The Faculty Senate was called to order by Peter Burke, Chair, on Thursday, April 13, 2000, in FSHN, T101, at 3:30 p.m. Fifty-six (56) members were present, twenty-three (23) members were absent with three (3) vacancies.

Minutes of March 30, 2000 Meeting were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers met with the Provost on, March 27, 2000.

2. Faculty Senate officers met with President Smith on March 29, 2000.

3. Report from the Physical Facilities Committee is in Exhibit B as follows:

April 5, 2000

Dr. Tom Brigham
Executive Secretary, Faculty Senate
344 French Administration
Washington State University
Pullman, WA
99164-1038

Interim Report to the Faculty Senate
Physical Facilities Committee

The Physical Facilities Committee has been reasonably active this year after several years of inactivity. Much of the effort has been directed at establishing working guidelines for the review process and in catching up on campus projects at various stages of design. Commencement of committee activities was delayed somewhat in the Fall due to administrative restructuring in the Department of Facilities Development (DFD). The wait was productive and I am happy to report that DFD staff have proved to be very informative, cooperative and attentive to committee critique and commentary. Newly appointed DFD Director, Jerry Schlatter, has been extremely supportive of committee activities and has attended most meetings. In addition to the elected committee membership and the usual WSU ex-officio crowd, Mr. Pete Dickinson of the Pullman planning staff was added. Mr. Dickinson is a regular attendee and has proved to be a useful addition.

By agreement between the committee and DFD Staff the usual review process will include committee exposure to the project at the early stages of pre-planning to assess impact on the campus master plan, at a point near the conclusion of the pre-planning phase for critique of the general presentation of the building and local area impact and at the approximate 50% completion stage of final design for architectural presentation, landscape treatment and effect of previous committee commentary. Further reviews may be requested as specific items are addressed by staff for a given project. With the
number of current projects in development this idealized schedule is not expected to be fully functional until fall, 2000.

Review in detail to date has included the Pullman Campus Master Plan, Education Addition (near Cleveland)(twice), Shock Physics Building (corner of Stadium and College)(twice), the Johnson Hall Master Plan, the Indoor Practice Facility (adjacent to Bailey Field/Ferdinand’s), Stadium Way Entrance Project and the Child Care Center.

In general detail the Historic Preservation District, the Museum of Art Building (Stadium and Grimes), Vancouver Master Plan and perimeter road development were presented and assessed.

The final meeting of this year will be used to revisit certain projects about which the committee had concerns or made strong recommendations. These include the ventilation intake for Education Edition, general design, roof presentation and Stadium Way presentation for Shock Physics, site placement and parking impact/financing for Indoor Practice Facility and vehicular access to the Child Care Facility.

A number of other projects have been presented as information items only as design is too advanced for meaningful revision or actual construction is under way.

Attendance by elected membership has been near perfect with stand-ins being provided in all cases of member absence. Committee commentary has been thoughtful on behalf of the University community and has been received in the same spirit. We will be working towards the development of more pointed critique for the balance of this year and into next. It is apparent that some of the committee are a bit reluctant in expressing opinions on design as they don’t know the accepted architecture terminology for critique of design. They have recently been encouraged to speak out with “I don’t like it” as an acceptable observation. It is my feeling that it is then up to the DFD staff to bring out the reasoning. I think that this will not be a problem. We are also developing a follow-up/tracking procedure to determine more accurately what, if any, actions were taken by staff as a result of committee commentary. Campus construction is at an all time high and appears to be increasing. Without meaningful commentary from faculty and staff a few on-campus individuals with varying temporal commitments to the campus and out of town architects will determine the long-term flavor and presentation of the campus. We already have some glaring examples of this to cope with today- and they will be with us for a good many years to come.

Submitted by:

Karl K. White, Professor

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Reports.

1. Remarks by the Chair.—P. Burke

Burke introduced Lane Rawlins to the Senate. Lane Rawlins began his career at WSU rising through the ranks becoming professor and chair of the Department of Economics in 1977 and Vice Provost of the University in 1982. Since leaving WSU in 1986 he has been Vice Chancellor of Academic Affairs at the University of Alabama system at
Tuscaloosa and is currently president of the University of Memphis in Tennessee. He will return to WSU officially in June as the new President of the WSU system.

2. Report from V. Lane Rawlins, Incoming WSU President.

Rawlins stated he was in the first meeting of the WSU Faculty Senate and is pleased to see it has come a long way. He has been meeting with the officers and is impressed with their commitment to involvement in the governance of the institution. Rawlins stated he deeply believes in the principle of shared governance. He stated that an environment of teamwork where stakeholders take responsibility for the institution needs to be created in order to attain greatness. Rawlins stated this is not an official address and he requested the opportunity to address the Senate next fall when he will have had time to assess things and be better able to address faculty issues. Rawlins feels fortunate to be at WSU as the new President. He has received many letters and emails from colleagues and former students of WSU expressing their excitement at his returning to WSU. He was especially touched by the emails he received from former students recounting incidents from classes he taught as much as 30 years ago. Rawlins stated that former students really do appreciate what faculty do. He said he realizes faculty do not hear often enough how much students and former students appreciated their courses but they do. Rawlins stated being faculty is the greatest opportunity in the world. Rawlins feels WSU has one of the most progressive and intensive undergraduate programs in the nation. He is concerned whether the University has programmed for the cultural and social development to go with the curriculum here. In meeting with the students he was told they know they are being taught by quality faculty but they are concerned about fullness of life in Pullman and the attention the University and community gives to them to reinforce the process. Rawlins stated faculty especially the senior faculty define the institution he looks forward to working with the faculty.

Additions or Changes to the Agenda.

There were no additions or changes to the agenda.

Agenda Items (Action Items)

1. Nominations and Elections of Faculty Senate officers for 2000-2001 Exhibit C is as follows:

   Faculty Senate Officer Candidates for 2000-2001

   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.

VICE CHAIR

**COFER**, William F., Associate Professor, Civil Engineering. Faculty, RIS, Graduate Faculty. WSU 12 years.

**Relevant Experience and Qualifications**: Have served as a senator for the past six years. Have chaired the college Senate Elections Committee for the past three years. Member of the research group working on advanced material for waterfront structures for the US Navy. Member of the Curriculum Advisory Program, Department of Civil and Environmental Engineering, (August, 1988 to present). Department representative to the College of Engineering and Architecture Computing Committee (September, 1988 to August, 1992). Member of the Curriculum Committee, Department of Civil and Environmental Engineering, (August, 1989 to August, 1992). Chair of the Computing Committee, Department of Civil and Environmental Engineering, (August, 1989 to August, 1992). Graduate Coordinator, Structures Area, Department of Civil and Environmental Engineering, (August, 1993 to August, 1995). Chair of the Curriculum Committee, Department of Civil and Environmental Engineering, (August, 1996 to May, 1999). Undergraduate Coordinator, Department of Civil and Environmental Engineering, Washington State University, (August, 1997 to present). Served on the Faculty Senate Graduate Studies Committee.

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Balloting resulted as follows: Frances McSweeney Chair and William Cofer Vice Chair.

2. Nominations and Elections for Faculty Senate committees **Exhibit D** is as follows:

**FROM THE COMMITTEE ON COMMITTEES**

The Committee on Committees submits the following name to serve on the following Senate committee with term beginning immediately and ending on the year indicated. Senators are encouraged to study the Committee Manual along with the vitae of the nominee, prior to the meeting of April 13, 2000. Senators desiring to nominate additional persons from the floor MUST PROVIDE written information about the nominees for distribution before the meeting.

**Academic Program Review**

Pharmacy
F - 2003

**OKITA**, Richard T. Professor, Pharmacy, Faculty, Graduate Faculty WSU 10 Years. **Relevant Experience and Qualifications**: Research and Arts Committee; Member Faculty Senate Steering Committee; Graduate Studies Committee at Medical College of Wisconsin.
**Admission Subcommittee of AAC**

F - 2003

**REINERS, Peter W.,** Assistant Professor, Geology, Faculty, WSU 1 Year. Relevant Experience and Qualifications: Graduate Student Representative on various Committees at the University of Washington.

**Committee on Committees**

F - 2003

**HO, Francis,** Professor, Fine Arts, Faculty, Graduate Faculty WSU 33 Years. Relevant Experience and Qualifications: Campus Arts Committee, Publications Committee, Student Recruitment, Friends of the WSU Museum Board.

F - 2001

**STOCK, David,** Professor, MME, Faculty, Graduate Faculty. WSU 28 Years. Relevant Experience and Qualifications: Committees on Committees; Legislative Affairs; Faculty Senate Steering Committee, Former Chair and Vice Chair of Faculty Senate.

**Distinguished Faculty Address**

F - 2003

**SMERDON, Michael,** Professor, Biochemistry and Biophysics, Faculty, Graduate Faculty WSU 20 Years.

**Faculty Affairs**

F - 2001

**LIPE, William D.,** Professor, Anthropology, Faculty, Graduate Faculty, Current Senator WSU 24 Years Relevant Experience and Qualifications: Experience as a faculty member; Dean's Advisory Committee, College of Liberal Arts; Strategic Planning Committee, College of Liberal Arts. Member of several professional societies.

**Graduate Studies Committee**

F - 2003

**RECORDS, Kathryn,** Associate Professor, ICNE, Faculty, Graduate Faculty, WSU 10 Years. Relevant Experience and Qualifications: Chair, Graduate Program Committee; Member IRB; Member of Search Committee for Dean of the Graduate School.

F - 2003

**HUFFAKER, Ray G.,** Professor, Agricultural Economics, Faculty, Graduate Faculty, WSU 10 Years. Relevant Experience and Qualifications: Faculty Status Committee; Former Faculty Senator; Intellectual Property Committee.

**Library Committee**

F - 2003

**HALVERSON, Rachel,** Associate Professor, Foreign Languages and Literatures, Faculty, WSU 10 Years. Relevant Experience and Qualifications: Teaching Assistant Training Program Subcommittee of GSC
VON SEGGERN, Marilyn, Librarian, US Government Information/Electronic Resources, Faculty, WSU 20 Years. Relevant Experience and Qualifications: Faculty Status Committee, Summer Session Advisory committee; Various Library Committees.

**Organization and Structure**
F - 2003

GREENBERG, Robert, Associate Professor, School of Accounting, Info Systems and Business Law; Faculty, Graduate Faculty, Current Senator; WSU 16 Years. Relevant Experience and Qualifications: Vice Chair and Chair of Faculty Senate; Budget Committee; Steering Committee; Honorary Doctorate Committee, Services and Activities Fees Committee

**Planning Review**
F - 2003

HAMMOND, Alexander, Associate Professor, English, Faculty, Graduate Faculty, WSU 24 Years. Relevant Experience and Qualifications: Faculty Senator; Acting Chair Department of English; Faculty Affairs Committee; College of Liberal Arts Curriculum Committee; Faculty Excellence Committee; Publications Committee

**Research and Arts**
F - 2003

KALLAHER, Michael, Professor, Mathematics, Faculty, Graduate Faculty, WSU 30 Years Relevant Experience and Qualifications: Associate Dean of Science, Chair, Department of Mathematics; Catalog Subcommittee; Library Committee.

**Student Affairs Committee**
F - 2003

SWAN, Susan, Associate Professor, General Education, Faculty, WSU 23 Years Relevant Experience and Qualifications: Academic Advising and Reinstatement Committee of AAC.

Balloting resulted as follows: Academic Program Review: Richard Okita, F-2003 College of Pharmacy; Admissions Subcommittee: Peter Reiners, F-2003; Committee on...

3. Recommendations from Organization and Structure for Changes to the Faculty Senate Constitution and Bylaws Exhibit G from 3/30/00 agenda is as follows:

Section 3: Executive Session
This provision for ex officio and/or nonvoting members shall not preclude the right of the elected voting members of the Senate to meet in executive session.

Section 4: Apportionment

A. Constituencies Twenty-six of the 77 faculty members of the Senate shall represent thirteen major constituencies, with two elected from each constituency. The constituencies are defined as the College of Agriculture and Home Economics; the College of Engineering and Architecture; the College of Veterinary Medicine; the College of Business and Economics; the College of Education; the College of Pharmacy; the College of Sciences, Biological Sciences; the College of Sciences, Physical Sciences; the College of Liberal Arts, Humanities and Arts; the College of Liberal Arts, Social Sciences; the Intercollegiate Center for Nursing Education; the faculty of the Library; and the faculty of Student Affairs, Continuing Education, and Public Service. The remaining 51 Senate seats dedicated to faculty shall be allocated proportionally among these constituencies on the basis of the number of permanent full-time equivalent (FTE) faculty positions within these constituencies above 25.

Three of the faculty members of the Senate shall represent the three branch campuses of Washington State University with one elected from each campus.

B. Subconstituencies By majority vote a constituency may allocate its quota of senators to subconstituencies consisting of single departments, groups of closely related departments, or other subdivisions. However, the entire quota or any portion thereof may be elected at large.

C. Distribution of Honors Positions Full-time equivalent faculty positions assigned to the Honors Program and to all other programs shall be allocated to the areas in which they are distributed.

D. Reapportionment Each year the Executive Secretary of the Senate shall be responsible for the reapportionment of Faculty Senate seats at least 60 days prior to the election of Senate members and for determining the number of senators to be elected from each consistency.

Section 5: Qualifications for Election
Faculty Senate Minutes
April 13, 2000
Page 8

A. **Term** Faculty senators shall be elected for a term of three years and shall be eligible for reelection.

B. **Staggered Terms** One-third of the faculty senators shall be elected each year.

C. **Term Limit** No faculty senator shall be elected to more than two full terms consecutively.

D. **Appointment Status** In order to be qualified for election to the Senate, members of the faculty must be on full-time appointment without terminal date with the University.

E. **Nomination** Each constituency or subconstituency or branch campus may nominate faculty candidates by such means as it chooses. A candidate may also be nominated by a petition signed by 20 percent of the eligible voters within his/her constituency, or within his/her subconstituency if the constituency is subdivided.

F. **Validation** For a member of the faculty to be elected to membership in the Senate, a minimum of 40 percent of the eligible voters in the electing category for that position must have voted.

**Section 7: Eligibility to Vote**

A. **Appointment Status** Only faculty members with at least a half-time appointment without terminal date are eligible to vote in elections for faculty senators.

B. **Joint Appointments** A faculty member with appointment split among two or more constituencies or subconstituencies shall vote in the electing unit of the major appointment. If the appointment is split evenly, the faculty member shall inform the Executive Secretary of the Senate in writing by November 1 of each year as to the constituency or subconstituency in which he/she wishes to vote. Whatever the terms of the appointment, no faculty member may vote in more than one unit in any given year.

C. **Appointment Outside of Constituency** Any faculty member not covered by existing constituencies as described in this Article, may petition the Senate for assignment to a constituency with the consent of that constituency. Faculty members so assigned shall be counted in subsequent totals of constituency personnel for purposes of seat allocations, and shall be eligible to vote in such constituencies.

**Section 8: Graduate Student Elections**
A. The President and Vice President of the Graduate and Professional Student Association shall represent graduate and professional students on the Senate.

B. **Term and Reelection** Appointment of the duly elected President and Vice President of the Graduate and Professional Student Organization to the Senate shall be co-terminus with their appointment in the Graduate and Professional Student Organization.

Section 9: Election Procedure

A. **Time of Election** Regular Senate elections shall be held not later than March 15. Specific dates shall require approval of the Senate Steering Committee. Senators elected at these times shall assume the duties of their office on the following August 16. Terms end August 15 for retiring senators or officers.

B. **Manner of Election** Subject to the limitations set forth in this Article, the Senate shall have the power to determine the time, place, and manner of holding senatorial elections.

C. **Vacancy** Vacancies due to death, recall, resignation, or inability to perform the duties of office may be filled by special election or otherwise as determined by the Senate.

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The following changes were approved:

Three of the faculty members of the Senate shall represent the three branch campuses of Washington State University with one elected from each campus.

Eliminate the 5 district representatives of the Graduate and Professional Student Association and replace them with the President and Vice President of GPSA as two voting members of the Faculty Senate.

Chair The Chair of the Senate shall be elected by and from the membership* of the Senate, or from among those individuals who have served in the Senate within the previous four academic years or served as a member of the Faculty Senate Steering Committee within the previous two years. The Chair shall preside over meetings of the Senate.

Vice Chair The Vice Chair of the Senate shall be elected by and from the membership* of the Senate, or from among those individuals who have served in the Senate within the previous four academic years or served as a member of the Faculty Senate Steering Committee within the previous two years. The Vice Chair shall assume the duties of the Chair in the absence of the Chair.
The duties of the Steering Committee shall include matters relating to agenda, referral, voting, and elections. The Steering Committee shall also act as an emergency advisory council to the President, and it may serve as a Summer Executive Committee to carry out functions delegated to it by the Senate. The Steering Committee will carry out all advisory functions of the Senate during the summer or any interval of three weeks or more when classes are not held during the academic year. Any such action by the Steering Committee requires that a meeting of the Steering Committee have at least six members and that at least 75 percent of the members present vote for the action. Any exercise of this general authority shall be reported by the Executive Secretary to the Faculty Senate at its next meeting.

At any meeting half of the elected membership plus one shall constitute a quorum. The following motion failed:

Add the chair of Student Affairs Committee to the Steering Committee.

4. Recommendation from Research and Arts Committee for a Center for Precision Agriculture Exhibit F from 3/30/00 agenda is as follows:

MEMORANDUM

TO: Faculty Senate
FROM: Robert Miller, Chair, Research and Arts Committee
DATE: March 20, 2000
SUBJECT: Center for Precision Agricultural Systems

The Research and Arts Committee serving as lead committee has approved the Center for Precision Agricultural Systems. This has also been approved by Library, Budget, Planning Review, Graduate Studies and Academic Affairs Committees. At this time Senate approval is recommended.

Proposal for Establishment of the
Center for Precision Agricultural Systems

Submitted by

Denny C. Davis
Interim Director and Professor of Biological Systems Engineering
Zip: 6120
Phone: 335-8167

Bill B. Dean
Interim Associate Director and Professor of Horticulture & Landscape Architecture
Zip: IAREC, Prosser
Phone: 786-9260

NAME OF UNIT

CENTER FOR PRECISION AGRICULTURAL SYSTEMS (CPAS)

EXECUTIVE SUMMARY

Washington agriculture faces challenges from many fronts and requires aggressive research and technology transfer to remain a strong economic force in the state. A multi-
disciplinary group of WSU faculty and collaborators has joined efforts to increase agricultural efficiency, improve food quality, and enhance the environment through development and implementation of precision agriculture technologies. Through a faculty-driven initiative to the Washington legislature (part of WSU’s 1999 Advanced Technology Initiative), PBL funding of $500,000 per biennium was acquired to support precision agriculture at WSU. Legislative funding was provided for expressed purposes of developing precision agriculture technologies that address needs stated above and for stimulating economic development in the state.

The Center for Precision Agricultural Systems offers a framework for precision agriculture efforts at WSU. The Center will provide leadership for defining research priorities, coordinating research and development efforts, acquiring and leveraging funds, creating practical technologies, and educating practitioners to support effective implementation of technologies for precision agriculture. Interim Center leadership was appointed in August 1999, and a Center Director search should be completed by May 2000. The structure proposed for the Center will encourage close collaboration between researchers and those most knowledgeable about precision agriculture issues: producers, processors, service providers, and technology manufacturers. Center Faculty will work with collaborators to conduct laboratory and field research, develop and evaluate technologies, facilitate commercialization of technologies, and facilitate adoption of technologies. An Advisory Board will advise concerning research priorities and Center initiatives. Funding received from membership fees, ATI allocations, external grants and contracts, and other university resources will fund Center operations and initiatives. Partnering relationships will be defined by contractual agreements. Through its collaborative efforts, the Center will bring practical technologies to implementation, achieving its mandate as part of a land grant university and satisfying the legislative intent for ATI funding.

NATURE AND SCOPE OF ACTIVITIES

Existing Need
Agriculture has been an active user of, and frequently a force behind, the development of new technologies. From the age of mechanization, hybridization of crops, creation of synthetic chemicals for pest control, development of modern fertilizer use practices, genetic design of plants and animals, and controlled-atmosphere storage for food products, agriculture has initiated and applied new technologies to produce an efficient and safe food supply. Increasing global economic competition, expanding populations in closer proximity to food production, dwindling natural resources, and heightened concerns about environmental pollution and food safety pose ever-increasing challenges. Meeting food production demands while protecting people, the environment, and natural resources requires revolutionary, precise, information-driven management of agricultural systems.

Food production can no longer rely on technologies and management strategies that use outdated information and assume that an entire field, herd, or product lot has uniform conditions and, therefore, requires uniform treatments. More site-targeted applications and specific individual treatments will result in increased efficiencies of water, chemicals and nutrients. In addition to efficiency gains, production capacity, product quality and cost competitiveness will be enhanced. Greatest benefits will be accrued by using precise knowledge of conditions to make decisions based on site-specific
conditions as well as overall system conditions; this can enable appropriate responses to micro-scale needs and result in efficient management of resources overall.

Precision food production requires the development of sensors, information processing, and control technologies that meet the needs of producers, suppliers, processors, and others involved along the food chain. These technologies must be able to measure precise conditions and to quantify production potential of plants, animals, or products at many sites and times. They must be able to consider historical, present, and possible future conditions as they evaluate potential impacts of different management decisions on food product quality, business profitability, and environmental impact. Ideally, these technologies will empower managers to make wise decisions and will enable others to precisely implement these decisions. Development and implementation of these sophisticated technologies will require coordinated interdisciplinary research and education efforts.

Washington State University (WSU) is uniquely positioned to develop and implement precision agricultural system technologies that will support the state’s economic development and quality of life. As the state’s land grant university, WSU has a chartered mission to respond to public needs related to agriculture and the mechanic arts through teaching, research, and service efforts. A tradition of successful agricultural and engineering responsiveness to public needs, coupled with strong industry ties in these disciplinary areas, positions WSU to lead a successful interdisciplinary effort to develop technologies for precision food production. The university’s expertise, distributed among multiple campuses and research centers, provides valuable proximity to the public, to potential cooperators, to facilities for local testing of technologies, and to audiences seeking education and assistance for implementation of technologies.

Faculty Response
For several years, WSU faculty from several disciplines have addressed issues related to precision agriculture. Groups of faculty on the WSU-Pullman campus and at the Irrigated Agriculture Research and Extension Center in Prosser have studied soil moisture and nutrient effects on plant growth, productivity, and product quality under dryland and irrigated conditions. Researchers have developed and tested variable-rate irrigation systems suitable for controlled water and chemical applications. Others have developed plant models able to predict plant responses to environmental and management conditions. These diverse efforts lacked overall prioritization, coordination, and focus toward producing useful management technologies.

Around 1996, a group of faculty proposed the establishment of a Center to energize and bring focus to WSU’s precision agriculture efforts. Precision agriculture became part of WSU’s legislative request in 1996, but it was not funded. About this time, Motorola encouraged WSU to develop a precision agriculture thrust to meet a critical need for knowledge upon which precision agriculture technologies could be developed. (Washington’s diverse agriculture and WSU’s record of research in this area made WSU an attractive site for this research.) In 1998, precision agriculture was part of WSU’s Advanced Technology Initiative (ATI) request to the legislature. This request was based on precision agriculture’s ability to increase production efficiencies, reduce environmental pollution, create jobs, and stimulate economic development. Motorola and numerous other corporate collaborators lobbied for this initiative, which received $500,000 per biennium of ongoing funding.
Advanced Technology Initiative funding is being used to establish the Center for Precision Agricultural Systems. With these funds, the Center will hire a Center Director and support staff, provide seed grants for priority projects, and leverage corporate and federal funding. These funds will complement existing faculty salaries and facilities committed to precision agriculture and will be supplemented by external grants and corporate funds to support Center initiatives. The proposed Center is described below.

**Mission, Goal, Vision, Objectives of Center**

**A Center for Precision Agricultural Systems** (CPAS) is proposed for establishment at Washington State University, with activities, cooperators, and development sites distributed around the state and beyond.

**Mission**
The mission of the Center for Precision Agricultural Systems is:

To foster collaborative research, education, and outreach programs that create practical technologies and management systems for precision agriculture. These systems
(a) support competitive production of Washington’s agricultural commodities,
(b) stimulate the state’s economic development, and
(c) protect the region’s environment and natural resources.

**Goal**
The goal of the Center is to catalyze cooperative, interdisciplinary efforts for development and implementation of precision food production technologies that will consistently propel the industry, across the state and beyond, to markedly higher levels of product quality and profitability while maintaining sustainability and embodying social responsibility. Center efforts will create knowledge, management strategies, and technologies that support precise control of food production—from breeding through nurturing and harvest, storage and processing, and delivery to the consumer. An important part of the Center’s goal is to enhance traditional agricultural businesses and to stimulate new businesses and economic development supporting precision agricultural systems. New business opportunities will be created in agricultural and processing equipment, electronic sensors, software, and agronomic consulting arenas. Precision food production technologies will open a new era of food production and consumer protection, perhaps as significant worldwide as the green revolution of the past generation.

**Vision**
The Center’s vision is to be the internationally recognized leader in development of precision agricultural systems for products and environments characteristic of Washington State.

**Objectives**
The Center’s objectives are intended to create and implement a wide variety of research-based and information-intensive technologies needed for precision agricultural systems. Six specific objectives define important elements of the technology development process:
1. Definition of requirements (multi-disciplinary) for viable solutions to important agricultural system problems
2. Identification and origination of concepts useful to development of selected precision agricultural technologies and systems
3. Synthesis and development of concepts into usable technologies that meet stated system requirements
4. Implementation, testing, validation, and refinement of technological products in production agricultural systems
5. Facilitation of technology transfer to support commercial production of new precision agricultural technologies
6. Development of educational programs that support adoption and successful use of precision food production technologies

Center Activities
The Center will lead, organize, coordinate, and facilitate activities to achieve the stated goal and objectives. Core values guiding the Center are: rigorous science, teamwork, innovation, selected excellence, customer focus, and beneficial impact. Thus, the Center will assemble inter-disciplinary teams to identify, prioritize, and develop innovative solutions to problems of importance to the food production industry and the public. Efforts at any one time will be focused on a limited number of problems where major impacts can be made. Center personnel will facilitate commercialization of proven technologies and provide education to ensure that new technologies are implemented successfully and widely.

The Center will be the focal point for coordinating activities related to precision agricultural systems within Washington State University and throughout the state. It also will cooperate with the University of Washington’s Center for Precision Forestry, through the Northwest Precision Agriculture and Forestry Partnership, to enhance precision systems technology development of mutual interest.

The Director of the Center for Precision Agricultural Systems will marshal the resources of participating faculty and industry cooperators to address technology needs of specific agricultural systems. First, they will identify directions for major research thrusts based on pressing problems, resources available to faculty and cooperators, and potential benefits to the industry and society. Next, the Center will assemble interdisciplinary teams of experts, investigate the scope of the problem, collect resources to support necessary research and development, and coordinate efforts toward achievement of solutions that satisfy needs of the food industry and society. Then in partnership with industrial cooperators, new technologies will be prototyped, evaluated, and readied for manufacturing and distribution. In parallel with these latter activities, Center personnel will prepare educational programs to promote proper use of the new technologies and to integrate new knowledge into ongoing education programs.

The Center will build networks among parties with interest in precision agricultural systems to promote and sustain synergistic efforts that achieve goals of the Center. Relationships will be established with plant and animal breeders, food producers, food processors and shippers, instrument and sensor manufacturers, information processing and communication firms, farm equipment manufacturers, farm management
consultants, environmental advocacy groups, federal funding agencies, federal and private research laboratories, state agencies, and others. Through these relationships, the Center will enhance communication and increase cooperation on precision agricultural system initiatives. Center leadership will develop strategies to access state, federal, and private funding for the Center’s activities and will work with cooperators to utilize and leverage these resources for maximum impact.

The Director of the Center for Precision Agricultural Systems is appointed by and reports to the Dean of the College of Agriculture and Home Economics (CAHE). The Center Director works closely with the Associate Dean and Director of the Agricultural Research Center (ARC). Administrative staff provide the Center Director administrative support for Center activities. Center Faculty, whose academic and tenure homes are in their respective disciplinary units, conduct the research and education efforts of the Center and provide primary academic and programmatic guidance for Center programs. Center Collaborators work closely with Center Faculty on specific Center projects and initiatives. An Advisory Board provides advice to the Center Director on priorities for Center initiatives, in concert with emerging regional and global precision agriculture needs.

**Center Director**

The Center Director leads activities of the Center and serves as focal point for the Center’s interactions with inside and outside constituencies. The Center Director works closely with the Associate Dean and Director of the Agricultural Research Center to maintain connectivity with research efforts in the college and to access resources of the ARC. The Center Director is appointed by the Dean of the College of Agriculture and Home Economics, through whom the Center Director is accountable for following established policies and procedures of Washington State University. The Director’s appointment period and review are the same as those of department chairs at WSU.

The Center Director establishes and maintains effective working relationships with relevant administrative units within and external to WSU to access expertise and resources needed to address Center initiatives. Because of the interdisciplinary nature of problems addressed by the Center, the Director’s development of interdisciplinary teams and collaborative relationships with people inside and outside the university is crucial to the success of the Center.

The Center Director works with Center Faculty on a daily basis to develop and facilitate research and academic programs of the Center. The Director seeks input from the Center’s Advisory Board to anticipate trends and emerging issues related to precision agriculture. The Director, with input from the Center Faculty and the Advisory Board, identifies technology needs and sets research priorities.

The Center Director administers the Center’s budgets and contracts in accordance with university policies and procedures. The Director may make awards of state or private gift funds to Center Faculty based on panel review of proposals and Center priorities. The Director also facilitates preparation of precision agriculture research and education
proposals by Center Faculty and works with the Office of Grant and Research Development to establish appropriate contractual agreements.

**Center Faculty**

Center Faculty are researchers and educators who are clearly identified as participants and contributors to the Center. New Center Faculty receive this designation from the Center Director, with input from existing Center Faculty and relevant department chairs. Center Faculty may be WSU faculty or other researchers or educators actively involved with WSU faculty in the Center’s efforts (e.g., adjunct faculty, USDA or federal laboratory collaborators). Founding faculty of the Center (leaders in the Center’s formation) are given initial designation as Center Faculty (names, positions, and vitae are included in Appendix B). Faculty who are active in research relevant to the Center, who teach courses related to precision agricultural systems, or who make other significant contributions to the Center are eligible for Center Faculty designation. Every three years, Center Faculty are reviewed for reappointment based on their ongoing participation and contributions to the Center.

Center Faculty drive the activities of the Center. They develop Center policies and procedures in conjunction with the Center Director and in accord with university policies. They lead and participate in Center research, teaching, and technology transfer activities. They submit their research proposals for external funding through the Center whenever their proposed work relates to precision agriculture. In this way they may receive the Center’s review, endorsement, and grant matching for their proposals.

**Center Collaborators**

The Center recognizes and engages individuals outside of WSU as Center Collaborators. These individuals contribute to Center success by making in-kind or cash contributions of at least $5,000 annually in support of the Center’s research, education, or public service activities. Benefits and responsibilities of Center collaborators will be defined by contractual agreements so that expectations are understood clearly.

Generally, Center Collaborators are expected to:

- Be an advocate for the Center
- Provide relevant operational support for Center research and development thrusts
- Help engage others in development and use of precision agricultural systems

Benefits will include, to varying degrees:

- Participation in Center projects
- Access to research reports
- Access to educational offerings
- Participation on the Center Advisory Board

Greater expectations and privileges are available to Center Collaborators who make annual cash contributions of $25,000 or more to the Center. A one-time contribution of $500,000 yields the same benefits as annual contributions of $25,000.

**Advisory Board**

The purpose of the Center Advisory Board is to provide outside perspectives and advice to the Center Director. This Advisory Board advises the Center; it does not make
decisions for the Center. The Advisory Board does not exercise authority over Center or university personnel nor does it govern academic or research programs of the university. It provides input and recommendations for the Center Director and other university personnel to consider.

The Advisory Board is responsible to support the Center through:

- Maintaining a dynamic vision and strategic plan for the Center
- Helping to establish procedures for proposal solicitation and review for Center projects
- Recommending funding priorities for the Center
- Providing evaluation of Center initiatives
- Developing relationships to create alliances for the Center
- Providing input to the Dean for annual performance review of the Center Director

The Advisory Board meets twice each year at the discretion of the Center Director. Typically, one meeting (summer) will focus on review of Center progress and setting priorities for new Center initiatives. The second meeting (winter) will be used to report results from Center-funded projects, to hear proposals for new Center funding, and to recommend funding priorities.

Advisory Board membership is comprised of persons who have knowledge, interest, and commitments to precision agriculture efforts of the Center. Membership consists of fifteen to twenty-five members, approximately half of whom are Center Collaborators, the remainder being Center Faculty or other persons offering valuable perspectives to the Center. All members have equal privileges and equal say on the Board. Each member holds a three-year renewable term.

The Advisory Board structure is a compromise between two existing models that are relevant to the Center. The National Science Foundation’s Industry/University Cooperative Research Centers program defines an advisory board comprised of only fee-paying members, who then vote on the use of funds derived from their fees. (WSU’s NSF Center for Design of Analog and Digital Integrated Circuits is organized under this model). Other advisory boards are comprised of members with no financial obligation to the center. The Center for Precision Agricultural Systems Advisory Board will include both paying and non-paying members. (In-kind and cash contributors are considered equally as paying members). Paying members’ privileges will be defined by member contracts, clearly separating payment from Advisory Board influence.

COLLEGES, DEPARTMENTS, AND PROGRAMS INVOLVED

The technical products and business development targeted by the Center require participation by faculty from a number of colleges and departments/programs across the university. The WSU units envisioned as Center participants are listed below. Those most active at the present time are denoted by an asterisk (*).

College of Agriculture and Home Economics
- Department of Agricultural Economics
Faculty Senate Minutes
April 13, 2000
Page 18

- Department of Animal Sciences
- Department of Biological Systems Engineering (Pullman and Prosser)*
- Department of Crop and Soil Sciences (Pullman and Prosser)*
- Department of Entomology
- Department of Food Science and Human Nutrition
- Department of Horticulture and Landscape Architecture (Pullman, Prosser, and Wenatchee)*
- Institute of Biological Chemistry*
- Department of Plant Pathology
- Program in Plant Physiology
- Program in Statistics

College of Engineering and Architecture
- School of Electrical Engineering and Computer Science*
- Department of Civil and Environmental Engineering

College of Business and Economics
- Department of Marketing

UNIVERSITY BUDGETARY SUPPORT

Existing funding from the state and from Washington State University provide the infrastructure for the Center for Precision Agricultural Systems. Salaries for WSU faculty come from WSU budgets. WSU faculty in Prosser, Pullman, Wenatchee, and elsewhere are funded on research, teaching, and extension budgets through regular budgeting processes in their home administrative units.

Funds received as part of WSU’s 1999 Advanced Technology Initiative (ATI) to the Washington Legislature support selected precision agriculture efforts. The Center’s ATI funding at $250,000 per year will pay for recruitment, salary, and research startup for the Center Director. These funds will also be used for some or all of the following: setup costs for the Center, hiring administrative and public relations staff, hiring a scientist in an area of high need, operations and travel for the Center, and seed money for priority research areas. The Center will request additional legislative funding to obtain the second half of the amount sought initially for the ATI precision agriculture initiative to support focused research projects and technology commercialization.

A second source of Center funding is one-time and annual gifts from corporate and other partners. Large gifts will be used to establish an endowment, from which earnings can support the Center’s efforts. Annual gifts from Center Collaborators will add to the Center’s funds for research and education projects.

Much of the Center’s project funding will stem from grant proposals submitted by Center Faculty and the Center Director to companies, private foundations, and state and federal agencies. Indirect Cost Returns (ICR’s) for grants routed through the Center will provide support for Center operations and new initiatives.

SPACE, EQUIPMENT, AND SUPPLIES

Space for the Center for Precision Agricultural Systems is distributed widely—among multiple WSU campuses and on sites of participating faculty across the state of Washington and beyond. The Center Director and Center administrative staff will occupy a suite of offices identified as the Center office, location as yet undetermined.
During the period of transition prior to hiring the Director, interim director(s) and support operations will remain with these people.

Research activities associated with the Center will be conducted in the laboratories and fields assigned to individual Center Faculty or Center Collaborators. Equipment and facilities required for research will be funded primarily by research grants. Some facilities improvements and other allocations for state research projects will come from WSU funds through normal budgetary processes.

**EXPECTED EXTERNAL FUNDING SOURCES**

External funding will be a primary source of support for the Center’s activities. Earnings from private industry endowments will provide an ongoing source of funds for the operation of the Center, and on a limited basis, for seeding new initiatives. Targeted industry grants and federal grants will provide funding for specific research projects and for specific educational initiatives. An initial funding goal for the Center is an annual budget of $500,000 flowing through the Center as research awards, funded approximately equally from agency and industry sources. In recent years, corporate funding for Center-related projects has totaled approximately $200,000 per year. This funding should increase significantly as the Center gains WSU approval and increases the number of corporate partners.

Endowments for the Center will be sought from industries and private donors who have strong commitments to the Center and its goals. Gifts of $25,000 or greater will be sought, but gifts of $500,000 from a single organization or individual will provide the basis for endowments, which will become the cornerstone for the Center. The first prospective major contributor is awaiting WSU’s approval of the Center and hiring of a permanent Center Director before their commitment is formalized.

**EXPECTED CONTRIBUTIONS TO INSTRUCTIONAL PROGRAMS**

The Center for Precision Agricultural Systems will have a direct impact on the instructional and extension programs of the university. Examples of these impacts are listed below.

- Research projects will become the focus of graduate education programs of students in the departments of faculty investigators.
- Design of systems for utilization of new technologies will be the topic of undergraduate student projects in courses such as engineering design courses, senior and graduate seminars, and independent study courses.
- Case studies from new technology developments will be used in relevant undergraduate and graduate courses.
- New knowledge of remote sensing and geo-positioning, sensor concepts for plant and animal well-being, equipment control algorithms, management strategies, and impact monitoring will be incorporated into undergraduate and graduate courses in relevant departments.
- “Precision Agriculture” options will be explored for relevant degrees, perhaps resulting in one or more new degree options.
- Precision agriculture modules and courses will be developed for distance delivery and for establishment of certification programs for practitioners.
• Short courses, workshops, and conferences will be developed and conducted to facilitate communication and to support user adoption of new technologies. The Western Precision Agriculture conference, held most recently in February 2000, is an example. This conference will be hosted by the Center on an annual basis.

• Increased numbers of undergraduate and graduate students will be attracted to WSU to learn and contribute to leading-edge technology development that improves food production and resource protection.

• Precision agriculture concepts and practices will be incorporated into Agricultural Education courses and subsequently into high school vocational agriculture curricula.

The importance of precision agricultural systems technologies to agriculture and other sectors of society will create a demand for education that will enable people to participate effectively in these new technologies. Washington State University’s increasing development of extended degree programs and distance delivery of courses will be integral to meeting related educational needs of food producers, technology suppliers, and other participants. Relevant distance-delivered courses for programs such as the Tri-state Agricultural Distance Degree Alliance (TADDA), WSU’s statewide BS Agriculture degree, and the proposed statewide BS Applied Biology degree will make WSU’s precision agricultural systems educational programs available to regional, national, and international audiences in the near future. Strategic placement of degree programs at WSU branch campuses in important agricultural areas will also facilitate education in precision agriculture.

EXPECTED CONTRIBUTION TO UNIVERSITY AND OTHER CLIENTS

The university will benefit from increased interaction among disciplines, greater collaboration with clients across the state and beyond, and enhanced visibility for research and education programs. Specific contributions of the Center are listed below.

• Increased recognition for WSU as a national or worldwide leader in knowledge development supporting implementation of technologies that simultaneously increase food production and food quality while protecting the environment and natural resources.

• Established partnering relationships among WSU and clients that benefit all parties while also creating synergies in productivity, efficiency, and quality of new products.

• New spin-off companies that manufacture precision food production technologies and others that support implementation of these technologies in the region.

• Agriculture and other food production systems that are able to comply with more stringent environmental regulations while also increasing the profitability of their businesses and the quality of their products.

• Stronger economies in rural areas from increased profitability of agriculture and from new businesses supporting the precision food production technologies in their area.

• Precision food production systems educational programs that improve the preparation of graduates to lead development and implementation of these technologies within the state and worldwide.
CENTER FACULTY

The following faculty have participated in precision agriculture planning activities and/or projects, and therefore, will be considered for Center Faculty status.

Ralph Cavalieri, Professor, Biological Systems Engineering
Joan Davenport, Assistant Professor, Crop and Soil Sciences
Denny Davis, (Interim Director) Professor, Biological Systems Engineering
Bill Dean, Professor, (Interim Associate Director) Horticulture and Landscape Architecture
James Durfey, Instructor, Biological Systems Engineering
Robert Evans, Professor, Biological Systems Engineering
Bruce Frazier, Associate Scientist, Crop and Soil Sciences
Mary Hattendorf, Director, PAWS Network
David Huggins, USDA adjunct faculty, Crop and Soil Sciences
Gary Hyde, Professor, Biological Systems Engineering
David Kramer, Assistant Professor, Institute of Biological Chemistry
Suzanne Lang, Associate Professor, Horticulture and Landscape Architecture
Zoran Obradovic, Associate Professor, Electrical Engineering and Computer Science
Eileen Perry, Scientist, Battelle Pacific Northwest National Laboratory
Lee Philipp, Professor, Electrical Engineering and Computer Science
Robert Wample, Professor, Horticulture and Landscape Architecture
Hong (Holly) Wang, Assistant Professor, Agricultural Economics
Douglas Young, Professor, Agricultural Economics
Hao Zhang, Statistician, Program in Statistics

(Appendices on file in WSU Faculty Senate office.)

APPENDIX A: SUPPORTING LETTERS FROM WSU ADMINISTRATORS
A. Dr. James Zuiches, Dean, College of Agriculture and Home Economics
B. Dr. Anjan Bose, Dean, College of Engineering and Architecture
C. Dr. James Carlson, Associate Dean and Associate Director, Agricultural Research Center
D. Dr. Edward Adams, State Leader, Agriculture and Natural Resources
E. Dr. Arthur Linton, Director, Irrigated Agriculture Research and Extension Center
F. Dr. Ralph Cavalieri, Chair, Department of Biological Systems Engineering
G. Dr. Thomas Lumpkin, Chair, Department of Crop and Soil Sciences
H. Dr. William Hendrix, Chair, Department of Horticulture and Landscape Design
I. Dr. Alan McCurdy, Chair, Department of Food Science and Human Nutrition

APPENDIX B: CURRICULUM VITEA OF CENTER FACULTY
Ralph Cavalieri, Professor, Biological Systems Engineering
Joan Davenport, Assistant Professor, Crop and Soil Sciences
Denny Davis, (Interim Director) Professor, Biological Systems Engineering
Bill Dean, Professor, (Interim Associate Director) Horticulture and Landscape Architecture
James Durfey, Instructor, Biological Systems Engineering
Robert Evans, Professor, Biological Systems Engineering
Mary Hattendorf, Director, PAWS Network
Gary Hyde, Professor, Biological Systems Engineering
David Kramer, Assistant Professor, Institute of Biological Chemistry
Suzanne Lang, Associate Professor, Horticulture and Landscape Architecture
Zoran Obradovic, Associate Professor, Electrical Engineering and Computer Science
Eileen Perry, Scientist, Battelle Pacific Northwest National Laboratory
Lee Philipp, Professor, Electrical Engineering and Computer Science
Robert Wample, Professor, Horticulture and Landscape Architecture

*****

A motion was made to modify the sentence on the bottom of page seven last paragraph first sentence concerning advisory board to read “It provides input and recommendations for consideration through the Center Director.” Motion carried.

Main motion carried.

5. Recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #10 Exhibit H from 3/30/00 agenda is as follows:
UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 10  
Spring 2000

---COURSES---
The 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. Deletions are crossed out. The column to the far right indicates the date each change becomes effective.

**Entom 441** (443) Insect Ecology 3 (2-3) Prereq Bio S 104, Entom 343, Math 140. Interrelationships of insects with the physical and biotic environment; population dynamics and community relations. Cooperative course taught by WSU, open to UI students (Ent 443). Credit not granted for Entom 443 and 477, 478, or 479. Entom 343 or general ecology course. Population and community dynamics; theory and application in natural and artificial systems. Field trips. Cooperative course taught by UI (Ent 441), open to WSU students.  
1-00

**HD 428** new Housing America's Families 3 Prereq 6 hours Anth, Psych, or Soc. Housing, furnishings, and equipment as they influence family well-being, and families' housing choices as affected by social, psychological, economic, technological, and political factors. Cooperative course taught by UI (FCS 428), open to WSU students.  
1-00

**ID 411** new Historical Gender Issues within the Interior Design Profession 3 Examination of the development of the interior design profession in American by comparing and contrasting masculinist and feminist viewpoints.  
1-01

**PharP 554P** Advanced Therapeutics II 4 5 Prereq 552P, PharS 543P. Series of modules that provide the foundation of pathophysiology and treatment of various diseases.  
1-01

---REQUIREMENTS---
The requirements listed below reflect the undergraduate major curricular changes approved by the Catalog Subcommittee since approval of the last Undergraduate Major Change Bulletin. All changes are underlined. Deletions are crossed out. The column to the far right indicates the date each change becomes effective.

**AGRICULTURAL ECONOMICS**, revise Food and Resource Economics option, change name  
8-00

**AGRICULTURAL food-and-resource-economics economics and MANAGEMENT DEGREE PROGRAM**

**Sophomore Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Ag Ec 340</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities [H, G] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Sciences [P] (GER)1</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Intercultural [I, G, K] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Ec 320, 490 [M], or B Law 210</td>
<td>3</td>
</tr>
</tbody>
</table>
Arts & Humanities [H,G] or Social Sciences [S,K] (GER) 3
Stat 212 [N] (GER) 4
Technical/Career Electives2 3
Elective 2 or 3

Junior Year
First Semester
Hours
Ag Ec 330, 440 [M], 450 [M], or 453 3
Ag Ec 350 or 370 6
Communication Skills Elective 3
Math 107, 140 [N] (GER), 171 [N] (GER), 201, 202 [N] (GER), or 220 3 or 4
Complete Writing Portfolio

Second Semester
Hours
Econ 300-level Elective 3
Econ 301 or 302 3
Social Sciences [S,K] (GER) 3
Technical/Career Electives2 6

Senior Year
First Semester
Hours
Ag Ec 320, 420, or 490 3
Ag Ec 330, 440 [M], 450 [M], or 453 3
Ag Ec 435 or B Law 210 3
Technical/Career Electives2 6

Second Semester
Hours
400-level Technical/Career Electives2 3
Ag Ec 330, 440 [M], 450 [M], or 453 3
Engl 402 [W] (GER) 3
Tier III Capstone (GER) 3
Elective 3

1 All three science GER courses must total 10 credits.
2 Consult advisor.

AGRICULTURAL ECONOMICS, revise Ag Production and Resource Management option, change name

Agricultural production and resource management RESOURCE and environmental ECONOMICS DEGREE PROGRAM

Sophomore Year
First Semester
Hours
Acctg 231 3
Arts & Humanities [H, G] (GER) 3
Intercultural [I, G, K] (GER) 3
Physical Sciences [P] (GER)1 3 or 4
Elective 3

Second Semester
Hours
Ag Ec 320, 420, or 490 3
Communication Skills Elective 3
Math 201 3
Social Sciences [S, K] (GER) 3
Stat 212 [N] (GER) 4

**Junior Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Ag Ec 325 or 340</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities [H,G] or</td>
<td></td>
</tr>
<tr>
<td>Social Sciences [S,K] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Math 202 [N] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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Complete Writing Portfolio

**Second Semester**

<table>
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<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Ag Ec 330 or NATRS 410</td>
<td>3</td>
</tr>
<tr>
<td>Ag Ec 435</td>
<td>3</td>
</tr>
<tr>
<td>Econ 302</td>
<td>3</td>
</tr>
<tr>
<td>Technical/Career Electives2</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>2-4</td>
</tr>
</tbody>
</table>

**Senior Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Ag Ec 480</td>
<td>3</td>
</tr>
<tr>
<td>Econ 340, 375, or 481</td>
<td>3</td>
</tr>
<tr>
<td>Technical/Career Electives2</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
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</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>300-400-level Technical/Career Electives2</td>
<td>3</td>
</tr>
<tr>
<td>Econ 340, 375, or 481</td>
<td>3</td>
</tr>
<tr>
<td>Engl 402 [W] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Technical/Career Electives2</td>
<td>3</td>
</tr>
<tr>
<td>Tier III Capstone (GER)</td>
<td>3</td>
</tr>
</tbody>
</table>

1 All three science GER courses must total 10 credits.
2 Consult advisor.

**COMPUTER SCIENCE, revise B.S. in Computer Science** 8-00

**B.S. IN COMPUTER SCIENCE**

**Junior Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Cpt S 317</td>
<td>3</td>
</tr>
<tr>
<td>Cpt S 330</td>
<td>3</td>
</tr>
<tr>
<td>Cpt S 360 [M]</td>
<td>4</td>
</tr>
<tr>
<td>Cpt S Option Course</td>
<td>3</td>
</tr>
<tr>
<td>Intercultural Studies [I,G,K] (GER)</td>
<td>3</td>
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</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Arts &amp; Humanities [H,G] (GER)</td>
<td>3</td>
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<tr>
<td>Cpt S 355</td>
<td>3</td>
</tr>
<tr>
<td>Cpt S 422 [M]</td>
<td>3</td>
</tr>
<tr>
<td>Cpt S Option Course</td>
<td>3</td>
</tr>
<tr>
<td>Engl 402 [W] or 403 [W] (GER)</td>
<td>3</td>
</tr>
</tbody>
</table>
Stat 360

**Senior Year**

*First Semester*

- Arts & Humanities [H,G] or Social Sciences [S,K] (GER) 3
- Cpt S 450 3
- Cpt S 452 3
- Cpt S Option Courses 6
- E E 485 2

*Second Semester*

- Cpt S 401 3
- Cpt S 423 3
- Cpt S 460 3
- Cpt S Option Course 3
- Tier III Capstone [H,G,S,K] (GER) 3
- Computer Science Option Areas

**PHARMACY, revise Doctor of Pharmacy** 8-00

**PROFESSIONAL CURRICULUM**

*Third Year*

*First Semester*

- PharP 531P 3
- PharP 541P 2
- PharP 553P 5
- PharP 557P 2
- PharP 558P 4 2
- PharP 575P 2
- PharS 534P 2

*Second Semester*

- PharP 532P 3
- PharP 542P 3
- PharP 542P 4 2
- PharP 576P 2
- PharP 582P 2
- PharS 545P 1
- Electives (Non-Professional) 3

****

It was moved to amend page 3 moved to strike revisions to Cmpt Sc. Seconded
Motion to amend carried.
Amended motion carried.

6. Recommendation from Academic Affairs Committee for the BA in Education at TriCities Exhibit I from 3/30/00 agenda is as follows:
MEMORANDUM

TO: Thomas Brigham, Executive Secretary
Faculty Senate

FROM: Becky Bitter, Assistant Registrar

FOR: Academic Affairs Committee

DATE: 15 March 2000

SUBJECT: Proposal to Offer the Bachelor of Arts in Education at Tri-Cities

At its meeting on 8 March 2000, the Academic Affairs Committee approved the proposal to offer the Bachelor of Arts in Education at Tri-Cities, to be effective fall 2000.

Members of the AAC approved the proposal following discussion with Dennis Warner, College of Education Associate Dean, and after receiving recommendations for approval from the Budget Committee, Catalog Subcommittee, and the Library Committee.

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

Proposal to Offer a Bachelor’s Degree in Education Which Leads to Kindergarten Through Grade Eight Certification at Washington State University Tri-Cities

Submitted to:

The Washington State Higher Education Coordinating Board

Abstract

Washington State University proposes to offer a 2 + 2 program leading to a Bachelor of Arts in Education on the Tri-Cities campus. This program is designed for students who have completed two years of post-secondary study which includes specific prerequisite course work and qualify for admission to the College of Education. The program will serve a diverse place-bound population of students committed to completion of a four year degree and to qualify themselves for kindergarten through grade eight certification. One cohort group will be comprised of public school paraprofessionals who maintain employment by day and enroll in evening and summer classes. Another cohort group will be place-bound students engaging in full-time study. The paraprofessional cohorts are expected to complete the program in three calendar years. The full-time study cohorts are expected to complete the program in two academic years plus a summer course.

Documentation of Need. The following substantiates the need for a Bachelor’s Degree in Education which leads to kindergarten through grade eight certification: Teacher supply and demand, student interest, and the special needs of place-bound students.

Presently, and for the next several years, there is a shortage of teachers qualified to teach in the elementary schools. The factors creating this shortage are multiple. One factor, although not the major reason, is the increase in the number of elementary school age children. A large factor is the number of teachers, particularly in Washington State, reaching the age of retirement. A third factor is the number of teachers leaving the
profession for more lucrative positions available in the present economy, and the large number of graduates of teacher education programs deciding not to enter the profession. Now and for the next several years, aside from place-bound applicants and those applicants possessing weak recommendations, nearly all candidates for teaching positions are hired and more qualified applicants are needed. In short, the demand for elementary grade teachers exceeds the supply.

As reported earlier, the program has been functioning since 1994. The number of applicants for this program has exceeded the number the program can admit. The number of applicants for the recent cohort groups is more than twice the number who applied for the initial program.

Of the students completing this program on the Tri-Cities campus, 40 percent have earned a Bilingual Education endorsement in addition to the Kindergarten through Grade Eight (K-8) endorsement with the balance receiving the K-8 endorsement only. All of the students earning both endorsements have been placed. The placement rate for the K-8 endorsement only graduates is 85 percent.

Other Programs Available

Washington State University Tri-Cities is the only university located in the Tri-Cities. For those students holding a bachelor’s degree, there is a Master in Teaching degree offered. This program is small and services those students who hold a four-year degree. Heritage College, located in Toppenish and Walla Walla College and Whitman College located in Walla Walla do offer undergraduate programs leading to certification. Whitman also has a cooperative teacher education program with Bank Street College of Education in New York. The completion of this program earns the students a bachelor’s degree from Whitman and a master’s degree from Bank Street College of Education. Clearly, these are programs not available to place-bound students living in the Tri-Cities.

Use of Technology. Most of the instruction will be provided by the Washington State University Tri-Cities faculty. Presently, however, there is a proposal being discussed which, if implemented, would lead to further exchange of instruction among the WSU campuses which may involve this program. Delivery to and exchange of instruction with other campuses has been made possible by the Higher Education Telecommunications System (WHETS). WHETS provides a live, two-way video and audio link between and among WSU campuses as well as other locations across the state. This system will enable WSU Tri-Cities to exchange instruction with or purchase instruction from any of the WHETS locations.

Technology Education, as early as the primary grades, is an area of increasing emphasis in the schools. Accordingly, WSU Tri-Cities is developing a computer and advanced communications technology laboratory which will be employed to provide teachers with the technical training they need.

Table One
Program Faculty (See attached program costs.)
Table Two
Projected Enrollment: Headcount and FTE for Five Years.

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<tr>
<td>FTE</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Table Three
Administrative/Support Staff (See attached program costs.)

Expected Time to Complete Degree. This is a 2 + 2 cohort program designed to enable place-bound students and place-bound paraprofessionals employed by school districts in the Tri-Cities area to earn a Bachelor of Arts Degree in Education and qualify for Kindergarten through Grade Eight (K-8) certification. Since this is a 2 + 2 program, arrangements have been made with Columbia Basin College to offer the first two years of the post-secondary program. The two years of study will include all of the prerequisite course work necessary for admission to WSU and the College of Education. Although the majority of students will complete the first two years of college at Columbia Basin, students completing an equivalent two years of college at another institution may be considered for admission.

As stated above, this 2 + 2 program is designed to serve both a cohort group of full-time students and a cohort group of paraprofessionals. The full-time cohort group will be expected to complete the program, including student teaching, in two academic years plus one summer course. Since the cohort group of paraprofessionals will be working in the schools during the day, they will complete course work in the evenings and summers. Therefore, completion of the program including student teaching for the paraprofessionals will be three calendar years.

Student Diversity. This program, which leads to K-8 certification at WSU Tri-Cities, is expected to assist the University in its commitment to a more diverse student population and enhance the College of Education’s commitment to increase the number of minority teachers in the schools. The WSU Future Teachers of Color Program will extend its recruitment efforts to the Tri-Cities.

This program is expected to facilitate the University’s and College of Education’s commitments in two ways. First, WSU Tri-Cities is located in one of the more culturally diverse regions of the state. Second, the school districts in the area are committed to increasing the number of minority paraprofessionals and certificated teachers in the schools. The districts, therefore, are encouraging talented paraprofessionals to seek K-8 certification.

Program Assessment. Although the program will be an extension to Washington State University Tri-Cities to meet the special needs of place-bound students, it is the same program offered at the Pullman campus, and subject to all internal review and approval processes. It will be monitored and controlled by the College of Education faculty. It is the faculty’s responsibility to assure that teacher education is accredited by the national accrediting agency and the state of Washington. On campus, the Teacher Education Committee (TEC), comprised of faculty from throughout the University, and the
Professional Education Advisory Board (PEAB), comprised of teachers and administrators in the schools, function as advisory units to the College of Education faculty and administration.

Program Assessment. Employing the following assessment strategies this program, as is the Pullman campus program, will be reviewed formatively and summatively:

Formative Evaluative Procedures. Students are surveyed at the end of each semester to determine their perceptions of each course and practicum experience. Also, school district administrators and teachers are surveyed periodically to assess the effectiveness of field experiences conducted in their schools.

Summative Evaluation Procedures. Annually, a compilation of information coming from the formative evaluation program will be discussed by the TEC, PEAB and the faculty. Program modifications will emerge from those discussions. Ostensibly, each new cohort group will experience an improved program.

Student Learning Outcomes. The teacher education program is outcome and performance based. There is, therefore, an emphasis upon a combination of classroom-based and multiple field experiences to ensure that graduates will be able to demonstrate the following outcomes:

Outcome: Graduates will demonstrate knowledge and competence in the dynamics of curriculum change, school reform and the state Essential Learning Requirements (ELR’s). (Note: This outcome is infused in all of the following outcome statements and forms the cornerstone for the teacher education program.)

Assessment: Evidence of the application of state Essential Learning Requirements infused in curriculum lessons, units and course development projects, portfolio projects, senior capstone projects and student teaching performance will be used to verify candidate knowledge and ability in school reform and improvement.

Outcome: Graduates of the teacher education program will demonstrate the ability to understand the role(s) of elementary teachers in varying patterns of elementary school organization.

Assessment: Students will be assessed on their knowledge of school organization through multiple school based field experiences, journal writing based on the multiple on-site field experiences and portfolio and class projects that include various teacher roles, school organizational patterns and philosophical variants. Program graduates will demonstrate the ability to link child development to elementary school curriculum and instruction. Also, data from direct guided observation, focused inquiry, and self study of interaction with children will provide evidence of students ability to understand the relationship between child development and instruction.

Outcome: Graduates will demonstrate the ability to manage effectively and supervise classrooms, playgrounds, and recreation areas based on a combination of theoretical knowledge and practical experience.
**Assessment:** Participation in supervised practicums and student teaching, self assessment surveys, development of a professional management plan and dramatization, role play, and simulations of classroom situations will verify competence in classroom management.

**Outcome:** Graduates will demonstrate the ability to develop, deliver and assess instruction.

**Assessment:** Evidence of instructional competence will be assessed by produced portfolio artifacts, performance assessment of practicum and student teaching, and knowledge of material covered in course work.

**Outcome:** Program candidates will demonstrate the ability to apply a variety of developmentally appropriate experiences that model diverse approaches to knowledge, construction, and application.

**Assessment:** Oral and written exams, a senior capstone course, practicum and student teaching experiences, and portfolio projects will provide documented evidence of theory to instructional effectiveness.

**Outcome:** Program graduates will demonstrate the ability to apply research findings in development of appropriate age level curriculum and instruction.

**Assessment:** Students will be assessed on their ability to produce quality lesson plans, instructional units, and course materials using WWW, internet and library data bases, and information garnered from expert teachers.

**Outcome:** Graduates will select and use materials, resources and classroom technology appropriate to the age, developmental level, cultural and linguistic backgrounds, and exceptionalities of students.

**Assessment:** Assessment will include oral and performance activities from a capstone class, multiple practicum experiences and student teaching.

**Outcome:** Candidates will demonstrate their ability to use positive health behaviors, movement skills, and physical fitness by delivering appropriate health education and physical education to students.

**Assessment:** Student will be judged on performance in course work and development and delivery of lessons and units in practicum and the student teaching experience.

**Outcome:** Teacher education students will be mathematics capable and demonstrate the ability to create an atmosphere in which students become confident performers in mathematics through a hands-on, minds-on project based methodology.

**Assessment:** Assessment of mathematics knowledge and application will be based on the ability to develop, deliver and assess lesson plans, instructional units and course materials that are integrated with other content areas and project based.
**Outcome:** Graduates will demonstrate their ability to create motivating, high involvement lessons (experiences) for students in literacy development including reading, writing, and oral language.

**Assessment:** Graduates will be assessed on the ability to prepare, deliver and evaluate appropriate language arts lessons for students in a K-8 school setting and on their pedagogical skill through oral and performance examinations.

**Outcome:** Program candidates will demonstrate their ability to positively influence student attitude and understanding on the academic, personal, social, and career application of the sciences.

**Assessment:** Performance and oral testing, inductive and deductive investigation, successful delivery of project based instruction and action research projects will be used to provide evidence of the effective teaching of science.

**Outcome:** Graduates will be able to translate knowledge of experience in the visual and performing arts into appropriate experiences for children.

**Assessment:** Lesson plan development, delivery, and evaluation to peers and K-8 students including live performances in vocal, instrumental, theatrical, dance, or visual art will provide evidence of the arts.

### Summary of Program Costs

**FY 2000-01 and FY 2001-02**

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<tr>
<th>Administrative Salaries (Benefits @ 27.0%)</th>
<th>01-02</th>
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<td>(full-time @ $21,233)</td>
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<tr>
<th>Faculty &amp; Adjunct Salaries (Benefits @ 27.0%)</th>
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<th>Internal</th>
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### Clerical Salaries

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- **Secretary (instructional support)**

- **Goods & Services**
  - $1,100

- **Travel ($500 per permanent faculty FTE)**
  - $1,295

- **Equipment**
  - $2,000

- **WHETS Delivery Costs**
  - $0

- **Library (4% of Total Costs)**
  - $12,383

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<tr>
<td><strong>Cost-per-FTE Student</strong></td>
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*WHETS delivery may be used in the future, but there currently no costs associated with distance delivery.

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Motion carried.

7. Recommendation from Academic Affairs Committee for Resident Credit for Study Abroad Students **Exhibit J** from 3/30/00 agenda is as follows:

**MEMORANDUM**

- **TO:** Thomas Brigham, Executive Secretary
- **FROM:** Becky Bitter, Assistant Registrar
- **FOR:** Academic Affairs Committee
- **DATE:** 15 March 2000
- **SUBJECT:** Proposal to Establish WSU Resident Credit for Education Abroad
At its meeting on 8 March 2000, the Academic Affairs Committee approved the proposal to establish WSU resident credit for education abroad, to be effective fall 2000.

Members of the AAC approved the proposal following discussion with Jim Ellis, International Programs Associate Director, and Ann Halpin, International Programs Assistant Director, and after receiving recommendations for approval from the Budget Committee, the Library Committee, and the Catalog Subcommittee. AAC approved the proposal with the proviso that the courses approved for education abroad will be offered only for S, F grading.

The proposal will allow education abroad experiences to be integrated more fully into a student's experience and will better facilitate student services such as financial aid. The courses will be preapproved through the student's major department and the transcript will clearly identify these courses as education abroad. Finally, offering the courses for resident credit will allow WSU to capture these FTEs.

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

WSU Education Abroad Resident Credit Tuition Fee Structure -
Prior to Fall 1999, during Fall 1999 and Spring 2000, and effective Fall 2000
Draft - January 20, 2000

Prior to Fall 1999:

With few exceptions (HRA, Architecture, Pharmacy internship) all coursework taken abroad was treated as transfer credit with no FTE capture and with no WSU fees except an application fee charged by Education Abroad for its support functions. Beginning in Fall of 1998 discussion to convert to a resident credit program was initiated envisioning implementation in Spring or Fall 2000.

Fall 1999:

In early Fall 1999, due to enrollment and FTE issues of the Office of the Provost approved moving all Education Abroad participants to resident credit status. All associated “tuition” fees were waived for Fall 1999 envisioning the development of a support infrastructure for the collection of fees based on host institution/program sponsor fees. Students enrolled in Gen Ed 200 for 15 semester hours. No system wide announcement was (nor will be) made pending Faculty Senate action.

Spring 2000:

Students were enrolled in EA 300 based on registrar assessment and conversion of EA 300 from dummy designator to FTE-bearing designation. All associated “tuition” fees waived as no support infrastructure has been provided to allow for the differential collection of program associated fees. Direct billing contracts with each host institution and program provider will need to be established in addition to modifications to the WSU student accounts/billing/payables system to reflect such differential fee structures.
Spring 2000 action plan:

a. Faculty Senate Review – following action of Senate a campus-wide policy/procedure announcement and information sessions
b. COMPASS action on developing integrated Education Abroad data system to allow for WSU wide access to EA participant data (attached)
c. Implementation of WSU Education Abroad Tuition fee structure for Fall 2000 (attached)
d. College and Branch Campus Block registration identification (attached)
e. First phase of equivalency of courses for Fall 1999 program participants

January 20, 2000

DRAFT --DRAFT -- MEMORANDUM

TO: Deans, 
WSU Colleges and Branch Campuses

FROM: Jim Ellis     Robert Harder
Associate Director    Director
IP Education Abroad    International
Programs

SUBJECT: Identification/Creation of College/Branch Campus based Block Registration Course designator for students participating in WSU approved Education Abroad Programs BEGINNING Fall 2000.

Following the administrative approval of a policy to allow for WSU resident credit equivalency in the Fall of 1999 and based on review and certification by the WSU Faculty Senate, International Programs Education Abroad is requesting the following assistance.

In order to appropriately account for students participating in study abroad activities the Education Abroad unit needs the identification or creation of a block course that allows students to be registered for up to 15 semester hours for up to two terms (30 semester hours). Historically a “dummy” designator known as EA 300 has been used. This designator has temporarily been modified for Spring 2000 to allow for the capture of FTE by the WSU administration however it is preferred that such FTE be appropriately associated with each college or branch campus. In order to properly identify the students and to credit the college in which a student is enrolled WSU Education Abroad is recommending that each College or Branch Campus:

1. Identify or create a college/branch campus-based EDUCATION ABROAD BLOCK Registration course. Such course should allow for up to two semesters of use and a total of up to 30 semester hours. This block would be divided into specific courses as identified during the academic advising process for pre-approval of the Education Abroad activity proposed by each student and following receipt of the original host program transcripts.
2. Identify a senior level contact within the College/Branch campus that can assist Education Abroad with academic advising matters pertaining to assessment of the work done abroad.

Should you have any questions or require assistance with the creation of the block course please contact Dr. Jim Ellis, Associate Director, International Programs Education Abroad.

cc: Doug Baker, Vice-provost Academic Affairs

**COMPUTING SERVICES WORK REQUEST SUMMARY**

**Project Name:** Education Abroad - Integrated Student Records System  
"WSU Resident Credit for Education Abroad" initiative

**Requested By:** Jim Ellis, Associate Director  
International Programs, Education Abroad

**Date Requested:** December 9, 1999

**Description:** Integration of Education Abroad student records into the WSU Student records system for purposes of registration, billing/payment by student accounts, financial aid collection and tracking, and long-term integration of education abroad activities into the academic experience of students. In the Fall of 1999 the Office of the Provost implemented a resident credit policy for all WSU students who participate in education abroad activities which requires that all credits appear on the WSU transcript and that WSU bill (as well as pay out) for all program associate fees. This system will facilitate communications between the Office of the Registrar, Admissions, Financial Aid, Health and Wellness, Student Accounts, Housing, and all WSU academic units (including all branch campuses).

**Value of Completing the Project:** This proposal directly strengthens the academic value of the WSU degree through encouragement and facilitation of education abroad system wide. The project will allow offices to treat education abroad students as normal WSU students relative to academic advising, billing, mailings, deadlines, and other areas that require access to a students education abroad activities. At the same time, it offer students participating in education abroad activities the same benefits as regular WSU students such as use of METRO and correct tuition and other charges relevant to their records. This will also allow for tracking of not only Fall, Spring, and Academic Year abroad students but also those students participating in Summer Session abroad program all of which have differing locations, hosts, courses, schedules and costs.

**Consequences of Not Computing the Project:** WSU will continue providing ever fewer student and academic services for WSU students through lack of uniform information system that integrates approved education abroad activities. Access to this information will continue to be non-existent for WSU administrative and academic units as well as for the branch campuses. The lack of a system will prevent WSU from accurately billing students for their program fees and similarly prevent WSU from paying the host programs those fees. WSU will be unable to accurately assess records of student who are abroad and will need to continue the manual processing of education abroad programming that anticipates over a 20-
25% growth in the next few years. Loss of FTE counts may be imminent should WSU not be able to integrate the services required facilitating the approved education abroad activities within the WSU administrative support systems.

**Preliminary Resource Requirements:** Resources from WSU to implement a system within the next six months.

Preliminary Area issues:

1. Student records system interface where data on student's application for a particular education abroad activity is visible to other academic units.
2. Education Abroad course/placeholding system
3. Transcript - comment lines recognizing coursework done abroad
4. Online emergency contact information - student and host program
5. Host program contact and contract information
6. Program fees for financial aid, billing and payment purposes
7. Access screens for academic advisors, financial aid, health and wellness, branch campuses, etc.

*****

Motion carried.

8. Recommendation from Academic Affairs Committee for 2+2 Program BA in Education with Northwest Indian College Exhibit K from 3/30/00 agenda and New Exhibit E are as follows:

**MEMORANDUM**

**TO:** Thomas Brigham, Executive Secretary
Faculty Senate

**FROM:** Becky Bitter, Assistant Registrar

**FOR:** Academic Affairs Committee

**DATE:** 15 March 2000

**SUBJECT:** Proposal to Offer the Bachelor of Arts in Education at Northwest Indian College

At its meeting on 8 March 2000, the Academic Affairs Committee approved the proposal to offer the Bachelor of Arts in Education at Northwest Indian College, to be effective fall 2000.

Members of the AAC approved the proposal following discussion with Dennis Warner, College of Education Associate Dean. The degree will be offered through a cooperative 2 + 2 program and after six years it is anticipated that the Northwest Indian College will offer their own degree. The degree is supported by a Kellogg grant as well as a Cooperative Teaching Program grant.

At this time, Faculty Senate review and approval is recommended.
Proposal to Offer a 2+2 Program Leading to a Bachelor of Arts Degree in Education at Northwest Indian College Leading to Kindergarten Through Grade Eight Certification

Submitted to:
Department of Teaching and Learning Faculty
Dean's Office, College of Education
WSU Administration
WSU Faculty Senate
The Washington State Higher Education Coordinating Board

Abstract

Washington State University (WSU) and Northwest Indian College (NWIC) are in partnership to offer a 2+2 program leading to a Bachelor of Arts in Education. This program is designed for students who have completed two years of postsecondary study at NWIC that includes specific prerequisite course work to qualify for admission to WSU's College of Education. The remaining two years of instruction are offered at NWIC under the supervision and guidance of WSU's Department of Teaching and Learning. The WSU-NWIC partnership is designed to assist NWIC in achieving independent accreditation to offer a four-year Bachelor of Arts degree in Education. The program will serve the needs of American Indian and Alaska Native place-bound population of students committed to completion of a four-year degree and to qualify themselves for kindergarten through grade eight certification. One cohort group will be comprised of public and tribal school paraprofessionals who maintain employment by day and enroll in evening and summer classes. Another cohort group will be place-bound students (i.e., on or near an Indian reservation) engaging in full-time study. The paraprofessional cohort is expected to complete the program in three calendar years plus additional summer coursework. The full-time study cohorts are expected to complete the program in two academic years plus additional summer coursework.

Institution: Washington State University

Degree-Granting Unit (Department(s), College, School, or Interdisciplinary Unit): The Department of Teaching and Learning, College of Education

Degree (Level): Bachelor
of (Type): Arts
in (Major): Elementary Education

Mode of Delivery (check all that apply):
X single campus/traditional classroom
X satellite/WHETS
__ videotape
__ internet/web
__ other _____________________
Proposed Starting Date: This is a program in progress. The purpose of this proposal is to bring the proposed program into compliance under the authority of the University and Legislature. Through an apparent oversight of previous administrators, Department of Teaching and Learning faculty consent, University review, and HECB approval has until now not been requested. Initially the partnership between NWIC and WSU was to be a one-time Kellogg Foundation funded opportunity where WSU would support NWIC to develop a four-year teacher certification program. NWIC is presently three to four years from achieving accreditation status. Currently the WSU-NWIC partnership is expected to continue via a U.S. Department of Education grant to end in 2004 (entitled Co-TEACH, this grant is designed to address the needs of children from impoverished communities).

Academic Department Representative: Teaching and Learning Department

Name: Darcy Miller
Title: Department Chair

Address: Cleveland Hall 321, Washington State University, Pullman, WA 99164-2132

Voice: 509-335-5027 Fax: 509-335-5046 E-mail: darcymiller@wsu.edu

Documentation of Need. The following substantiates the need for a Bachelor’s Degree in Education which leads to kindergarten through grade eight certification: Teacher supply and demand, student interest, and the special needs of place-bound students.

There is a shortage of teachers qualified to teach in the elementary schools. The factors creating this shortage are multiple. One factor is the increase in the number of elementary school age children. A second factor is the number of teachers, particularly in Washington state, reaching the age of retirement. A third factor is the number of teachers leaving the profession for more lucrative positions available in the present economy, and the number of graduates of teacher education programs deciding not to enter the profession. Now and for the next several years, nearly all candidates for teaching positions will be hired and more qualified applicants are needed. In short, the general population demand for elementary grade teachers exceeds the supply and there is a shortage of teachers.

Shortage of American Indian and Alaska Native certified teachers has been an ongoing concern despite the rich American Indian and Alaska Native presence in our state and country. As reported by the U.S. Department of Education (1997), there are over 100,000 American Indian and Alaska Native students and 40 Indian reservations throughout the Northwest states of Washington, Oregon, Idaho, and Montana. There are 12 tribal and Bureau of Indian Affairs schools that have 99% Indian student enrollment and 147 public schools with over 50% Indian student enrollment. However, there are fewer than 50 certified Native teachers to serve these students and schools. Representative of the region, Washington has twenty school districts with Native student populations exceeding 20%; in nine of these school districts, the Native student is the majority (between 50% and 95%). Only a few of these public school districts employ an American Indian/Alaska Native who is a certified teacher, and just eight Native teachers are enrolled tribal members of one of the 27 federally recognized tribes in Washington.
Furthermore, almost none of the non-Native teachers and administrators in public school districts or tribal schools have previous degree coursework or in-service training in the area of Indian education.

Washington has the fifth largest population of American Indians and Alaska Natives in the U.S., with fifty percent of the Native population under the age of 18. The Office of Superintendent for Public Instruction (OSPI) routinely reports that American Indian and Alaska Native students rank below the state and national average in reading, mathematics, language, science, and social studies in all grade levels. Only 60% of the Native people who are at least 25 years of age or older were high school graduates and 7% completed a bachelor's degree. This situation can be improved. The WSU-NWIC partnership is founded with the principle of training more teachers to work with tribal communities and in schools that have high Indian student enrollment.

As reported earlier, the program has been functioning since the Fall of 1996. Based on the first two pilot years of the program, six students have been on target for May 2000 graduation. The number of applicants for this program is soon expected to be self-sufficient in terms of student enrollment (between 15-20 students per year). This is considered the upper limit for a newly formed program at a tribal college or university. The number of applicants for the recent cohort groups is more than twice the number who applied for the initial program.

Other Programs Available. WSU-NWIC is the only tribal college and mainstream university partnership in Washington state offering teacher education at a tribal college located on an Indian reservation. For those students already holding a bachelor’s degree, there is a Master in Teaching (MIT) degree offered at Evergreen State College oriented for American Indians and Alaska Natives.

Use of Technology. The instruction will be provided by the WSU and NWIC faculty. There is the possibility that Co-TEACH could lead to further exchange of instruction among the WSU campuses which may involve this program. Delivery to and exchange of instruction with other campuses has been made possible by the Washington Higher Education Telecommunications System (WHETS). WHETS, via the K-20 Network, provides a live, two-way video and audio link among WSU campuses as well as other locations across the state. On a course-by-course basis, this system will enable WSU to connect with Northwest Indian College's distance learning capabilities to exchange instruction at other Indian reservation locations in Washington. The American Indian Higher Education Consortium (AIHEC) Distance Learning Network, whose central offices are housed at NWIC, provide additional distance learning capabilities using addressable digital satellite technology. It currently offers includes in-service training for reservation-based agencies, community development and faculty training teleconferences, and postsecondary classes in several disciplines, including education. Technology Education, as early as the primary grades, is an area of increasing emphasis in the schools. Accordingly, WSU and NWIC are collaborating in the Co-TEACH federal grant which emphasizes that area.
Projected Enrollment: Headcount and FTE for Five Years.

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Expected Time to Complete Degree. This is a 2 + 2 cohort program designed to enable place-bound students and place-bound paraprofessionals employed by school districts in the NWIC service area to earn a Bachelor of Arts Degree in Education and qualify for Kindergarten through Grade Eight (K-8) certification. Since this is a 2 + 2 program, NWIC offers the first two years of the postsecondary program. The two years of study will include all of the prerequisite course work necessary for admission to WSU and the College of Education. Although the majority of students will complete the first two years of college at NWIC, students completing an equivalent two years of college at another institution may be considered for admission.

As stated above, this 2 + 2 program is designed to serve both a cohort group of paraprofessionals and a cohort group of full-time students. Planning to addressing the needs of paraprofessionals will be considered over the duration of the Co-TEACH grant. Since the cohort group of paraprofessionals will be working in the schools during the day, it is likely they will complete course work in the evenings and summers. Therefore, completion of the program including student teaching for the paraprofessionals will be three calendar years. The full-time cohort group will be expected to complete the program, including student teaching, in two academic years plus additional summer course work.

Student Diversity. This program, which leads to a WSU degree and K-8 certification, is expected to assist the University in its commitment to a more diverse student population and enhance the College of Education’s commitment to increase the number of minority teachers in the schools. The WSU Future Teachers of Color Program extends its recruitment efforts through NWIC and its many affiliates connected to the AIHEC Distance Learning Network.

The WSU-NWIC partnership is expected to facilitate the University’s and College of Education’s commitments in two ways. First, WSU and NWIC are both designated land grant institutions in Washington and serving one of the more culturally diverse regions in the United States. Second, as evidenced by the high number of schools willing to participate in Co-TEACH, the school districts in Washington are committed to increasing the number of minority paraprofessionals and Native people who want to become certified teachers in the schools. The school districts, therefore, are encouraging talented Native people working in the schools located on or near Indian reservations to seek K-8 certification.

Program Assessment. Although the program will be an extension of WSU at NWIC to meet the special needs of place-bound Native students, it is the same program offered at the Pullman campus, and subject to all internal and external review and approval processes. It is monitored and controlled by the College of Education faculty. It is the faculty’s responsibility to assure that teacher education meets the standards of the national accrediting agency and the state of Washington. On campus, the Teacher
Education Committee (TEC), comprised of faculty from throughout the University, and
the Professional Education Advisory Board (PEAB), comprised of teachers and
administrators in the schools, function as advisory units to the College of Education
faculty and administration. The WSU-NWIC partnership also will be reviewed by the
Office of Superintendent of Public Instruction (OPSI) and the National Council for
Accreditation of Teacher Education (NCATE).

Program assessment will be formative and summative. Formative Evaluative
Procedures involve students being surveyed at the end of each semester to determine
their perceptions of each course and practicum experience. Also, school district
administrators and teachers are surveyed yearly to assess the effectiveness of field
experiences conducted in their schools. Summative Evaluation Procedures will occur
annually, a compilation of information coming from the formative evaluation program
will be discussed by the TEC, PEAB and the faculty. Program modifications will
emerge from those discussions. Presumably, each new cohort group will experience an
improved program.

Student Learning Outcomes and Assessment Strategies. The teacher education
program is outcome and performance based. There is, therefore, an emphasis upon a
combination of classroom-based and multiple field experiences to ensure that graduates
will be able to demonstrate the following outcomes:

Outcome: Graduates will demonstrate knowledge and competence in the dynamics of
curriculum change, school reform and the state Essential Academic Learning
Requirements (EALRs). (Note: This outcome is infused in all of the following outcome
statements and forms the cornerstone for the teacher education program.) Assessment:
Evidence of the application of state EALRs infused in curriculum lessons, units and
course development projects, portfolio projects, senior capstone projects and student
teaching performance will be used to verify candidate knowledge and ability in school
reform and improvement.

Outcome: Graduates of the teacher education program will demonstrate the ability to
understand the role(s) of elementary teachers in varying patterns of elementary school
organization. Assessment: Students will be assessed on their knowledge of school
organization through multiple school based field experiences, journal writing based on
the multiple on-site field experiences and portfolio and class projects that include
various teacher roles, school organizational patterns and philosophical variants.
Program graduates will demonstrate the ability to link child development to elementary
school curriculum and instruction. Also, data from direct guided observation, focused
inquiry, and self-study of interaction with children will provide evidence of students'
ability to understand the relationship between child development and instruction.

Outcome: Graduates will demonstrate the ability to manage effectively and supervise
classrooms, play grounds, and recreation areas based on a combination of theoretical
knowledge and practical experience. Assessment: Participation in supervised practicums
and student teaching, self-assessment surveys, development of a professional
management plan and dramatization, role play, and simulations of classroom situations
will verify competence in classroom management.
Outcome: Graduates will demonstrate the ability to develop, deliver and assess instruction. Assessment: Evidence of instructional competence will be assessed by produced portfolio artifacts, performance assessment of practicum and student teaching, and knowledge of material covered in course work.

Outcome: Program candidates will demonstrate the ability to apply a variety of developmentally appropriate experiences that model diverse approaches to knowledge, construction, and application. Assessment: Oral and written exams, a senior capstone course, practicum and student teaching experiences, and portfolio projects will provide documented evidence of theory to instructional effectiveness.

Outcome: Program graduates will demonstrate the ability to apply research findings in development of appropriate age level curriculum and instruction. Assessment: Students will be assessed on their ability to produce quality lesson plans, instructional units, and course materials using WWW, internet and library data bases, and information garnered from expert teachers.

Outcome: Graduates will select and use materials, resources and classroom technology appropriate to the age, developmental level, cultural and linguistic backgrounds, and exceptionalities of students. Assessment: Assessment will include oral and performance activities from a capstone class, multiple practicum experiences and student teaching.

Outcome: Candidates will demonstrate their ability to use positive health behaviors, movement skills, and physical fitness by delivering appropriate health education and physical education to students. Assessment: Student will be judged on performance in course work and development and delivery of lessons and units in practicum and the student teaching experience.

Outcome: Teacher education students will be mathematics capable and demonstrate the ability to create an atmosphere in which students become confident performers in mathematics through a hands-on, minds-on project based methodology. Assessment: Assessment of mathematics knowledge and application will be based on the ability to develop, deliver and assess lesson plans, instructional units and course materials that are integrated with other content areas and project based.

Outcome: Graduates will demonstrate their ability to create motivating, high involvement lessons (experiences) for students in literacy development including reading, writing, and oral language. Assessment: Graduates will be assessed on the ability to prepare, deliver and evaluate appropriate language arts lessons for students in a K-8 school setting and on their pedagogical skill through oral and performance examinations.

Outcome: Program candidates will demonstrate their ability to positively influence student attitude and understanding on the academic, personal, social, and career application of the sciences. Assessment: Performance and oral testing, inductive and deductive investigation, successful delivery of project based instruction and action research projects will be used to provide evidence of the effective teaching of science.
**Outcome:** Graduates will be able to translate knowledge of experience in the visual and performing arts into appropriate experiences for children. **Assessment:** Lesson plan development, delivery, and evaluation to peers and K-8 students including live performances in vocal, instrumental, theatrical, dance, or visual art will provide evidence of the arts.

In conclusion, WSU’s College of Education is accredited with the National Council for Accreditation of Teacher Education (NCATE) and is a leader in training teachers and leaders based on the canons of rigorous academic standards. Students must maintain a high grade point average in general education courses prior to admission to the teacher certification program. Once in the program, the College of Education requires students to be in good academic standing before they have the opportunity to apply for graduation. Our position is that students who will become successful teachers have demonstrated their aptitude, perseverance, and commitment to endure academically rigorous accredited teacher and administrator preparation programs. The recent U.S News and World Report (March 29, 1999, p. 109) on America’s Best Graduate Schools ranked WSU’s College of Education in the top fifty schools (ranked 37th out of 188 graduate schools of Education), establishing it as in the top 20% of graduate schools of Education in the nation.

WSU is also a leader in lending its teacher training program to cultural enhancement (the process of adding culturally specific curriculum materials to the standard curriculum). Currently professional core education courses are being revised to specifically meet the needs of Native communities while preparing students who participate in the WSU-NWIC Teacher Training Program to address the multicultural needs of all students in public, private, and tribal schools. Overseeing the curriculum revision effort is a committee comprised of leading scholars, teachers, state education officials, university faculty and administrators, Native elders, and Native students. The course revisions are in keeping with Washington State’s changes in teacher preparation and certification and address Washington State's Essential Learning Requirements. The curriculum will also reflect outcome-based education, and present teaching from a constructivist philosophy that facilitate the teacher’s understanding of the learner, learning, and teaching as a contextual reflective process. These characteristics are central to learning to teach in a culturally and linguistically diverse society. Another integral component of the curriculum revision project is the desire to integrate professional development for teachers into the curriculum to ensure the retention of Native and non-Native teachers after graduation. The revisions will also serve as a major piece to be included in program documentation for upcoming accreditation reviews for WSU and NWIC.

**Finances**

**Summary of Program Costs - Year 1 and Year N**

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Internal Reallocation</th>
<th>Other Sources(a)</th>
<th>Year 1 Total</th>
<th>Year N (FY2004)</th>
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<tbody>
<tr>
<td>Administrative salaries and benefits (.25 FTE)</td>
<td>$0</td>
<td>$19,000</td>
<td>$19,000</td>
<td>$19,000</td>
</tr>
<tr>
<td>Faculty salaries and benefits (1.1 FTE)</td>
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<td>$49,000</td>
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<tr>
<td>Adjunct Faculty @ $3,000 per course</td>
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<td>$24,000</td>
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</tr>
</tbody>
</table>
Clerical/Program Coordinator salaries/benefits (1.0 FTE) | $38,000 | $38,000 | $38,000  
Library Services (a) |   |   |    
Goods & services |   |   |   
Travel | $4,000 | $4,000 | $4,000  
Equipment | $5,000 | $5,000 | $5,000  
DIRECT COSTS | $139,000 | $139,000 | $139,000  
INDIRECT COSTS (b) | $15,400 | $15,400 | $26,520  
TOTAL COST | $15,400 | $139,000 | $154,400 | $165,520  
FTE students | 6.0 | 20.0 |    
Cost-per-FTE student (c) | $25,730 | $8,280 |   

Notes:
(a) Library resources – NWIC has its own library and collection of resource materials for students.
(b) Indirect Costs – FY2000 and FY2001 are funded by a Kellogg grant that does not allow indirect costs. Some indirect costs (for example, costs of registering students, academic support costs) are being absorbed through institutional internal reallocation. Years 2002 to 2004 are partially funded by a U.S. Department of Education grant negotiated at 8% with a portion subcontracted to NWIC and the remaining funded by NWIC.
(c) The average cost per student FTE for Education upper division programs is cited as $6,151 in the 1998 HECB (Higher Education Coordinating Board) Cost Study. The cost per FTE student for a program of this nature is higher than the average for other teacher education programs that have a larger number of students enrolled. The unique nature of this program coupled with the small number of potential Native applicants does not make traditional cost-per-student comparisons entirely applicable.

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The purpose of the CO-TEACH subcontract to the Northwest Indian College is to:

1. Assist with the recruitment, retention, and graduation of Native American students in the teacher preparation program.

2. To assure that the changes made in the WSU-Pullman teacher preparation program are incorporated into the 2+2 program at NWIC.

Project funds are to be used to augment the 2+2 program at NWIC, and not to develop and maintain the program or to supplant funds from other sources. Use of funds for the purposes other than those stated above must first be approved by the US Department of Education.

Motion carried.

9. Recommendation from Academic Affairs Committee for the Asynchronous Registered Nurse BSN Exhibit L from 3/30/00 agenda is as follows:

MEMORANDUM

TO: Thomas Brigham, Executive Secretary
    Faculty Senate
FROM: Becky Bitter, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 23 March 2000
SUBJECT: Proposal for an Asynchronous Bachelor of Science in Nursing for Registered Nurses

At its meeting on 22 March 2000, the Academic Affairs Committee approved the proposal for an asynchronous Bachelor of Science in Nursing for Registered Nurses, to be effective fall 2000.

Members of the AAC approved the proposal following discussion with Anne Hirsch, College of Nursing Associate Dean, and after receiving recommendations for approval from the Budget Committee.

At this time, Faculty Senate review and approval is recommended.
DEGREE TITLE: Bachelor of Science in Nursing

PROGRAM: ASYNCHRONOUS, COMMUNITY-BASED EDUCATION FOR
REGISTERED NURSE STUDENTS

Date of Implementation: Fall 2000


Discussions have taken place with the Dean and other administrators of the University of Washington School of Nursing and they are supportive of WSU moving ahead with this effort as the need for this offering is very great within the state. They also recognize that, once begun, this program will go state-wide and beyond and future discussions relative to possible collaborations are scheduled. Plans, however, are to go back to the WSU Faculty Senate and the Higher Education Coordinating Board for review and approval as a statewide distance education program.

Estimated Enrollments: An increase of 20 FTEs Year One (40 Headcount)

I. Program Need

A. Relationship to Institutional Role and Mission

The mission of the Intercollegiate Center for Nursing Education (ICNE)/Washington State University College of Nursing (WSU CoN) is in line with the University’s broader mission of providing educational access for place-bound students. The College includes, as part of its mission statement, the commitment to:

Prepare graduate and undergraduate students in multiple locations throughout the region for compassionate, competent nursing practice and leadership in a complex health care environment by providing high quality, innovative programs that incorporate contemporary and traditional technologies and emphasize critical thinking.

Currently the College of Nursing is the largest user (35%) of the Washington Higher Education Telecommunications System (WHETS). Classes are offered in Spokane, TriCities, Vancouver and at the College of Nursing facility in Yakima. All nursing faculty are appointed with the stated expectation that they will participate in various distance learning methodologies. Distance learning expectations are a considered in faculty workload assignments.

B. Documentation of Need for Program

Washington State, like the rest of the nation, is facing a severe nursing shortage. This shortage is clearly evidenced in both rural and urban communities throughout the state. Numerous advertisements for registered nurses, many of which promise large hiring bonuses, can be found in most professional journals and newspapers. Extensive use of
“agency” or temporary nurses is commonplace in all types of health care facilities. Concern regarding the shortage also was demonstrated by recent legislation passed by the United States Congress to allow foreign nurses to enter the country for the specific purpose of meeting the increasing need for nurses (Spokesman-Review, August, 1999). In addition, the Washington State Hospital Association has recently appointed a statewide task force to design strategies to tackle the nursing workforce shortages which, if not immediately addressed, are expected to result in shutdowns of health care systems around the year 2007 when the shortage issues coincide with the increased numbers of retirees and aged who will need health care.

According to the U.S. Bureau of Labor Statistics as reported in the November, 1997, Monthly Labor Review, employment for registered nurses will grow faster than the average for all occupations through 2006. By that year, job growth among registered nurses is expected to climb as much as 21 percent, compared to an average of 14 percent for all occupations. Other federal projections predict that the demand for registered nurses will begin to outstrip the anticipated supply, and that by 2020, demand will grow nearly twice as fast as the expected increase in the RN workforce.

The most critical aspect of this shortage is the need for nurses holding baccalaureate and higher degrees. The National Advisory Council on Nursing Education and Practice, as well as identifying the need, has recommended that by 2010 at least two-thirds of the nurse workforce hold baccalaureate or higher degrees to assure appropriate care for the public. The Pew Health Professions Commission, in 1997, predicted the present nursing shortage but identified it as not shortage simply of registered nurses. The Commission indicated that what is needed is the right educational mix to handle the complex demands of the current health care environment. Currently, only 32% of employed RNs, nationwide, hold bachelor's degrees, while 34% hold associate degrees and 24% have hospital diplomas (USPHS Bureau of Health Professions, Division of Nursing, March 1996). This mix is not what is needed to address the complexities of health care delivery.

In Washington State, the proportion of nurses holding baccalaureate degrees is similar to the national statistics; however, the percentage of nurses with associate degrees is considerably higher while the number of diploma-prepared nurses is low as there are no longer any diploma nursing schools still in operation in the western United States. It is very critical, therefore, that this mix be reversed to reflect a majority of baccalaureate-prepared nurses who have the needed educational preparation to provide and direct patient care, supervise the activities of other health care personnel, participate in the formulation of health policy, and pursue master's and doctoral education in nursing.

Every year, of the approximately 1300 nurses who sit for the national RN licensing examination within Washington State, more than 800 have graduated with associate degrees from community college nursing programs. These nurses have been well prepared for technical nursing practice and are employed in their home communities or at other health care facilities across the state. Many of these individuals recognize their need for further education that focuses on leadership, critical thinking and clinical judgment skills in light of the current demands of the health care environment. Due to professional or personal commitments, however, they are often tied to geographical areas that are too far from educational institutions offering a baccalaureate degree in
nursing. Additionally, there are very few baccalaureate-prepared RNs of Native American or Hispanic background in the state. Of the small number of nurses with these backgrounds, most hold associate degrees, live in rural areas and have strong family and tribal ties that make it difficult for them to relocate for educational purposes.

An RN-BSN (Bachelor of Science in Nursing) program, designed specifically to meet the needs of the associate degree and diploma prepared registered nurse population, is already in place through the Washington State University (WSU) College of Nursing/Intercollegiate Center for Nursing Education. Currently, the College offers the program in Spokane, Yakima, Tri-Cities, Wenatchee and Vancouver utilizing the Washington Higher Education Technology System (WHETS). Despite the number of WSU WHETS classrooms throughout the state, there still is a large contingent of nurses living and working in rural areas who are unable to travel even to those sites.

Health care employers and the community colleges in many of Washington State's small communities including Omak, Okanogan, Walla Walla, Moses Lake, Port Townsend and Grays Harbor, as well as northern Idaho, have requested that the WSU College of Nursing offer the baccalaureate program for RNs in their areas. The challenge in doing this has been to assure enough students in each location to make offering the program cost effective in terms of student numbers while providing adequate faculty and other instructional resources. This program, therefore, is designed to provide registered nurse students with the WSU RN-BSN courses in an asynchronous format and make the entire program accessible to learners in their own homes or work sites.

Providing easier access for registered nurses throughout the state to complete the BSN program will enhance the collaboration already occurring between WSU College of Nursing and the community college nursing programs in the region. While faculty in the community colleges frequently encourage their graduates to continue their education, providing greater accessibility, as designed in this proposal, increases the likelihood that these students can go on to meet their goal of achieving a baccalaureate and possibly a higher degree. In addition, they will positively contribute to the needs of the health care system of the state.

The Council on Nursing Education in Washington State (CNEWS), the official organization of the deans and directors of nursing education programs, has been working for several years on a formal articulation plan to facilitate the movement of associate degree and diploma RNs into BSN programs, addressing prerequisite course requirements, transfer issues, and program outcomes. Geographic accessibility, however, remains the major barrier to providing further education to motivated, qualified students. This program rectifies that factor for many RNs, meets the acute needs of health care employers, particularly in rural communities, as well as increases the collaboration between a number of the state's community college nursing programs and the WSU College of Nursing.

This expansion of the WSU College of Nursing’s RN-BSN program using a number of innovative teaching strategies will be available to learners in their own homes or work sites using asynchronous technology. The program of study, designed specifically for associate degree and diploma prepared nurses seeking a baccalaureate degree in nursing, encompasses both theory classes and clinical practicum experiences. Ten theory courses
(25 semester credits) are currently being re-engineered to a WEB-based format using a variety of innovative instructional techniques such as video-streaming, CD-ROMs, WEB links, video, and e-mail/chat rooms that students can access at their convenience and in an asynchronous manner. The clinical components of the program will involve utilizing nurse preceptors in the local communities with ongoing WSU faculty oversight and periodic direct supervision.

The College has in place much of the basic equipment and expertise needed to offer this type of innovative, asynchronous RN-BSN program. Additionally, the Higher Education Coordinating Board recently recognized the need and supported this developing effort when they provided approximately $109,000 for reengineering the program’s didactic courses under its Fund for Innovation and Quality in Higher Education Initiative. The College also has submitted a grant application to FIPSE, and is in the process of applying to other foundations, for additional development and implementation funds; however, as can be noted in the budget, the program is prepared to move forward even if funds from those sources are not available.

The result will be that greater numbers of registered nurses in Washington will be able to complete baccalaureate degrees in their own communities. Interest in this program has already been demonstrated. Spring, 1999 enrollment in the current program which uses WHETS classroom synchronous delivery was 52; fall 1999 enrollment was 78; spring 2000 is 77. The College nursing advisors across the state report significantly increased interest and enrollment plans by potential students for fall 2000. Additionally, a recent survey conducted by the College in the communities that have requested this program revealed that 54.4% (558 of 1,026) of the nurses interested in pursuing a nursing degree from the WSU College of Nursing indicated their intent to pursue this degree. Although some of these potential students will choose to enroll at WHETS sites (Spokane, Yakima, Tricities and Vancouver), many are located in communities to which the WHETS offerings are not available. Student demand for the asynchronous program is expected to be significant as the program becomes fully on line, demonstrates high quality, and recruitment and advising efforts intensify.

The increased supply of baccalaureate prepared nurses resulting from these efforts will directly impact the nurse shortage issues being faced by employers in this state as well as improve the numbers of nurses with leadership, critical thinking, and clinical judgment skills to address the current complexity and acuity of the health care needs of patients. The justifications for the existing program being offered in an asynchronous mode at new locations, therefore, include: 1) student interest and demand; 2) changes in the health care environment and the profession of nursing requiring additional education, leadership and critical decision-making skills; 3) workforce needs of the local industry as demonstrated by an acute, and increasing, shortage of nurses across the country; and 4) service to the community by providing the needed education to positively impact their health care delivery efforts.
C. Relationship to Other Institutions

1. Duplication - Five educational institutions in Washington State offer the BSN degree for registered nurses; however, none of them offer the RN-BSN program in an asynchronous mode. There are a few asynchronous, web-based programs out-of-state that are providing BSN degrees across the country, including Washington State. Discussions have taken place with representatives of the in-state nursing programs including the University of Washington School of Nursing and all agree that WSU’s program is greatly needed, should move forward in its development, and not be limited to specific geographic regions relative to its delivery.

2. Uniqueness of program - This program will provide BSN education in an asynchronous mode with clinical courses offered on-site with community-based preceptors. It will allow RN students to remain in their own communities, with minimal travel, while advancing their education.

D. Project Goals and Expected Outcomes:

1. An increase of 20 FTEs (40 headcount) in students enrolled in the RN to BSN program throughout Washington in Year One;
2. Focused marketing of the program including development of recruitment materials, careful advising of potential and enrolled students to minimize time to completion;
3. Regular updating of the theory courses (ten courses/25 semester credits) in the RN to BSN program using asynchronous instructional methodologies as required by the expanding knowledge base and changing modalities of health care delivery;
4. Implementation of the program's clinical practice courses in small rural communities using qualified faculty assisted by contracted community-based preceptors;
5. Competency-based measurements of student achievement, addressing specific course objectives developed for each course;
6. High levels of student satisfaction with the course content, instruction and method of delivery as demonstrated by course evaluations;
7. Employer satisfaction as demonstrated by annual surveys of employers of participating students beginning two years after initiating the asynchronous program;
8. Greater than 90% program completion and graduation within two years of student entry.

II. Program Description

A. Goals, Objectives, Student Learning Outcomes

Expected learning outcomes of the BSN program for registered nurses as currently offered and as proposed in asynchronous format are:
1. **Competence in Provision of Care**
   a. Provides competent nursing care to individuals, families, groups and communities through promotion, maintenance and restoration of health, prevention of illness, and physical emotional, and spiritual support throughout life the span.
   b. Formulates nursing practice decisions using evolving knowledge and research from nursing science, the biological and behavioral sciences, and the humanities.
   c. Uses developmentally appropriate teaching-learning principles to assist clients to achieve their health goals and to assist colleagues to improve the quality of their nursing care.

2. **Professional Values**
   a. Provides compassionate, ethical care to individuals of diverse cultures, values, beliefs, and lifestyles.
   b. Demonstrates the values central to nursing practice including: altruism, autonomy, human dignity, integrity, and social justice.
   c. Protects the rights of people to receive optimum care and make informed decisions affecting their health welfare.

3. **Role Development**
   a. Upholds the standards and values of the profession including accepting responsibility for learning and personal growth.
   b. Interprets professional nursing using perspectives gained from past, present, and future trends in nursing and society.
   c. Advocates for responsible, humane health care policies.
   d. Partners with clients, families, communities and interdisciplinary health care teams to design and provide quality health care.
   e. Participates in revision of health care policy and practice within a rapidly changing global environment.

4. **Designer, Manager, Coordinator of Care**
   a. Demonstrates leadership skills and knowledge of the management process in designing, managing and coordinating care.
   b. Uses evolving information technology to monitor and improve the health care of clients.
   c. Demonstrates knowledge of fiscal dimensions within a variety of current and evolving health care systems.

**B. Curriculum**

1. **Admission Requirements**
   a. Washington State RN licensure eligibility (Washington State Patrol clearance upon acceptance to ICNE/WSU College of Nursing)
   b. Junior standing (60 semester/90 quarter hours)
   c. Cumulative GPA of 2.5 in college courses and in course pre-requisites to nursing
   d. Completion of all nursing pre-requisite courses and university GERs.
   e. Minimum course grade in each nursing pre-requisite course of C (2.0).
2. Course of Study

Nurs 360 Professional Nursing Concepts & Issues 2 sh
Nurs 365 Nursing Concepts: Assessment and Application of Physiological Concepts to Nursing Practice I 3 sh
Nurs 366 Nursing Concepts: Assessment and Application of Physiological Concepts to Nursing Practice II 3 sh
Nurs 400 Nursing Research and Informatics 3 sh
Nurs 405 Nursing Leadership 2 sh
Nurs 406 Nursing Management 2 sh
Nurs 440 Nursing Concepts: Community Health 3 sh
Nurs 460 Nursing Concepts: Clinical Decision Making 3 sh
Nurs 462 Selected Nursing Concepts: Psychiatric/Mental Health 2 sh
Nurs 465 Nursing Practice: Community & Psychiatric Mental Health 3 sh
Nurs 477 Health Care Ethics 2/3 sh
Nurs 495 Nursing Practice: Advanced Clinical Practicum 2 sh
Capstone/Upper Division Elective 3 sh

TOTAL SEMESTER HOURS REQUIRED 33

C. Use of Technology

Extensive use of technology will be necessary to deliver the courses in an asynchronous mode (see program description)

D. Faculty

Table 1
Program Faculty*

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
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</tr>
<tr>
<td>Stucky</td>
<td>Instructor</td>
<td>Full-time</td>
<td>1.00</td>
</tr>
<tr>
<td>Reynolds</td>
<td>Asst. Prof</td>
<td>Full-time</td>
<td>0.40</td>
</tr>
<tr>
<td>Rasmore</td>
<td>Instructor</td>
<td>Full-time</td>
<td>1.00</td>
</tr>
<tr>
<td>Thiele</td>
<td>Professor</td>
<td>Full-time</td>
<td>0.75</td>
</tr>
<tr>
<td>Martin</td>
<td>Instructor</td>
<td>Full-time</td>
<td>0.50</td>
</tr>
<tr>
<td>Katz</td>
<td>Instructor</td>
<td>Part-time</td>
<td>0.50</td>
</tr>
</tbody>
</table>
Bayne  Assoc. Prof  Full-time  0.25
Armstrong  Asst. Prof  Full-time  0.25
Thompson  Instructor  Full-time  0.75
Severtsen  Assoc. Prof  Full-time  0.40
New Faculty  Asst. Prof  Full-time  0.60

Total FTE  6.90*

*Many of the faculty will be teaching WHETS courses in the RN-BSN program and re-engineering/teaching the asynchronous courses, therefore, this figure does not necessarily apply only to the courses in the existing program going to new sites. For costing purposes, the faculty effort for course development and teaching is estimated at 1.5 FTE in Year 1 and 3.0 FTE in Year N (2).

E. Students

Table 2
Size of Program

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Year 1</th>
<th>Year N*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>FTE</td>
<td>20</td>
<td>36</td>
</tr>
</tbody>
</table>

Year N: Please indicate the year in which the program plans to reach full enrollment. *This cannot be accurately estimated as an asynchronous course could have unlimited enrollment as long as tuition pays the costs of the additional students. For purposes of estimating cost and FTEs, Year N is presented in this document as Year 2, FY2002.

Expected time for program completion: First class – two years part-time. One year, full time, when fully operational.

Diversity: Intensive efforts will continue to recruit and retain persons of color. The College has a full time Native American Recruitment and Retention Coordinator as well as several faculty of Hispanic or Native American descent involved in recruitment efforts. Many scholarships and student support services are in place for minority students.

F. Administration

Table 3
Administrative/Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>% Effort in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff</td>
<td>Associate Dean Academic Affairs, and Associate Dean Instructional Resources</td>
<td>Coordination of the Program</td>
<td>.10 FTE</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Program Assistant</td>
<td>Admissions, Student Services</td>
<td>.50 FTE</td>
</tr>
<tr>
<td></td>
<td>Library Assistant</td>
<td>Library services</td>
<td>.10 FTE</td>
</tr>
<tr>
<td>Other</td>
<td>Instructional/ Graphics Designer</td>
<td>Re-engineer Course</td>
<td>1.00 FTE</td>
</tr>
<tr>
<td>Total FTE Staff</td>
<td></td>
<td></td>
<td>1.70 FTE</td>
</tr>
</tbody>
</table>

G. Library

Library review is submitted by Robert Pringle, Head Librarian, Betty M. Anderson Library, College of Nursing (see letter of support appended).
III. Program Assessment

Assessment will be an integral component of this effort. The project team, under the leadership of the Associate Dean for Academic Affairs and the Associate Dean for Instructional Resources and Extended College Activities, will meet on a regular basis for formative and summative evaluation sessions. They also will work closely with appropriate individuals in the WSU Center for Teaching, Learning and Technology, and Extended Academic Programs to avoid redundancy of effort by sharing of reliable and valid instruments and other resources. The proposed evaluation methods include:

1. Administering and analyzing a student satisfaction survey relative to the teaching strategies;
2. Tabulating specific course evaluations and selected competency-based student outcome measures based on the RN to BSN program objectives; innovative methods of assessing student outcomes will be identified and implemented;
3. Tracking increased enrollments in both the RN-BSN program and the graduate program;
4. Tabulating graduation rates and time to program completion;
5. Tracking increased numbers of Native American and Hispanic students; and
6. Surveying employers in selected rural communities to assess impact of program on employment patterns, patient care, and the nursing shortage in their geographical areas.

IV. Finances

Table 4
Summary of Program Costs - Year 1 and Year N

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Internal Reallocation</th>
<th>New State Funds</th>
<th>Other Sources(a)</th>
<th>Year 1 Total</th>
<th>Year N(b) Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative salaries and benefits (.10 FTE)</td>
<td>$21,500</td>
<td>$0</td>
<td>$0</td>
<td>$21,500</td>
<td>$21,500</td>
</tr>
<tr>
<td>Faculty salaries and benefits (1.5FTE/3.0 FTE)</td>
<td>$94,301</td>
<td>$6,000</td>
<td>$100,301</td>
<td>$197,601*</td>
<td></td>
</tr>
<tr>
<td>TA/RA salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical salaries and benefits (.60 FTE)</td>
<td>$19,160</td>
<td></td>
<td></td>
<td>$19,160</td>
<td>$19,160</td>
</tr>
<tr>
<td>Other salaries and benefits (1.0 FTE) Instr/Grph Des</td>
<td></td>
<td></td>
<td>$45,863</td>
<td>$45,863</td>
<td>$45,863</td>
</tr>
<tr>
<td>Contract services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goods &amp; services</td>
<td>$1,665</td>
<td>$14,525</td>
<td>$16,190</td>
<td>$15,415*</td>
<td></td>
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<tr>
<td>Travel</td>
<td>$2,500</td>
<td>$0</td>
<td>$2,500</td>
<td>$5,000*</td>
<td></td>
</tr>
<tr>
<td>Equipment (d)</td>
<td>$600</td>
<td>$4,542</td>
<td>$5,142</td>
<td>$36,242</td>
<td></td>
</tr>
<tr>
<td>DIRECT COSTS</td>
<td>$139,726</td>
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<td>$210,656</td>
<td>$345,366</td>
<td></td>
</tr>
<tr>
<td>INDIRECT COSTS</td>
<td>$65,800</td>
<td></td>
<td>$65,800</td>
<td>$105,800</td>
<td></td>
</tr>
<tr>
<td>TOTAL COST</td>
<td>$205,526</td>
<td>$0</td>
<td>$70,930</td>
<td>$276,456</td>
<td>$451,166</td>
</tr>
<tr>
<td>FTE students</td>
<td></td>
<td></td>
<td></td>
<td>20.0</td>
<td>36.0</td>
</tr>
<tr>
<td>Cost-per-FTE student</td>
<td></td>
<td></td>
<td></td>
<td>$13,820</td>
<td>$12,530</td>
</tr>
</tbody>
</table>
*Dependent on numbers of enrolled students - these figures could be expanded to accommodate the larger numbers of FTEs. It is anticipated that tuition revenues and projected state funds will cover the cost of the program after the first two years.

A. Source of Funds

Internal Reallocation and the Higher Education Coordinating Board (HECB) Grant (Fund for Innovation and Quality in Higher Education Initiative) are the primary sources of funding for years one and two of this program although other grant funds are being sought.

B. Full Enrollment Year

Unable to estimate as an asynchronous course could have unlimited enrollment as long as tuition pays the costs of additional students. For purposes of this proposal and estimating costs, Year N represents Year 2 (FY2002).

C. Staff Duties

Initial skeletal staff for the development of the on-line courses will be in place having been funded by the Higher Education Coordinating Board under its Fund for Innovation and Quality in Higher Educational Initiative. An additional staff member (instructional/graphic designer) will be hired for refinement/enhancement of the initially re-engineered courses.

A Program Assistant (.5 FTE) will be needed to process the increased number of applications, evaluate transcripts and provide student services throughout the program implementation. A .5 FTE WEB-master has already been added to staff (funded by the HEC board grant) and is working with faculty to re-engineer the first three courses to be taught fall, 2000.

D. Equipment

Year One

Hardware will be purchased to enable the College of Nursing to access/utilize the main server managed by WSU Educational Telecommunications and Technology (WSU-ETT). This purchase will provide dedicated space for storage of College of Nursing content (Video Raid Hard Drive, 67 GB on a server being made available by WSU-ETT to all the University’s colleges for video-streaming). A Gateway E-4200 450 computer will be purchased to provide a dedicated system at the College of Nursing for encoding videotaped lectures.

Year Two

Network Server and high delivery Pro Curve Switch will supplement video/audio streaming functions provided by ETT on the WSU-Pullman campus. The high delivery port will increase user accessibility.
A computer workstation for the faculty member added for this program will be needed to support course refinement and facilitation of enrollee communications.

An appropriately configured computer workstation for the instructional/graphics designer will be needed to provide capabilities of animation and other high level graphic enhancements to the re-engineered courses.

Web course server hardware will be purchased the first year to provide a dedicated server for online course delivery. Flexibility and security in managing WEB courses will be ensured. Further, it will separate WEB courses from other server support activities, thus assuring rapid access to course materials.

Two digital recorders will be purchased to maximize the quality of lecture recording. It will eliminate analog-to-digital conversion, thus eliminating signal loss inherent in the conversion process.

V. External Evaluation of Proposal

The following individuals expressed very strong support of this asynchronous BSN program for Registered Nurse students (see attached letters). Additional requests for the program have come from nurse and hospital administrators in Port Townsend, Quincy, Colville, Pullman, Moses Lake, Grays Harbor and Omak.

Marilyn Galusha, RN., MS  
Director of Nursing Education  
Walla Walla Community College

Connie Barnes, RN, MSN  
Director of Nursing & Allied Health  
Wenatchee Valley College

Joan Norman, RN, MBA  
Vice President  
Central Washington Hospital

Colleen Febach, RN  
Director Patient Care Services  
Deer Park Hospital

Library Review of Asynchronous, Community-Based Education for Registered Nurse Students

Submitted by I.C.N.E./WSU College of Nursing

Review by Bob Pringle, Head Librarian, Betty M. Anderson Library
Adequacy of existing collections: It is anticipated that additional copies of some core books to allow rotation of texts among students will be required. Existing journals and full-text databases are adequate for the program, as items will be copied and delivered as needed to individual students.

Adequacy of existing services: One staff person at .10 FTE will be added to library staff. This time will be needed for photocopying/scanning and document delivery. Electronic document delivery needs will be accommodated with equipment being purchased from existing grant funds.

Need for new library collections:
Serials: none

Equipment: Funds ($24,000) have been received from the State Digital Library Enhancement Grant to purchase ILL/electronic reserves computers and scanners.

Monographs: 6/course/year @ $50 each: $600.

New personnel:
As described above, an additional library assistant will be needed (4 hours/week @ $10/hour) at a cost of $1280.

Additional services: Existing databases and network access are sufficient. Electronic reserves and document delivery are being added to existing services this spring and summer. With additional staff time noted above, they should be adequate for the next two years. Mail and facsimile delivery of items will require funding of $665/year.

Budget:
Clerical salaries: $1280
Goods & services: $665
Equipment: $600

*****

Motion carried.

10. Recommendation from Academic Affairs Committee for the Collaborative Teacher Education Programs Exhibit M from 3/30/00 agenda is as follows:

MEMORANDUM

TO: Thomas Brigham, Executive Secretary
FROM: Becky Bitter, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 23 March 2000
SUBJECT: Proposal to Extend the Bachelor of Arts in Education to Southwestern Washington through CTEP

At its meeting on 22 March 2000, the Academic Affairs Committee approved the proposal to extend the Bachelor of Arts in Education to Southwestern Washington through CTEP, to be effective fall 2000.
Members of the AAC approved the proposal following discussion with Judy Mitchell, College of Education Dean, and Thomas Zimmer, College of Education Financial Officer, and after receiving recommendation for approval from the Budget Committee.

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

**BA in Education—Southwest Washington**
- COLLABORATIVE TEACHER EDUCATION PROGRAM (CTEP)
- BILINGUAL/ESL TEACHER EDUCATION PROGRAM

**PROGRAM DESCRIPTION**

**Purpose**

The primary objective of this proposal is to outline the delivery of a teacher education bachelor’s degree (BA) program to place-bound persons residing in Southwest Washington. A BA with K-8 certification will be coordinated by WSU Pullman through the SW Washington Teacher Education Consortium (CTEP). An additional Bilingual/English as a Second Language (BE/ESL) endorsement for one group of students will be coordinated by WSU Vancouver.

**Management**

The proposal builds upon the WSU Pullman programs and incorporates into the consortium an existing HECB approved program at Grays Harbor College in Aberdeen that was begun in 1998. Extending this program to Centralia College, Lower Columbia College and Clark College will establish an infrastructure for providing a coherent, seamless approach to teacher education across the region, and will permit resource-sharing across institutions. Coordination will be handled by Extended Degree Programs (EDP) from WSU Pullman.

The outreach, support, and academic components of the BE/ESL endorsement will be coordinated by WSU Vancouver.

**The 2+2 Program Design**

The first two years of the program will include lower-division course work at participating community colleges, and will permit completion of a fully transferable Associate of Arts degree and WSU teacher education program prerequisites within a two-year time period. Students will then matriculate to the second phase of the program, and complete all requirements for the WSU K-8 teaching certificate and the Bachelor of Arts in Education degree within two additional calendar years of study. Additional coursework will be required for the BE/ESL endorsement. This type of program takes advantage of significant strengths derived from a community college-university collaboration, helping to ensure that students are well advised through their lower- and upper-division course work.
Cohort System

The programs will admit annual cohorts of 20-35 students at each site. Cohorts will progress through the two-year program together, taking courses and participating in multiple school-based field experiences in K-8 schools.

Enrollment Projections:

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (00-01)</th>
<th>Year 2 (01-02)</th>
<th>Year 3 (02-03)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount/ FTE*</td>
<td>125</td>
<td>222</td>
<td>244</td>
</tr>
</tbody>
</table>

* Includes enrollment at all four sites: Grays Harbor, Centralia, Lower Columbia, Clark.

Partnerships

Funding, administration and program design will be a partnership among WSU Pullman, WSU Vancouver, the community colleges and the regional school districts served by the program. WSU, WSU Vancouver and the community colleges will share program expenses, and the local participating school districts will provide access to students for both field experiences and research. School districts will also make available classrooms for teaching classes and practitioners with expertise in core and professional course areas will be program adjunct faculty.

Field Based Activities

The program is designed to provide students maximum time in schools working with students, staff and administrators. Students will have multiple practicum experiences during the first two years and three semester-long practicum experiences during the second two years. Student teaching will be done for one eighteen week semester and occur during the last semester of the two year program.

Program Delivery

The program will use several strategies to deliver professional education courses to each community college site. WSU full-time faculty will teach from Pullman and Vancouver campuses via the Washington Higher Education Telecommunications System (WHETS) using the K-20 network. Qualified faculty from community colleges and local school districts will be employed on a part-time basis to furnish on-site instruction in specified classes.

Curriculum

The curriculum will be the same as that provided in the WSU Pullman program. When courses are taught locally, by adjunct faculty, there will be close coordination and continuous communication with WSU faculty to insure integrity and quality of content and instruction. WSU standards will be used when hiring all adjunct faculty. (See outline of courses in Appendix I.)
DOCUMENTATION OF NEED

During the past year, Washington State University has been approached by community college officials in the region requesting delivery of the existing Collaborative Teacher Education Program to their sites. Numerous discussions between WSU and community college officials regarding the development and delivery of a K-8 2+2 teacher education program for Southwest Washington have led to the proposal to initiate the BA Education with K-8 certification program starting June 2000 and the Bilingual/ESL endorsement in Fall 2001.

A series of informal exploratory meetings at the potential new sites (WSU Vancouver, Centralia College, Lower Columbia College and Clark College) indicated a high degree of student interest in the proposed program. At each of these sites, in less than a month, the meetings generated enough strong expressions of interest from fully qualified students to oversubscribe the initial cohorts.

The proposed program, in accord with WSU’s mission as the state’s land-grant institution, is designed to serve students who are “place-bound” with little access to teacher education programs. A recent report of the Southwest Washington Regional Workforce Alliance, noting that the southwest part of the state will have to import most of its needed workers with college degrees, states: “When it comes to higher education, Southwest Washington is one of the most underserved areas in the state.” In the region to be served, there are currently no public undergraduate teacher education programs available.

Students can be place-bound in two ways:

1. “Rooted” students live in, and consider themselves part of, the local community, and are unable to move because of family commitments or other long-standing ties to the local area.
2. “Stranded” students are willing to leave the local community, but lack of money or support systems prevent them from entering career preparation programs outside the area.

In addition, the rural areas of the southwest region are home to many citizens seeking retraining opportunities. In the last decade, changes in the economy of rural Southwest Washington have resulted in job displacement for significant numbers of area residents. Teaching provides significant new career opportunities for many of these workers.

Nationally, current projections point to a need for 2.2 to 2.5 million new teachers in the next ten years; the state of Washington will need 4000 teachers a year and is currently preparing about 3200. Further pressures are placed on teacher supply by pending retirements of older teachers, competitive recruiting by other states, and a high turnover rate among new teachers (nationally, over 20% of teachers leave the field in their first four years). Occupational projections from the Department of Employment of Security estimated 216 annual openings for elementary teachers from 1996-2005 in Clark, Cowlitz, Skamania, Thurston and Wakiakum counties (the most likely sources of employment for program graduates). A more recent report of the Southwest Washington Regional Workforce Alliance (September, 1999) projects 173 annual elementary school
openings in Clark, Cowlitz, Skamania and Wakiakum counties over the next five years. (Anticipated annual headcount for the sites serving these counties is about 75-80. This is in addition to the existing program at Grays Harbor College that serves Grays Harbor and Pacific counties.)

Early discussions with school superintendents from the region indicated that significant numbers of teachers will retire in the next five years, providing employment opportunities for program graduates. Because local K-12 administrators typically prefer to hire teachers who are likely to remain in the area, program graduates are likely to have a competitive advantage in seeking employment. In addition, the fact that students will have extensive field experience will make them well know and well assimilated into local school districts, giving them a competitive advantage over candidates applying from outside the region.

EXPECTED TIME TO DEGREE COMPLETION

Program completion for the CTEP program is two calendar years, following an Associate of Arts degree. The BE/ESL endorsement requires 16 additional credits. Students who enter one of the participating community colleges as freshmen can complete all A.A. requirements, including all education program prerequisites, in two calendar years. The second two years of the CTEP program would be completed with WSU courses on the community college and WSU Vancouver campuses through a compressed full-time schedule (courses are offered Monday through Thursdays from mid-afternoon to early evening). The CTEP program candidates would graduate with a K-8 primary teaching certificate and a BA in Education from WSU; Bilingual/ESL candidates would additionally earn a BE/ESL endorsement.

DIVERSITY ISSUES/PLANS

WSU Vancouver, the Extended Degree Programs (EDP) and the College of Education have in place an administrative and program structure that is in full congruence with the University’s charge to ensure the diversity of students, programs, faculty and staff. The two programs were designed to serve a diverse population of place-bound persons who are committed to completion of a four year teaching degree, but are unable to leave their community to do so. The BE/ESL program is specifically designed -- and federally funded -- to attract members of underrepresented groups to the teaching profession.

Student Enrollment, Retention and Degree Completion

A five-year federally funded grant will aid in the establishment of the BE/ESL endorsement. This grant provides financial assistance for individuals from underrepresented groups from a variety of language and cultural backgrounds and who are already working as paraprofessionals. The program provides full tuition scholarships for 22 students beginning at the community college and continuing throughout the BA at WSU Vancouver. An important component will be the involvement of participants in an ongoing recruitment effort.
Consistent with WSU’s commitment to increase the diversity of students served by the institution, EDP and CTEP program faculty and staff are developing and implementing recruitment strategies aimed at increasing the number of students from underrepresented groups served by the entire program. Recognizing the need to become more fully integrated into the institutional effort to recruit, retain and graduate more multi-cultural students, EDP joined the Council on Multicultural Recruitment in the Fall of 1996, with the charge to develop a cohesive plan for multicultural student recruiting. Over the first five years of the program, over 75% of all EDP students have been women or minorities.

Program and Curriculum Diversification

The first BE/ESL participants are currently working as paraprofessionals in schools with high numbers of second-language learners while pursuing AA degrees at Clark College and Lower Columbia College. These experienced individuals have been highly recommended by participating school districts to receive full scholarships from the grant.

The BA Ed curriculum includes three semesters of extended field experience prior to student teaching, in a variety of schools in the local area. CTEP’s involvement in a recent WSU “Partnership Grant” from the U.S. Department of Education ensures that at least one semester of clinical work will be done in a school with significant numbers of high needs students, and will include structured experiences designed to develop the knowledge and strategies required to work effectively with high needs students. Students will also enroll in multi-cultural, diversity, special education and classroom management classes designed to provide depth and breadth of knowledge and experience in a wide range of diversity issues fundamentally important in today’s schools. Additionally, emphasis will be placed on preparing these students to provide leadership in their schools on issues of culture, diversity and child exceptionalities.

ASSESSMENT STRATEGIES

Program Assessment

The program will be reviewed and evaluated formatively and summatively. The following assessment strategies will be incorporated:

Formative Evaluation Procedures

- Students will be surveyed at the end of each semester to determine their perceptions and recommendations for program improvement. They will also be surveyed on areas of program strength to be retained, reinforced and strengthened.
- All full- and part time faculty will be surveyed to determine their recommendations on strategies for continued program improvement in curriculum, field experiences and course delivery.
- Participating school district administrators and teachers will be surveyed yearly to assess the effectiveness of field experiences conducted in their schools.
- Recommendations promulgated from this formative evaluation process will be acted upon as appropriate.
Summative Evaluation Procedures

- At the end of each academic school year a compilation of all proposed changes coming from the formative evaluation process will be acted upon and approved changes made.
- All program components will be closely monitored and assessed each spring by the WSU Pullman and WSU Vancouver program director and site coordinators including budget, curriculum (both content and delivery), faculty teaching effectiveness, student performance in classes, field experiences and student progress through the program. Appropriate recommended changes would be made during the summer and implemented at the beginning of the fall semester.
- An annual report to WSU and community college administrators will be submitted each summer documenting program progress and proposed changes for the coming year.

In addition to the measures above, the BE/ESL program will have a comprehensive evaluation plan to assess attainment of the specific goals and objectives on which the federal grant is based. A major source of summative data regarding attainment of goals and outcomes will be provided through monitoring the number of students recruited each year, when students attain critical milestones, and the teaching positions obtained by project graduates. The use of follow-up surveys and phone interviews with graduates’ employers, and focus groups with graduates will provide qualitative data regarding the adequacy of the BE/ESL undergraduate teacher preparation.

Student Learning Outcomes

The program is outcome and performance based. The emphasis on a combination of classroom-based and multiple field experiences ensures that graduates will be able to demonstrate the following learning outcomes:

**Outcome:** Graduates will demonstrate knowledge and competence in the dynamics of curriculum change, school reform and the state Essential Learning Requirements (EALR’s). (Note: This outcome is infused in all of the following outcome statements and forms the cornerstone for the teacher education program.)

**Assessment:** Evidence of the application of state Essential Learning Requirements infused in curriculum lessons, units and course development projects, portfolio projects and student teaching performance will be used to verify candidate knowledge and ability in school reform and improvement.

**Outcome:** Graduates of the program will demonstrate the ability to understand the role(s) of elementary teachers in varying patterns of elementary school organization.

**Assessment:** Students will be assessed on their knowledge of school organization through multiple school based field experiences, journal writing based on the multiple on-site field experiences and portfolio and class projects that include various teacher roles, school organizational patterns and philosophical variants. Program graduates will demonstrate the ability to link child development to elementary school curriculum and instruction.
Assessment: Data from direct guided observation, focused inquiry and self study of interaction with children will provide evidence of students’ ability to understand the relationship between child development and instruction.

Outcome: Graduates will demonstrate the ability to effectively manage and supervise classrooms, play grounds and recreation areas based on a combination of theoretical knowledge and practical experience.

Assessment: Participation in supervised practicums and student teaching, self assessment surveys, development of a professional management plan and dramatization, role play and simulations of classroom situations will verify competence in classroom management.

Outcome: Graduates will demonstrate the ability to develop, deliver and assess instruction to elementary age students.

Assessment: Evidence of instructional competence will be assessed by produced portfolio artifacts, performance assessment of practicum and student teaching and knowledge of material covered in course-work.

Outcome: Program candidates will demonstrate the ability to apply a variety of developmentally appropriate experiences that model diverse approaches to knowledge, construction and application.

Assessment: Oral and written exams, practicum and student teaching experiences and portfolio projects will provide documented evidence of theory to instructional effectiveness.

Outcome: Program graduates will demonstrate the ability to apply research findings in development of appropriate age level curriculum and instruction.

Assessment: Students will be assessed on their ability to produce quality lesson plans, instructional units and course materials using WWW, Internet and library databases and information garnered from expert teachers.

Outcome: Graduates will critically select and use materials, resources and classroom technology appropriate to the age, developmental level, cultural and linguistic backgrounds and exceptionalities of students.

Assessment: Assessment will include multiple practicum experiences and student teaching.

Outcome: Candidates will demonstrate their ability to use positive health behaviors, movement skills and physical fitness by delivering appropriate health education and physical education to students.

Assessment: Student will be judged on performance in course work and development and delivery of lessons and unite in practicums and the student teaching experience.
**Outcome:** Students will be mathematics capable and demonstrate the ability to create an atmosphere in which students become confident performers in mathematics through a hands-on, minds-on project based methodology.

**Assessment:** Assessment of mathematics knowledge and application will be based on the ability to develop, deliver and assess lesson plans, instructional units and course materials that are integrated with other content areas and project based.

**Outcome:** Graduates will demonstrate their ability to create motivating, high involvement lessons (experiences) for students in literacy development including reading, writing and oral language.

**Assessment:** Graduates will be assessed on the ability to prepare, deliver and evaluate appropriate language arts lessons for students in a K-8 school setting and on their pedagogical skill through oral and performance examinations.

**Outcome:** Programs candidates will demonstrate their ability to positively influence student attitude and understanding on the academic, personal, social and career application of the sciences.

**Assessment:** Performance and oral testing, inductive and deductive investigation, successful delivery of project based instruction and action research projects will be used to provide evidence of the effective teaching of science.

**Outcome:** Graduates will be able to translate knowledge of experience in the visual and performing arts into appropriate experiences for children.

**Assessment:** Lesson plan development, delivery and evaluation to peers and K-8 students including live performances in vocal, instruments, theatrical, dance or visual art will provide evidence of the arts.

**Advisory Council**

An advisory council at each site, consisting of WSU faculty, school district employees, community leaders, and CTEP students, will consider all assessment findings and advise WSU regarding need modifications to the program.

**DETAILED PROGRAM BUDGETS**

Since the BE/ESL is a federally funded program, two different budgets are included; one for CTEP and one for the BE/ESL program.

See Summary of Program Costs (page 11).
ASSURANCE THAT INTERNAL REVIEWS ATTEND TO THE QUALITY OF THE PROGRAM

The K-8 Elementary Teacher Preparation Program is an established and recognized program on the WSU Pullman campus and is underway in Grays Harbor. 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 ensure 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). The process starts with a proposal developed by the academic department in consultation with the college dean, the Provost’s 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 Subcommittees 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 final proposal forwarded to the Higher Education Coordinating Board (HECB) and the WSU Board of Regents.

USE OF TECHNOLOGY

WSU is considered a national leader in the use of technology to enhance teaching and learning. As the state’s land grant institution, increasing access to the benefits of higher education throughout the state has long been a university priority. Cooperative Extensions Service and WSU’s Independent Study Program were early means of delivery to 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 across the state, including the southwestern region. (WHETS sites are currently in operation at Grays Harbor College in Aberdeen, Lower Columbia College in Longview, and WSU Vancouver; via K-20 connections. WHETS will also connect to an electronic classroom at Centralia Community College). In 1998-99, WHETS delivered over 255 high quality courses and served 770 AAFTE. More recently, video, telephone and computers have been added to the electronic delivery of courses and programs. Various distance learning technologies will be used to deliver the proposed extended degree program in K-8 teacher preparation to Southwest Washington, including WHETS and the Internet, via the K-20 system.

Summary of Program Costs
FY 2000-01 and 2001-02

<table>
<thead>
<tr>
<th></th>
<th>FTE</th>
<th>Internal</th>
<th>FY 00-01 Total</th>
<th>FY 00-01 Total</th>
<th>FY 01-03 Yr N Total</th>
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<tbody>
<tr>
<td><strong>Administrative Salaries and Benefits</strong></td>
<td></td>
<td>Reallocation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator</td>
<td>0.60</td>
<td>$55,306</td>
<td>$55,306</td>
<td>$55,306</td>
<td></td>
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<tr>
<td>BE/ESL Program Director</td>
<td>0.50</td>
<td></td>
<td></td>
<td></td>
<td>$49,919</td>
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<tr>
<td><strong>Faculty Salaries (Benefits @ 27.0%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor (new hire-year 1)</td>
<td>1.00</td>
<td>$50,800</td>
<td>$50,800</td>
<td>$50,800</td>
<td></td>
</tr>
</tbody>
</table>
## Faculty Senate Minutes
### April 13, 2000

#### Page 68

### Assistant Professor (new hire-year 2)

<table>
<thead>
<tr>
<th></th>
<th>FTE</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Prof</td>
<td>1.00</td>
<td>$50,800</td>
</tr>
<tr>
<td>Assistant Prof</td>
<td>1.00</td>
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### Assistant Professor (new hire-year 3)

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Assistant Prof</td>
<td>0.60</td>
<td>$34,016</td>
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### Field Supervision/Instructor (new hire-yr 1)

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Field Superv</td>
<td>1.00</td>
<td>$50,800</td>
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### Field Supervision/Instructors (new hires-yr 2)

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<thead>
<tr>
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<tr>
<td>Field Superv</td>
<td>3.00</td>
<td>$142,875</td>
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### Field Supervision/Instructor (new hire-yr 3)

<table>
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<tbody>
<tr>
<td>Field Superv</td>
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<td>$50,800</td>
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### Total Faculty Salaries

<table>
<thead>
<tr>
<th></th>
<th>FTE</th>
<th>Salary</th>
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</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>9.60</td>
<td>$101,600</td>
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### Other Instruction Wages (Benefits @ 10%)

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<tr>
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<tbody>
<tr>
<td>Adjunct Faculty</td>
<td>na</td>
<td>$103,400</td>
</tr>
<tr>
<td>Supplemental Student Teacher Supervision</td>
<td>na</td>
<td>$62,700</td>
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<tr>
<td>Teaching Research Assistant</td>
<td>0.50</td>
<td>$25,000</td>
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### Clerical Salaries (Benefits @ 29.0%)

<table>
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<tr>
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<th>Salary</th>
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</thead>
<tbody>
<tr>
<td>Secretary (placement coordinator)</td>
<td>0.50</td>
<td>$18,060</td>
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### Teaching Research Assistant

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching R. Asst</td>
<td>0.50</td>
<td>$25,000</td>
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### BE/ESL Project Assistant

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<tbody>
<tr>
<td>BE/ESL Project Assistant</td>
<td>0.50</td>
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### Miscellaneous

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<tr>
<td>Miscellaneous</td>
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<td>$10,070</td>
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### Contracted-Personnel (at community colleges)

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<tr>
<td>Contracted-Personnel</td>
<td>0.50</td>
<td>$187,756</td>
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### Contracted-Other (classroom rental, etc)

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<tbody>
<tr>
<td>Contracted-Other</td>
<td>0.50</td>
<td>$37,750</td>
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### Travel

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<tbody>
<tr>
<td>Travel</td>
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<td>$30,400</td>
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### Equipment

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<tbody>
<tr>
<td>Computer equipment</td>
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### WHETS Delivery Costs

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<tbody>
<tr>
<td>WHETS Delivery Costs</td>
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<td>$27,500</td>
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### Library

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</thead>
<tbody>
<tr>
<td>Library</td>
<td>0.50</td>
<td>$21,508</td>
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### TOTAL DIRECT COST OF PROGRAM

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>TOTAL DIRECT COST OF PROGRAM</td>
<td>125.0</td>
<td>$671,050</td>
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### Indirect Costs

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</thead>
<tbody>
<tr>
<td>Indirect Costs</td>
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### TOTAL COST OF PROGRAM

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<tr>
<td>TOTAL COST OF PROGRAM</td>
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<td>$1,203,918</td>
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### FTE Students (average)

<table>
<thead>
<tr>
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<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Students (average)</td>
<td>125.0</td>
<td>125.0</td>
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### Cost-per-FTE Student

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<thead>
<tr>
<th></th>
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<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost-per-FTE Student</td>
<td>44.0</td>
<td>$6,883</td>
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</tbody>
</table>

---

* BE/ESL five year grant starts in Year 2
Appendix I

Southwest Teacher Education Consortium

Projected Course Offerings

The curriculum for the Collaborative Teacher Education Program will be the same as that delivered on the WSU Pullman campus. Courses will be delivered by on-site faculty and various distance learning technologies. Courses will be sequenced with approximately 4-5 courses offered each semester and 2-3 courses offered each of two summer sessions. Students will complete the program, including student teaching, in two calendar years.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Summer I</td>
<td>T&amp;L 301--Learning and Development</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 445--Educational Technology</td>
<td>2 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 499--Spec. Projects: Ed Tech Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>Semester I</td>
<td>T&amp;L 307--Children's Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 320--Reading Methods</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 385--Social Studies Methods</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 300--Introductory Practicum</td>
<td>3 cr</td>
</tr>
<tr>
<td>Semester II</td>
<td>T&amp;L 403--Social Foundations</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 330--Diversity</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>SpED 420--Inclusion</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 310--Classroom Management</td>
<td>2 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 499--Spec. Projects: Classroom Mgt. Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 315--Intermediate Practicum</td>
<td>3 cr</td>
</tr>
<tr>
<td>Summer II</td>
<td>T&amp;L 483--Health Methods</td>
<td>2 cr</td>
</tr>
<tr>
<td></td>
<td>Kin 473--PE Methods</td>
<td>2 cr</td>
</tr>
<tr>
<td></td>
<td>Mus 388--Music Methods</td>
<td>2 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 390--Fine Arts Methods</td>
<td>2 cr</td>
</tr>
<tr>
<td>Semester III</td>
<td>T&amp;L 352--Math Methods</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 371--Science Methods</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 306--Language Arts Methods</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>EdPsy 401--Assessment</td>
<td>2 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 499--Spec. Projects: Assessment Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td></td>
<td>T&amp;L 400--Advanced Practicum</td>
<td>3 cr</td>
</tr>
<tr>
<td>Semester IV</td>
<td>T&amp;L 415--Student Teaching</td>
<td>16 cr</td>
</tr>
<tr>
<td>Bilingual/ESL Endorsement Course Listing</td>
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<td></td>
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<tr>
<td>T&amp;L 333--Introduction to ESL</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 339--Communicating in Diverse Schools and Society</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 401--Practicum in Bilingual/Multicultural</td>
<td>2 cr</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 410--The Education of Language Minority Students</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 411--Bilingual Methods and Materials</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 414--ESL Across the Content Areas</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 472--Technology for Language Learning</td>
<td>3 cr</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM FACULTY

Program faculty needs will be determined based on course sequencing and availability. If a WSU faculty member is not available to teach on WHETS system from a WSU campus or by traveling to the site, then adjunct faculty will be contracted. There are currently 33 WSU and WSU Vancouver faculty members qualified to teach courses in the 2+2 programs. All faculty members are experts in their field of specialization and fully qualified to participate in either the teaching, supervision of field experiences, or administration of the program.

ADMISSION REQUIREMENTS

Program candidates applying to these programs will have the same admissions requirements as all other students applying to Pullman. They include:

- Eighty (80) clock hours of recent supervised work with children.
- At least 30 semester or 45 quarter hours of course work completed.
- A minimum cumulative grade point average of 2.5.
- English 201 or an equivalent composition course graded C or higher. Transfer students must show 6 semester hours of composition on the transfer credit report.
- A public speaking course graded C or higher.
- Demonstration of competency in basic skills through one of the following:
  - 2 years of college work (at least 48 semester hours demonstrating basic skills in oral and written communications, reading and computation).
  - Sat or ACT scores that are higher than the statewide median for the year tested, or
  - A BA or graduate degree from an accredited institution or a graduate degree
- A personal goal statement.
- An interview.
- Letters of recommendation.
- Elementary majors must also have introductory community college education courses or equivalent experience, the equivalent of MATH 251 and 252, and the required GER science courses completed with a grade of C or better.
- A music fundamentals course equivalent to MUSIC 153 with a grade of C or better.
- A background and records check by the Washington State Patrol and FBI are required as a part of the admission process.

SUMMARY

This proposal is designed to meet the increasing need to serve place-bound citizens who, for a variety of reasons, are not able to leave their geographic region to pursue a four-year degree. It relies on the strengths of participating community colleges to provide the first two years of preparation and Washington State University with a tradition of serving place-bound students through distance learning to provide the second two years. The CTEP program candidates will earn both an Associate of Arts degree and a Bachelor's degree in Education with a credential to teach K-8 children in the state of Washington. The Bilingual/ESL candidates will additionally receive the Bilingual/ESL endorsement.
Appendix II
Washington State University Library Resources
ADEQUACY OF EXISTING LIBRARY COLLECTIONS, SERVICES, ETC:

Collections
Serial and monograph collections supporting K-12 teacher education are already in place in the Brain Education Library. Recent improvements in access to online databases mean students will be able to search both the WSU catalog and several bibliographic and full-text databases.

Services
Procedures for making materials available to distant locations are in place.

- Reference and Document Delivery
  The Extended Degree Program office in the WSU Libraries offers a toll free phone number that connects students to the Libraries for reference assistance and document delivery service.

- Course
  Jane Scales currently offers a web-based course, Gen Ed 300, for students enrolled in the Extended Degree Program. The course teaches students to research electronic resources efficiently and effectively. It is specifically designed for students working at a distance.

- Reciprocal Borrowing Privileges
  Students enrolled in the WSU Extended Degree Program are also eligible for library borrowing privileges at the University of Washington, Eastern Washington University, Western Washington University, Central Washington University, and the Evergreen State College. A special card is distributed to EDP students from the EDP office in Pullman.

The need for new library collections:
The existing collections are very adequate. No new collections are needed.

The need for additional library personnel:
The WSU Libraries do not view the addition of the proposed educational program as warranting additional funding as presented.

The need for additional library services:
Services are already in place.

FOR BRANCH CAMPUSES/EXTENDED UNIVERSITY PROPOSALS:
To what extent will collections and services be provided from Pullman?
Materials will be made available either electronically through one of our full-text databases or materials will be made available for loan/photocopy.

To what extent will the branch campus provide them?

Each participating community college campus has an on-site library, but students will need to access resources from both the Pullman and WSU Vancouver campuses.

Are there other local libraries that will be serving these needs?

WSU Vancouver is a partner in PORTALS (Portland Area Library Service).

What arrangements have been made with these local libraries?

All coordination is already in place.

List any other library resources considerations (e.g., additional space):

N/A

*****

An amendment was made to revise the last sentence of the paragraph under management as follows: “The Department of Teaching and Learning will coordinate the program with support services provided by EDP.” Motion carried. Amended motion carried.

11. Recommendation from Academic Affairs Committee for the Revision to Rule 6f Exhibit F is as follows:

Revision to Rule 6(f)

This revision provides more flexibility to transfer students.

Rule 6 Transfer Credit

Students who have completed at least 70 quarter credit hours toward completion of an approved A.A. or A.S. degree may complete the Direct Transfer Associate (A.A. or A.S.) degree from a Washington or Oregon two-year college after their initial enrollment at WSU, provided the degree is completed in advance of earning fifteen semester hours of credit at WSU. No more than two WSU courses may be used to complete the degree.

At this time, Faculty Senate review and approval is recommended. This will be effective fall 2000.

*****

Motion carried.
12. Recommendation from Graduate Studies Committee for a PhD in Student Affairs

Exhibit G is as follows:

April 3, 2000

Professor Howard Grimes, Chair
Graduate Studies Committee
Faculty Senate
Washington State University
Pullman, WA 99164
Re: Student Affairs Administration Emphasis Proposal

Dear Dr. Grimes,

Attached you will find a copy of the revised proposal for the emphasis in student affairs administration under the Ph.D. in education.

Sincerely,

Mimi Wolverton
Department of Educational Leadership & Counseling Psychology
College of Education
Washington State University
Box 642136
Pullman, WA 99164-2136 U.S.A.
(509) 335-4071
FAX: 509-335-7977
Email: mimi-wolverton(@),wsu.edu

Proposal for Student Affairs Emphasis in the Area of Higher Education Administration for the Doctor of Philosophy in Education
Washington State University-Pullman

Introduction

Today, most colleges and universities must engage in enrollment management against the backdrop of ensuring quality learning and academic achievement, placing graduates, and developing supportive alumni. Over time, student affairs has increasingly contributed to these critical efforts through attempts to improve student life by attracting and retaining students and by integrating new and diverse student groups into campus life. The ability of student affairs personnel to rise to such demands is crucial to the success of colleges and universities in the long run.

In the next century, colleges and universities will continue to face the challenges that have brought about this shift in the role of student affairs. These include, but are not limited to: the continued increase, but uneven success of under represented groups; a decreased sensitivity to violence in general and an increase in violent behavior on campuses; the rise in calls for accountability coupled with a growing unwillingness to publicly fund higher education; and a mounting distrust of and lack of faith in higher education as the great opportunity-equalizer. This proposal seeks to establish an emphasis
in student affairs in the area of higher education administration under the College of Education's current Doctor of Philosophy in Education degree. The proposed program moves beyond the prevailing paradigm, which is based on student development theory, by placing heavy emphasis on undergraduate student-centered learning within the context of multicultural colleges and universities.

This program was developed over a two-year period. The process involved roughly 20 people including program faculty, student affairs officials (i.e., associate provost for student affairs, dean of students, director of SALC, director of residential life) and interested parties who had expertise in certain aspects of student affairs (i.e., financial aid director, registrar, EEO officers, Honors program director, university representatives who work with diverse student groups such as students with disabilities, gay/lesbian youth, students of color). This group decided on two major issues-program thrust and courses needed. The thrust is two-pronged-student-learning-centered, which is defined on page 3 of this proposal, and diversity intensive. Many of the courses required for this program were either already in place or had been taught as special topics courses for several years on a rotating basis. Requests for permanent course numbers for these special topics courses were made at the time of program application and have subsequently been approved. Faculty developed one new course (EDAD 564) and a practicum to further strengthen the program.

The program is designed to appeal to a select group of students. These students hold a masters in student affairs, have several years of field experience, and either wish to become faculty or move into high ranking administrative positions. As such, the program focuses on excellence and quality of faculty, course content, and student experience. Certain aspects of this program distinguish it from other more traditionally based student affairs administration programs. These include:

1. Focus on Diversity: The program focuses on learning how to educate and work with diverse populations of students.

2. Student-Learning Centered: This program's philosophical underpinnings lie in the student-learning centered approach to preparing student affairs personnel for working with undergraduate students at colleges and universities. See an explanation of the student-learning centered approach under Program Need B4.

3. Availability of Internships and Assistantships: Because WSU is a large residential university that offers a well-rounded array of services to its undergraduate students, opportunities for varied experiences for PhD students in the program exist. Student Affairs will provide assistantships to these PhD students to help defray their financial needs while they are in the program. WSU will benefit from this arrangement because the university will be able to hire highly qualified people who would not otherwise be interested in such entry-level positions (see Appendix E for a list of examples of assistantships). Students who wish to become faculty members at other universities will hold at least one assistantship during their programs of study that place them in undergraduate classrooms in the College of Education as instructors for a minimum of one semester.
I. PROGRAM NEED

A. Relationship to Institutional Role and Mission

This program of study emphasizes student learning within a multicultural context. Students leave the program equipped with strong analytical and research skills. In particular, they understand how to assess student learning and have the option of gaining experience in program evaluation. Through courses that deal with leadership development, prospective administrators and student affairs faculty gain skills such as conflict resolution, time and stress management, facilitation of change in multicultural organizations, written and oral communication, and planning. In addition, students examine legal, philosophical, social, and ethical issues that impact the administration of student affairs programs in colleges and universities. Required practica and internships ensure the direct connection of theory with the practical aspects of student affairs.

B. Need for Program

1. Student Demand: Student affairs is a growing arm of almost every university. Entry level positions usually require that applicants have a masters degree in student affairs or a related field. Large universities often offer one or two courses in student development, and some have fully developed programs or emphases that are either counseling- or administration-centered. Both WSU and Western Washington have such offerings. Increasingly however, to advance professionally, student affairs professionals need a PhD. Few universities offer PhDs that emphasize student affairs. In fact, no universities in the western region of the U.S. advertise such programs (although several, UCLA, USC, and ASU for example, offer fundamental student affairs courses that can be included in their PhD programs). With the exception of Iowa State University, the most highly recognized programs are housed in universities east of the Mississippi River (i.e., Indiana University, University of Maryland, Bowling Green University, and Florida State University). In all, there are over 3,000 colleges and universities in the US, most of which employ student affairs professionals-many of whom want to advance in their careers.

The proposed program would admit cohorts of 8 to 10 students per year. We believe demand for these slots will be high not only because of the unique practical experience students can gain at WSU but because of the way in which we have approached program development.

2. Employment: Students should find employment either as faculty in higher education administration or student affairs programs or in the professional ranks of student affairs. Positions where a PhD is preferred include, but are not limited to: directorships of learning and advising centers, directors of residential life and housing, deans of students, associate provost positions, and quite often registrars, directors of career or multicultural services, particularly at large, high-profile universities. (See Appendix D.) A resume book of new graduates will be circulated to institutions, which hire student affairs personnel on a regular basis and where WSU would like to see its graduates placed. We believe the select number of graduates from this program will have little trouble finding positions.
3. Diversity: Ethnic minorities and women are under represented in the management and leadership of student affairs units in colleges and universities, as well as in the professorate who teach in student affairs oriented programs. We see this program as an opportunity for WSU to make a statement about its commitment to the education of these populations. Attempts will be made by the College of Education, the Department of Educational Leadership and Counseling Psychology, and the Graduate School to attract, recruit, retain, and graduate qualified students of color and women.

4. Student-Learning Centered: When we speak of a student affairs program being student-learning-centered (SLC), we are not referring to how students in the Ph.D. program learn but rather what they learn. SLC refers to what takes place in undergraduate education on university campuses. The purpose behind this approach is to tie what goes on outside the classroom to what takes place within the classroom. In other words, the goal is to create a total learning environment. For example, students with an interest in environmental sciences, would live together, take courses together (some of which might be taught in the residence hall), and would engage in research and service projects (supervised by student affairs personnel and/or faculty) and social activities that build directly on course work. Ultimately, student affairs and academic affairs work together to holistically educate undergraduate students. Typical student affairs operations at universities focus on student development. In this approach, student affairs personnel have students engage in activities designed to help them mature socially and emotionally, but not necessarily intellectually, and certainly not with the focused effort that a SLC approach does.

C. Relationship to Other Institutions

The proposed program offers an immediate opportunity for students, not only in the state of Washington, but in the northwest region. As the reputation of this forward thinking program grows, this opportunity will extend across the country. Currently in the region, WSU and Western Washington offer masters level programs that emphasize student affairs. The University of Idaho offers one course in student development. Colorado State University offers some course work at the masters level in this area. The University of Washington, the University of Oregon, and Oregon State University do not offer any course work that focuses on student affairs. In the western region as a whole, USC, UCLA, and ASU offer student affairs course work that could be folded into a PhD program. And, the University of Utah and Arizona State University have hired faculty to focus on student affairs. None, with the possible exception of Arizona State University, mention student affairs administration as a degree emphasis.

D. Effective Use of Resources

WSU currently offers a masters in education with a concentration in student affairs in higher education administration. Faculty associated with this program lend expertise to the emphasis at the PhD level. In addition, any student accepted into the program who does not have the required prerequisites has ready access to these courses. The program as designed has a strong emphasis on administration, leadership, and student
learning. Current faculty in the department already teach the required and many of the elective courses in these areas. Adding students to these classes will make more effective use of faculty time in terms of teaching. This proposal requires no laboratory resources but could add to the need for computers and graduate student office space. See IIC for further details concerning faculty.

II. PROGRAM DESCRIPTION

A. Goals and Objectives

The goal of the proposed emphasis in student affairs administration in higher education at the PhD level is to prepare students to assume either upper level administration or faculty positions in universities. Additionally, graduates may choose and would be qualified to assume similar administrative positions in community colleges. Students should be able to complete the course work in 2 to 2 ½ years and the dissertation in one year.

B. Curriculum

1. Course of Study: Students will complete a core course of study, a research core, and a cognate in leadership. Currently, faculty have the appropriate expertise to deliver most of the core courses and the two required cognate courses. Adjunct faculty with the appropriate expertise are available to teach elective courses essential to the program that are not already taught by full-time faculty. Depending on the students' interests, research methods and leadership courses that complement the department's curriculum are available elsewhere on campus. (See Appendices A, B, and C for specific courses, descriptions of courses, proposed plan of study, and sample student programs of study.)

2. Research Component: The research standards for the emphasis in student affairs administration at the PhD level are high. We require a minimum of 18 credits hours of course work in research methodology. Of those courses taken, two are required, one in student assessment (because of the thrust of the program-student affairs people must be able to assess whether learning is taking place), the other in research design. The remaining courses deal strictly with methods (quantitative, qualitative, or program evaluation). These requirements can be filled within the department, but because student affairs falls squarely within the social sciences, students may also take courses in decision science (i.e., 516, 519, 586), psychology (i.e., 513, 514) or sociology (i.e., 521, 522, 525) and on a less frequent occasion in history (i.e., 580). In addition, a student spends a minimum of 20 hours working with his/her committee on dissertation research design and execution. During this time, students complete the independent research project required in partial fulfillment of the degree. Students are also expected to write and submit manuscripts for publication during this time, most of which are tied directly to the dissertation.

3. Program Structure: During the first two years of the program, students take all or most of their course work. When they have completed a minimum of 80% of their courses, they sit for a 12 hour preliminary examination. This exam is
structured by the student's program Chair and committee in conjunction with the student. It serves two purposes. One, it pushes students to synthesize their course work. And two, because most students have some notion of what their dissertation topic will be and find that they have gaps in their knowledge base, it helps them fill any such gaps by providing an intensified independent study in the relevant gap area. On average, students spend two to three months of full-time study in preparation for this exam. Following successful completion of the exam, student prepare dissertation proposals, defend them, complete the research, and write and defend their dissertations. Dissertation committee composition depends on the student's needs and may include faculty members from other departments and disciplines. On average, this part of the process takes one to two years.

4. Admission Requirements: Admission to the program will be based on academic qualifications consistent with PhD requirements at WSU. Specific additional requirements include: a masters degree, one or two years of work experience in the area of student affairs, and the completion of courses equivalent to ED AD 560 Student Personnel Service, ED AD 561 Student Development Theory, Research and Applications, ED AD 562 Professional Problems in Student Affairs, and one social foundations course.

5. Partnering Through Assistantships: An important component of the program involves gaining experience in multiple areas of student affairs beyond the experience already held by students. Because of partnerships developed between the department and various student affairs units, students will have numerous opportunities to work in assistantships, which are tied back to their educational experience through practica and to engage in at least one supervised internship housed in an area outside the assistantship area. Assistantships and internships will be housed in various areas of WSU's student affairs and administrative structure. Opportunities may include, but are not limited to: residential life and housing, student affairs areas on the Pullman campus such as conduct, career guidance, advising, multicultural services, admissions, and financial aid. In addition, WSU's multi-campus structure affords students the opportunity to gain experience in branch-based operations. In the future, partnerships can also be built with Washington's community colleges and the University of Idaho. Internal reallocation of teaching assistantships will provide students who wish to become faculty 'at other universities the opportunity to work in the classroom. (See Appendix E for examples of possible assistantships.)

C. Faculty

Initially, five current faculty in the Department of Educational Leadership & Counseling Psychology will be responsible for providing the program. These faculty include: Mimi Wolverton, program coordinator (tenured), Michael Pavel (tenured), Forrest Parkay (tenured), Michael Trevisan (tenured), and Karen Michaelis. Wolverton and Pavel were hired to build the higher education program; Michaelis, who holds a law degree [JD], was hired at the same time to teach higher education law and K-12 courses. She has subsequently developed two additional courses that focus on higher education, which she teaches during the academic year instead of her original, K-12 focused courses. Since these hires, the department's student population during the academic year has shifted almost entirely away from people interested in
K-12 administration and toward higher education. Because Parkay and Trevisan, in particular, already conducted research in higher education, they began shifting the focus of their courses (as did others) to accommodate this new student clientele. In effect, we, as faculty, have retooled to work with a different group of students—not additional ones. As the program grows the potential exists that an additional full-time, faculty member will be needed in the second year of the program to meet the needs of students in the proposed program while continuing to meet student needs in related higher education programs. The possibility also exists that an additional faculty member could be needed after the first, three-year, program cycle (two years of course work and one of dissertation work) to meet the needs of students in the proposed program while continuing to meet student needs in related higher education programs. These positions would be need-driven and would not be filled if the need does not exist. Select use of adjunct faculty from student affairs professional ranks will allow the program to round out its course offerings in areas where current faculty do not have the level of expertise needed. These faculty will also assist in supervising the assistantships, practica, and internships. Advising will be assigned to current department faculty.

D. Department Support Faculty

The department offers emphases at the doctoral level in K-12 educational administration and higher education administration. These programs offer the possibility of a natural integration of programs across certain courses and provides the department with a vehicle for more effective use of current faculty. For instance, courses in organization theory, social identity theory, policy formation and analysis, politics in education, methods of instruction, and leadership development can serve students from K-12, higher education, and student affairs administration programs. The history of higher education, issues in higher education, undergraduate teaching, higher education law and ethics, higher education finance and budgeting, and student assessment can serve students in both higher education programs.

E. Students

1. Proposed Enrollment: The program is cohort-based with 8 to 10 (maximum) students admitted each year. At full strength (after the third year), the student affairs administration emphasis will serve 24 to 30 students. Each year, without having the program in place, 2 to 4 students enrolled in the higher education administration area express an interest in specializing in student affairs administration.

Table 1. 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>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>8-10</td>
<td>16-20</td>
<td>24-30</td>
<td>24-30</td>
</tr>
</tbody>
</table>

2. Recruitment and Advertisement of Program: The Department will disseminate information about its PhD emphasis in student affairs in the following manner. The Department will prepare brochures, which will be distributed to universities with masters programs in student affairs and to the National Student
Personnel Association and the American College Personnel Association. The Department will also advertise in student affairs oriented publications, such as About Campus, and in the Chronicle of Higher Education and publications targeted to specific underrepresented groups. Program availability will also be incorporated into the College web site.

3. **Expected Time for Program Completion:** Students in this program will be full-time in residence on the WSU Pullman campus. Most students should be able to finish in 3 to 31/2 years depending on the number of courses taken each semester and the amount of time taken to complete the dissertation. It is expected that most students will transfer in 9 to 12 credits from previously completed graduate level programs. If this is not the case, or if students must take any of the program prerequisites once at WSU, or if they opt to carry lighter course loads, more courses, or spend more than one year on the dissertation, then program completion will take longer. Good advising, which is the key to timely degree completion, will be stressed. Full use of summer school will also be encouraged.

4. **Diversity:** Faculty involved in the program have a long history of commitment to diversity and fully recognize the need for involvement of women and people of color in student affairs. Courses, such as models of social identity, social foundations, and leadership of multicultural change, address these issues head on. Others, such as politics, policy, organization theory, law and ethics, and leadership development, integrate these issues across their curricula.

**F. Administration**

The general coordination of the student affairs emphasis will be provided by one of the senior members of the faculty under the direct supervision of the chair of the Department of Education.

**IV. FINANCES**

**A. Personnel**

During year one (and possibly year two), current faculty will be able to handle current teaching and advising loads and absorb the additional teaching and advising required of this program. The addition of a graduate student and at least part of the administrative assistant's time will be needed to help with initial program advertisement and student recruitment efforts. The current higher education area coordinator will be able to assume additional responsibilities under the current one-course release arrangement. In year 2, an additional faculty member with expertise that complements that of existing faculty may be needed. The increase in students in the student affairs program coupled, with anticipated increases in related higher education administration programs may also require the addition of a second faculty member in year 5.
B. Library

Certain additions to current library materials would need to be made. See Appendix F for a preliminary list, some of which may already be available through the library system.

C. Budgetary Impact

This proposal to establish a new-emphasis at the PhD level requires few initial new resources but will require additional resources as the program grows. In exchange for these additional expenditures, WSU and the state of Washington have the potential to build national recognition because of the quality and reputation of the program, its faculty, and its graduates. See Tables 2 and 3 for greater detail.

Table 2: Administrative/Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>% Effort in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donald B. Reed</td>
<td>Department Chair</td>
<td>General Supervision</td>
<td>.15</td>
</tr>
<tr>
<td></td>
<td>Office Assistant III</td>
<td>Program Support</td>
<td>.20</td>
</tr>
<tr>
<td>Total FTE Staff Devoted to Program:</td>
<td></td>
<td></td>
<td>.35 FTE</td>
</tr>
</tbody>
</table>

Table 3: Summary of Program Costs - Year 1, Year 2, and Year 5

<table>
<thead>
<tr>
<th></th>
<th>FTE</th>
<th>Internal Reallocation</th>
<th>New State Funds</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Salaries (Benefits @ 26.2%)</td>
<td>0.15</td>
<td>$15,095</td>
<td>$15,095</td>
<td>$15,095</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Salaries (Benefits @ 26.2%)</td>
<td>2.80</td>
<td>$166,229</td>
<td>$166,229</td>
<td>$166,229</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Assoc Professor - Year 2</td>
<td>1.00</td>
<td>$56,790</td>
<td>$56,790</td>
<td>$56,790</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Assist Professor - Year 4</td>
<td>1.00</td>
<td>$44,170</td>
<td>$44,170</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjunct Faculty (Benefits @ 16.8%)</td>
<td>0.20</td>
<td>$7,008</td>
<td>$7,008</td>
<td>$7,008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Faculty Salaries</td>
<td>5.00</td>
<td>-</td>
<td>$173,237</td>
<td>$230,027</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA/RA Salaries (Benefits @ 10.4%)</td>
<td>0.50</td>
<td>$16,560</td>
<td>$16,560</td>
<td>$16,560</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical Salaries (Benefits @ 30.3%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Program Coordinator</td>
<td>0.20</td>
<td>$8,078</td>
<td>$8,078</td>
<td>$8,078</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Office Asst III - Year 2</td>
<td>0.50</td>
<td>$15,620</td>
<td>$15,620</td>
<td>$15,620</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goods &amp; Services</td>
<td></td>
<td>$1,000</td>
<td>$1,000</td>
<td>$2,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel ($500 per faculty FTE)</td>
<td></td>
<td>$1,400</td>
<td>$1,100</td>
<td>$2,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment (2 computers)</td>
<td></td>
<td>$4,000</td>
<td>$4,000</td>
<td>$4,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Library (30 new publications @ $50) $1,500 $1,500

Indirect (if applied to program)

**TOTAL COST OF PROGRAM** $217,031 $293,381 $338,051

<table>
<thead>
<tr>
<th>FTE Students (average)</th>
<th>9</th>
<th>18</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost-per-FTE Student</td>
<td>$24,115</td>
<td>$16,299</td>
<td>$12,520</td>
</tr>
</tbody>
</table>

Appendix A:
Student Affairs Emphasis Courses

EDAD 510 Models of Instruction - analysis of instructional models as they pertain to student learning

EDAD 560 Student Personnel Services in Higher Education - philosophy, structure, functions, and organization of student personnel services.

EDAD 561 Student Development Theory, Research, & Application - student development theory, related research, and application of theory to practice in student affairs work.

EDAD 562 Professional Problems in Student Affairs - organization, program, and professional issues related to programming in student affairs.

EDAD 563 Social Identity Models in College Students - critique of social identity models as they relate to diverse groups.

EDAD 564 Seminar in Student Affairs - contemporary issues and developments in student affairs.

EDAD 566 PhD Practicum in Student Affairs - ties supervised work experience to course work.

EDAD 567 Organizational Leadership of Multicultural Change - examines the theory & practice of leadership in the context of diversity.

EDAD 568 H.E. Budgeting & Finance - exposes students to fundamental of higher education budgeting and finance.

EDAD 570 Community/Technical College - development and functions of community colleges.

EDAD 571 Undergraduate Teaching - concepts, principles, issues and procedures in undergraduate curriculum development and teaching.

EDAD 572 History of Higher Education - history, philosophy, objectives and issues of colleges and universities.

EDAD 573 Issues in Higher Education - contemporary issues in higher education.

EDAD 574 Seminar in Higher Education - issues, analyses, and developments in higher education.
EDAD 578  H.E. Law & Ethics - legal and ethical aspects of higher education with reference to administrators, faculty, and students in higher education institutions.

EDAD 579  H.E. Administration - organization, administration, and leadership of higher education institutions.

EDAD 580  Organization Theory - theories and practices of organizations.

EDAD 582  Policy Formation and Analysis - understanding the formation and analysis of education policy.

EDAD 589  Leadership Development Seminar - improving knowledge and skills in planning, leadership issues, decision making, conflict resolution, stress, and motivation.

EDAD 590  Internship - internship in area other than assistantship.

EDAD 596  Preparing Grant Proposals - identification of funding sources; analysis, evaluation, and production of grant proposals.

EDPSY510  Assessment of Student Learning - assessment of student learning as it pertains to universities: I?

EDAD 581  Politics in Education - examining the intrapersonal, organizational politics and political dilemmas, particularly as they pertain to members of marginalized group

Appendix B:

Proposed Emphasis in Student Affairs Administration for the Ph.D. in Education

The proposed program of study is as follows:

Prerequisites: 1 or 2 years experience
masters degree including the following courses or their equivalents
EDAD 560 student personnel services
EDAD 561 student development theory
EDAD562 professional problems in student affairs One Social Foundations Course

The following represents the minimum number of credit hours required to complete the program.

Student Affairs Core: 21 Credit Hours (minimum)

4 required core courses:

EDAD 572 History of Higher Education  Basic Higher Education Requirement
EDAD 578 H.E Law & Ethics  Basic Higher Education Requirement
EDAD 563 Social. Identity Theory  Provides Theory Base for Diversity Emphasis
EDAD 571 Undergraduate Teaching or Emphasis
EDAD 510 Models of Instruction  Provides Theory & Pedogogical Base for Student-Learning Centered Approach

4 elective core courses:

EDAD 564 Seminar in Student Affairs  Students use elective courses to prepare for careers as faculty or administrators.
EDAD 568 H.E. Budgeting & Finance
Students are encouraged to take one or more electives from appropriate disciplines outside education. These courses typically come from sociology, psychology, comparative American cultures, business, or communication.

The cognate helps students prepare for leadership roles. Electives are taken in/outside the college. Typically, these courses are taken in business, communication, or sociology departments.

A one credit course taken once per year for 3 years for a total of 3 credits. This course ties student assistantships to the academic program. Variable credit (1 to 9) provides experience in area outside student's assistantship area.

Program Total: 80 credits

Appendix C:
Sample Student Programs of Study

For Student Headed Toward Student Affairs Administration:

4 required core courses:
   EDAD 572 History of Higher Education
   EDAD 578 HE Law & Ethics
   EDAD 563 Social Identity Theory
Faculty Senate Minutes  
April 13, 2000  
Page 85

EDAD 571 Undergraduate Teaching or  
EDAD 510 Models of Instruction

4 elective core courses:  
EDAD 564 Seminar in Student Affairs  
EDAD 568 H.E. Budgeting & Finance  
EDAD 579 H.E. Administration  
Plus one elective from business or communication.

4 course (12 credit) cognate in leadership:  
EDAD 567 Organizational Leadership of Multicultural Change  
EDAD 589 Leadership Development Seminar  
One elective from business  
One elective from comparative American cultures

Practicum: (a one credit course taken once per year for 3 years for a total of 3 credits)  
EDAD 566 PhD Practicum in Student Affairs

Internship: (minimum 3 credits)  
EDAD 590 Internship

Research Methods: 18 credits minimum  
EDPSY 568 Research Methods II  
EDPSY 510 Student Assessment  
EDPSY 565 Advanced Statistics  
EDPSY 570 Program Evaluation  
EDPSY 571 Program Evaluation II  
Plus minimum of one quantitative methods course offered outside the college

Dissertation Hours: 20

Program Total: 80 credits

For Student Headed Toward Student Academia (Faculty Positions):

4 required core courses:  
EDAD 572 History of Higher Education  
EDAD 578 HE Law & Ethics  
EDAD 563 Social Identity Theory  
EDAD 571 Undergraduate Teaching or  
EDAD 510 Models of Instruction

4 elective core courses:  
EDAD 564 Seminar in Student Affairs  
EDAD 580 Organization Theory  
EDAD 581 Politics in Education or  
EDAD 582 Policy Formation & Analysis  
Plus one elective from sociology, psychology, or comparative American cultures

4 course (12 credit) cognate in leadership:  
EDAD 567 Organizational Leadership of Multicultural Change  
EDAD 589 Leadership Development Seminar  
One elective from sociology  
One elective from psychology
Practicum: (a one credit course taken once per year for 3 years for a total of 3 credits)
   EDAD 566 PhD Practicum in Student Affairs

Internship: (minimum 3 credits)
   EDAD 590 Internship

Research Methods: 18 credits minimum
   EDPSY 568 Research Methods II
   EDPSY 510 Student Assessment
   EDPSY 536 Qualitative Research
   EDPSY 537 Advanced Qualitative
   EDPSY 565 Advanced Statistics
   Plus minimum of one quantitative methods course offered outside the college

Dissertation Hours: 20

Program Total: 80 credits

**Appendix D:**
**Examples of Student Affairs Career Choices for PhD Holders**

University Faculty Member

President of Liberal Arts College

Chief Student Affairs Officer
   Vice President/ Chancellor for Student Affairs, Associate Provost for Student Affairs

Dean of Students

Director of:
   Activities
   Admissions
   Advising Centers
   Career Centers
   Financial Aid
   Counseling Centers
   Financial Aid
   Housing
   Institutional Research
   Learning Centers
   Multicultural Student Services
   New Student Programs
   Research and Culture (athletics, concerts, lectures)
   Residence Life
   Student Affairs Research
   Student Services on Branch Campuses, Extended Degree Programs

Registrar
Appendix E: Examples of Areas in Which Assistantships for Students in the Student Affairs Emphasis Exist

Activities/Sports
  Leadership, Community Service Learning, Student Activities, Student Government, Recreational Sports

Admissions

Branch Campuses
Career Services

Counseling Center

Extended Degree Programs
  Advising, Student Support for Distance Students

Financial Aid

Greek Life

Housing

Institutional Research

Multicultural Student Services

New Student Programs

Office of Student Affairs
  Conduct, Programming, Returning Students, Student Affairs Research

Registrar

Residence Life

Student Advising and Learning Center
  Advising, Freshman Seminar, Transfer Center, Academic Support

*****

Motion carried.

13. Recommendation from Graduate Studies Committee for Graduate Major Change

Bulletin #8 Exhibit H is as follows:
Graduate Major Change Bulletin #8

Spring 2000

HD 523  **Fundamentals of participatory Research**  3  [new course; crosslisted with RS] Principles/methods of involving community/interest group members in knowledge generation to understand local issues while building local capacity. Prereq soph standing and two social science courses.


ChE 565  **Fundamentals of Multiphase Environmental Processes**  3  NEW Principles of material and energy balances, reaction kinetics, phase equilibria, chemistry and microbiology governing environmental transport phenomena. Grad Standing

Nurs 583  **Promoting Health of Community-Based Elders**  V 2-4 3-4 Advanced practice role in assessment, nursing intervention and public policy regarding multidimensional physical, emotional and social problems of community-based elderly.

Business

Revised graduation requirements for Master of Business Administration

A.  **Leadership Skills Development Courses (12 credits)**
   Mgt 590; DecS591; MIS 580 to replace Econ 592; Mgt 593

B.  **Business Functions Expertise Courses (9 credits)**
   Mktg 506; Fin 526; Acct 533

Program Specialization Track Requirements

**Track One: Managerial Track (9 credits)**

There is no change to this track

**Track Two: Technology Track (12 credits)**

General Management

Students must complete four elective courses one approved graduate level MIS elective; one approved graduate internships or supervised independent study unless the student has significant previous work experience; two additional graduate level elective courses

Management Information Systems

Students must complete the following: MIS 572; MIS 574 plus at least two approved 400 Level MIS courses

International Business

Students must complete the following: one approved graduate level MIS class plus at least three of the following: IBUS 580; IBUS 581; IBUS 582; IBUS 600

Investment Management

Students must complete the following courses:  FIN 528; One approved graduate level MIS class plus at least three of the following: MKTG 560; MKTG 565; MKTG 567; IBUS 582
Hospitality Serves Management
Students must complete the following courses:  One approved graduate level MIS class; plus at least three of the following:  HA 535; HA 580; HA 581; HA 597

Real Estate
Students must complete the following courses:  One approved graduate level MIS class; plus at least three of the following:  RE 409; RE 522; RE 600; RE 702

*****

It was moved to remove the last line of HD 523. Motion to amend was approved. Amended motion carried.

Constituents' Concerns.

Concern was raised about the requirement from the Registrar’s Office that courses within a department have to be balanced 60% MWF and 40% TTh. Faculty would like the Senate to look into this issue and find out where the rule came from and is it possible to change this.

Adjournment.

The meeting adjourned at 5:15.

Thomas Brigham
Executive Secretary