Branch Campus Review Exhibit H from 10/30/97 Agenda is as follows:

RESOLUTION:

That the Faculty Senate perform serious and in depth reviews of WSU's three branch campuses

Rationale:

The branch campuses have been in existence for 10 to 11 years but they have never been reviewed to determine whether their programs are developing in an optimal fashion. We have regular reviews of individual faculty, of graduate degree programs, of department chairs and of deans but there has been no overall review of the branch campuses to determine whether there are any improvements that can and should be made. The success of the branch campuses is important for political as well as for other reasons and Pullman and the branch campuses each have a substantial interest that they succeed. We also believe that most faculty on each campus are not well-informed about activities on the other campuses and that the proposed review will aid substantially in conveying important information.

While it is not our intention to determine either the procedure for the reviews or their content, there are several issues that have been raised that the Senate may wish to consider:

1. Each branch campus faculty member is supposed to be a fully participating member of inter-campus departments. Has this been working well from the perspective of both branch campus and Pullman faculties? Along this line, what responsibilities do
departments located primarily in Pullman have to their branch campus faculty members? Should all such departments meet over WHETS, as some have done? If not, how can the branch campus faculty be fully participating members?

2. The issue of tenure and promotion for branch campus faculty has generated substantial concern both on branch campuses and on the Pullman campus. The standards for the granting of tenure are supposed to be the same on branch campuses as on the Pullman campus but the facilities, resources and expectations of branch campus faculty are often quite different from those in Pullman. There is a second issue of lack of equity in tenure and promotion that is also inherent with branch campuses. On the Pullman campus, most people who are to be judged for tenure and promotion see the people who will be judging them on a daily basis. Consequently, faculty voting on tenure decisions have extensive informal as well as extensive formal information about the quality and character of faculty up for tenure. However Pullman faculty voting on tenure for branch campus faculty often do so with very limited personal contact, with relatively little information about how the person has performed and with relatively little information about the resources available to and responsibilities of branch campus faculty. There are, therefore, inherent inequities in the system. How are these issues best resolved?

3. What role should branch campus faculty have in the decision making on their own campuses? On the Pullman campus, faculty have important roles through their departments and through the Faculty Senate and Senate Committees. No similar structure exists on branch campuses. Theoretically, branch campus faculty have input into such decision through their inter-campus departments and colleges. Does this work in practice?

4. Branch campuses have made much heavier use of adjunct faculty than has the Pullman campus. This has allowed them to offer a much more diverse curriculum than they could offer with only tenured or tenure track faculty. However there has been concern about whether academic standards have been injured in the process. What is an optimal balance between these two competing concerns? What procedures should be used so that academic program faculty have oversight over adjunct faculty teaching their courses?

5. Branch campuses have made commitments to individual faculty and to degree programs overseen largely in Pullman for resources that are important for the success and quality of their research and teaching. Have the branch campuses satisfactorily fulfilled these commitments?

6. What are the major successes of each branch campus? How do these relate to the community which surrounds them? Branch campuses are supposed to be especially responsive to community needs but faculty on each campus are generally unaware of how the other campuses fit into the surrounding community. Communication here would be especially useful.
7. Branch campuses have a somewhat unusual structure where financial authority is exercised by the campus dean but academic decision making is centered in inter-campus departments and colleges - departments and colleges that are, for the most part, primarily in Pullman. Has this structure worked well? Is it clear what the relative responsibilities are in the process of decision making?

8. Branch campuses were established with the understanding that lower division coursework was to be provided by the already existing community colleges. This has prevented branch campuses from offering such courses as GER courses that may be needed by branch campus students. While students can take courses simultaneously at the branch campus and at the community college, this often causes problems for students because of incompatible scheduling and because often financial aid support is not designed for students who are in this split situation. Are there any improvements that can be made to deal with this split of responsibilities, a split that does not occur in Pullman?

It should be noted that all of the above questions are questions that are clearly relevant to the Senate's important role in academic oversight. They either directly deal with oversight questions or deal with information needed for effective oversight. They are, therefore, appropriate questions for the Faculty Senate to answer.

We the undersigned senators support the above resolution and request that the Senate Steering Committee place it on the Senate agenda as soon as possible.

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It was moved to amend with a friendly amendment to: remove “serious and” and add to the end of the sentence “and the policies under which they are governed.”

A roll-call vote was taken and resulted in defeat of the motion.

Agenda Items (Discussion Items).

1. Recommendation from Faculty Affairs Committee for “Revision of Sections II and III WSU Faculty Manual” (Exhibit B).—J. Crane

The question was once again asked about conflict between the consulting statements in other parts of the manual and the statements in this section. It was reported that the Attorney General’s office is reviewing this and will give an answer before the next meeting. A point was raised about making sure the complaint procedures on this campus are totally covered in the manual.

It was requested that people email comments to J. Crane.

2. Recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #4 (Exhibit C)—J. Evermann

There was no discussion of this item.
3. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #4 (Exhibit D).—J. Cote

There was no discussion of this item.

4. Discussion of the vacant Ombudsman Position.

It was decided to mail the memo mentioned by the Provost to all senators to be discussed with their constituents and then discuss it again at the December 11 Senate meeting. What have the problems been with the current system? Senators need to know before the issue is debated.

Constituents' Concerns.

R. Speth asked faculty to consult with their graduate students to see if they are having trouble with the leadership of GPSA over funding. Graduate students in Vet Med have been complaining about the way the organization is run and asked for the Senate’s help in resolving the problem.

Adjournment.

Meeting adjourned at 5:55.

Dorene Branson
Secretary Pro Tem