The Faculty Senate was called to order by Robert Greenberg Chair, on Thursday, November 12, 1998, in FSHN, T101, at 3:40 p.m. Forty-seven (47) members were present, thirty-two (32) members were absent with three (3) vacancies. Six (6) nonvoting members were present. (See attached.)

Minutes of October 29, 1998 Meeting were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers met with the Provost November 3, 1998.
2. Faculty Senate officers met with President Smith November 3, 1998.

Reports.

1. Remarks by the Chair.—R. Greenberg

Greenberg reported the SAT scores for the freshman class are posted on the WSU homepage, and Professor Fran McSweeney has agreed to chair the General Education Review Committee. The requests have gone out to the deans for nominations for this committee and the Steering Committee will make the appointments. A question raised during constituent’s concerns about a rumor of a budget shortfall, in fact is true. The officers have been assured there are sufficient funds to cover that in the short term. Doug Baker, Vice Provost for Academic Affairs stated that the shortfall was brought about for number of reasons including not meeting the accountability goals, we have fewer out of state students so we do not have that increased tuition. Baker stated there is enough money to cover this year however it creates problems for the future so each area of the University is reevaluating budget. Greenberg stated a question was raised last time concerning political posting. The AG’s office checked into this and it was ok because some areas are dedicated for those kinds of postings.

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

C. Clark reported that Matt Carroll, Peter Burke and herself would leave at the end of the meeting for Ellensburg to attend a CFR meeting to discuss strategies for faculty raises. Clark stated that over the next week or two people may be hearing statements made by the director of OFM that will sound very gloomy for the coming biennium. Clark stated the Senate will be held by a majority of democrats this time but that does not necessarily mean higher education will be better off.

Additions or Changes to the Agenda.

There were no additions or changes to the agenda.
Agenda Items (Action Items)

1. Recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #4 Exhibit E from 10/29/98 agenda is as follows:

UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 4
Fall 1998

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.

Department of Biochemistry and Biophysics
Revise Biochemistry graduation requirements

<table>
<thead>
<tr>
<th>General Biochemistry</th>
<th>1-99</th>
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<tbody>
<tr>
<td><strong>Junior Year</strong></td>
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<tr>
<td><strong>First Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Arts &amp; Humanities [H,G] or Social Sciences [S,K] (GER)</td>
<td>3</td>
</tr>
<tr>
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<tr>
<td>BC/BP 398 [M]</td>
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<tr>
<td>Bio S Elective</td>
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<tr>
<td>Science Elective</td>
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<tr>
<td>Chem 220</td>
<td>2</td>
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<td>Chem 222</td>
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<tr>
<td>Complete Writing Portfolio</td>
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<td><strong>Second Semester</strong></td>
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<td>Arts &amp; Humanities [H,G] or Social Sciences [S,K] (GER)</td>
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<td>BC/BP 472</td>
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<td>BC/BP 482 [M]</td>
<td>2</td>
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<tr>
<td>Engl 201</td>
<td>3</td>
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<tr>
<td>Science Elective</td>
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<td>Elective</td>
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<td><strong>Senior Year</strong></td>
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<td><strong>First Semester</strong></td>
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<td>Arts &amp; Humanities [H,G] or Social Sciences [S,K] (GER)</td>
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<tr>
<td>BC/BP 378</td>
<td>3</td>
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<tr>
<td>BC/BP 463</td>
<td>3</td>
</tr>
<tr>
<td>BC/BP 473</td>
<td>3</td>
</tr>
<tr>
<td>BC/BP 495 or 499</td>
<td>3</td>
</tr>
<tr>
<td>BC/BP 495, 496 [M], or 499</td>
<td>3</td>
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<tr>
<td>Elective</td>
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Molecular Biology
Junior Year
**First Semester**

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<th>Hours</th>
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<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>Arts &amp; Humanities [H,G] or Social Sciences [S,K] (GER)</td>
<td>3</td>
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<tr>
<td>Engl 201</td>
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<td>1</td>
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<tr>
<td>BC/BP 398 [M]</td>
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<tr>
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<tr>
<td>Chem 220</td>
<td>2</td>
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<tr>
<td>Chem 222</td>
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**Second Semester**

<table>
<thead>
<tr>
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<th>Hours</th>
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<tr>
<td>Arts &amp; Humanities [H,G] or Social Sciences [S,K] (GER)</td>
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</tr>
<tr>
<td>BC/BP 472</td>
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<tr>
<td>GenCB 450</td>
<td>3</td>
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<tr>
<td>Micro 301</td>
<td>4</td>
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**Senior Year**

**First Semester**

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<tr>
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<th>Hours</th>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>BC/BP 378</td>
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<tr>
<td>BC/BP 463</td>
<td>3</td>
</tr>
<tr>
<td>BC/BP 496 [M]</td>
<td>2</td>
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<tr>
<td>BC/BP 495, 496 [M], or 499</td>
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<tr>
<td>Micro 464</td>
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**Second Semester**

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<tr>
<th>Course Code</th>
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<tr>
<td>BC/BP 464</td>
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<td>Intercultural [I,G,K] (GER)</td>
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<tr>
<td>Micro 464</td>
<td>3</td>
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<tr>
<td>Tier III Capstone (GER)</td>
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**Molecular BioPhysics**

**Junior Year**

**Second Semester**

<table>
<thead>
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<th>Course Code</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>BC/BP 366</td>
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<td>BC/BP 472</td>
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<td>BC/BP 482 [M]</td>
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<td>Phys 304</td>
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<tr>
<td>Science/Math Elective</td>
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</table>

**Senior Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BC/BP 378</td>
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<tr>
<td>BC/BP 473</td>
<td>3</td>
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<tr>
<td>BC/BP 495 or 499</td>
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</tbody>
</table>
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BC/BP 495, 496 [M], or 499  3
Math 315  3
Elective  2

Second Semester    Hours
Arts & Humanities [H,G] or  3
Social Sciences [S,K] (GER)
BC/BP 464  3
Intercultural [I,G,K] (GER)  3
Tier III Capstone (GER)  3
Elective  2

C E  213  Statics and Mechanics of Materials  4  8-99

School of Communication  8-99
Change the degree program name Speech Communication to Communication Studies. Change the SpCom prefix to ComSt.

Hist  400  History In Media  3  1-99
Hist new Representation of historical people and events through different media e.g., text, film, video, and computers.

M E  212  Dynamics  3  8-99
(C E)  Prereq C E 211. Kinematics and kinetics of particles and rigid bodies; introduction to mechanical vibration. Cooperative course taught jointly by WSU and UI (ME 220).

M E  214  Introductory Dynamics  2  8-99
(C E)  Prereq C E 211 or 213. Kinematics and kinetics of particles and rigid bodies.

Math  182  Honors Calculus II  4 (3-3)  8-99
Math new Prereq Math 171 and permission of instructor. Single variable calculus, series, with emphasis on conceptual development and problem solving.

Math  283  Honors Calculus III  2  8-99
Math new Prereq Math 182 or permission of instructor. Multivariable calculus with emphasis on conceptual development and problem solving.

Math  425  Elementary Mathematics for the Adult Mind  3  1-99
Math new Same as T & L 425.

Department of Mechanical and Materials Engineering  1-99
Revise the Materials Science and Engineering Minor: A minor in MSE requires 16 credits: M E 320, MSE 301 or 302, plus 12 credits from: E E 496, M E 310, MSE 401, 402, 403, 404, 405, 408, 413.

MSE  471  Materials Characterization Techniques  1 (0-3)  5-99
MSE new Prereq instructor approval, Chem 105, Phys 201 or equivalent. Introduction to advanced materials characterization methods including electron microscopy, scanning probe microscopy, nanomechanical testing, and spectroscopy techniques. S, F grading.

NATRS  303  [B] Conservation of Renewable Resources  3 (2-3)  1-99
NATRS new Prereq completion of Tier I science requirement. A series of case studies of international natural resource conservation issues that emphasizes ecological concepts and human decision making. Cooperative course taught by WSU, open to UI students (For 306).

SHS 461 Clinical Apprenticeship in Speech-Language Pathology and Audiology 2 (1-3) Pre-practicum preparation; observation and assisting in therapy; state laws; clinical methods. S, F grading.

T & L 425 Elementary Mathematics for the Adult Mind 3 Prereq college-level math course. Exploration of conceptual models for thinking about mathematical ideas; activities and discussions of mathematical thinking and instruction.

Theat (Mus) 367 [H] Musical Theatre 3 Survey of musical theatre from Vienna to Broadway, lyric drama from Mozart to the present.

VMS 498 Nihon University Seminar 2 (1-1) Prereq forth or fifth year veterinary DVM students from Nihon University. Lectures and laboratory sessions in small animal, exotic animal, and equine veterinary medicine and surgery. S, F grading.

Department of Zoology
Revise degree program requirements: The core curriculum fulfilling the requirements for the B.S. Degree in Zoology is comprised of the following: Bio S 103 and 104; Bio S 372 [M] or Zool 330; chemistry through organic (Chem 240, or 340 and 341); GenCB 301; General Physics (Phys 101 and 102, or 201 and 202); math through calculus (Math 140, 171, or 202); Zool 393 [M]; Zool 350 or 353, or 352 and 452 [M], or 450 and 452 [M]; two from Zool 320, 322, 324; Zool 405; an additional 12 hours of program-option courses, other Zool courses or advisor-approved supportive course work.

Zoology Degree Program
Senior Year
First Semester

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities [H,G] or Social Sciences [S,K] (GER)</td>
<td>6</td>
</tr>
<tr>
<td>Program Option Courses or Electives</td>
<td>6-8</td>
</tr>
<tr>
<td>Program Option Course or Elective</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Zool 350 or 353</td>
<td>4</td>
</tr>
<tr>
<td>Zool 405</td>
<td>3</td>
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Second Semester

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Program Option Courses or Electives</td>
<td>8-10</td>
</tr>
<tr>
<td>Tier III Capstone (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Zool 350 or 353</td>
<td>4</td>
</tr>
<tr>
<td>Zool 353</td>
<td>4</td>
</tr>
</tbody>
</table>

One of Zool 350, 352, 353, 450 is required. Zool 350 and 353 include a laboratory component. If Zool 352 or 450 is selected, Zool 452 is also required as a complementary lab course.

Ecology Option
Bot 332, 462 (463 [M] also recommended), one from NATRS 450 [M], Zool 330, 426 and 429; 443; 447; one from Zool 310 [M], 410, 411, 412, 414; one from Entom 343 and 344, Zool 322, 412, 423, 428, 430 [M]; an approved statistics course. (This option fulfills a minor in ecology).

General Zoology Option
An additional selection from Zool 350, 353, 352, 452 [M], or 450, and 452 [M]; two from Entom 343 and 344, 448, Zool 322, 412, 417 [M], 423, 428, 430 [M]; an approved statistics course. (Also BC/BP 364 if preveterinary).
**Premedical/Predental Option**
An additional selection from Zool 350, 353; 352, 452 [M] or 450, and 452 [M]; Chem 105, 106, 340, 341, 342; BC/BP 364 or Chem 343; one course from Entom 343, and 344, 448, Zool 322, 412, 417 [M], 423, 428, 430 [M]; an approved statistics course.

* * * * *

Title of Math 425 has been changed to Conceptual Aspects of Math

Motion carried.

2. Recommendation from Academic Affairs Committee for Academic Calendar **Exhibit F** from 10/29/98 agenda is as follows:

**MEMORANDUM**

TO: Thomas Brigham, Executive Secretary, Faculty Senate  
FROM: Becky Bitter, Academic Governance  
FOR: Academic Affairs Committee  
DATE: 9 October 1998  
SUBJECT: Academic Calendar, 2000-2003

At its meeting on 7 October 1998, the Academic Affairs Committee approved the following Academic Calendar for the years 2000-2001, 2001-2002, and 2002-2003. At this time, Faculty Senate review and approval is recommended.

**Academic Calendar**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Classes begin, Monday</td>
<td>Aug 28</td>
<td>Aug 27</td>
<td>Aug 26</td>
</tr>
<tr>
<td>Labor Day holiday</td>
<td>Sept 4</td>
<td>Sept 3</td>
<td>Sept 2</td>
</tr>
<tr>
<td>Midsemester grades due, 8:00 a.m.</td>
<td>Oct 18</td>
<td>Oct 17</td>
<td>Oct 16</td>
</tr>
<tr>
<td>Veterans Day holiday</td>
<td>Nov 11</td>
<td>Nov 12</td>
<td>Nov 11</td>
</tr>
<tr>
<td>Thanksgiving Vacation</td>
<td>Nov 20-24</td>
<td>Nov 19-23</td>
<td>Nov 25-29</td>
</tr>
<tr>
<td>Final Examinations, Monday through Friday</td>
<td>Dec 18-22</td>
<td>Dec 17-21</td>
<td>Dec 16-20</td>
</tr>
<tr>
<td>Final grades due, 4:00 p.m.</td>
<td>Dec 28</td>
<td>Dec 27</td>
<td>Dec 26</td>
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<table>
<thead>
<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>Classes begin</td>
<td>Jan 16</td>
<td>Jan 14</td>
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</tr>
<tr>
<td>Martin Luther King, Jr. Day holiday</td>
<td>Jan 15</td>
<td>Jan 21</td>
<td>Jan 20</td>
</tr>
<tr>
<td>Presidents Day holiday</td>
<td>Feb 19</td>
<td>Feb 18</td>
<td>Feb 17</td>
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<tr>
<td>Midsemester grades due, 8:00 a.m.</td>
<td>Mar 7</td>
<td>Mar 6</td>
<td>Mar 5</td>
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<tr>
<td>Spring Vacation</td>
<td>Mar 19-23</td>
<td>Mar 18-22</td>
<td>Mar 17-21</td>
</tr>
<tr>
<td>Final Examinations, Monday through Friday</td>
<td>May 7-11</td>
<td>May 6-10</td>
<td>May 5-9</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 12</td>
<td>May 11</td>
<td>May 10</td>
</tr>
<tr>
<td>Final grades due, 4:00 p.m.</td>
<td>May 15</td>
<td>May 14</td>
<td>May 13</td>
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</table>
**Summer Session**

<table>
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<th>May 14</th>
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<tbody>
<tr>
<td>Early Session begins</td>
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<tr>
<td>Memorial Day holiday</td>
<td>May 28</td>
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<td>May 26</td>
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<tr>
<td>Eight-Week Session begins</td>
<td>June 11</td>
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<td>June 9</td>
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<tr>
<td>Late Six-Week Session begins</td>
<td>June 25</td>
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<td>June 23</td>
</tr>
<tr>
<td>Independence Day holiday</td>
<td>July 4</td>
<td>July 4</td>
<td>July 4</td>
</tr>
<tr>
<td>Summer Session ends, Friday</td>
<td>Aug 3</td>
<td>Aug 2</td>
<td>Aug 1</td>
</tr>
<tr>
<td>Final grades due, 4:00 p.m.</td>
<td>Aug 7</td>
<td>Aug 6</td>
<td>Aug 5</td>
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Motion carried.

3. Recommendation from Academic Affairs Committee for Reporting of Correspondence Courses on Transcripts **Exhibit G** from 10/29/98 agenda is as follows:

**MEMORANDUM**

TO: Thomas Brigham, Executive Secretary, Faculty Senate

FROM: Becky Bitter, Academic Governance Coordinator

FOR: Academic Affairs Committee

DATE: 16 October 1998

SUBJECT: Proposal to Eliminate the Practice of Uniquely Designating Correspondence Courses on the WSU Transcript

At its meeting on 7 October 1998, the Academic Affairs Committee approved a motion to eliminate the current practice of marking correspondence courses with a "correspondence course" notation on the WSU transcript.

Members approved this proposal for the following reasons:
At WSU, correspondence courses undergo the same review process as do all other WSU courses
Marking correspondence courses differently on the transcript is no longer a common practice at many institutions
Military personnel are advised away from institutions where correspondence courses are marked
The AAC agreed that any course given WSU credit should be transcripted in the same manner, regardless of method of delivery.

At this time, Faculty Senate review and approval of the proposal to eliminate the practice of uniquely designating correspondence courses on the WSU transcript is recommended, to be effective spring 1999.

* * * * *

Motion failed.

4. Recommendation from Academic Affairs Committee for Elimination of Rule 123 **Exhibit H** from 10/29/98 agenda is as follows:
MEMORANDUM

TO: Thomas Brigham, Executive Secretary, Faculty Senate
FROM: Becky Bitter, Academic Governance Coordinator
FOR: Academic Affairs Committee
DATE: 16 October 1998
SUBJECT: Proposal to Eliminate Rule 123

At its meeting on 14 October 1998, the Academic Affairs Committee approved a motion to eliminate Rule 123, given below:

123. LIMIT ON CORRESPONDENCE CREDIT. A student working for a degree at Washington State University shall be limited on correspondence course credit to not more than 25% of the total hours required for any undergraduate degree.

The AAC unanimously approved the proposal for the following reasons: 1) Correspondence courses undergo the same review process and are under the same departmental scrutiny for quality control as are non-correspondence courses; 2) Rule 123 is unenforceable for transfer students, since correspondence courses from other institutions often show no designation; and 3) Since WSU offers a number of degree programs through the extended degree program, Rule 123 does not seem to have the value that it once might have had.

At this time, Faculty Senate review and approval of the proposal to eliminate Rule 123 is recommended, to be effective fall 1999.

* * * * *

Motion failed.

5. Recommendation from Academic Affairs Committee for the BA in Criminal Justice Statewide Exhibit I from 10/29/98 agenda is as follows:

PROPOSAL TO EXTEND BA CRIMINAL JUSTICE PROGRAM STATEWIDE

1. Documentation of Need
Criminal Justice is experiencing rapid growth nationally, and recent experience in the state of Washington conforms to this pattern. The Criminal Justice Program at Washington State University averaged over 4% annual growth over the past 5 years, matching national trends. As criminal justice agencies expand their employment base, actively recruiting Criminal Justice graduates from universities such as Washington State, interest in the field continues to climb. However, the availability of programs at state campuses such as WSU, Eastern Washington University and Central Washington University cannot adequately meet the demand or Criminal Justice education in the state of Washington. There are four related problems that define the nature of the need.

1. The Federal Bureau of Justice Statistics reports that in the State of Washington in 1995 there were 21,784 employees in Criminal Justice agencies (law enforcement and corrections), up 15.4% from the 18,879 in 1991. This is the most current data available, but demonstrates the consistent growth in this field of about 4.5% per year. The 2,905
employees added in that four year period are far more than those graduated by the combined output from the three current state university programs in Criminal Justice (approximately 800 total).

2. Because most criminal justice agencies expect at least an AA or its equivalent as a minimum employment standard for entry level positions, many individuals begin their employment with two years of college education, yet need access to a four year degree program to complete their education and remain upwardly competitive in their field. A study sponsored by the Police Executive Research Forum (Washington, DC) found that in 1988 barely 20% of law enforcement had four years of college education, 22% had 2-3 years, and 54% had less than 2 years (The State of Police Education: Policy Direction for the 21st Century, Carter, Sapp and Stephens, PERF, Washington, DC, 1989). While no rigorous study has followed up on this effort, it is estimated that these numbers have shifted only about 7% or so in the intervening years. Hence, nearly 50% of all law enforcement in the nation have only about 2 years of college education and need to complete their degrees.

3. Most criminal justice agencies treat the Bachelors degree as an essential prerequisite for promotion (certainly to middle and top management positions). Police and corrections buildups from the late 1960s and early 1970s have resulted in a large number of individuals who will retire at about the same time. For example, the Seattle Police Department recently experienced the retirement of a large cohort of experienced officers.

4. Education is an essential aspect of promotion, yet many of the employees cannot access traditional education facilities due to distance or their schedules which in Criminal Justice agencies are frequently rotated. In a study done in 1995 in California, the California Commission on Peace Officer Standards and Training found that 10% of all law enforcement in California were looking for a program such as that proposed here. The year before, the union representing the correctional officers in California sought in vain for a distance learning program for their members, 20% of whom wanted to access education but could not.

We believe it is fair to assume the conditions in Washington and the balance of the nation are similar. Moreover, most criminal justice agencies will only reimburse their employees or the full cost of courses which are directly related to their jobs. Therefore, degree programs in other disciplines are not as attractive to employees or employers.

WSU's program is nationally ranked and highly respected. Many graduates of the WSU program hold important posts in Washington Criminal Justice agencies including the Chief of the Washington State Patrol, the Chief of Police of Bellingham, the Director of the Washington Regional Institute for Community Oriented Public Safety, and the Sheriff of Spokane County to name but a few. WSU's program will attract attention and students due to its current high profile visibility in the Criminal Justice Community.

The state of Washington is in the process of setting a minimum educational standard for entrance into the training academies. This will take place within the next five years (following the lead of other states) further putting a premium on BA completion for those already in the ranks.
II Projected Enrollments:
Headcount and FTE for five years

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>140</td>
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<td>35</td>
<td>60</td>
<td>80</td>
<td>100</td>
<td>120</td>
</tr>
</tbody>
</table>

*AAFTE estimates based on enrollments in CrmJ courses only. It should be noted, however, that students in the CrmJ program would be taking most of their other non-major courses from the College of Liberal Arts.

III. Expected time to degree completion
Through WSU's extended degree format, courses required for the degree are available each semester. Thus the only constraint on time-to-degree is the number of courses a student can take each semester. The typical time- and place-bound adult student in the extended social sciences program has taken two courses each semester; we would expect students in the extended criminal justice program to do the same. It is expected that most students will complete the program in five to twelve semesters.

IV. Diversity Issues/Plans
Administrative Structure
EUS has established an administrative structure which is in full congruence with the WSU's overarching goal of fostering the diversification of staff, faculty, students and programs. One of EUS' 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 time-, place-, and 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.

Student Enrollment, Retention, and Degree Completion
Consistent with WSU's overall intention of increasing the diversity of students served by the institution, the Extended Degree Program is committed to developing and implementing a set of recruitment strategies aimed at increasing the number of students from under-represented groups served by the EDP. Recognizing the need to become more fully integrated into the institutional effort to recruit, retain and graduate more multicultural students, EDP joined the Council on 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 adult, place, time, and work-bound adults.

Curriculum/Program Diversification
When working with various departments around the university to identify courses for the Extended Degree Program, EDP staff have suggested that intercultural courses be given high priority, as well as courses whose content reflect our changing world (e.g., international business). In addition, emphasis is placed on preparing participants to be successful within their sphere of the changing world and the increasingly competitive market place by offering programs that meet identified needs.
V. Assessment Plans
Graduates of this program will be able to employ basic statistical tools for the analysis and evaluation of policies and individual performance in criminal justice agencies. Assessed by using specific tools in advanced courses in writing and methodological research assignments 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 in criminal justice administration. Assessed by lengthy written analysis in M designated courses ["writing in the major"] as well as exit surveys.

Graduates will acquire a working knowledge of the principles of criminal law. Assessed by course structure and surveys of alumni conducted five years after graduation.

Graduates will acquire the ability to employ and effectively use a variety of basic computer (PC) software including spread sheets and word processing programs. Assessed by assignments specifically designed to assist in the acquisition of this knowledge in advanced courses and by exit surveys of graduating seniors.

Graduates will acquire advanced skills in researching literature in this field sufficient to enhance their professional use of that literature. Assessed through repeated research assignments in multiple courses, exit surveys of graduating seniors, and by surveys of alumni conducted five years after graduation.

Graduates will acquire a basic and fundamental understanding of all core issues and processes in criminal justice sufficient to enhance employment test performance and make them competitive for promotion. Assessed by survey research based testing of degree graduates over time. We will survey all graduating seniors on these questions and assess their level of learning. We will then re-assess their over-all satisfaction with that level of preparation by surveying all graduates every two years after 50 students have completed their degrees.

Graduates will acquire the skills for life-long learning. 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 after 50 students have completed their degrees.

VI. Detailed Program Budget
See Summary of Program Costs - Year 1 and Year N.

VII. Assurance that internal reviews attest to the quality of the program
The BA Criminal Justice program is a well established program on the WSU Pullman campus and, as previously stated, considered one of the top programs in the country. WSU has stringent procedures that must be followed when establishing a new degree program, or extending an established program to a new location, in order to insure that the appropriate internal reviews of quality are followed. These steps are outlined in the "Educational Policies and Procedures Manual" (WSU, June 1996, pp. 35-37). A proposal is developed by the department in consultation with the college dean, the Provosts' office, the Director of Libraries, the Budget office, and Extended University Services. It is then referred to the Executive Secretary of the Faculty Senate for review by Faculty Senate committees, including the Academic Affairs Committee (AAC), Catalog Subcommittee of AAC, Budget,
Library, and Extended University Affairs Committees. Finally, the proposal is referred to the WSU Faculty Senate for its approval. Only then is the proposal forwarded to the WSU Board of Regents and then to the HECB.

VII. Use of Technology

WSU is considered a national leader in the use of technology to enhance teaching and learning. As a land grant institution, increasing access to the benefits 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 four WSU campuses and several other locations around the state. In 1996-97, WHETS delivered nearly 200 high quality courses and served almost 1,250 FTE.

More recently, in 1992, the state's first Extended Degree Program (EDP), leading to a BA in Social Sciences, was begun using video, telephone and computers to reach students around the state. This same set of technologies and procedures will be used to develop and deliver the proposed extended BA in Criminal Justice. Student, faculty, and community feedback about the extended BA Social Sciences program has been extremely positive, with student evaluations consistently rating program quality as excellent. Faculty report that participation in course development has improved their on-campus instruction. Evaluation instruments have consistently shown that student learning outcomes are equivalent, or superior, to those achieved by on-campus students.

Criminal Justice EDP proposed budget: Assumes Development of all courses needed for major in 3 years and one summer.1

<table>
<thead>
<tr>
<th></th>
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<td>Otheri</td>
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Sub-total $161,950 $172,450 $313,775 $304,275 $411,800
Indirect $76,212 $81,153 $147,659 $143,188 $193,788
total $238,162 $253,603 $461,434 $447,463 $605,588
cost per FTE $6,805 $4,227 $5,768 $4,475 $5,047

* These funds include $14,000 in One Time Only start up costs ($3500 in equipment; $4,500 for faculty search and relocation; $6,000 for advanced course production).

a. Based upon written and oral comments from law enforcement 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 50 FTE

b. The administrative salary is associated with a portion of the salary of the Director of Criminal Justice to, among other duties, chair and coordinate the committee the department will create to over-see the entire program from the department level to insure quality control, resolve disputes (such as the plagiarism last year), and maintain program integrity

c. TA/RAs will serve as graders, research, and development support for faculty.

d. Faculty positions are dependent, as are all budget increases, upon the targeted FTE being met. This budget assumes that each 60 FTE will require an additional faculty member and attendant support. A full major requires at least 10 criminal justice or political science classes. Of these, 8 are criminal justice. The current 4 faculty cannot be responsible for maintenance of all 8, even with a course being developed by branch faculty (a factor upon which we cannot count given that Pullman does not direct or schedule class assignments for Spokane). Moreover, current faculty in the CrmJ program are working well beyond capacity. Additional faculty resources are a pre-condition for supporting this program proposal.

e. The eventual coordination of 10 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 Criminal Justice and the department as a whole. Accordingly, in order to ensure consistency in a department with 5 degrees (BAs in Criminal Justice and Political Science, MAs in Criminal Justice or Political Science, Ph.D. in Political Science) it is essential that a staff person be dedicated to handing and coordinating all matters for faculty and TA/RAs regarding the extended degree. In the past, far too much confusion has existed with the support of only a handful of courses. An entire degree requires a different approach. If FTE does, indeed, increase to 50 or more, this position must be full time.

f. Equipment is related to the purchase of computer, telephone and office equipment for new faculty or TA/RAs

g. Travel is associated with course support as needed.

h. This line is to support the immediate development of 150 as part of expedited preparation out of load and the development of courses during the summer in order to maintain a roughly three year replacement schedule.

i. These costs are associated with faculty searches and relocation costs.

j. Goods and services are to pay for preparation of advertising materials and mailing the same, together will phone solicitation, fax, etc. associated with program advertising and marketing. Monies in this account may be employed to provide time-slip TA support.

1 Salaries: All salary figures include the estimated benefits at 25% of base pay.
Appendix A  
Academic Structure of EDP delivered BA in Criminal Justice

Courses:

The courses which make up the EDP delivered BA in Criminal Justice are the same courses taught on the Pullman campus (list and brief descriptions attached). The central teaching methodologies in the EDP version of these courses are a combination of videos, multiple writing and research assignments, reading, and personal voice contact. For those with access to computing platforms, e-mail and other electronic communications will be available. All course materials (videos, written assignments, research assignments, reading selections, syllabus, and handouts) will be designed and created by the regular faculty currently teaching that course on the Pullman campus. The faculty will teach courses in their area of expertise (see attached list for degree history).

Program Management:

The EDP delivered BA in Criminal Justice will be managed by the regular faculty of the Pullman campus, including the Director of Criminal Justice, with a portion of time (.22) allocated directly to management of this new program. Included in the management of the program is the creation of a department committee to oversee program management. Chaired by the Director of Criminal Justice, committee members will include all faculty who created courses for the degree program, all graduate students engaged in supervised grading, and the Chair of the Department of Political Science/Criminal Justice Program (ex-officio).

After a new course is developed, for the first semester of its delivery grading will be done by the developing professor. After the initial semester the professor will have the option to continue personally grading the materials or to train an advanced graduate student otherwise qualified to be a teaching assistant in the field of criminal justice to take over supervised grading duties. The EDP committee referred to above will meet regularly during each semester to maintain grading standards and troubleshoot any issues associated with the degree. The intention of the committee will be to maintain rigor while meeting needs of students in distant locations, including ensuring adequate library and other research materials. In addition, the committee will develop proposals to take to EUS/EDP for the strengthening of the degree and the delivery techniques employed.

The intention of the Department of Political Science/Criminal Justice Program is to provide the same degree as those on the Pullman campus receive.

FACULTY

The faculty of the Criminal Justice Program within the Department of Political Science have a wide range of interests and specialties. The program has a strong commitment to quality teaching at all levels; students can choose from a variety of subjects and teaching approaches.
CRIMINAL JUSTICE FACULTY

ΦDavid Brody -- Ph.D., SUNY-Albany, J.D. University of Arizona; Criminal Law, Criminal Procedure, Adjudication Process, Jury Research, Justice Policy
ΦGeorge Capowich, WSU-Spokane -- Ph.D., University of Maryland; Criminology and Criminal Justice
ΦMichael Erp, WSU Spokane -- M.A. Washington State University; Executive Director, Washington State Institute of Community Oriented Policing; Instructor of Criminal Justice
ΦFaith Lutze -- Ph.D., Pennsylvania State University; Criminology, Corrections, Women in the Criminal Justice System
ΦOtwin Marenin -- Ph.D., University of California, Los Angeles; Policing, Comparative Criminal Justice, Crime Control Policies
ΦGregory Russell, Criminal Justice Director -- Ph.D., University of Georgia J.D. University of Akron; Criminal Justice Administration, Community Policing, Death Penalty Research
ΦLenore Simon, WSU-Vancouver -- Ph.D., University of Arizona; Criminal Law, Criminal Procedure

POLITICAL SCIENCE FACULTY

ΦCornell Clayton -- Ph.D., Oxford University; Public Law, American Politics
ΦCarolyn Long, WSU-Vancouver -- Ph.D., Ruthers; University Public Law and American Institutions
ΦSteven Stehr, Interim Director, Thomas S. Foley Institute for Public Policy and Public Service -- Ph.D., University of California, Berkley; Public Policy, Public Administration
ΦEdward Weber -- Ph.D., University of Wisconsin-Madison; Public Administration, Regulatory Policy, Environmental/Natural Resource Policy, American Politics

Course Descriptions

CrmJ 101: INTRODUCTION. Overview of the criminal justice system and its basic policies, institutions, and dilemmas.

CrmJ 150: ORGANIZATIONAL ENVIRONMENT. How criminal Justice organizations function, how they are managed, and what practical and ethical issues arise in their work.

CrmJ 320: THE CRIMINAL LAW. Deals with the nature, development and substance of criminal law.

CrmJ 330: CRIME CONTROL POLICIES. Covers how crime control policies are chosen, by what criteria, how they are carried out and evaluated, and what impact they have on the problems of crime.

Crmj 365: JUVENILE JUSTICE AND CORRECTIONS. Comprehensive course on juvenile justice.

CrmJ 370: THE POLICE AND SOCIETY. The history, organization and practices of the police in American society.

CrmJ 381: JUSTICE, LAW AND THE MEDIA. Mass media as both reflector and shaper of public attitudes and opinions about crime, criminals, law, order, and justice; using films.
CrmJ 400: ISSUES IN ADMINISTRATION. Topics may include Women and Criminal Justice, Drugs and Crime, Ethical Issues in Law Enforcement, or Community Policing (may be taken twice on different topics).

CrmJ 403: VIOLENCE TOWARD WOMEN. Violence toward women and its relationship to broader social issues such as sexism and social control.

CrmJ 405: COMPARATIVE SYSTEMS. How do other countries deal with their crime problems?

CrmJ 420: LAW OF EVIDENCE AND CRIMINAL PROCEDURE. People who apply the law must do so without violating constitutionally guaranteed rights and protections. Covers our thinking on these rights and protections.

Appendix B

Library and Research Support. Students in 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 Eastern Washington University that lists books, journals, and government documents owned by the two universities.

Students can also search online catalogs for University of Washington, University of Washington Law Library, Western Washington University, Central Washington, the Evergreen State College and the Washington State Library through the Washington State Cooperative Library Project. Other academic and public libraries will be linked to this project in the future.

Students have computer access to 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 about 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 of requested sources; free copying of any materials that do not circulate; free first class mailing of books and copied materials.

Community College
January 31, 1998

Greg Russell. Associate Professor
Director, Criminal Justice Program
Department of Political Science
Washington State University
Pullman, WA. 99164-4880
RE: Extended Degree Program

Greg:

The EDP program is fascinating and I wish you great success in the endeavor. As for the Organization of Criminal Justice class I have no problem with WSU teaching it in the EDP program. I think your program will be effective for both you and the Community Colleges. It is time for more cooperative programs between Community Colleges and Universities. Good luck.

Timothy Perry, Professor
Director, Criminal Justice
Shoreline Community College
98101 Greenwood Ave. N.
Seattle, WA. 98133
206-546-5765

Gregory D. Russell JD, Ph.D.
Associate Professor and Director
Criminal Justice Program,
WSU PO Box 644880
Pullman, WA 99164-4880
Dear Dr. Russell:

I am very supportive of Washington State University's proposal to offer a BA in Criminal Justice through the University's Extended Degree Program. I believe there is a significant and real need for this type of education in our state.

I was very fortunate in that I could complete my four-year degree and obtain an M.A. while still working as a police officer. It was only because I worked in Pullman that I could accomplish this. The thousands of officers who work elsewhere in the state are not so lucky. The community college's in our state have responded to the need for criminal justice or law and justice education. Most, if not all of them offer some sort of curriculum in this area. Many potential law enforcement officers attend community college and take this course of study. Unfortunately, when they graduate they must move to another location to complete their four-year degree. Because this is difficult or impossible for many people, these individuals often go to work with only their two-year degree. This often ends their education.

The proposed program from WSU allows those place-bound students to complete their four-year degree while still remaining gainfully employed. Not only does the student benefit, their employing policing agency and the citizens they serve benefit. The program as proposed is designed to fit the unique demands of these type of students who work shifts and have rotating days off.

I am very hopeful that WSU will proceed with this offering through the Extended Degree Program.
Sincerely,
Donald G. Pierce
Chief of Police

STATE OF WASHINGTON
WASHINGTON STATE PATROL
General Administration Buildings
PO Box 42600 9
Olympia, Washington 98504-2600
(360) 753-6540

February 5, 1998

Mr. Gregory D. Russell JD, Ph.D.
Associate Professor and Director
Criminal Justice Program
PO Box 644880
Pullman WA 99164-4880

Dear Mr. Russell:
This is in reference to our recent telephone conversation regarding Washington State University's proposed Extended Degree Program (EDP) Criminal Justice BA which would expand educational opportunities for law enforcement officers.

It is my feeling that enhancing educational opportunities for individuals in law enforcement by having access to programs of this type is very important. Our officers are located all over the state, and it is very difficult to get them to a college campus because of their district assignments. Often an officer is unable to complete their education because of their assignment to a remote location.

The Washington State Patrol is placing more emphasis on officers obtaining college degrees. It is my understanding the EDP Criminal Justice BA will allow them the opportunity to enroll in courses taught by a combination of video, written assignments, research assignments, etc. These courses would allow more officers the chance to meet their college educational needs.

I heartily support your efforts in providing the EDP Criminal Justice BA to law enforcement officers.

Sincerely,
Chief Annette Sandberg

WASHINGTON STATE CRIMINAL JUSTICE TRAINING COMMISSION

Criminal Justice Training Center
19010 1st Avenue South
Seattle, Washington 98148 9
(206) 439-3740
FAX (206) 439-3752
February 5, 1998

Dr. Gregory Russell  
Associate Professor and Director  
Criminal Justice Program  
Washington State University  
POB 644880  
Pullman, Washington 99164-4880  

Dear Dr. Russell:

Thank you for sharing your plan for the Extended Degree Program for a Criminal Justice BA. It sounds like an exciting program. I am impressed by the selection of courses and the flexibility which allows students to work from different geographical locations. Of the 240 plus police agencies in the state of Washington, 100 of them are ten officers or less. Often these are remote locations where distance is the largest barrier to continuing education.

The need to include higher education in the continued development of police officers is critical, especially in agencies embracing community policing. The Washington State Criminal Justice Training Commission has long been committed to police education and therefore wishes to express its support for the Program.

Sincerely,

Colleen Wilson  
Chief of Police  
cc: Michael Parsons, Executive Director Washington State Training Commission  

Motion carried.

This has been reviewed and approved by Budget, Extended University Affairs, Catalog and Library Committees.

6. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #4 & #5 Exhibit J from 10/29/98 agenda is as follows:

GRADUATE MAJOR CHANGE BULLETIN NO. 4 FALL 1998

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

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<th>Notes</th>
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<tbody>
<tr>
<td>HPA 597</td>
<td>Internship</td>
<td>V 1-5 May be repeated for credit, cumulative maximum 5 hours. Prereq HPA 501, 503, 500. Professional experience in a health-related organization under faculty and mentor supervision. Student experience in professional work settings. S, F grading</td>
</tr>
</tbody>
</table>

8-98
NATRS 594  Environmental and Natural Resources Issues and Ethics 3 1-00
Prereq senior standing. May be repeated for credit; cumulative maximum 7 hours. Ethical systems applied to natural resources; issues of professionalism and ethics in natural resource management. Cooperative course taught by WSU, open to UI students (RRT 594).

Neuro 520  Functional Neuroscience 4 (3-3) Prereq instructor permission or graduate standing. Functional aspects of the brain from cell membrane to higher integrative processes.

Pl Ph 571  Research Proposal 2 May be repeated for credit; cumulative maximum 4 hours. Written and oral presentation of an area of plant physiology.

GRADUATE MAJOR CHANGE BULLETIN NO. 5
Fall 1998

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

Communication
Rename SpCom course prefix to ComSt 8-99

Engl 515  Contemporary Theories of Rhetoric 3 Contemporary critical theory and cultural studies and reconsiderations of persuasive discursive practices. 8-99

ES/RP 528  Environmental Management Systems 3 (2-3) Introduction to EMS standards; procedures and requirements for EMS certification; creations and auditing of an EMS. 8-99

Mathematics
New graduate-level minor in mathematics: 1-99
Requirements: A minimum of 12 hours of graded graduate-level mathematics courses, usually numbered between 501 and 573, as approved by the student's committee; at least one member of the student's committee must be from the Mathematics Department; a portion of the student's preliminary examination, determined by the committee, must cover the mathematics portion of the student's program; and the mathematics courses used to satisfy the requirements for a mathematics minor must be included in the student's program of study which must be signed by the Chair of the Mathematics Department and filed through and administered by the Graduate School.

* * * * *
Motion carried.

Agenda Items (Discussion Items)

1. Recommendation from Faculty Affairs Committee for A Policy on Electronic Publishing and Appropriate Use of Computing (Exhibit B)
Questions and Comments:
On page one under Freedom of Expression the second sentence says WSU does not restrict the contents of electronic mail of staff, faculty and student individual WEB pages. Geller said that this needs to be rephrased. The purpose was that the Freedom of Expression applied to both electronic mail and WEB pages.

On page two under Appropriate Use concerning students is this worded in a way to be consider broadly for student use. Geller stated the intention was that student use would be more broad then just class work it is for use for anything related to their education within the bounds of the law.

On page four in the middle of the right hand column violating University policy expressing opposition to University policy change the language to expressing opposition to any University policy.

On page eight in the privacy section on access for University business the statement that a supervisor may access electronic files within his/her unit for legitimate purposes without seeking approval this differs from the policy on telephone communications or first class mail. Does a supervisor have the right to listen in on a phone conversation or open first class mail if it consider legitimate business purpose? Geller said yes in some circumstances the supervisor would have the right to listen in. Also if someone could not be reached and a piece of mail needed to be opened for business there would be a legitimate need. Some offices share files and have joint administrative duties and these are the types of situations where someone may need to get into someone’s file.

The state default policy that we will be under if we do not pass this what does it state in regard to electronic mail. The default policy is more restrictive and not very specific which is a concern to the University. The default policy states you will use the computer for state business. State business is not defined and the new policy deals with academic freedom and makes it clear that is part of the business of a University. The state Ethics Law is much more restrictive about electronic mail and the new policy gives people more flexibility.

It was suggested that a statement be added that states in such cases where legitimate business is required the owner of the material would be notified in writing by the individuals who looked at it the files that were accessed and the date in which it occurred. Geller stated this policy covers staff as well and there needs to be some policy on access to cover those situations where supervisor may need to access files. Geller stated that the policy allows areas to develop unit protocols to share access to electronic files.

Under Inappropriate Use at the top of page 4 where it says utilizing University resources to the extent it intentionally interferes with others use. . . instead of intentionally it would be better to say with the purpose of interfering.

2. Recommendation from Faculty Affairs Committee for Revision of the 40% Retire/ Rehire Policy (Exhibit C)

Questions and Comments:
Since there is no mandatory retirement age why do we bother with this policy? It was suggested that rather than the chair determining if a faculty member would receive this it should be decided by the department faculty. One comment was this current policy helps departments encourage faculty to retire and under this new policy with budget constraints no one is going to be rehired. This is the only right in the Manual afforded faculty and if given up there would be no return benefit. If this new policy goes into effect will there still be the budgetary policy stated here i.e. that the department permanently loses the difference
between the assistant professor’s salary and the full professor’s salary. What happens if we vote this down? D. Baker stated that at the present there is yearly deficit of $380,000 that will have to be made up from other permanent pbl. What is expected savings from changing the policy?

3. Recommendation from Academic Affairs Committee for the Collaborative Teacher Education Program at Grays Harbor (Exhibit D).

There was no discussion of this item.

4. Recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #5 & #6 (Exhibit E).

There was no discussion of this item.

5. Recommendation from Academic Affairs Committee for Revision to the Internship Policy (Exhibit F).

A question was raised about the rationale. Struckmeyer stated it was more appropriate to request lower division internship courses be considered than to allow freshman and sophomore students to receive upper division credit for an existing internship program.

6. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #6 (Exhibit G).

There was no discussion of this item.

Constituents' Concerns.

K. Liddell stated she has a large amount of transfer students who are coming into engineering with 60 or more credits. To get around the requirement they must be certified into a major with 60 credits there is a catchall category called pre-engineering they can stay in until they have the specific requirements needed to certify into a particular department. It turns out those people will not have a DARS they have a blank piece of paper that says analysis terminated error no degree program but if the student falls through the cracks and are not in pre-engineering and have no major you have a DARS.

Adjournment.

Meeting adjourned at 5:15 p.m.

Thomas Brigham
Executive Secretary