The Faculty Senate was called to order by Robert Greenberg, Chair, on Thursday April 29, 1999, at 3:30 p.m. Forty (40) members were present, thirty-nine (39) were absent with three (3) vacancies. Six (6) nonvoting members were present.

Minutes of April 15, 1999 Meeting were approved as circulated.

Announcements (Information Items)

1. Faculty Senate officers met with the Provost on April 20, 1999.

2. Faculty Senate leadership met with members of the Accreditation Team on April 14, 1999.

3. Proposed Faculty Senate Calendar for 1999-2000. Exhibit C is as follows:

   Steering Committee Meetings: September 19, 30; October 21; November 4; December 2, 1999; January 20, February 3, 17; March 2, 23; April 6, 2000.

   Faculty Senate Meetings: September 16; October 7, 28; November 18; December 9, 1999; January 27; February 10, 24; March 9; April 13, 2000.

4. The following have been elected to the Faculty Senate from the College of Engineering and Architecture: David Benson and Rafi Samizay.

Announcements (Reports).

1. Remarks by the Chair.—R. Greenberg

   Greenberg reported the visit with the accreditation team was successful. Several commendations were made to the University one was praise to WSU’s faculty for its commitment to quality, teaching and research they noted that faculty research achievements had met the criteria for a research I status for WSU at the same time faculty have maintained the quality of teaching during difficult and stringent financial circumstances. Two recommendations for improvements: first was WSU must pursue every avenue possible to improve faculty salaries, and second are areas where WSU needs to make progress to insure compliance with policies and standards with the Northwest Division of Colleges.

2. Report from Legislative Representatives.—C. Clark, M. Carroll

   Carroll reported that Initiative 601 is starting to impact WSU directly. The Senate budget was enacted intact due to the defection of Senator Carlson who voted with democrats. The operating budget was the best of all proposals put forward. WSU has an increase of 39.5 million in new operating dollars over the next two years. The trust land issue has been resolved. The Food Safety Initiative and the Advanced Technology
Initiative were both funded. Faculty salary increases will be 3/3 for the next two years plus 2.9M in a recruitment and retention pool. The state will also pick up an increase in health care costs for each employee. The Provost is developing a proposal for distribution of the recruitment and retention monies. The institution is also allowed to use internal monies for faculty salaries and is authorized to raise tuition up to 4.6% the first year and 3.6% the second year. That is up to the Board of Regents. Carroll stated that Carolyn Clark has been a tremendous asset to WSU in Olympia the past five years and has done an outstanding job for WSU.

Additions or Changes to the Agenda.

Greenberg recommended that action item 2 be moved to action item 5. Seconded. Amended agenda was approved.

Agenda Items (Action Items)

1. Election of Faculty Senate officers for 1999-2000. Exhibit D is as follows:

**Faculty Senate Officer Candidates for 1999-2000**

**CHAIR**

**BURKE**, Peter, Professor and Scientist, Sociology. Faculty, RIS, Graduate Faculty, Current Senator. WSU 11 years. Relevant Experience and Qualifications: Currently serving as Vice Chair of the Faculty Senate. Served as chair of the ad hoc Senate committee on Assessment and Accountability. Member of the WSU Assessment, Accountability and Accreditation Advisory Board. Past editor of the *Social Psychology Quarterly*. Chair-elect of the Social Psychology Section of the American Sociological Association. Committee Experience: Committee on Committees, Faculty Senate Steering Committee and Legislative Affairs Subcommittee.

**VICE CHAIR**


**MCSWEENEY**, Frances, Edward R. Meyer Distinguished Professor of Psychology. Faculty, RIS, Graduate Faculty. WSU 25 years. Relevant Experience and Qualifications: Served as Chair of the Department of Psychology from 1986-1994. Co-chaired the Program Committee for Association of for Behavior Analysis. Chosen to present the Distinguished Faculty Address for 1994-95. Received the Distinguished Achievement Award, College of Sciences and Arts in 1990. Faculty Member of the
Year, Mothers’ Weekend 1989. Committee Experience: Faculty Status Committee; Faculty Senate member; Review Committee for the Vice Provost’s Office; Athletic Council; Conduct Committee; Honors Council; served on the Search Committee for the Dean of Liberal Arts in 1986; chaired the Research and Arts Committee; Faculty Senate Steering Committee; currently chairing the General Education Review Committee.

****

Election results were as follows: Chair, Peter Burke, and Vice Chair, Fran McSweeney.

Moved to 5.

2. Recommendation from Faculty Affairs Committee for Faculty Titles. New Exhibit E is as follows:

Faculty Titles

**DRAFT**

Grandfather Clause

All current faculty titles can be kept by the faculty holding them until their retirements or resignations. All new hires or promotions will be expected to fit the appropriate titles indicated below.

Faculty Membership

Faculty includes those employees of Washington State University with teaching, research, service, extension, library, or student affairs appointments.

Tenure Accruing Appointments

Academic Faculty

The ranks of professor, associate professor, and assistant professor are the traditional academic ranks of appointment. Expectations for appointment and advancement are defined by the college and approved by the Office of the Provost.

Extension Faculty

Administrative officers and ranked faculty assigned to extension, continuing education or public service. Expectations for appointment and advancement are defined by the director of extension and the extension faculty and approved by the Office of the Provost.

Library Faculty

The Director of Libraries and professional personnel of the Library. Expectations for appointment and advancement are defined by the director of libraries and the library faculty and approved by the Office of the Provost.
Non-Tenure Accruing Appointments

Student Affairs Faculty
The Vice Provost for Student Affairs, the Vice Provost for Enrollment Management, administrative officers and professional personnel concerned with student affairs, enrollment and recruitment.

Clinical Supervision/Clinical Instruction Faculty
Faculty whose primary responsibilities are clinical supervision, and/or clinical instruction are persons qualified by training, experience or education to direct or participate in specialized university functions which are defined within the college making the appointment and approved by the Office of the Provost. Appointments are as clinical assistant professor, clinical associate professor or clinical professor. Alternatively, these individuals are titled instructional assistant professor, instructional associate professor and instructional professor.

Lecturer
The title Lecturer is an entry level faculty position and is used for faculty hired as assistant professors who arrive without having completed their terminal degree. Such faculty are expected to complete the terminal degree during the first year of appointment or be given a terminal appointment for the second year. The title lecturer may also be used for temporary appointments to address a particular teaching need, usually for one semester and less than 100%

Instructor
The title Instructor is used for short-term teaching contracts where no indication of rank is intended. The title Instructor implies the appointment is non-permanent and non-tenure track in nature. An instructor’s primary responsibility is teaching undergraduate or clinical courses as defined by the supervising dean. These appointments can be renewed indefinitely at the discretion of the university. Instructor appointments may be from one to three years.

Senior Instructor
See above Instructor definition. Instructors who have successfully completed six years of university service may request promotion to senior instructor. Expectations for such appointments must be defined by the college and approved by the Office of the Provost. Appointments are for one to five years.

Visiting Faculty
Temporary appointees who are faculty members or professionals from another institution for purposes of teaching, collaboration or research. They are normally expected to return to their own institutions at the expiration of the appointment and are appointed as visiting instructors, visiting assistant professors, visiting associate professors, or visiting professors.

Adjunct Faculty
Adjunct faculty are non-WSU employees who are appointed to WSU faculties. Adjunct faculty provide various types of service/teaching within individual colleges according to established criteria and may serve on graduate committees. If qualified, ranks of assistant, associate, or full professor may be assigned to adjunct faculty. Appointments are for up to three years.
Research Faculty
Nontenure track appointments used to identify non-teaching faculty who may serve as principal or co-principal investigators on grants or contracts administered by the university. Ranks of assistant, associate, or full professor may be assigned to research faculty.

Postdoctoral Research Associates
Persons who have earned a doctorate and are employed temporarily to support research programs, directed by a faculty member at WSU.

Other Definitions
Affiliate Faculty
Comparable to an adjunct appointment except that the person is already a WSU employee (faculty, administrative professional) and has been invited to serve in a faculty role in a program other than the one paying his/her salary. Affiliate faculty are appointed on an unpaid, usually part-time basis to a department other than their home department at WSU for limited, renewable terms.

Emeritus Faculty
WSU tenured faculty who have retired from the institution. These emeriti faculty are entitled to certain privileges, as defined within their College and by Benefit Services.

Graduate Faculty
Faculty of the various WSU programs, departments and colleges who, based on their accomplishments as scholars, researchers and teachers, are elected by their colleagues to assume primary responsibility for conducting graduate education. Members of the Graduate Faculty serve on the Graduate Studies Committee of the Faculty Senate and assist the Graduate School in establishment of policies and procedures.

Joint Appointments
Refers to budgeting arrangements. A salary line is budgeted between two different units within WSU or between WSU and a contracted external institution, e.g., a medical center. An individual with a joint appointment will have voting rights and job performance reviews in both units as agreed upon at time of appointment.

Faculty Appointment Categories
Tenured Appointment
Upon having attained tenured status, the faculty member shall be offered an appointment for each succeeding fiscal or academic year until retirement, resignation, termination for budgetary reasons or educational policy change, or dismissal for just cause.

Probationary Appointment
The faculty member is on probation that leads to consideration for tenure. Faculty members will have annual performance reviews in their academic units as well as annual reviews assessing their progress toward tenure. In their third year they will be evaluated to determine continuation and progress toward tenure. At a time specified in the offer letter, the university will decide whether to grant tenure.
**Fixed-Term/Renewable Appointment**

An appointment as an instructor, senior instructor, lecturer, clinical/applied professional, visiting, adjunct, postdoctoral and research faculty for a specified period of time commensurate with rank and qualifications. Such appointments terminate at the end of the period specified but may be renewable as defined under the specific criteria. All such faculty members will have annual performance reviews. Reviews for purposes of reappointment will be in depth and extensive.

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Leid stated that a grandfather clause had been added. Under clinical it should read “alternatively individuals are titled clinical instruction assistant professor, clinical instructional associate professor and clinical instructional professor.”

It was moved to amend to include “instructional assistant, associate and full professor may be assigned to non research faculty whose primary responsibility is teaching undergraduate or professional courses as defined by the supervising dean. These appointments can be renewed annually at the discretion of the University. Instructional assistant professors appointments can be from one to three years, instructional associate and full professor are for one to five years.”

Motion seconded. Amendment failed.

It was moved to amend the main motion to insert the word professional in addition to clinical to be applied to assistant, associate and full professor title.

Wherland stated that he felt the clinical courses were professional courses.

Lipe asked what is different about a clinical instructional professor that does not do research that would qualify them for that title as opposed to strictly an instructional professor that does not do research?

Amendment passed.

Benson moved to amend in the large that says the modifier is first so the title would be “Assistant Instructional Professor.”

Seconded

Motion carried.

It was moved to recommit to the Committee.

Motion carried.

3. Recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #1 and addendum. **Exhibit G** from 4/15/99 agenda and New **Exhibit F** are as follows:

**UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 1 Spring 1999**

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AgTM 346</td>
<td>Landscape Irrigation Systems</td>
<td>2-3</td>
<td>2</td>
<td>Soil-water-plant-atmosphere relations; pumps and pumping; layout, construction and operation of irrigation systems for turf and landscape plantings. System component selection; layout, installation, operation of irrigation systems for turf and landscape plantings; basic system hydraulics; efficient water use.</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>8-99</td>
<td></td>
<td></td>
<td>Revise school’s name from School of Architecture to School of Architecture and Construction Management.</td>
</tr>
<tr>
<td>Business</td>
<td>8-00</td>
<td></td>
<td></td>
<td>Revise Business graduation requirements: Change 300-400-level Engl [W] (GER) requirement to Engl 402 [W] for all programs.</td>
</tr>
<tr>
<td>CropS 403</td>
<td>Advanced Cropping Systems</td>
<td>3</td>
<td>CropS 201; P P 429 or c//, or graduate standing. Understanding the management of constraints to crop production and quality; biological, physical, and chemical approaches to crop health management. Field trips required. Credit not granted for both CropS 403 and 503. Cooperative course taught by WSU, open to UI students (PlSc 412).</td>
<td></td>
</tr>
<tr>
<td>Ed Ad 490</td>
<td>Special Topics</td>
<td>V 1-4</td>
<td></td>
<td>May be repeated for credit; cumulative maximum 8 hours. By permission only.</td>
</tr>
<tr>
<td>Hort 332</td>
<td>Interior Plantscaping</td>
<td>2</td>
<td>biological or plant science course or instructor permission. Design, selection, installation, management, and maintenance of plantings within buildings; effects of interior plants on people and the environment.</td>
<td></td>
</tr>
<tr>
<td>Hort 333</td>
<td>Interior Plantscaping Laboratory</td>
<td>1</td>
<td>Hort 332; c// in Hort 332. Identification, cultural requirements, and pest problems of common interior plants; integration of business practices with design and maintenance considerations. Field trip required.</td>
<td></td>
</tr>
<tr>
<td>Hotel and Restaurant Administration</td>
<td>8-00</td>
<td></td>
<td></td>
<td>Revise Hotel and Restaurant Administration graduation requirements: Change 300-400-level Engl [W] (GER) requirement to Engl 402 [W].</td>
</tr>
<tr>
<td>SoilS 345</td>
<td>Sustainable Agriculture</td>
<td>3</td>
<td>2 semesters college-level physical or biological science or instructor permission. Environmental issues in sustainable agriculture and food production; pesticides, fertilizers, organic wastes, biotechnology, quality of life, and risk-benefit assessment. Cooperative course jointly taught by WSU and UI (Soil 345).</td>
<td></td>
</tr>
</tbody>
</table>
ADDENDUM NO. 1 TO UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 1 Spring 1999

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 new 317 Global Feminisms [I] 3 Same as W St 332. 8-99

Foreign Languages 8-00
Revise the lecture-lab ratio for Chinese, French, German, Russian, and Spanish 101, 102, 203, 304, and 312 courses from 4 (4-0) to 4 (3-2).

General Studies 8-00
Add a formal "International Area Studies" concentration within the General Studies degree program.

Materials Science Engineering 8-99
Revise the Bachelor of Science in Materials Science and Engineering:

Junior Year

First Semester
E E 304 2
M E 310 3
M E 316 [M] 3
MSE 302 3
MSE 312 3
MSE 320 2
Physical Science Elective1 3
Complete Writing Portfolio

Second Semester
Engineering Science Elective2 3
M E 316 [M] 3
MSE 314 2
MSE 316 3
MSE 321 3
MSE 323 1
MSE 413 3
Physical Science Elective1 3

Senior Year
First Semester
Engl 402 [W] (GER) 3
M E 416 3
MSE 401 3
MSE 402 3
MSE 403 3
MSE 412 1
MSE 413 2
MSE 425 [M] 2
Tier III Capstone [H,G,S,K] (GER) 3

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 402 [W] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>MSE 404</td>
<td>3</td>
</tr>
<tr>
<td>MSE 405</td>
<td>3</td>
</tr>
<tr>
<td>MSE 420</td>
<td>3</td>
</tr>
<tr>
<td>MSE 426 [M]</td>
<td>3</td>
</tr>
<tr>
<td>MSE 450</td>
<td>1</td>
</tr>
<tr>
<td>Technical Elective³</td>
<td>3</td>
</tr>
<tr>
<td>Tier III Capstone [H,G,S,K] (GER)</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Selected from: Chem 331, 333, 336; Chem 340, 341, 342; or Phys 303, 304.
2 One from: C E 212, Ch E 480, E E 214, 305, M E 303, 404.
3 Upper-division C E, Ch E, Chem, Cpt S, E E, Math, M E, Phys, or Stat course.

**Materials Science Engineering**

Revise the minor in Materials Science and Engineering:
A minor in MSE requires 16 credits of 300-400-level MSE courses, including: M E 320, MSE 301 and three of the following five courses: M E 302, plus 12 credits from: E E 496, M E 310, MSE 401, 402, 403, 404, 405, 408, 413. Students may include M E 310 and 320.

**Mechanical Engineering**

Revise the Bachelor of Science in Mechanical Engineering:

**Junior Year**

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E E 305</td>
<td>3</td>
</tr>
<tr>
<td>M E 305</td>
<td>2</td>
</tr>
<tr>
<td>M E 310</td>
<td>2</td>
</tr>
<tr>
<td>M E 311</td>
<td>3</td>
</tr>
<tr>
<td>M E 348</td>
<td>1</td>
</tr>
<tr>
<td>M E 349</td>
<td>3</td>
</tr>
<tr>
<td>M E 404</td>
<td>4</td>
</tr>
<tr>
<td>M E 414</td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 305</td>
<td>2</td>
</tr>
<tr>
<td>Engl 402 [W] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Intercultural [I,G,K] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>M E 305</td>
<td>2</td>
</tr>
<tr>
<td>M E 349</td>
<td>1</td>
</tr>
<tr>
<td>M E 402</td>
<td>3</td>
</tr>
<tr>
<td>Emphasis Area Elective³</td>
<td>3</td>
</tr>
<tr>
<td>M E or MSE Technical Elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective²</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Proficiency [C,W] (GER)³</td>
<td>3</td>
</tr>
<tr>
<td>M E 406 [M]</td>
<td>3</td>
</tr>
<tr>
<td>M E 416</td>
<td>3</td>
</tr>
</tbody>
</table>
Tier III Capstone [H,G,S,K] (GER) 3
Emphasis Area Elective 3
Technical Elective 3

1 Choose two from one emphasis: Design & Manufacturing: M E 415, 474; Applied Mechanics: M E 472, 481; Energy and Environmental Systems: M E 402, 405 or 435; Fluids & Aerospace: M E 402, 407 or 439. Technical Elective in M E or MSE.

2 Upper-division Math, Stat, or Computer Science (Cpt S 430 or 445, C E 463).

3 Engl 402 is recommended.

Approved 300-400 level technical course or Mgt 301 or Mktg 360.

Neuro 495 Directed Research V 1 (0-3) to 3 (0-9) Prereq Neuro 301. 8-99 May be repeated for credit, cumulative maximum 6 hours. Introduction to neuroscience laboratory research and literature.

W St 332 Global Feminisms [I] 3 Prereq W St 200. An 8-99 interdisciplinary approach to examining women's roles and experiences throughout the world and different approaches to feminism/feminisms.

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Motion carried.

4. Recommendation from Academic Affairs Committee for a BS in Computer Engineering at WSU Spokane. Exhibit H from 4/15/99 agenda is as follows:

MEMORANDUM

TO: Thomas Brigham, Executive Secretary
    Faculty Senate
FROM: Becky Bitter, Academic Governance Coordinator
FOR: Academic Affairs Committee
DATE: 8 April 1999
SUBJECT: Proposal to Extend the Bachelor of Science in Computer Engineering to WSU Spokane

At its meeting on 31 March 1999, the Academic Affairs Committee approved the proposal to extend the Bachelor of Science in Computer Engineering to WSU Spokane.

Members of the AAC approved the proposal to extend the BS in Computer Engineering to WSU Spokane after receiving approval from the Budget Committee, the Catalog Subcommittee, and the Extended University Affairs Committee.

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

Institution: Washington State University
Unit: School of Electrical Engineering and Computer Science in the College of Engineering and Architecture
Degree: Bachelor of Science in Computer Engineering
Proposed Starting Date: Fall 1999

Representative: Glen L. Hower, Director
School of Electrical Engineering and Computer Science Washington State University
Pullman, WA 99164-2752
phone: 509-335-2467
fax: 509-335-3818
email: ghower@eecs.wsu.edu

Introduction

The School of Electrical Engineering and Computer Science in the College of Engineering and Architecture proposes to extend its existing degree, the Bachelor of Science in Computer Engineering, to WSU-Spokane. The overall program involves a partnership with the University of Idaho and Gonzaga University, and involves all institutions of higher education in the Spokane-Coeur d'Alene area. This will be a uniquely different and largely untried program, which will present new challenges and opportunities. It responds to recent calls for greater cooperation between and local involvement of educational institutions, business concerns and community organizations to satisfy educational needs.

The Program attempts to identify a "common" schedule of studies acceptable to the three institutions noted above. The necessary courses would be made available in the local region as discussed in this proposal. A student could then select the institution from which the degree would be awarded. In this manner, an identified need of the region could be satisfied while minimizing the effort and investment of any one institution. Pre-requisite courses already available in the area would be utilized whenever possible.

Relationship to Institutional Role and Mission

Engineering education and research has been an essential part of Washington State University since its creation, over 100 years ago. It is, in fact, one of the directed areas of the original Morrill Land Grant Act upon which Washington State University was established. Over the last century, the overall field of engineering has changed as technology has developed. Areas have evolved and divided to become separate degree programs and even departments. Electrical engineering originally dealt primarily with power generation, distribution, and conversion for driving machines. Nowadays, it is a broad field which includes subareas of electromagnetics, communications, electronics, power, and systems and controls.
Computer Engineering has been a subdiscipline of Electrical Engineering with strong ties to Computer Science. It has grown and developed to the point where it has become an established area on its own. This has been recognized by the Accreditation Board for Engineering and Technology which has given it separate accreditation from other engineering programs. Thus, with this recognition and approval, many universities have established Computer Engineering as a separate baccalaureate degree.

Making educational opportunities available at locations beyond the Pullman campus has also become an essential part of the Washington State University role and mission. In the process of increasing Washington State University’s presence in Spokane, many discussions have been held in recent months regarding the directions that this presence should take. One of the needs identified by the Spokane and Coeur d’Alene communities is an increase in baccalaureate degree programs in Engineering. Further discussions among Gonzaga University, University of Idaho, and Washington State University administration and faculty representatives have specifically targeted programs in Computer Engineering (fall, 1999) and Manufacturing Engineering (fall, 2000) for implementation. The present proposal is in response to the results of all these preceding discussions.

**Need**

Computer Engineering has been identified as one of the fastest growing fields throughout the state and nation. For example, the following quotes are from *The Institute*, March 1996, Vol. 20, No. 3, a publication of the Institute of Electrical and Electronic Engineers and the American Association of Engineering Societies:

“Computer Engineering will grow much faster than any engineering discipline and by 2005 will pass mechanical engineering, according to a new forecast of employment trends prepared by the U.S. Bureau of Labor Statistics. The BLS forecast and statistics were reported in the January 1996 issue of *Engineers*, the quarterly journal on engineering careers published by the Engineering Societies.”

“Demand is already strong for people with skills in computer applications, including hardware and software development. Demand for Computer Engineers will not only rise in obvious employment sectors, such as computer and data processing service firms, but also in traditional engineering service, financial organizations, and management and accounting companies.”

The situation in the state of Washington is even more serious. This point is clearly made in one of Governor Locke’s 1999 Policy Briefs “Investing in Our Technical Workforce”, dated December 7, 1998 (Appendix I). Included are the following statements:

1. “It is absolutely outrageous that Washington residents are not being educated and trained for the thousands of high-paying jobs that the software industry is creating. My aim is to triple the number of people who get degrees in information technology programs.”
2. In the general information technology area, “…about 17 percent of demand is currently met by Washington public and private post-secondary institutions.”
3. Among the steps to address this issue, the Governor proposes “$4 million in grants to state four-year colleges and universities to expand Computer Science and Computer Engineering enrollments and faculty.”

**Student Interest and Demand**

As noted previously, Computer Engineering is the fastest growing engineering field nationally and is among the fastest growing of all fields (along with Computer Science). In its initial semester of operation, the Computer Engineering program at WSU-Pullman attracted 60 students. Although this is exactly the number predicted in the proposal, it was attained without any attempt to publicize the existence of the program which we assumed would be necessary to reach this level.

As indicated previously, Computer Engineering has been identified as a primary area of need in the Spokane-Coeur d'Alene area. Although a specific assessment of students' interest and demand has not been attempted, it is assumed that this interest will follow state and national levels. Lower than projected enrollments during the start-up phase are a distinct possibility, however, due to the unique nature of the proposed cooperative program. Considerable effort will be needed initially to identify and inform prospective students.

**Relationship to Other Institutions**

Both WSU-Pullman and the U of I offer degrees in Computer Engineering while GU offers courses in Computer Engineering as an option area within its Electrical Engineering degree program. Gonzaga, EWU and Whitworth offer degrees in Computer Science but not in Computer Engineering. The present proposal would create a program specifically for the non-traditional, part-time student in the Spokane-Coeur d'Alene area which is a population not being served by any existing program. Since the new program would involve all institutions of higher education in the area, a positive relationship among these participants is assumed and has been exhibited in the preliminary interactions leading to this proposal. The uniqueness of the program and its location would not produce overlap with offerings by institutions in other parts of the state and region.

**Goals and Objectives**

1. The primary goal is to offer a quality Computer Engineering program in the Spokane-Coeur d'Alene area.
2. The program of study must be acceptable to the degree granting institutions--WSU, U of I and GU.
3. **All institutions of higher education in the area should contribute to the program, as they are able.**
4. The first two years of necessary coursework are essentially available in the area already and need not be duplicated by the proposed program.
5. The program should be designed with place-bound and part-time students in mind such that those with the first two years of background courses should be able to complete a baccalaureate program in three to four years.
6. The program should seek accreditation at the earliest possible date.
7. The program should be delivered primarily by resident faculty although live TV and videotape courses may be utilized, particularly in the start-up phase.
8. Courses will be delivered and/or originate primarily at Gonzaga University, WSU Riverpoint and U of I Riverbend Research and Training Park. Other locations may be utilized as specialized facilities or needs require.

Schedule of Studies

As indicated in the preceding sections, the goal of the proposed program is to provide the Junior/Senior years of a Computer Engineering schedule of studies to place-bound students in the Spokane/Coeur d'Alene area. As a first step, however, we have examined the Freshman and Sophomore years of the schedule as shown in Table 1. This information attempts to establish course equivalencies between the three degree-granting institutions (the first three columns) and the locations within the local region where these pre-requisite courses are offered (the last five columns). This table, coupled with the current time-schedules from the latter five institutions, would allow advisors to determine the required courses a prospective student has completed and where and when the remaining courses are available in the local area.

Table 2 continues with the upper division schedule of studies to identify courses that would be needed to complete the baccalaureate degree. It would be used to select course offerings for the program. As an example use of this table, a student completing EE 212 and 213 through the University of Idaho, EENG. 303 and 303L through Gonzaga and EE 324 through WSU would satisfy the first three requirements on the list (Circuits II, Electronics and Digital Systems) at any of the three institutions. Differences such as the associated laboratory required at one institution but not at another would not be considered essential in the spirit of the cooperative program. Likewise, senior elective courses acceptable at one institution would be accepted by all. In the interest of economy, a limited set of such electives will be offered.

Students completing the courses listed in this manner would satisfy all required coursework in the Computer Engineering curricula at WSU or U of I. Students wishing their degree through Gonzaga would need some additional courses in their "university core curriculum", primarily in the Religious Studies category.

In the implementation of the program, WSU, U of I and GU would be expected to deliver approximately one-third of the necessary Junior-Senior level courses. Note from the four columns on the right, however, that some of the necessary courses are available at other local institutions and need not be duplicated. A high level of coordination among all participants is obviously essential to success.

Faculty

The faculties of the appropriate units at the three degree-granting institutions have ultimate control and authority over the content of the proposed degree program and the awarding of degrees. In the long term, each institution expects to have two faculty members resident in the Spokane/Coeur d'Alene area with responsibilities devoted to Computer Engineering. In the initial phase, GU and U of I will assign these responsibilities to an existing faculty member. WSU-Spokane will assign much of the
responsibility for program development and delivery to an existing EECS faculty member and has begun a search for a new resident faculty member in Computer Engineering. Faculty growth will be dependent upon enrollment experience.

Students

Projected Enrollment

Although interest in Computer Engineering is high throughout the region, it is difficult to predict enrollments in a new and somewhat experimental program. Table 3, however, attempts such a prediction. Note that the part-time nature of the students creates a difference between the headcount and full-time-equivalent (FTE) figures. We also assume that approximately one-third of the students will seek degrees from each of the three degree-granting institutions.

Expected Time for Completion

For students entering the program with most of the first four semesters of the schedule of studies completed, the expected time to the baccalaureate degree is three to four years. Considerable variation, however, is expected depending on such things as work assignments for employed individuals and family responsibilities.

Diversity

The School of Electrical Engineering and Computer Science is fully supportive of WSU's many diversity initiatives. Faculty and Staff will continue to work aggressively to recruit and retain a diverse group of students in the proposed Computer Engineering program.

Administration and Support

General oversight of the WSU portion of the academic program will be provided by the Computer Science and Engineering curriculum committee, a standing committee appointed by the School's Director. The Associate Director is a member of that committee and oversees the operation of all undergraduate degree programs in the School. Overall administration of the proposed program is provided by the Director of EECS, the Dean of the WSU-Spokane campus and the Dean of the College of Engineering and Architecture. The program will also require the service of an on-site Coordinator, staff assistance in various publicity and recruiting efforts, secretarial services and technical support for existing and possible new laboratory facilities at the Riverpoint campus. The support will be provided through a combination of internal reallocation and new funding.

Program Assessment

Assessment Plan

The College of Engineering and Architecture is now preparing for its next accreditation visit which will require stated learning outcomes for each program and methods or
procedures for using the results to provide continuous improvements in the educational process. In addition to general learning outcomes appropriate for all degree programs, each area will also develop program-specific outcomes.

The expected “Learning Outcomes” for the Bachelor of Science in Computer Engineering in Spokane:

1. An understanding of the essential concepts of computer systems, including both hardware and software components.
2. An understanding of the scientific foundations of computer science and engineering.
3. Proficiency in using mathematical concepts and engineering tools to analyze, develop and refine computer systems.
4. Familiarity and experience with creative and engineering processes applied to computer system design and development.
5. Proficiency in carrying out, in a team environment, a design/development task in the computer engineering arena.

The "Outcomes Assessment Plan" calls for collection and evaluation of data from a variety of sources including:

1. Transcript evaluation (satisfactory completion of a sequence of courses covering the essential concepts and tools).
2. Written assessment of performance in key courses (for example, those involving significant design tasks).
3. Portfolios of student work.
4. Focus groups (exit interviews) with graduating seniors.
5. Alumni surveys (about 3-5 years after graduation) and employer surveys. The survey instruments are currently under development with the help of experts outside this College.
6. Performance of students who continue on to graduate work in this or another institution.

The objective and subjective data gathered by the above methods will be continuously evaluated and used as feedback to determine how to improve the educational process in the specific degree programs.

Accreditation

A major part of the assessment of engineering programs is the periodic (at least once every six years) presentation of each program for national accreditation. The appropriate body in this case is the Accreditation Board for Engineering and Technology (ABET). As noted earlier, it is the intent of all participants to seek such accreditation at the earliest possible time. In the case of new programs, this does not occur until after the program has produced its first graduates.

Finances

Summary of Program Costs
The financial information for the WSU portion of the program is given in Table 4. Not included are any funding arrangements at the cooperative institutions. Note that the costs per FTE student are very high based on our initial enrollment projections. These projections assume a rather long start-up period because of the part-time nature of the students. The popularity of Computer Engineering nationally could, of course, translate to higher enrollments in the Spokane area which would lower the per FTE cost. Also, if the view is taken that the important factor is the total number of students served by the consortium, then the WSU investment in the consortium per FTE served is one-third of the numbers shown.

Library

The WSU-Spokane branch campus library is a joint-use library of WSU-Spokane and Eastern Washington University. The library currently resides in the Phase 1 building on the Riverpoint Campus near downtown Spokane. A new building is in the library's near future. The new space will nearly triple the size of the present library.

The shared collections consist of 10,000+ monographs, 350 periodical subscriptions and access to 50+ bibliographic and full-text databases, including Compendex, ProQuest, Applied Science and Technology Index and Current Contents.

The WSU-Spokane library is a participant along with the Tri-Cities, Vancouver and Pullman libraries in the Extended Campus Library Services (ECLS) program which provides access to materials and delivery of documents from all the WSU Libraries. Each branch campus library monetarily supports the ECLS operation.

The WSU-Spokane library currently has very few monographs or periodicals in the field of computer engineering. However, Gonzaga University which is partnering with WSU in this program has a good collection in Electrical Engineering and Computer Science resources to support its existing programs. As the Riverpoint campus is located just across a walking bridge from the Foley Library at Gonzaga, student access to these resources should be very good. Also, WSU-Spokane already has plans to augment their library collection during the 1998/1999 academic year in areas such as this where materials are needed but present holdings are not sufficient.

As the WSU-Spokane campus grows and expands its programming, additional librarian and staff FTEs will be required, but for this program it is not required.
## Table 1.  
**FR. – SOPH. YEAR COMPUTER ENGINEERING**

<table>
<thead>
<tr>
<th></th>
<th>WSU</th>
<th>UI</th>
<th>GU</th>
<th>EWU</th>
<th>SFCC</th>
<th>NIC</th>
<th>WHITWORTH</th>
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<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
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<td>Calculus I</td>
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<td>Math 170</td>
<td>Math 157</td>
<td>Math 161</td>
<td>Math 124, 125</td>
<td>Math 170</td>
<td>EL 110</td>
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<td>C.S. I</td>
<td>CptS 150</td>
<td>CS 112, 113</td>
<td>CPSC 121</td>
<td>CSCI 225, 226, 226, 325</td>
<td>CS 201, 203, 253</td>
<td>MA 110</td>
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<td>Phys 211</td>
<td>Phys 103, 103L</td>
<td>Phys 151, 152</td>
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<td>Phys 211, 211L</td>
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<td>Math 216</td>
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<td>MA 316</td>
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<td>Discrete</td>
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<td><strong>THIRD SEMESTER</strong></td>
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<td>Calc III,</td>
<td>EE 214</td>
<td>Co E</td>
<td>CPEN 130, 130L</td>
<td>ENGR 160</td>
<td>ENGR 190</td>
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<td>Linear Alg.</td>
<td>CptS 350</td>
<td>243, 244</td>
<td>CPEN 301</td>
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<td>Phil 101</td>
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<td>Design H/S</td>
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<td><strong>FOURTH SEMESTER</strong></td>
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<td>Circuits I</td>
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<td>EENG 201</td>
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<td>Econ</td>
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<td>Co E 241</td>
<td>Phil 201</td>
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<td></td>
<td>HS</td>
<td>HS</td>
<td>ENSC 300</td>
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*Notes: H/SS = Humanities and Social Sciences, ENGR = Engineering, ENSC = Science*
### Table 2.
**JR. – SR. YEAR COMPUTER ENGINEERING**

<table>
<thead>
<tr>
<th></th>
<th>WSU</th>
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<th>SFCC</th>
<th>WHITWORTH</th>
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<td><strong>FIFTH SEMESTER</strong></td>
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<td>Circuits II</td>
<td>EE 321</td>
<td>EE 212, 213</td>
<td>EE 316, 317</td>
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<td>CS 475</td>
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<td>Electronics</td>
<td>EE 311</td>
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<td>EENG 303, 363L</td>
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<td>Digital Sys.</td>
<td>EE 324</td>
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<td>CPEN 240?</td>
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<td>Operating Sys.</td>
<td>CptS 360</td>
<td></td>
<td></td>
<td>T. E. Speech</td>
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<td>ENGL 402</td>
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<tr>
<td><strong>SIXTH SEMESTER</strong></td>
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<td>Signals &amp; Sys.</td>
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<td>CPEN 331?</td>
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<td>BIO. SCL</td>
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<td>Phil. Elect.</td>
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<td><strong>SEVENTH SEMESTER</strong></td>
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<td>Co: 480</td>
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<td>EENG 491</td>
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<td>Embedded</td>
<td>CptS 465</td>
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<td>CPEN 342</td>
<td>PHIL 212</td>
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<td>C.E. Elect.</td>
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<td>EENG 304, 364 L</td>
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<td>Int. Studies</td>
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<td>T. E. ENGL. LIT.</td>
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<td><strong>EIGHTH SEMESTER</strong></td>
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<td>Co: 481</td>
<td></td>
<td>EENG 492</td>
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<td></td>
<td>CptS 401</td>
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|                |                |                |                |                  |                  |             |

|                |                |                |                |                  |                  |             |

|                |                |                |                |                  |                  |             |

| HS = Humanities/Social Science Elective |
| F.E. = Free Elective |
| C.E. = Computer Engineering Elective |

Note: Additional Computer Science electives are available at EWU or Whitworth.

### Table 3
**ESTIMATED ENROLLMENTS**

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<tr>
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<th>Year 1</th>
<th>Year 5</th>
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<tr>
<td>Head count</td>
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<td>60</td>
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<tr>
<td>FTE</td>
<td>12</td>
<td>30</td>
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### Table 4.
#### Summary of Program Costs -- Year 1 and Year N -- WSU Spokane only

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Internal Reallocation</th>
<th>New State Funds</th>
<th>Other Sources(a)</th>
<th>Year N(b) Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative salaries (FTE)</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits @ %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty salaries (FTE)</td>
<td>*</td>
<td>116,250</td>
<td></td>
<td>116,250 (1.5)</td>
</tr>
<tr>
<td>1.5 Benefits @ %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA/RA salaries (FTE)</td>
<td></td>
<td>11,178</td>
<td></td>
<td>11,178 (0.5)</td>
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<tr>
<td>0.5 Benefits @ %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical salaries (FTE)</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits @ %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other salaries(c) (FTE)</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits @ %</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Contract services</td>
<td></td>
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<tr>
<td>Goods &amp; services</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
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<tr>
<td>Travel</td>
<td>1,000</td>
<td>1,000</td>
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<tr>
<td>Equipment (d)</td>
<td>9,827</td>
<td>9,827</td>
<td>4,000</td>
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<tr>
<td>Other(c) (please itemize)</td>
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<td></td>
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<tr>
<td>Indirect (if applicable to program) 32%</td>
<td>66,473</td>
<td>66,473</td>
<td>63,731</td>
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<tr>
<td>TOTAL COST OF PROGRAM</td>
<td>207,728</td>
<td>207,728</td>
<td>199,159</td>
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<tr>
<td>FTE students</td>
<td>4**</td>
<td>51,932</td>
<td>19,916</td>
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</table>

NOTES: (a) Please indicate the source of funds. (b) Indicate academic year when the program is expected to reach full enrollment. (c) Describe position or duties. (d) Detail type and number of equipment needed. (e) Please describe what is included in this category.

(a) New state funds & student operating fees (includes $170,000 in temporary state funds).
(b) N = 5
(d) Additional laboratory computer stations, miscellaneous lab equipment

*Included in Indirect Costs; general administration (0.1 FTE), clerical support (0.2 FTE), technical laboratory support (0.25 FTE) and staff to assist with recruiting and preparation of recruiting materials during the start-up phase.

**One-third of the total projected student numbers are assigned to WSU-Spokane.

Motion carried.

5. Recommendation from Academic Affairs Committee for the BS in Agriculture statewide. **Exhibit I** from 4/15/99 agenda is as follows:
MEMORANDUM

TO: Thomas Brigham, Executive Secretary  
Faculty Senate  
FROM: Becky Bitter, Academic Governance Coordinator  
FOR: Academic Affairs Committee  
DATE: 8 April 1999  
SUBJECT: Proposal to Offer the Bachelor of Science in Agriculture through the Extended Degree Program

At its meeting on 7 April 1999, the Academic Affairs Committee approved the proposal to offer the Bachelor of Science in Agriculture through the Extended Degree Program, to be effective fall 1999.

Members of the AAC approved the proposal following discussion with Vicki McCracken, College of Agriculture and Home Economics Interim Associate Dean and Director, and Mike Swan, Biological Systems Engineering Assistant Professor, to be present, and after receiving approval from the Budget Committee, the Catalog Subcommittee, and the Extended University Affairs Committee.

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

February 16, 1999

MEMORANDUM

TO: WSU Faculty Senate  
FROM: Vicki A. McCracken – mccracke@wsu.edu/335-4562  
Interim Associate Dean and Director of Academic Programs  
Michael K. Swan – mswan@wsu.edu/335-2899  
Director TADDA – WSU  
SUBJECT: Distance Delivery Programs  
BS in Agriculture and MS in Agriculture

Attached you will find copies of two program proposals, Bachelor of Science in Agriculture degree and Master of Science in Agriculture Degree. The BS in Agriculture is an existing degree which is being proposed to extend into the state via the Tri-State Agriculture Distance Delivery Alliance (TADDA). The MS in Agriculture is a new degree program being offered only to WSU enrolled students and being offered in part through TADDA.

We are requesting that the proposed programs be evaluated in terms of their academic content. The signatures on the proposals were obtained with the understanding that some major issues are being or need to be addressed by WSU administration. These issues include:

1. Budgets needs and a method of funding distance delivered courses – A method of funding faculty and courses being taught at a distance needs to be established so that it is equitable to departments, faculty, and students.
2. Academic integrity of distance delivered courses – A procedure needs to be established and adopted to facilitate proper quality and rigor of courses, in a manner similar to that for on-campus courses.

3. Governance of distance delivered course - A program, department, and/or faculty committee should be established to provide direction and oversight for these programs.

These issues need to be addressed in a timely manner as we are currently in jeopardy of losing WSU students to other programs in the west. For example, Utah State University is actively promoting their distance delivery program and partnership opportunities to regional community colleges.

If you have questions or concerns about these proposals, please feel free to contact either of us for further explanations.

cc: J. Zuiches
    M. Oaks

HEC BOARD PROGRAM PLAN
COLLEGE OF AGRICULTURE AND HOME ECONOMICS

Degree Title: Bachelor of Science in Agriculture
(extend existing WSU Pullman degree to additional locations)

I. Program Need

A. Relationship to Institutional Role and Mission

Washington State University serves as a knowledge base and resource for the citizens of the state and region. The College of Agriculture and Home Economics serves its clientele in a like manner. The mission of the Agriculture Program is to be a knowledge resource in technology, education, and engineering for agriculture and other biological systems, with goals of:

- Quality teaching to impart knowledge to new professionals & practitioners
- Quality research to enhance the knowledge resource
- Quality extension to disseminate knowledge to clientele

The BS in Agriculture degree is designed for students who wish to prepare for careers requiring broad training in agriculture. A maximum number of electives are permitted to enable the student to emphasize one or two fields, or otherwise tailor the curriculum to fit particular needs. A total of 46 agriculture semester credits are required. Fifteen credits must be from one department and 9 credits from another department. Within that mission, the undergraduate program in agriculture is to prepare students in:

- Agricultural Sciences / General Agriculture
- Agricultural Industry Professionals and Practitioners
- Others as needed
B. Documentation of Need for Program

The College of Agriculture and Home Economics at WSU is collaborating with its counterparts at the University of Idaho and Oregon State University / Eastern Oregon University to deliver upper division courses that time-, place- and work-bound learners in agricultural careers for Washington, Oregon, and Idaho can use to earn a BS in Agriculture degree. To date, approximately $740,000 in grant support has been obtained to support the development of courses for the Tri-State Agriculture Distance Degree Alliance, TADDA. TADDA is a unique and non-duplicated program for students who have completed or nearly completed a transferable associate's degree.

This multi-institutional, interdisciplinary approach to developing and delivering the Bachelors of Science in Agriculture degree will enable costs to be shared among the participating institutions. The degree program will provide opportunities to prospective learners with an associate's degree who are currently unable to access a four-year degree program. Additionally, a broad-based flexible curriculum in agriculture will offer a variety of courses that will enhance life long learning opportunities for individuals engaged in agriculture and other natural resource based professions throughout the Pacific Northwest and United States.

An informal survey of Pacific Northwest agribusiness indicate that they have employees who would benefit from and be interested in a Bachelor of Science in Agriculture. These companies are willing to provide facilities and release time to enable their employees to take courses and/or pursue this degree. There are many people throughout the 251,304 square mile area who have Associates degrees but are not able to continue their education because of being place-, time-, and/or work-bound. Other place-, time-, and/or work-bound learners will benefit by access to the courses the degree program would provide. Refer to Appendix 5 for more complete documentation in support of the proposed degree program.

Post-secondary education, particularly the BA/BS degree, is a major contributor to economic growth and development in the State of Washington. It reduces poverty. It improves the economic well being of women. It reduces unemployment. It represents a major contribution to economic growth. Investment in this form of human capital is likely as effective a tool to foster economic growth and development as is the investment in physical plant and technology (Clark, Feng & Stromsdorfer 1998).

The following is from President Sam Smith's 1998 State of the University Address in which he outlines WSU's vision and direction into the next century. The third benchmark, cited by Dr. Smith, "the top land-grant universities includes the breadth and quality of the programs extended to the citizens of the state and even beyond state borders."

In fact, describing WSU as a multicampus university is no longer sufficient to explain who we are or where we are going in extended educational distance delivery. As many of you know, WSU today is using a spectrum of educational delivery from our main campus to our branch campuses to our Extended Degree Programs for students wishing to study in their own communities.
It is recognized that for some, this does not feel like the old traditional university, what we have are thoughts and visions of a university in the past. Quite frankly this old vision isn't the design needed for today and tomorrow's universities. It is believed the model for the successful land-grant teaching and research university of the 21st century is evolving right here at WSU.

WSU is the state's land-grant university... known as Washington State's University... the university with the classroom as wide as Washington. We could answer that our new directions are simply the natural next step for our University as we further develop our role in extended distance education, one of the three elements in our integrated mission. But that's not the full story (Smith, 1998).

The real story is one of meeting real needs of real people around our state. There is no question in the minds of the legislators and business and civic leaders -- and no question in the minds of the major portion of our state's population -- that the better educated our state's citizens are, the brighter is the state of Washington's future. This is confirmed by a statewide survey WSU commissioned which was completed in September 1998. 82 percent of respondents said a good higher education system is "very important" to a healthy economy in Washington. In our state, there are people wanting and needing continued learning, and we are working in creative ways to meet that need (Smith, 1998).

There is another factor. The "environment" for WSU - and all-traditional universities and colleges -- has changed due to the appearance of major new competitors and the disappearance of the old geographic service boundaries.

We are facing a very new world. More than 50 universities or corporations not located in Washington are presently offering courses, certificates or degrees in our state. One example of these new competitors is the University of Phoenix, America's largest private accredited university for working adults. Another is Virginia's Old Dominion University. Both are offering degree programs in our state. Old Dominion is partnering with Olympic College and offering classes and accredited degree programs via distance education on the college's campus in Bremerton. There's more. Old Dominion is offering these classes at Virginia in-state tuition rates that are lower than what our in-state students pay for tuition at here WSU. Our Higher Education Coordinating Board has very little authority to regulate this new reality.

In addition, the old geographic barriers that in the past protected each public university have disappeared. The HEC Board used to prohibit one university from offering accredited classes within 35 miles of any other institution's campus. That prohibition is gone. We are now all free to serve more students in new areas. At the same time, we face new competitive challenges. Students who might be considering one of our campuses or our Extended Degree Programs now have several additional options to choose from (Smith, 1998).

This is, of course, not a surprise to us here at WSU. In the mid-1980s, we saw these trends coming to reshape the competitive landscape in higher education. We took advantage of this opportunity to move into a leadership position in extended learning through our campuses, information technology and our Extended Degree Programs.
Today, we teach students throughout Washington - and this semester we also have Extended Degree Programs students in 35 states and five foreign countries. Including students from the past several years, we have had EDP students from each of the 50 states. Our University today is one of those many institutions offering degrees across state and national boundaries.

We recognize that these changes can be unsettling. But change is occurring and it is better for us to be its architect than its victim. The new competitive environment is demanding for all of us, requiring our best thinking and planning and management for us to be successful.

Andrew S. Gibbons in his keynote address to the CAHE all-faculty conference (1998) likened today's system of higher education to the automobile industry, which failed to respond fast enough or well enough to the emergence of the Japanese automobile industry, which revolutionized the way cars were built and what kind of vehicles were built. Gibbons warned that competition in higher education is increasing, including competition from private industry where companies are forming their own universities in cyber space. He said early creations are coming in business and computer programming, but predicted that the trend will spread to agriculture and other fields. Private industry is developing highly competitive alternative products. Increasingly, students have alternatives to traditional universities. Gibbons challenged WSU-CAHE faculty to lead, follow or get out of the way. Universities that fail to meet the challenge will see their state budgets shrink, he said. Gibbons counseled faculty to emphasize instruction, not technology. "Our job is to build the cars and trucks that travel on the new educational highway."

The Washington Higher Education Coordinating Board is updating its higher education master plan and looking for ways to enhance education distance delivery for the future of the state of Washington. What we doing and proposing here at Washington State University is evolving as an institution - building upon our firm historical base and values while at the same time reshaping our university to be a major force in the new century. By expanding our vision we will take charge of our own destiny.

To phrase it very directly, if we had been content to be a single campus in the southeastern edge of Washington, with extension limited to agriculture and home economics, we risked becoming an increasingly minor player in our state's system of higher education. New universities would have been established to meet the needs of the state's citizens. Instead, we are achieving our rightful role as one of our state's two major research universities (Smith, 1998).

C. Relationship to Other Institutions

This degree will be offered in cooperation with community or technical colleges in the state and region in a 2+2 (two-years at community or technical college and two-years at four-year university) type of format using various forms of distance education to provide upper division courses from the baccalaureate institutions. Walla Walla Community College, Treasure Valley Community College (Ontario, OR), and Blue Mountain Community College (Pendleton, OR) are some who are working actively with WSU, the UI, and OSU/EOU in developing this degree program. Several other Washington Community Colleges have indicated an interest in the program. High school teachers of
agriculture have also expressed a strong interest in taking upper division agriculture courses for continuing education purposes. This would be to expand and extend their knowledge of agriculture as well as meet requirements for certification and licensure renewal. In addition, a recent study by Salant, Dillman, Christenson, and Warner (What the Public Wants from Higher Education: Workforce Implications from a 1995 National Survey. Social & Economic Sciences Research Center. Technical Report #95-52. November 1995) provides strong support for the development of this degree. Data collected in an open forum of prospective students at the previously mentioned community colleges indicated a strong interest in the proposed program. A needs assessment done by the University of Washington (Connections, Louis Fox) also suggests strongly the need to serve students in community colleges that are place-time- and/or work-bound.

1. Duplication

Washington State University is the only institution in the state that offers baccalaureate and advanced degrees in agriculture. Washington State University has the mandate to serve clientele with these backgrounds. Thus, this undergraduate program will not duplicate offerings of other institutions.

2. Uniqueness

The unique qualities of this program are the technological content and delivery and the Tri-State Agriculture Distance Delivery Alliance (TADDA) contributions. It will be delivered through the use of distance education technologies where students are not required to relocate or stop employment while completing the degree program requirements. This will expose program graduates uniquely to the technologies of the future as well as to multiple teaching faculties. There are no other opportunities for students to access such an agricultural undergraduate program in the Pacific Northwest or United States.

3. Articulation

There are close and long-term relationships between Washington State University, Oregon State University and the University of Idaho concerning programs in agriculture. Research and development activities, which further professionalism within the state, are often coordinated and directed by WSU faculty. In addition, departmental programs have close ties with other state agencies and industry sponsored programs/projects. Based on the above statements of need by a number of different sources, this degree would play a significant role in the future of WSU and communities with agricultural and/or other natural resource based economies.

II. Program Description

A. Goals, Objectives, Student Learning Outcomes

The overall goal of this program is to prepare students for professional and practitioner opportunities in agriculture, so that they may provide leadership and dissemination of knowledge in this ever more intricate and complex field. The objectives are that each student will be able to:
Integrate research and scholarship into the workplace
Demonstrate technical skills and competence in the agricultural industry
Synthesize the latest models for the transfer of knowledge
Integrate technology, agriculture, and science
Demonstrate communication skills
Apply leadership knowledge and skills to professional and citizen roles

Students will be able to integrate these capabilities into their professional and practitioner positions in agricultural and allied industries.

B. Curriculum

The College of Agriculture and Home Economics and the Biological Systems Engineering Department participate in programs leading to the undergraduate Bachelor of Science in Agriculture degree.

The department provides learning experiences in its courses, which are relevant to the needs, interest and varied backgrounds of the potential students. With this approach students are able to develop interactions which are meaningful to them and the people of the state and region.

Students are expected to act independently; take initiative; be creative; and become aware, through their own investigation, of all that is required to successfully complete the undergraduate program of study. All graduates of this program must be proficient in 1) technical writing and oral presentations, 2) writing of proposals/curriculum, and 3) agricultural skill development. They must also be familiar with 4) state of the art knowledge and practices in agriculture and in allied fields.

1. Course of study

See appendices for proposed plan of study and course identification.

2. Course Sharing / Instructional methods

Course sharing through grants already received has resulted in each of the universities, Washington State University, Oregon State University, and University of Idaho, developing in cooperation with each other courses to meet the BS in Agriculture degree requirements. Specific institutional course development assignments/opportunities were determined based on need for the TADDA program, comparative advantage by the institution, and the need for each institution and its faculty to participate. Courses are in the process of being evaluated by specific departments and then will be cross-listed on each of the respective campuses. This will result in the best faculty teaching the course(s) in which they are considered the expert. The three state curriculum committee and the administration committee has taken great care in selecting courses to be offered and has reduced the duplication of courses being offered to a very bare minimum. Specific details of coordination, academic affairs, and student affairs are outlined in the TADDA agreement already signed at WSU (Appendix 1).
Instructional techniques will include distance delivery and/or traditional delivery presentations using a variety of delivery models/strategies to enhance student learning. These may include two-way audio-video interactive classrooms; video conferencing, World Wide Web (WWW or WEB) and Internet based instruction, pre-produced video, computer-aided instruction, computer-generated visual aids and state-of-the-art instructional technologies. The use of advanced telecommunications techniques will be of vital importance in this degree program. Both individual and group instruction techniques will be utilized. Writing and oral presentation will be integrated into the courses. Hands-on use of technologies, including selection, setup, and evaluation of best choices will be a strong component of the technology instruction. Instruction will be focused on producing students who reflect well on the department, college and university by being effective and committed professionals and practitioners.

3. Program location

This BS in Agriculture degree program is Pullman-based and will be transmitted cooperatively, using a variety of instructional technologies through the TADDA program, within the state and region at various off-campus sites. It is highly possible that some technical agriculture courses will be offered at one of Washington State University's branch campuses, research and extension centers such as Prosser or Puyallup, and/or various community colleges. These courses will be utilized as major and/or supporting course work and as a convenience for students and faculty involved.

4. Library Support (see Appendix 4)

Library and research support. Students enrolled in distance delivered courses through WSU's Extended Degree Program have computer access to a wealth of library and other information. These include Griffin, the online catalog for WSU and the region that lists books, journals, and government documents owned by the university.

Students can also search online catalogs for University of Washington, Western University, Central Washington, and Evergreen State College and the Washington State Library through the Washington State Cooperative Library Project. Other academic and public libraries are being linked on a regular basis.

Students have computer access to a number of periodical and journal indexes, some of which include full text of articles. For example, Periodical Abstracts provides abstracts and index coverage of more than 1600 general interest periodicals and social science and humanities journals. Full text articles are available for over 600 of the periodicals and journals. Students can print, download, and e-mail the citations and full text articles.

All students also have access to an extended degree library technician 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 or requested sources; free copying of any materials that do not circulate; free first class mailing of books and copied materials.
C. Use of Technology

Extended Degree Program

WSU is a national leader in the delivery of distance education. The Extended Degree Program, which now offers bachelor's degrees in the fields of social science and business, was established in 1992. This is the first program in the state delivered entirely by distance education technologies. Enrollment in EDP reached 668 in the fall semester of 1997.

Students in the EDP program reside in nearly every county in the state and are also enrolled from throughout the country. The average age of these students is 37; nearly three-quarters are women; and, half receive financial aid. Through this statewide program, WSU provides important workforce training and development.

The program has two major benefits for Washington citizens. First, when proposed courses are fully available, place-bound students will be able to complete a bachelor's degree without having to attend campus classes. Second, it allows individuals who are job-bound, or who cannot afford to give up a full-time job, to acquire a degree.

Washington State University is a national leader in the use of technology to enhance teaching and learning. As a land grant institution, increasing access to the benefit of higher education throughout the state has long been one of the university's primary objectives. Cooperative Extension Service and WSU's Independent Study Program were early means of delivery to time- and place-bound citizens. In 1985 the university developed the Washington Higher Education Telecommunications System (WHETS), which provides a live, two-way video and audio link among the WSU branch campuses and learning centers.

Working in cooperation with Extended University Services (EUS) all current distance education technologies will be incorporated into this undergraduate degree program, as appropriate. EUS units working with the College of Agriculture and Home Economics will provide distance education courses, conferencing services, and telecommunications services to the potential students in the state and region.

A variety of delivery media including videotapes, WWW sites, WWW/Web Chat zones, video conferencing, WHETS-type interactive systems, and on-site instruction (for laboratories) will be used. The specific media used will depend on the needs and objectives of the course as well as the technology available at the receiving site(s).

D. Faculty

1. Faculty Profile - See Table 1

The Bachelor of Science in Agriculture will draw from existing faculty positions at WSU-Pullman and at WSU Learning Centers. The BS in Agriculture courses will be available starting Fall, 1999 through the TADDA program. An expanded offering of courses will become available after cooperative listing of courses and courses are developed in the distance delivered format by existing faculty. The faculty available for
student instruction will consist of permanent faculty. Program coordination will be assumed by Michael K. Swan, Project Director. Table 1 contains the names, qualification, and profiles of some of the faculty preparing courses for distance delivery through TADDA. New faculty will need to be added to the program as student numbers increase and demand for courses increase.

E. Students

1. Projected Enrollments for five years - See Table 2

Initial projections are for approximately 12 FTE students in the first year. It is expected that the number of students will increase in Year 5 to 34 Plus FTE students. See Table 2 for projected program FTE.

2. Expected time for program completion

Through WSU's extended degree format, and other TADDA partners, a menu of 12 - 20 courses required for the degree will be available each academic year and in most cases each semester/quarter. Thus the only constraint on time-to-degree is the number of courses a student takes each semester. The typical place-, time- and/or work-bound student in the existing social sciences based programs have taken two courses each semester; we would expect students in the extended Bachelor of Science in Agriculture degree program to complete one or two courses per semester. It is possible to complete the program in 3-6 years (about 6 - 12 semesters), depending upon the student’s course load.

3. Diversity:

Extended University Services (EUS) has established an administrative structure which is in full congruence with WSU's overarching goal of fostering the diversification of staff, faculty, students, and programs. One of EUS's major initiatives, the Extended Degree Program, was founded to serve marginalized, disenfranchised individuals in Washington. The very foundation of the program is to reach out to place-, time-, and/or work-bound individuals who seek to complete a bachelor's degree, but are unable to leave their communities to do so. As a result, the administrative culture of EUS is extremely sensitive to the needs of under-represented groups, including women, minorities, and the disabled.

Consistent with WSU’s overall intention of increasing the diversity of students served by the institution, the Extended Degree Program (EDP) is committed to developing and implementing a set of recruitment strategies aimed at increasing the number of students from under-represented groups served. Recognizing the need to become more fully integrated into the institutional effort to recruit, retain, and graduate more multicultural students, EDP joined the Council of Multicultural Recruitment in the fall of 1996, with a view toward identifying a clear EDP approach to multicultural student recruiting. Over the first five years of the program, over 75% of all EDP students have been women, and the program will continue its efforts to serve place-, time-, and work-bound adults.
F. Administration / Admission

1. Administrative staff / Support staff

The Bachelor of Science in Agriculture (EDP) degree program will be administered through the Biological Systems Engineering Department and supervised by Michael K. Swan, a faculty member with expertise in distance delivery program, agriculture, agricultural education and agricultural technology and management. The department chair is Ralph P. Cavalieri. Clerical support (.20 FTE) and an advising support (.15 FTE) are requested in Year 2. The office of Extended Degree Programs in Pullman will provide support for all courses. This included assistance with course production, delivery, and support for course monitoring (i.e., receipt of assignments, assistance with voice mail system). The academic advisors are already current faculty at WSU-Pullman. Student advising will be provided by permanent faculty involved in program instruction, WSU-EDP staff, and 1 clerical/advising support staff (requested in Year 2).

2. Admission requirements

To be admitted to regular undergraduate student status, students must meet all requirements of the university.

Students of various backgrounds will seek admission to the program. It is expected students will vary in levels of academic and professional experiences. Applications for admission and supporting materials will assist in making the determination of the suitability of each student for admission.

3. Computers

Computer equipment available to the college is currently adequate for this program. Student laboratory facilities at external sites will need to be examined on a case-by-case course-by-course basis.

III. Program Assessment

A. Assessment plan

Baseline student data

Information gathered from admissions applications will assist faculty in developing recommendations for preparatory (remedial) study course(s) requisite for successful study and undergraduate program completion. Each student will receive individualized undergraduate faculty recommendations consistent with the student's academic and/or professional goal addressed within the agriculture degree program.

Academic success in initial courses will be closely monitored and documented on academic advising sheets which will be placed in individual student files within the major department office and maintained by the advisor throughout the degree program. Academic faculty will evaluate progress and recommend appropriate action. This might include elimination from the program, retention and request evaluation following further study or academic remediation, or a pass. Other recommendations might include program modification or change of course recommendations.
Intermediate assessments

Performance in required core courses, as well as seminars, will be evaluated on an annual basis by faculty. Successful course performance and demonstration of competence in program seminars will be indicated on academic advising sheets and will indicate readiness to continue in degree requirements.

Program completion assessments

At the completion of the degree program, a formal transcript evaluation will be completed for each student. This evaluation will be to determine if the student has completed all degree requirements. If the student has completed all requirements for the degree, their name is then forwarded for final approval.

End of program assessments

An exit survey and/or personal interview, one-year, and five-year program reviews will be organized and conducted by the faculty and appropriate department as part of the regular college and university review process. The reviews will utilize information generated from items identified above. The process will assist faculty and administrators in making changes and modifications, which would improve the progress toward achievement of the program goals and objectives.

Alumni and employer satisfaction

Periodic formal evaluation (every two years) of the program will be conducted with alumni and employers of program graduates. These will be used to determine program strengths and weaknesses and will be utilized by the academic faculty to direct program modifications or to recommend major program revisions. Formal and informal feedback will be sought from each graduate by personal interviews and discussion each year.

B. Student Learning Outcomes Assessment Plan - Standards

Graduates of this program will be able to employ basic skills and/or tools for the analysis and evaluation of policies and individual performance in the agricultural industry. These will be assessed by using specific assessment instruments in advanced courses and by surveys of alumni conducted five years after graduation.

Graduates of this program will be able to analyze and write with clarity about fundamental questions of agricultural management. This will be assessed by examination and written analysis in [M] designated courses as well as exit surveys.

Graduates will acquire a working knowledge of the principles of agricultural policy and law. These will be assessed by course structure and surveys of alumni conducted five years after graduation.

Graduates will acquire and be able to employ and effectively use a variety of basic computer software and analysis programs. These will be assessed by assignments specifically designed to assist in the acquisition of this knowledge throughout the degree program.
Graduates will acquire skills in researching literature in the agricultural field sufficient to enhance their professional use of that literature. These will be assessed through repeated assignments in multiple courses, exit surveys, and survey of alumni five years after graduation.

Graduates will acquire a basic and fundamental understanding of all core issues and process in agriculture sufficient to enhance employment performance and make them competitive for promotion. Assessed by survey of graduates and employers over time.

Graduates will acquire the skills for life-long learning. These will be assessed by surveys of graduating seniors. We will then re-assess their over-all satisfaction with that level of preparation by surveying all graduates every two years.

IV. Finances

A. Summary Program Costs

See Table 4

Relative to other programs within the WSU system, the cost per FTE associated with this program is relatively low and the same as other EDP programs. Staffing for the Bachelor of Science in Agriculture through EDP is included in the summary of program costs for years one and year 5 in Table 4.

B. Future Costs

Projects will not differ significantly from year one information in the tables.

TRI-STATE AGRICULTURAL DISTANCE DELIVERY ALLIANCE
OF
BLUE MOUNTAIN COMMUNITY COLLEGE (BMCC)
EASTERN OREGON UNIVERSITY (EOU)
OREGON STATE UNIVERSITY (OSU)
TREASURE VALLEY COMMUNITY COLLEGE (TVCC)
UNIVERSITY OF IDAHO (UI)
WALLA WALLA COMMUNITY COLLEGE (WWCC)
and
WASHINGTON STATE UNIVERSITY (WSU)

I. PARTIES AND TERMS

The parties to this Agreement are the above-named institutions of higher education (Institutions). The Institutions together are herein referred to as the Alliance. The Alliance Coordinators are appointed as provided herein and together act as the Alliance’s Joint Board that administers this Agreement. UI, WSU, and OSU/EOU are herein referred to as the degree granting institutions (DGIs). Alliance courses are those approved to be offered by the Alliance’s Joint Board and by the DGIs. BMCC, TVCC, and WWCC are herein referred to as the Community Colleges (CCs). The Host
Institution is a post-secondary institution where Alliance students may take classes. The Host Institution has Learning Center facilities. The Offering Institution is the institution offering the course. The student’s Home Institution is the institution that provides a student with his/her Bachelor of Science Degree in General Agriculture (Degree).

II. PURPOSE

The purpose of this Agreement is to set forth the terms and conditions of the Alliance. Initially, the Alliance will extend courses to the CCs that enables students at the Host institution who have completed or nearly completed an Associates Degree to earn a Degree from their Home Institution. The Alliance will explore the possibility of extending the Degree delivery at the CCs and the possibility of making common, inter-institutional Degrees available at the CCs and other sites.

Students will enroll and receive their Degree at their Home Institution. They can take courses from any of the institutions in the Alliance. These courses will be delivered through distance learning formats and other means.

III. GENERAL PROVISIONS

A. The provost or chief academic officer at each Alliance Institution shall appoint an Alliance Coordinator. These Alliance Coordinators shall act as a Joint Board responsible for administering the business of the Alliance.

B. The Joint Board will establish a program (which may include a WEB site) to coordinate student information systems to include financial aid, admissions, business, and registrar activities.

C. Each DGI shall have its own Degree program. To the greatest extent possible, DGIs will standardize the Degree.

D. Each DGI shall collect tuition and fees from its own students.

E. DGIs shall be responsible for working out monetary arrangements with Host and offering Institutions.

F. Subject to respective institutional approval, the Joint Board shall determine curriculum and course changes.

IV. ALLIANCE COORDINATORS AS JOINT BOARD

Alliance Coordinators are denominated as set forth in Exhibit A that is attached. Any institution that changes its Alliance Coordinator is responsible for notifying the other members. The Alliance Coordinators shall meet as needed as a Joint Board to administer the business of this Alliance.

Any notice provided under this Agreement shall be provided to the Alliance Coordinators. Alliance Coordinators are responsible for obtaining approval of their actions from their respective Provosts or Chief Academic Officers.
V. ACADEMIC AFFAIRS

A. It is the responsibility of each Home Institution to ensure accreditation for the extension of the Degree program with the applicable accrediting body.

B. Students enrolled in the Alliance are subject to their Home Institution’s admission, academic, and Degree requirements.

C. Alliance students are subject to the academic integrity standards and procedures of the respective Offering Institutions.

D. The Home Institution must provide academic advising.

E. When offered at a Host Institution, the Host Institution must provide a Learning Center environment and the same access to computing, library, and other services it provides to its other students.

F. The Alliance Institution offering any course shall also provide library materials for the course if the Host Institution does not have that material.

G. Each Home Institution shall provide enrolled students with Alliance information.

H. The Home Institution shall determine eligibility and award the Degree.

VI. STUDENT AFFAIRS AND SERVICES

A. Alliance students must ensure their own completion of admission and registration for Alliance courses.

B. Alliance students have access to all programs and facilities of their Home Institution and those available at their Host Institution including, but not limited to, services such as dorm assignments, scholarships, and related employment as permitted by law.

C. Alliance students are eligible to apply for financial aid at their Home Institutions as permitted by law. The Home Institution will disburse financial aid, maintain student aid records, and complete program reporting.

D. Alliance students are subject to student conduct and disciplinary procedures of the Host, Home and/or Offering Institution as determined by the Joint Board.

E. Students will receive disability services from their Host Institution.

F. The Home Institution and the Host Institution will invite Alliance students to attend their regular commencement/graduation programs.
VII. ADMINISTRATION AND FINANCE

A. The Joint Board will make course scheduling, registration, and academic record keeping as consistent as possible. In the event of unresolved differences, the laws, policies, rules, and regulations of the student’s Home Institution shall apply.

B. The Home Institution shall set up necessary procedures to secure official grade and course completion data from the Offering Institution. Any such procedure shall be communicated to the Offering Institution. The Joint Board shall try to make the process as uniform as possible.

C. Students will pay the tuition and fees of and to their Home Institutions for Alliance courses. For all other courses, student will pay the tuition and fees of the Offering Institutions. The Alliance’s Joint Board shall agree to and approve financial arrangements for the distribution of tuition and fees.

D. To the extent permitted by law, Institutions shall pursue comparable tuition and fees.

VIII. MODIFICATION

This Agreement is intended to govern the relationship of the parties hereto. However, this Agreement may not describe every conceivable evolving issue that may arise during the term of this Agreement. The Joint Board shall meet in a timely manner to identify and resolve any unknown or unforeseen issues that arise and to develop and agree upon amendments to this Agreement. Such amendments shall be by mutual agreement approved in writing by all members of the Joint Board and attached to this Agreement. The Joint Board shall add institutions to the Alliance in this manner.

IX. DURATION

This Agreement will become effective upon the written approval of all Joint Board members. It shall remain in effect for three years from the date of ratification by all Joint Board members signing below. This Agreement can be renewed or renegotiated by the Joint Board members at the end of its effective dates. Such renewal or renegotiation must be in writing and signed by all included Joint Board members.

X. TERMINATION

Any Institution in the Alliance can terminate its involvement in this Agreement at the end of any academic year only with at least six (6) months’ written notice to all other Joint Board members.

XI. CONFLICT RESOLUTION

The Joint Board shall resolve all conflicts related to this Agreement, including, but not limited to, articulation, content, chronology of content, or course scheduling. In all instances, the each member of the Joint Board shall coordinate his or her decision-making with his or her own institution’s Provost or Chief Academic Officer.
XII. CONFLICT OF LAWS

Each member of this Agreement respects and understands that no part of this Agreement shall be in conflict with any member institution’s applicable laws or requirements. If this occurs, the Agreement is hereby immediately changed to conform to relevant requirements.

XIII ENDORSEMENTS

For UI

________________________
Brian L. Pitcher, Provost
________________________
David R. Lineback, Dean
College of Agriculture

For EOU

________________________
W. Bruce Shepard, Provost

For BMCC

________________________
Nicki Harrington, President

For OSU

________________________
Roy G. Arnold, Provost

For TVCC

________________________
Berton Glandon, President

For WSU

________________________
Thayne R. Dudson, Dean
College of Agricultural Sciences

For WWCC

________________________
Ernest J. Renfro, Assistant Vice President
Business Affairs and Controller

________________________
Steven L. VanAustral, President

________________________
James J. Zuiches, Dean
College of Agriculture and Home Economics

EXHIBIT A – ALLIANCE COORDINATORS

The Provost or Chief Academic Officer of each member of the Alliance shall appoint an Alliance Coordinator to be a member of the Alliance’s Joint Board. Those appointed are the following parties:
For BMCC
Name _____________________  John E. Hammel, Interim Associate Dean
Address ______________________  College of Agriculture
________________________________ Moscow, ID 83844-2336
Phone Number_________________  (208) 885-6446
For EOU
Dixie L. Lund, Dean
Division of Extended Programs
1410 “L” Avenue
LaGrande, OR 97850-2899
(541) 962-3381
For OSU
Michael J. Burke, Associate Dean
College of Agricultural Sciences
Corvallis, OR 97331-2202
(541) 737-5657

For UI
For WWCC
Dixie L. Lund, Dean
Division of Extended Programs
1410 “L” Avenue
LaGrande, OR 97850-2899
(541) 962-3381
Joe Small, Assistant Director
Vocational-Technical & Continuing Education
500 Tausick Way
Walla Walla, WA 99362
(509) 527-4253

For OSU
For WSU
Michael J. Burke, Associate Dean
College of Agricultural Sciences
Corvallis, OR 97331-2202
(541) 737-5657
Larry G. James, Associate Dean
College of Agriculture & Home Economics
Pullman, WA 99164-6243
(509) 335-4562

For TVCC
Name______________________  
Address____________________  
________________________________
Phone Number_______________  

Bachelor of Science in Agriculture

<table>
<thead>
<tr>
<th></th>
<th>Proposed TADDA</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>General Education</strong></td>
<td></td>
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<tr>
<td>Communications</td>
<td></td>
<td></td>
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<tr>
<td>English Writing [W]</td>
<td>3</td>
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</tr>
<tr>
<td>English 201 [W]</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Speech Communication [C]</td>
<td>3</td>
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<tr>
<td>West. Civ</td>
<td></td>
<td></td>
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<tr>
<td>Gen Ed 110 [A]</td>
<td>3</td>
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<td>Gen Ed 111[A]</td>
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<td>Tier III (3 credits)</td>
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<tr>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Arts / Hum.</td>
<td></td>
<td></td>
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<tr>
<td>Elective</td>
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<td>Science</td>
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<tr>
<td>Biology 103 [B]</td>
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<tr>
<td>Biology 104 [B] or Bot 120 [B]</td>
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</table>
Chem 101 or 105 [P] 4
Chem 102 or 106 [P] or Math 140 [N] 4
Stat 212 [N] 4

Writing Portfolio

Ag Econ or Econ [S] 3

CropS 360 [I] 3

Gen Ed total 47

Computer Applications 3
Crops or Hort Intro 3
Soils Intro 3
AS Intro 3
Library Research 1

LD total 13

Ag & Nat. Res. Ec 3
Ag in Society 3
Ag Technology 3
Animal / Vet Science 3
Natural Env. Sciences 3
Plant Protection 3
Plant / Soil Science 3

Writing in Major Courses [M] need 2
15 hrs. in one TADDA Area
And 9 hrs. in another TADDA Area

Electives 40

UD total 61
Dept Req Total 74
Total - Grad 121

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester</th>
<th>Institution</th>
<th>Credits</th>
<th>Instructor(s)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Resolving Environmental Conflict</td>
<td>Sp99</td>
<td>WSU</td>
<td>3 s</td>
<td>Fiske</td>
<td>TBD</td>
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<tr>
<td>Environ., Sus. Ag. and Food Prod.</td>
<td>XXX</td>
<td>UI</td>
<td>3 s</td>
<td>McGeehan</td>
<td>2 sem science (Bio, Phy)</td>
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<td>American Agriculture &amp; Rural Life</td>
<td>320</td>
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<td>3 s</td>
<td>Barkley</td>
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<td>Leadership in Agriculture</td>
<td>421/521</td>
<td>OSU/WSU</td>
<td>3 q (WIC)</td>
<td>Fanno</td>
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<td>Foundations of Vocational Education</td>
<td>508</td>
<td>WSU</td>
<td>3 s</td>
<td>Kleene</td>
<td>Inst. Permission</td>
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<tr>
<td>Adult Programs &amp; Development</td>
<td>401</td>
<td>WSU</td>
<td>3 s</td>
<td>Swan</td>
<td>None</td>
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<tr>
<td>Accessing Information for Research</td>
<td>300</td>
<td>OSU/WSU/UI</td>
<td>1 s</td>
<td>Scales et.al.</td>
<td>None</td>
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<tr>
<td><strong>Agricultural Technology</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture Safety and Health</td>
<td>Sp00</td>
<td>UI</td>
<td>2 s</td>
<td>Karsky</td>
<td>None</td>
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<tr>
<td>Introduction to Precision Agriculture</td>
<td>3XX</td>
<td>WSU/CBC/OSU</td>
<td>3 s</td>
<td>Durfee, Righetti, Spencer</td>
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<tr>
<td>Irrigation Principles</td>
<td>XXX</td>
<td>WWCC</td>
<td>5 q</td>
<td>Ferrens</td>
<td>None</td>
</tr>
<tr>
<td><strong>Animal Science / Veterinary Science</strong></td>
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<td></td>
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<tr>
<td>Animal Physiology</td>
<td>Fall 99</td>
<td>OSU</td>
<td>4 q</td>
<td>Froman</td>
<td>Gen Biology, 1 year</td>
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<td>Biology of Birds</td>
<td>Fall 99</td>
<td>OSU</td>
<td>3 q</td>
<td>Jarvis</td>
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<td>Wildlife in Ag. Ecosystems</td>
<td>Fall 99</td>
<td>OSU</td>
<td>3 q</td>
<td>Edge</td>
<td>Ecology; Intro to Fish/Wldf</td>
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<tr>
<td>Rights and Welfare of Animals</td>
<td>Fall 99</td>
<td>WSU</td>
<td>3 s</td>
<td>Newberry</td>
<td>Gen Biology</td>
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<tr>
<td>Nutrition, Wild Animals</td>
<td>Fall 99</td>
<td>WSU</td>
<td>2 s</td>
<td>Mahlmana</td>
<td>Gen Biology</td>
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<tr>
<td>Accidents and Diseases</td>
<td>Fall 99</td>
<td>WSU</td>
<td>3 s</td>
<td>Evermann</td>
<td>None</td>
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<tr>
<td>Equine Science</td>
<td>Sp99</td>
<td>WSU</td>
<td>3 s</td>
<td>Greene</td>
<td>Horse Mgt Lab</td>
</tr>
<tr>
<td>Horse Production</td>
<td></td>
<td>WSU</td>
<td>2 s</td>
<td>Greene</td>
<td>Feeds; Genetics; Repro</td>
</tr>
<tr>
<td><strong>Natural &amp; Environmental Sciences</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Natural Resource Economics</td>
<td>Sp99</td>
<td>WSU</td>
<td>3 s</td>
<td>Wandschneider</td>
<td>Micro Theory</td>
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<tr>
<td>Natural Resources and Society</td>
<td>Sp99</td>
<td>WSU</td>
<td>2 s</td>
<td>Carroll</td>
<td>Jr. Stand., Intro to Nat Res</td>
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<tr>
<td>Conservation of Renewable Resources</td>
<td>F 98</td>
<td>WSU</td>
<td>3 s</td>
<td>Hardesty</td>
<td>1 sem science</td>
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<tr>
<td>Forest Pest Management</td>
<td>F 98</td>
<td>WSU</td>
<td>1 s</td>
<td>Berryman</td>
<td>TBD</td>
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<tr>
<td>Population Analysis</td>
<td>F 98</td>
<td>WSU</td>
<td>1 s</td>
<td>Berryman</td>
<td>None</td>
</tr>
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<td>Population Theory</td>
<td>F 98</td>
<td>WSU</td>
<td>1 s</td>
<td>Berryman</td>
<td>Gen Ecology</td>
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<tr>
<td>Introduction to Fish &amp; Wildlife</td>
<td>FWS</td>
<td>OSU</td>
<td>3 q</td>
<td>Edge</td>
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<td>Conservation Biology</td>
<td>Sp99</td>
<td>OSU</td>
<td>3 s</td>
<td>Sayler</td>
<td>Ag or Gen Entom</td>
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<tr>
<td>Forest Entomology</td>
<td>F 98</td>
<td>WSU</td>
<td>2 s</td>
<td>Berryman</td>
<td>None</td>
</tr>
<tr>
<td>Economic Entomology (Spring Only)</td>
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<td>UI</td>
<td>3 s</td>
<td>McCaffrey</td>
<td>Gen Entom / Permission</td>
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<tr>
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<td></td>
<td>WSU</td>
<td>2 s</td>
<td>Turner</td>
<td>Gen Biology (2 sem)</td>
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<tr>
<td><strong>Plant Protection</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grassland Agriculture in Literature</td>
<td>F 99</td>
<td>OSU</td>
<td>3 q (WIC)</td>
<td>Hennaway</td>
<td>None</td>
</tr>
<tr>
<td>Prin. of Soil Science</td>
<td>S</td>
<td>OSU</td>
<td>5 q</td>
<td>Kiemnec</td>
<td>Intro Chem</td>
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<tr>
<td>World Soil Resources</td>
<td>FW</td>
<td>OSU</td>
<td>3 q</td>
<td>Kiemnec</td>
<td>None</td>
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<tr>
<td>Soil Fertility (3 modules of 1 credit each)</td>
<td>Sp 98</td>
<td>UI</td>
<td>1 s</td>
<td>Stahnke</td>
<td>TBD</td>
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<tr>
<td>Turf for Golf Courses</td>
<td></td>
<td>WSU</td>
<td>1 s</td>
<td>Stahnke</td>
<td>TBD</td>
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<tr>
<td>Turf for Sports Fields</td>
<td></td>
<td>WSU</td>
<td>1 s</td>
<td>Stahnke</td>
<td>TBD</td>
</tr>
<tr>
<td>Lawn Care</td>
<td></td>
<td>WSU</td>
<td>1 s</td>
<td>Stahnke</td>
<td>TBD</td>
</tr>
<tr>
<td>Nursery Management</td>
<td>F 99</td>
<td>UI</td>
<td>2 s</td>
<td>Trippeli</td>
<td>None</td>
</tr>
<tr>
<td>Soil Biology</td>
<td></td>
<td>WSU/OSU</td>
<td>3 s</td>
<td>Bezdiczek/Dick</td>
<td>Mbio; Gen Soils</td>
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<tr>
<td>Fertilizer Tech. &amp; Use</td>
<td>F 98</td>
<td>UI</td>
<td>1 s</td>
<td>Mahler</td>
<td>Soil Fertility</td>
</tr>
<tr>
<td>Environ. Soil Fertility Issues</td>
<td>Sp 99</td>
<td>UI</td>
<td>1 s</td>
<td>Mahler</td>
<td>Soil Fertility</td>
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<td>Urban Soil Fertility</td>
<td>F 99</td>
<td>WSU</td>
<td>3 s</td>
<td>Hardesty</td>
<td>TBD</td>
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<td>Rangeland Ecology &amp; Management</td>
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<td>WSU</td>
<td>3 s</td>
<td>Mahler</td>
<td>Soil Fertility</td>
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<tr>
<td>General Plant Pathology</td>
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<td>WSU</td>
<td>3 s</td>
<td>Mahler</td>
<td>Soil Fertility</td>
</tr>
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<td>Current Topics in Horticulture</td>
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<td>WSU</td>
<td>3 s</td>
<td>Lohr</td>
<td>Botany, Horticulture</td>
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<tr>
<td>Postharvest Biology &amp; Technology</td>
<td></td>
<td>WSU</td>
<td>3 s</td>
<td>Fellman</td>
<td>Intro Hort; Plant Physio</td>
</tr>
</tbody>
</table>

**Appendix 4 Library Support**

Library Impact Statement for Proposal for Bachelor of Science in Agriculture - Extended Degree Program (Biological Systems Engineering Department)
The adequacy of existing library collections, services, etc.;

1. a. WSU has long been successfully offering many agriculture programs leading to a Bachelor of Science Degree. The Libraries have generally been able to meet the resource needs of these students. The courses listed in the proposal duplicate or are similar to currently offered courses. Therefore, it is not envisioned that there would be any unusual needs that could not be accommodated.

b. Most of the serials essential to the undergraduate programs in agriculture are being protected from cancellation. Additionally, the Libraries are expanding access to full-text journals available on the Internet. Any further inroads into the budgets for these materials would jeopardize all of these programs whether in the Extended Degree Program or resident students at the Pullman campus.

The need for new library collections

2. a., b., c. There has been no indication from the proposers that any new materials will be needed to be purchased to support this program. Therefore, no new funds or resources will be necessary at any site (community college, branch campus, etc.) to support the program.

The need for new library personnel

3. Currently the Extended Degree Library Services (EDLS) unit of the WSU Libraries supports the research of students pursuing bachelor degrees (Education, Business, Human Development, Criminal Justice, and Social Sciences) in social science disciplines. The services provided by EDLS are threefold - document delivery/reference services, user education, and assistance in curriculum development (research assignments).

a. The unit is staffed with one .50 FTE librarian, one 1.0 FTE staff, and temporary employee money for student-help. This staffing level is currently adequate for providing document delivery and assisting with logistics of courses requiring formal research for the proposed bachelor of Agriculture degree. Librarians with subject specialties in agriculture and other sciences will be consulted as necessary to fulfill the research requirements of the students. The libraries recommend that program impact assessment be conducted in 2001 to reassess the level of demand the program may have on the libraries.

b. The TADDA program proposal includes a requirement for the 1-credit course GenEd 300 "Accessing Information for Research" for its students. A special section of this course, specifically focusing on the information needs and issues of agriculture students and practitioners, was created through collaboration between librarians at Washington State University, Oregon State University, and University of Idaho with grant funds provided by TADDA. This section is informally entitled "Accessing Information for Agricultural Research." Material for the course is contained in a series of eight online-web modules (equivalent to ~60 printed pages), with links to assignments designed by librarians at all three institutions, databases, and service information. The course teaches students technological and
research skills and concepts, providing them access to resources specific to their respective institutions. The course design is unique and may serve as a model for future collaboration between libraries and academic programs. Funding for the instruction for this section of GenEd 300 has been secured through the General Education Program. However, additional funding is needed for web-site maintenance, and staff time for continued coordination with the OSU and UI libraries, and administrative assistance. This additional funding must be secured before the course can be offered.

c. **Funding requested per academic year: $2000**

(Funds would pay for approximately 180 hours of work per year by graduate student/staff - (approximately 5 hours a week) to fulfill tasks described in section 3b. Implementation and maintenance of the agriculture section of the GenEd 300 course will not be possible without adequate funding for web-maintenance and administrative assistance. (Included in Table 4, Contract Services)

The need for additional library services

4. a. & b. The proposed undergraduate program is not expected to significantly impact document delivery and reference services provided by the WSU Pullman campus libraries as the projected student enrollment is outlined in Table 2 "Size of Program" for two years. As enrollment nears the figures shown in year 3, impact assessment and additional funding for library services may be necessary.

The cost of user education for the TADDA undergraduate agriculture program will be partially covered by the General Education Program. The cost of maintaining a separate and extensive web site for the required section of GenEd 300 will need additional funding as outlined above (3b and 3c).

**For Branch Campuses/Extended University Proposals**

5. a. & b. The Pullman campus libraries will provide the services and collections to support the bachelor of agriculture degree. It is difficult to determine the potential impact of the branch campus libraries at this point. The libraries would recommend that as part of the 2001 impact assessment, the branch campus libraries provide a statement regarding the impact of the program on their collections and services.

c. & d. Students will also receive some basic reference support from their host community college libraries. It is not expected that community college libraries will provide support for research at the 300 and 400 level, nor that they will be able to provide specialized databases and collections to support an undergraduate agriculture program. There have been no formal arrangements or discussions between the WSU Libraries and the community college libraries. With funding for a web-maintenance assistant, the Head of Extended Degree Library Services would have time to pursue these discussions and establish a cooperative model.

**For Centers, Institutes, and Laboratories**

6. NA
List any other library resource considerations

7. No other considerations for library support are necessary at this time, except a formal mechanism to evaluate program impact in 2001.

Table 1
Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>% Effort in Program*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael K. Swan</td>
<td>Assistant Professor</td>
<td>Perm</td>
<td>.15</td>
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<tr>
<td>James Durfey</td>
<td>Instructor</td>
<td>Perm</td>
<td>.14*</td>
</tr>
<tr>
<td>Alan Berryman</td>
<td>Professor</td>
<td>Perm</td>
<td>.14*</td>
</tr>
<tr>
<td>James Evermann</td>
<td>Professor</td>
<td>Perm</td>
<td>.14*</td>
</tr>
<tr>
<td>William Turner</td>
<td>Associate Professor</td>
<td>Perm</td>
<td>.14*</td>
</tr>
<tr>
<td>Tim Murrany</td>
<td>Professor</td>
<td>Perm</td>
<td>.14*</td>
</tr>
<tr>
<td>John Fellman</td>
<td>Associate Professor</td>
<td>Perm</td>
<td>.14*</td>
</tr>
<tr>
<td>Emmett Fiske</td>
<td>Professor</td>
<td>Perm</td>
<td>.14*</td>
</tr>
<tr>
<td>Linda Hardesty</td>
<td>Associate Professor</td>
<td>Perm</td>
<td>.14*</td>
</tr>
<tr>
<td>Virginia Lohr</td>
<td>Associate Professor</td>
<td>Perm</td>
<td>.14*</td>
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</table>

Total FTE Faculty

* Faculty will teach approximately 1 course per year through the TADDA - EDP program. An average of 3 credits per year per faculty. The total faculty effort is calculated as 1.0 FTE per semester.

Table 2
Size of Program

<table>
<thead>
<tr>
<th>No 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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<tbody>
<tr>
<td>Headcount</td>
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<tr>
<td>FTE</td>
<td></td>
<td></td>
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Credit Hour Enrollment in Program (estimated)

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<tbody>
<tr>
<td>Upper Division</td>
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</table>

Projected to maintain approximately 140–150 students per year. This may increase, as more courses are included in the program.

* For these calculations, a part time student is assumed to be taking 6 credit hours during a semester (12 credits / year).

Table 3
Administrative / Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>% Effort in Program</th>
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<tbody>
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<td>Administrative Staff – Current</td>
<td>Advising/Administration</td>
<td>.25-.50</td>
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<tr>
<td>Support Staff – Current</td>
<td>Advising</td>
<td>.15</td>
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### Support Staff – Proposed (reallocation)

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<tr>
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<th>Clerical</th>
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<tr>
<td><strong>Total FTE Staff</strong></td>
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<td>.85</td>
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#### Table 4
Summary of Program Costs - Year 1 and Year N

<table>
<thead>
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<th>Line Item</th>
<th>Internal Reallocation</th>
<th>New State Funds</th>
<th>Year 1 Total</th>
<th>Year N(b) Total</th>
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<tbody>
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<td>$15,000</td>
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<td>(# FTE) Benefits @ 26%</td>
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<td>$3,900</td>
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<td>(# FTE) Benefits @ 26%</td>
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<td>$8,125</td>
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<td>(# FTE) Benefits @ 26%</td>
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<td>Clerical Salaries (5) (.2 FTE)</td>
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<td>$3,899</td>
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<td>(# FTE) Benefits @ 26%</td>
<td>$1,170</td>
<td></td>
<td>$1,170</td>
<td></td>
</tr>
<tr>
<td>Other Salaries @ (1.5 Advising)</td>
<td>$2,925</td>
<td></td>
<td>$2,925</td>
<td></td>
</tr>
<tr>
<td>(# FTE) Benefits @ 26%</td>
<td>$878</td>
<td></td>
<td>$878</td>
<td></td>
</tr>
<tr>
<td>Contract Services (9)</td>
<td>$8,000</td>
<td></td>
<td>$8,000</td>
<td></td>
</tr>
<tr>
<td>Goods and Services (10)</td>
<td>$3,000</td>
<td></td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>Travel (7)</td>
<td>$2,000</td>
<td></td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>Equipment (8)</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other (Itemize)</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Indirect (If applied to Program)</td>
<td>$37,716</td>
<td></td>
<td>$37,716</td>
<td></td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>$117,863</strong></td>
<td><strong>$117,863</strong></td>
<td></td>
<td><strong>$348,154</strong></td>
</tr>
</tbody>
</table>

| FTE Students (1)                | 12                    | 34              |
| **Cost-per-FTE Student**        | **$9,822**            | **$10,240**     |

**NOTES:**

- **a)** Please indicate the source of funds.  
- **b)** Indicate academic year when the program is expected to reach full enrollment.  
- **c)** Describe position or duties.  
- **d)** Detail type and number of equipment needed.  
- **e)** Please describe what is included in this category.

Projected FTE (1) Based upon comments from leaders statewide it is clear that these estimates may be quite conservative. These estimates assume an average of 4 courses per year per student (head count) from which projections were made. This budget is based upon jumps in support needed with each additional 30 FTE.

Administrative Salaries (2) Is associated with a portion of the salary of the Project Director TADDA to, among other duties, chair and coordinate the committee the department has created to over-see the entire TADDA program from the departmental level to insure quality control, resolve disputes, maintain program integrity, and coordinate with UI and OSU concerning the program.

Faculty (3) Faculty positions are dependent, as are all budget increases, upon the targeted FTE being met. This budget assumes that each 30 FTE will require an additional faculty member and attendant support.

TA/RA (4) Will serve as graders, research, and development support for faculty and project director.
Clerical (5) The eventual coordination of 25-30 courses including grading, redevelopment, and maintenance will require clerical assistance. While EDP has been and will continue to play a large logistical role, the internal coordination of grading, course support, and advising is considered essential by the faculty in agriculture as a whole. Accordingly, in order to ensure consistency in a college with several degrees and departments it is essential that a staff person be reallocated to handle and coordinate all matters for faculty and TA/RAs regarding the extended program. Currently the TADDA program supports a .20 FTE staff person through the grants obtained.

Goods and Services (6) are to pay for preparation of advertising materials and mailing the same, together with phone, FAX, etc. associated with program advertising and marketing. Monies in this account may also be used for office supplies and/or time-slip TA support.

Travel (7) travel associated with course development and support is needed.

Equipment (8) equipment is related to the purchase of computer, telephone, and office supplies for program.

Contract Services (9) are expenses related to distance delivery of courses through TADDA, EDP, and Library Services.

*****

Motion carried.

6. Recommendation from Graduate Studies Committee for Receipt and Submission of Digital Dissertations. New Exhibit G is as follows:

PROPOSAL FOR RECEIPT AND SUBMISSION OF DIGITAL DISSERTATIONS

All institutions require that doctoral dissertations be published, and University Microfilms, International (UMI) has been the recognized repository for dissertations. Washington State University has long subscribed to UMI to serve as the publisher, cataloger, and marketer of doctoral dissertations which are submitted in paper format. In 1997, UMI began converting all incoming paper dissertations to Adobe PDF format, and it is currently accepting dissertations in digital format.

It is proposed that Washington State University establish a procedure to receive doctoral dissertations in digital format via CD-ROM or a networked server and submit those documents to UMI for publication in digital format. Doctoral candidates would then have the choice of submitting their dissertations in either paper, digital or mixed media format.

Benefits

UMI has designed their services to meet the growing demand for electronic access to scholarly publications. It provides World Wide Web access to both the dissertation abstracts database and the full text of all new dissertations submitted to UMI. Benefits to the academic community include:

1. Free access to the most current two years of the Dissertation Abstracts database.
   • Free 24-page previews attached to search results
   • Database is updated monthly
   • Search by both fixed-field and key word
•Order any dissertation listed in paper or electronic format through a link to Dissertation Express
•Library subscription to the entire citation database including access to the full text of new titles.

2. Authors retain copyright and receive royalties from UMI when sales warrant.

3. Authors maintain control over the distribution of their dissertations.

4. Offers the following services at no charge to the Libraries and/or the Graduate School:
   • Campus-wide access to the citations, abstracts, and full text in PDF format of dissertations submitted to UMI from WSU
   • Download capabilities to any IP address within WSU
   • Remote access support

5. Continuation of a stable publishing environment with known costs and procedures and one that supports the transition to digital publishing.

6. A permanent microform archive and reliable data refreshing and migration to storage media as technology evolves.

Further, UMI will provide

1. WSU with a unique Web URL that links to a listing of citations, abstracts in addition to 24-page previews of current dissertations submitted by WSU. This service will provide WWW exposure for recent research, up to two years coverage--updated monthly--and online ordering of dissertations.

2. A Web-based bulletin board which will announce upcoming dissertation defenses. This service will provide WWW announcement of recent research to scholars with similar interests and an opportunity for those about to graduate to reach prospective employers.

3. Libraries with free online access to MARC records of recent publications. This will reduce the cost of cataloging and Libraries will have online access to a rolling twelve months of citations and abstracts.

Policy Considerations

Establishing the capability to receive dissertations in digital format and submitting them to UMI for publication in digital format will require campus-wide coordination, particularly between the Libraries and the Graduate School. The following policies are recommended by these two units:

1. The University will accept a fully digital dissertation as an alternative format.

2. The Graduate School will accept digital dissertations from doctoral candidates on multiple floppy disks or on a networked server.
3. The doctoral candidates will continue to submit a paper archival copy (on either 100% rag bond or electronic copy) to the Libraries and a circulation copy to Interlibrary Loans.

4. The doctoral candidates will continue to submit two original signature pages--one on 100% rag bond.

5. The Graduate School will continue to perform the format check.

6. The Graduate School will be responsible for providing written guidelines to students.

Procedure for Submitting Dissertations

1. Submit to the Graduate School a “Program of Study” by the beginning of the second semester of graduate work. Students informed of dissertation/thesis guidelines.

2. Submit to the Graduate School an “Application for Degree” by the deadline established by the Graduate School. Students to receive written guidelines.

3. Ten working days prior to final examination defense date, submit to the Graduate School a completed, signed “Final Examination Scheduling Form” and a preliminary copy of the dissertation. Check of dissertation/thesis occurs, submitted on paper or electronic format.

4. Five working days following a successful dissertation defense, submit to the Graduate School two copies of the dissertation (one on 100% rag bond) to the Graduate School.

5. After final clearance (approximately 30 days following Commencement), Graduate School forwards electronic and/or printed dissertation to the WSU Libraries. The electronic version is forwarded to Library Systems; printed version remains in Technical Services.

6. Library Systems informs Technical Services Biographic Control of receipt of electronic dissertation so cataloging record can be created.

7. The electronic version is linked to the catalog record so library users can move directly from the Griffin catalog record to the electronic text of the dissertation by clicking on a hot link. A copy of the electronic version is sent to UMI for its electronic archives. Paper versions of dissertations are delivered to Technical Services and prepared for binding (photocopy version) and shipment to UMI for microfilming (bond copy). When UMI and binding processes are completed, dissertations are cataloged.

8. After cataloging, the microform version of the dissertation is housed in Microforms, the photocopy version is shelved in the general stacks, and the bond version is housed in MASC. The electronic version is stored on a server in Library Systems.
Costs

1. The costs associated with the acceptance of dissertation/thesis in digital format will be covered by the Library and the Graduate School. The major expense is the purchase of a dedicated networked server.

2. Acceptance of thesis/dissertation in digital format will not result in additional costs to the student. In fact, costs might decrease (e.g., fewer paper copies, binding of thesis/dissertation).

3. Costs to Library might also decrease (e.g., staff time, storage)

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Motion carried.

Constituents' Concerns.

Leid expressed concern about the overload of classes and budget cuts and effects on the University.
Cooke stated the faculty in his area are concerned about the rapid growth of such areas as EDP and instructional media technology what is happening there. People who don’t teach are teaching how to teach, people who don’t research are teaching how to research, and people who have no imagination are teaching how to expand the mind.

Adjournment.

Meeting adjourned at 5:30.

Thomas Brigham
Executive Secretary