The Faculty Senate was called to order by Peter Burke, Chair, on Thursday, February 10, 2000, in FSHN, T101, at 3:30 p.m. Fifty-four members were present, twenty-five (25) members were absent with three (3) vacancies. Ten (10) non-voting members were present. (See attached)

Minutes of January 27, 2000 Meeting were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers met with the Provost on, January 31, 2000.

2. Faculty Senate officers met with the Regents Enrollment Task Force on February 2, 2000.

3. Peter Burke represented the Faculty Senate at special meeting of the WSU Regents on February 3, 2000.

4. Faculty Senate Standing Committees reported committee consideration on the following issues (agenda and previously reported items not included) at the, February 3, 2000 Steering Committee meeting:

   AAC: Study Abroad Proposal; BA in Education at TriCities
   Budget: BA in Education at TriCities
   GSC: Graduate School Policies and Procedures

Announcements (Reports).

1. Remarks by the Chair.—P. Burke

   Burke reported the Faculty Titles document has been forwarded to the Regents for approval at their meeting next Thursday. Burke stated that there was a question raised at the last Senate meeting about the Senate approving a proposal for using supplemental retirement funds to be put into three different mutual funds. Burke stated the Senate only discussed this item it was never voted upon. It turns out there were large costs involved in doing this and TIAA CREF has added more flexibility to its funds so there was no need to implement the program.

2. Report on the State Ethics Law.—N. Sloane

   Burke introduced N. Sloane and stated the Ethics Law is quite stringent and the state legislature is quite proud of that fact. Sloane pointed out the different documents in the handouts which will help faculty understand the ethics law. Sloane stated there is an Ethics Board which is charged with administering the ethics law. Sloane had senators fill out a questionnaire that deals with ethics questions. The ethics law applies only when you are gaining something personal using state resources. Such things as surfing the net is against the state ethics law.
Additions or Changes to the Agenda.

Burke moved to pull Action Item 5 from the agenda.

Burke moved to change Discussion Items 2 to Item 3 and Item 3 to Item 2.
Amended agenda was approved.

Agenda Items (Action Items).

1. Recommendation from Academic Affairs Committee for a Joint Degree BA in Hotel and Restaurant Administration with Montana State University Exhibit C from 1/27/00 and New Exhibit B are as follows:

MEMORANDUM
TO: Thomas Brigham, Executive Secretary
    Faculty Senate
FROM: Becky Bitter, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 18 January 2000
SUBJECT: Proposal to Establish a Joint Degree between WSU and Montana State University for the BA in Hotel and Restaurant Administration

At its meeting on 8 December 1999, the Academic Affairs Committee approved the proposal to establish a joint degree between WSU and Montana State University for the Bachelor of Arts in Hotel and Restaurant Administration, to be effective fall 2000.

Members of the AAC approved the joint degree following discussions with Terry Umbreit, Hotel and Restaurant Administration Chair, and after approval from the Budget Committee, the Catalog Subcommittee, and the Extended University Affairs Committee.

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

JOINT DEGREE PROPOSAL
Between
WASHINGTON STATE UNIVERSITY AND
MONTANA STATE UNIVERSITY

Bachelor of Arts in Hotel and Restaurant Administration

Introduction:

The College of Business and Economics (CBE) and the Hotel and Restaurant Administration (HRA) Program in cooperation with The College of Business at Montana State University requests permission to establish a joint degree program between the two institutions in Hotel and Restaurant Administration.
HRA courses will be taught through a variety of delivery systems with credits coordinated by Washington State University’s (WSU) Extended Degree Program Office. The courses will be developed over a period of time and delivered to Montana students through on-site instruction, over the Washington Higher Education Telecommunication System (WHETS) operating in cooperation with the Montana Educational Telecommunications Network Interactive Video System (METNET), via satellite, video conferencing, and other distance education technologies. Montana State University will provide the general education classes and business core classes required by the degree program at their campuses located in Bozeman, Billings, Havre and Great Falls. Students from Flathead Valley Community College will also be permitted to enroll in the joint degree program.

The joint degree program with Montana State University would bring significant value to the HRA Program. First, it would permit the expansion of work experience and internship opportunities for current students enrolled at WSU. Second, it would provide faculty with access to a greater number of companies interested in research, executive education and joint collaborative service activities. Third, it would bring more companies to campus to interview graduating seniors. Finally, without a significant financial investment, the joint degree effort could bring additional enrollments to WSU.

I. Program Need

A. Relationship to Institutional Role and Mission

This proposed degree program relates directly to the tripartite mission of WSU of teaching/learning, research, and service/outreach. In particular, it addresses the following university planning goals:

Goal 1: Expanded Access with Quality, especially with respect to expanding educational opportunities throughout the state and Northwest by modern telecommunications.

Goal 2: Increased Diversity, particularly with respect to providing access to education for all students regardless of their economic or disability status, gender, ethnicity, sexual orientation, religious background, or geographic location.

Goal 3: Enriched Learning, particularly with respect to the development of innovative technology.

B. Documentation of Need for the Program

1. Elements of Program Demand and Need

   (a) Current Students Attending Montana State University.

   In the spring of 1999, a total of 12,000 students were enrolled at MSU of which 1,200 or 10% were majors in the College of Business. HRA enrollment in Pullman represents approximately 12% of certified business majors.
(b) Students Attending Other Institutions in MSU System.

Enrollment at MSU-Billings, MSU in Great Falls and MSU-Northern totaled 6,500 in 1999. Students at these locations can take some of the HRA courses via NETMET.

(c) Montana High School Graduating Seniors.

The number of high school graduating seniors are estimated to be 12,030 during the 1998/99 academic year. These students represent a strong potential market for the HRA Program since no four-year degree in the subject is offered in the State of Montana.

(d) Lodging and Restaurant Employees.

According to the Department of Commerce 1992 Census Data, there were a total of 2,805 establishments in Montana with 31,731 employees. This significant employment base represents potential for the joint degree since limited courses on the subject are available to hospitality industry employees.

(e) Hospitality Industry Support.

The State of Montana possesses a substantial tourism infrastructure and the need for instruction and education in hospitality management is strong and the future growth potential is high.

2. Relationship to the Master Plan for Higher Education.

This proposed program is in congruence with the objectives of The Education: 1996 State of Washington Master Plan For Higher Education.

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

“a) increase access to quality learning and submit a plan to accomplish this that addresses use of technologies and other means of providing quality learning at lower cost; the plan should propose enrollment and efficiency goals against which progress can be assessed.” This proposed joint degree program will use a variety of distance delivery methods to provide access to Montana State University students. The development of the courses will also make it possible for the HRA Program to deliver the courses to place-bound citizens in the State of Washington.

(b) constantly innovate and respond to changes in the workplace including ways to improve productivity.” This proposed joint degree program will take advantage of current technology to distance deliver hotel and restaurant courses to Montana State University students as well as students located throughout the State of Washington. This approach enhances faculty productivity and their ability to reach a geographically dispersed audience of students.
(c) increase the proportion of community college students who are prepared to continue their education at the baccalaureate level.” The development of hotel and restaurant administration courses for distance delivery for both residents in Montana and Washington will induce more place-bound individuals to complete a two-year degree with the intention of pursuing their four-year degree in this high demand area of specialization.

In summary, this unique proposed joint degree program focuses on the Master Plan’s state goals of expanding access to higher education through the employment of several distance delivery systems.

C. Relationship to Other Institutions

1. Duplication.
   There is no duplication for this program since a degree in the subject is not currently offered in the State of Montana. The joint degree enables both institutions to utilize their technologies, facilities and faculty to offer a specialized degree currently not available to a large population. A number of institutions in the Montana State University system will be participating in this joint educational effort.

2. Uniqueness of the Program.
   This proposed joint degree program is unique because of the partnership of two institutions located in different states. Washington State University’s involvement permits the institution to utilize its distance technology to deliver a degree to another state which enhances the reputation of an outstanding program. Montana State University provides its students with access to a degree currently not available while at the same time serving the needs of the Montana tourism and hospitality industry.

II. Program Description

A. Goals and Objectives
   The principal goal of the joint degree program is to prepare students for productive careers in the hospitality industry in the state of Montana and the Northwest. In addition, the proposed program would help the hospitality industry by providing them with a trained and educated workforce.

   The proposed program would also help WSU achieve economies of scale by using existing facilities and faculty to develop distance delivery courses in hotel and restaurant administration that can be utilized in other locations in the state of Washington.

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

**FRESHMAN AND SOPHOMORE YEARS**
- HA 181 – Introduction
- FSHN 120 & 121
- HA 220 – Introduction to Industry Experience
- HA 258 – Fundamentals of Cooking and Dining Room Service
- HA 280 – Lodging Systems

**JUNIOR YEAR**
- HA 356 – Food and Beverage Systems Design and Analysis
- HA 381 – Hospitality Management and Organization
- Elective – HA Course

**SENIOR YEAR**
- HA 491 – Operations Analysis
- Elective – HA Course
- HA 480 – Hospitality Marketing Strategy
- HA 495 – Hospitality Case Studies & Research
- HA 320 – Industry Experience

**Lower Division Business Core Classes.** Montana State University students enrolled in the joint degree program will be required to take the following lower division business course requirements: BUS 101V-Freshmen Seminar, ECON 102S-Macro & Intnt Econl, CS 150-Computer Literacy, ECON 201-Intro Micro Theory, MATH 170M-Survey of Calculus, STAT 216M-Elementary Statistics, STAT 217-Intermed Stat Concepts, BUS 201-Managerial Communications, BUS 221-Principles of Acct I, BUS 222-Managerial Accounting. Students can take these classes from the Montana State University System or other two or four-year schools in the State of Montana.

**Upper Division Business Core Courses.** Montana State University students enrolled in the joint degree program will be required to take the following upper division business courses or equivalents at one of the Montana State University Institutions: BUS 301-Management & Organization, BUS 311-Information Systems, BUS 331-Operations Management, BUS 341-Marketing, BUS 351-Finance, BUS 361-Intro to Law, MGMT 403-Human Resource Management, and MGMT 468-Bus Ethics & Environment.

**General Education Requirements.** Students enrolled in the joint degree program will be required to take MSU’s University Core Course Requirements or equivalents including: Communication-6 credits, Mathematics-3 credits, Fine Arts-3 Credits, Humanities-6 Credits, Natural Science-8 Credits, Social Sciences-6 Credits and Multicultural Perspectives and Global Issues-6 credits. These courses can be taken at accredited institutions within the MSU system or other institutions from which WSU accepts transfer credits.

**Other CBE Requirements.** Students will also have to complete other CBE requirements including: Oral Communication, Political Science and Sociology or Psychology. These courses can be taken at either a two- or four-year institution in the state of Montana.
Additional Graduation Requirements. Students enrolled in the program will have to complete the Writing Portfolio, Writing in the Major and Capstone Course.

2. Admission Requirements.

Students who enroll in the joint degree program will have to meet the admission requirements of both institutions. Additionally, students must meet the transfer admission requirements for Washington State University.


Library and Research Support. Students in the joint degree program will have access to the library and computer facilities located on the campuses of the Montana State University system. In addition, students in WSU’s Extended Degree Program have computer access to a wealth of library and other information. These include Griffin, the online catalog for WSU and Eastern Washington University that lists books, journals, and government documents owned by the two universities.

Students can also search online catalogs for University of Washington Law Library, Western Washington University, Central Washington, the Evergreen State College and the Washington State Library through the Washington State Cooperative Library Project.

All extended degree students have access to library services via a toll-free phone or e-mail. This service, which is located in Holland Library at WSU Pullman, provides the following services for students: database searches on any subject; library user education, retrieval and checkout of requested sources; free copying of any materials that do not circulate (subject to copyright restrictions), and free first class mailing of books and photocopied materials.

One .50 FTE classified staff and some additional student assistance will be require by the Libraries to support this program (see budget)

Monographs and Reference Materials The Libraries own 75% of the monographs recommended for a Core Library Collection in Hotel and Restaurant Industries: An Information Sourcebook by Judith M. Nixon. Second copies of a majority of these titles are also available. In addition, the Libraries have collected heavily in the hospitality and tourism areas and have ample collection beyond the core level. The Libraries own all the standard bibliographies and indexes that provide access to materials in the field.

Serials The Libraries subscribe to 93% of the journals identified for a Core Library Collection in Hotel and Restaurant Industries: An Information Sourcebook. The Libraries also subscribe to a large number of hotel and restaurant administration journals beyond those identified for a core collection. It is important to note that non-specialized business periodicals and journals also publish articles on the hospitality industries. Holland Library currently
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subscribes to 1000+ periodicals and journals in business. In addition, two full text electronic databases tremendously expand access to newspapers, business periodicals, journals and newsletters.

Full Text Databases

ProQuest Direct indexes and abstracts over 1000 business and economics periodicals and journals, about 350 of which are published outside the United States. Full text articles are available for almost half of these journals with coverage back to 1991, at the earliest. ProQuest Direct also indexes and abstracts more the 1,600 popular magazines and journals in the social sciences and humanities with full text available for about one third of them. In addition, major U.S. and Washington State newspapers are indexed and available full text. ProQuest Direct is provided via the Libraries Gateway in any WSU Library or by remote computer access.

Lexis-Nexis Academic Universe provides access to a wide range of full text information on business, legal, news and reference topics. It includes U.S. and foreign newspapers, periodicals, business newsletters, transcripts and wire services. It, too, is provided via the Libraries Gateway in any WSU Library or by remote computer access.

ProQuest Direct and Lexis-Nexis Academic Universe provide full text access to 38% of the journals recommended for a Core Library Collection in Hotel and Restaurant Industries: An Information Sourcebook.

The need for new library collections:

a. Serials
   1) No new serial titles are needed
   2) No new funds required
   3) No current subscriptions need be canceled
   4) No additional equipment needed

b. Monographs
   1) New monographs are purchased regularly to support Hotel and Restaurant Administration.
   2) Funding is accommodated within current allocations to support business.
   3) No additional equipment required

c. Media
   1) No new media purchases needed.
   2) No special funds required.
   3) No additional equipment required.

C. Use of Technology
WSU’s delivery of the joint degree program will rely heavily on the use of technology. Approximately 70 percent of the courses will be offered by distance involving WHETS, METNET, Satellite, video cassette and using the WWW.

D. Faculty

Table 1 sets forth the HRA faculty members who will provide Instruction for the HRA course portion of the joint degree. Several of the faculty have already gained experience over WHETS.

Table 1
Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>% Effort in</th>
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<tr>
<td>Terry Umbreit</td>
<td>Full</td>
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<td>20</td>
</tr>
<tr>
<td>Denney Rutherford</td>
<td>Full</td>
<td>Full time</td>
<td>10</td>
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<tr>
<td>Ken Kendall</td>
<td>Associate</td>
<td>Full time</td>
<td>10</td>
</tr>
<tr>
<td>Chris Paxson</td>
<td>Associate</td>
<td>Full time</td>
<td>10</td>
</tr>
<tr>
<td>David Corsun</td>
<td>Assistant</td>
<td>Full time</td>
<td>10</td>
</tr>
<tr>
<td>Kim Hadley</td>
<td>Lecturer</td>
<td>Full time</td>
<td>30</td>
</tr>
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</table>

E. Students

1. **Projected enrollments for 5 years.**

We estimate 30 students will enroll in the degree program in the first academic year. Over the next four years enrollment should increase to reach 100 students by the fifth year. Strong potential for additional student enrollments exists after the fifth year depending upon the draw of the program from the other institutions in the Montana State University System.

2. **Expected time for program completion.**

It is estimated that many students will be full-time and should complete the degree within four years. Students enrolled at the remote campus sites will probably take longer since they are working part- or full-time. Many of the students will be taking courses concurrently that lead to the B.A. degree.

3. **Diversity.** The proposed joint degree has the potential to attract diversity in enrollments because of the geographical draw from a wide area in the State of Montana. The program should be able to serve place-bound and job-bound individuals living in the state.

F. **Administration**

The College of Business and Economics and the Hotel and Restaurant Administration Program will share and coordinate the management of this program with the Dean of Business at Montana State University. MSU and the other
institutions in the system will be responsible for delivering all course work except for HRA classes. The HRA Program at WSU will be responsible for delivering the 30 hours of course work required by the major. MSU will provide on-site support in terms of administration and operations to include an office and related facilities. HRA will take the responsibility for the supervision of student records, advising and related student services.

III. Program Assessment

A. Program Objectives

1. To offer undergraduate education in Hotel and Restaurant Administration to place-bound students located in the State of Montana.

2. To produce graduates in Hotel Restaurant Administration for the hospitality and tourism industry located in Montana.

3. To provided faculty consulting and research capabilities to Montana hotel and restaurant operations.

4. To enhance the professionalism and education of individuals working in Montana’s hospitality and tourism industry.

B. Student Learning Outcomes

Student Learning Outcomes: Graduates of the HRA Program in Montana will possess knowledge and skills that prepare them for hospitality entry-level positions and careers.

Assessment: This outcome will be measured by the placement rate of at least 90% for graduating seniors.

Student Learning Outcome: Graduates will gain practical work experience prior to completing graduation requirements.

Assessment: This outcome will be measured by an evaluation form completed by companies that document the student’s 1,000 hour work experience requirement or forms completed by organizations that provide student internship programs.

Student Learning Outcome: Graduate will possess competencies in business core knowledge.

Assessment: This outcome will be measured by the Major Field Test in Business Exam prepared by the Educational Testing Service (ETS) that will be given to students during the final semester in the program. Student’s scores will batch the CBE average.
**Student Learning Outcome:** Graduates will possess computer skills and knowledge of software packages sufficient to help solve problems and process information required by hospitality and tourism organizations.

**Assessment:** This outcome will be measured by student performance on computer analysis projects and presentations in the HRA Program’s capstone course.

**IV. Finances**

1. **Self-Sustaining Support.** The proposed joint degree program will be operated on a self-sustaining basis which means enrollment fees will have to pay for instructional and other costs.

   **Revenue Projections** (see Exhibit 1 – dollars are rounded off to the nearest 1000)

   Year 1 – 45 beginning students X 9 credits X $265 per credit = $107,325 or $107,000

   Year 2 – 50 beginning students X 9 credits X $265 per credit = $119,250 plus
   45 2nd year students X 9 credits X $265 per credit = $107,325
   equals $226,575 or $227,000

   Year 3 – 60 beginning students X 9 credits X $265 per credit = $143,100 plus
   50 2nd year students X 9 credits X $265 per credit = $119,250 plus
   45 3rd year students X 13 credits X $265 per credit = $155,025
   equals $417,375 or $417,000

   Year 4 – 60 beginning students X 9 credits X $265 per credit = $143,100 plus
   60 2nd year students X 9 credits X $265 per credit = $143,100 plus
   50 3rd year students X 13 credits X $265 per credit = $172,250
   equals $458,450 or $458,000

   Year 5 – 60 beginning students X 9 credits X $265 per credit = $143,100 plus
   60 2nd year students X 9 credits X $265 per credit = $143,100 plus
   60 3rd year students X 13 credits X $265 per credit = $206,700
   equals $492,900 or $493,000

   **Expense Projections** (See Exhibit #1)

   The cost of the proposed joint degree program varies form a high of $5661 per FTE the first year to $3,923 the fifth year. The cost per FTE when the program is fully operational after the third year is below the figures appearing in the 1998 Educational Cost Study for Business prepared by the Higher Education Coordinating Board. Some of the reasons for the lower cost is that HRA faculty salaries are lower than other business disciplines, the full-time, on-site faculty member is paid a Lecturer salary, and Montana State University is paying for some expenses not reflected in the budget.

   The proposed joint degree program reflects a net deficit for the first four years. The deficit will be made up by a subsidy from Montana State University and Ivar Haglund Endowment operating account at Washington State University.
Montana State University Support. It is anticipated that Montana State University will provide on-site operational support as well as incurring costs related to the operation of METNET and other distance delivery systems.

EXHIBIT #1
Revenue and Expense Projections

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<tr>
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<th>YEAR 1</th>
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<th>YEAR 3</th>
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(*rounded off to nearest $1000)

June 16, 1999

Dr. Glen Johnson, Dean
Washington State University
College of Business and Economics
Todd Hall 570
Pullman, Washington 99164-4750

Re: Memorandum of Understanding - Washington State University and Montana State University-Bozeman for Establishing a Joint Degree Program in Hotel and Restaurant Administration

Dear Glen:

Enclosed please find two signed originals of the memorandum of understanding between Washington State University and Montana State University-Bozeman for establishing a joint degree program in hotel/restaurant administration.
It was great to meet with all of you on our brief visit to Pullman last month. We are certainly looking forward to working out all the final details and are committed to a long and prosperous partnership. Please let your provost and president know that the Montana Board of Regents has given their final approval to the joint degree program.

I hope that summer has arrived in Pullman and you are enjoying it to the fullest.

Best Wishes,

Mike Owen
Dean
MO: grg
Enclosures

Cc: Michael Malone

MEMORANDUM OF UNDERSTANDING
BETWEEN
WASHINGTON STATE UNIVERSITY
AND
MONTANA STATE UNIVERSITY-BOZEMAN
FOR
ESTABLISHING A JOINT DEGREE PROGRAM
IN
HOTEL AND RESTAURANT ADMINISTRATION

THIS AGREEMENT is made and entered into between WASHINGTON STATE UNIVERSITY (hereinafter referred to as WSU) and MONTANA STATE UNIVERSITY-BOZEMAN (herein referred to as MSU).

I. PURPOSE
The purpose of this agreement is to establish a joint degree program whereby MSU students can obtain a joint Bachelor's Degree in Hotel and Restaurant Administration from WSU and MSU by completing specialized courses in the subject delivered by the Hotel and Restaurant Administration Program at Washington State University.

II. TERMS
A. It is mutually agreed that:

1. During the 1998/99 academic year both institutions will seek approval for the joint degree program.
2. WSU will offer the instruction by a variety of distance delivery methods to qualified MSU students who meet the admission requirements for both institutions.
3. Both institutions will provide agreed-upon financial support for the joint degree during the initial stage of instruction to insure the long-term success of the program.
4. Both institutions agree to develop an articulation agreement that facilitates the transfer of credits from MSU to WSU.

5. Students can take all but their hotel and restaurant administration courses through MSU.

6. Students will be charged a mutually-agreed-upon tuition for courses delivered by WSU.

7. Students will be responsible for textbooks, insurance fees and other miscellaneous expenses not covered by the tuition.

8. In the joint degree program, neither institution will be expected to take any action which would be contrary to its established academic regulations and practice.

9. Both parties accept this agreement as an exclusive arrangement where WSU will not enter into a similar arrangement with another institution in the State of Montana and MSU will not enter into a similar arrangement with any other institution, unless this agreement is terminated.

B. WSU agrees to:

1. Accept students from MSU who meet WSU admission requirements for regular enrollment and certification standards established by the College of Business and Economics, provided they submit a complete transcript for review.

2. Provide instruction through a variety of distance delivery methods for MSU students to fulfill WSU degree requirements for majors in Hotel and Restaurant Administration.

3. Provide one onsite faculty member at MSU during the life of this joint program. He/she will teach introductory courses and help coordinate the administration of the program with MSU.

4. Assist MSU with the development of promotional material for the joint degree program including updated catalogs and other promotional material. WSU will include information about the MSU program in its HRA promotional materials as deemed appropriate by the Director of the HRA program.

5. Offer MSU students the normal HRA counseling, placement assistance, related services, and additional special assistance as may be reasonably required.

6. Assist with the development of an effective transfer arrangement for MSU students to receive credits for their General Education and Business academic course work taken in Montana comparable to WSU requirements.

7. Recognize graduates of the joint degree program as official WSU and MSU alumni.

S. Assure that the joint degree in Hotel and Restaurant Administration obtained through WSU is equivalent to the program offered at the WSU-Pullman campus.

9. Assure that WSU courses will be taught at the highest academic levels primarily by doctorally-qualified faculty members, consistent with HRA teaching assignments in Pullman.

C. MSU agrees to:

1. Provide WSU with classrooms for onsite instruction and access to MSU library and computer laboratories for student assignments.
2. Provide WSU onsite faculty members with an office and administrative support to include secretarial services, photocopying, telephone, faxing and other services as required by the instructional program.

3. Promote the joint degree program throughout the State of Montana and the campuses of Montana State University by helping develop a joint promotional brochure as well as responding to student inquiries and questions and acting as a clearinghouse for WSU admission process.

4. Permit students to purchase textbooks and other instructional materials through the MSU Bookstore in Bozeman.

5. Provide WSU with academic transcripts for MSU students desiring to enter the joint degree program to facilitate the admission process.

6. Assist in helping WSU onsite faculty with locating suitable housing in Bozeman.

7. Assist WSU with interfacing with METNET in order to facilitate the delivery of academic course work over that system.

8. Insure MSU transfer students have met and completed comparable WSU course requirements.

9. Assist with the development of a joint degree diploma and transcript as required by both institutions.

D. All WSU/MSU student participants in the joint degree program must meet the requirements of both WSU and MSU. These may include, but are not limited to, health insurance and other related items.

E. Both parties agree to engage in discussions about the possibility of WSU and MSU jointly offering executive education programs for the Montana hospitality industry.

III. ADMINISTRATIVE RESPONSIBILITY FOR THE JOINT DEGREE PROGRAM SHALL BE:

A. At WSU, the College of Business and Economics and Hotel and Restaurant Administration Program. The administrator for this program will be Terry Umbreit, Director of Hotel and Restaurant Administration for the College of Business and Economics, Todd 470, Pullman, Washington 99164. Telephone 509-335-5766.

B. At MSU, the College of Business. The administrator for this program will be Michael Oven, Dean of the College of Business, Montana State University, Bozeman, MT 59717-0304, Telephone 406-994-4423.

C. This agreement shall be effective beginning Fall Semester, 1999. It shall continue for three (3) years unless modified, terminated or extended by the written mutual agreement of the parties. If either Party determines to terminate this Agreement, notice of termination shall be given one (1) academic year before the termination becomes effective. If terminated, affected students in good academic standing shall have the opportunity to transfer to WSU and complete their HRA classes.

IV. This agreement will be supplemented by a separate document that describes in detail the financial responsibilities of each party as well as clarifies in more detail several individual terms of this agreement.

*****
Motion carried.

2. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #5 Exhibit D from 1/27/00 is as follows:

**GRADUATE MAJOR CHANGE BULLETIN NO. 5**  Spring 2000

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acctg</strong></td>
<td>Revise the requirements for the Master of Accounting program. Basic requirements: 15 hours 500-level Acctg courses; 15 hours business and accounting electives; 2 hours oral examination.</td>
<td>8-00</td>
<td><strong>8-00</strong></td>
</tr>
<tr>
<td><strong>CoPsy</strong> 562</td>
<td>new Advanced Hypnosis and Therapy 4 Prereq CoPsy 512 or equivalent, or permission of instructor. Advanced training emphasizing mind-body therapies and primary health care including hypnosis, biofeedback, and ego-state therapy.</td>
<td>5-00</td>
<td><strong>5-00</strong></td>
</tr>
<tr>
<td><strong>E E</strong> 515</td>
<td>new Optoelectronics Lab II V 1 (0-3) to 3 (0-9) May be repeated for credit; cumulative maximum 3 hours. Same as Phys 515.</td>
<td>1-00</td>
<td><strong>1-00</strong></td>
</tr>
<tr>
<td><strong>Ed Ad</strong> 522</td>
<td>Topics in Education V 1-4 2 (1-3) Re: secondary education with expertise in science, technology and /or math—May be repeated for credit; cumulative maximum 6 hours. Recent research, developments, issues, and /or applications in selected areas of education.</td>
<td>8-00</td>
<td><strong>8-00</strong></td>
</tr>
<tr>
<td><strong>Geol</strong> 527</td>
<td>Sedimentary Petrography 3 (1-4) Description and classification of sedimentary rocks in thin sections and hand specimens. Field trip required. Cooperative course taught by UI (Geol 527), open to WSU students.</td>
<td>1-00</td>
<td><strong>1-00</strong></td>
</tr>
<tr>
<td><strong>Geol</strong> 546</td>
<td>new Fault Mechanics 3 Prereq Geol 340 or equivalent. Examination of fault mechanics; internal fault architectures; fault slip distributions; relationship to rock properties; echelon fault systems; as well as earthquake behavior and seismic hazard recognition. Field trip required. Cooperative course taught by UI (Geol 546), open to WSU students.</td>
<td>1-00</td>
<td><strong>1-00</strong></td>
</tr>
<tr>
<td><strong>HPA</strong> 597</td>
<td>Internship V 1-5 May be repeated for credit; cumulative maximum 5 hours. Prereq HPA 500. Student experience in professional work settings. S,F grading.</td>
<td>8-99</td>
<td><strong>8-99</strong></td>
</tr>
<tr>
<td><strong>Phys</strong> 515</td>
<td>new Optoelectronics Lab II V 1 (0-3) to 3 (0-9) May be repeated for credit; cumulative maximum 3 hours. Experiments in optical physics, physical properties of light, laser physics, waveguides, quantum confined semiconductor structures and ultrafast dynamics and nonlinear optics.</td>
<td>1-00</td>
<td><strong>1-00</strong></td>
</tr>
<tr>
<td><strong>Zool</strong> 517</td>
<td>new Fish Behavior 3 Causes, mechanisms and functions of fish behavior, including reproduction, communication, schooling, feeding, migration and orientation. Cooperative course taught by UI (FISH 520), open to WSU students.</td>
<td>1-01</td>
<td><strong>1-01</strong></td>
</tr>
</tbody>
</table>

* * * * *
3. Recommendation from Graduate Studies Committee for the WSU-EWU School Psychology Certification Program Exhibit E from 1/27/00 agenda is as follows:

MEMORANDUM
TO: Faculty Senate
FROM: Lynda Carey (for Graduate Studies Committee)
DATE: November 4, 1999
SUBJECT: School Psychology Certification Program

At its meeting on November 2, 1999, the Graduate Studies Committee completed its review of the School Psychology Certification Program and recommended that it be approved.

cc: R. Rosenman, Chair GSC

WSU-EWU
School Psychology Certification Program Proposal

1. Program Need

A. Relationship to Institutional Role and Mission

In December 1997, Governor Gary Locke directed the Higher Education Coordinating Board (HECB) to examine fully how the state can best use its public investment in higher education in eastern Washington and the Spokane area and continue to provide the highest quality education for students. This action resulted in a mandate to Washington State University and Eastern Washington University to review their mission statements and to provide academic program plans to the HECB that would address the needs of higher education in Spokane and Eastern Washington. As part of this mandate, the HEC Board was charged with the role of “identify(ing) optimum levels of collaboration and cooperation between EWU and WSU” and to “set in motion processes that...outline flexibility in anticipating and responding to change and to new opportunities.”

As part of this effort, plus the interest from the public school administration to provide ongoing education for teachers and to expand opportunities for enhancing and building the total educational infrastructure in Spokane, Deans of the Colleges of Education came together to discuss ways to create partnerships in support of such critical need areas as teacher training, technology education, and programs in support of students at risk such as special education and school psychology and counseling programs.

The first collaborative program resulting from this state mandate is the proposed School Psychology Certification program.

B. Documentation of Need for Program

Provide objective data, studies, or the results of institutional needs assessments conducted to document a special need. Use any of the following possible justifications, as appropriate to the program’s nature:
1. Student interest or demand

In 1998-99, according to the Occupational Outlook Handbook from the Bureau of Labor Statistics (BLS), educational institutions employed nearly 4 out of 10 salaried psychologists in positions other than teaching such as counseling and testing. The report projects excellent job prospects for special education teachers, including school psychologists, as many school districts report shortages of qualified individuals. Further, the report estimates employment in specialized teacher education fields such as school psychology to increase much faster than average for all occupations through the year 2006, spurred by continued growth in the number of special needs of students. This rapid employment growth indicates a very favorable job market with the median annual salary for master’s degree holders in school psychology reported as $60,000 in 1995.

In addition to these data, need for a post-masters School Psychology Certification program in the state of Washington is documented in a letter of support from the Office of Superintendent of Public Instruction (OSPI) in the following statement,

“We are pleased to hear of your efforts to establish a school psychologist certification program for persons who hold a master’s degree in a related area...We are aware of a critical need for additional school psychologists in the state of Washington and feel this program would be helpful in filling that need.”

Student interest in such a program is evidenced through the weekly telephone inquiries received over the past seven years by Eastern Washington University faculty from certified school counselors and teachers who were interested in pursuing school psychology certification in the State of Washington. On average, one of these individuals per year completed certification requirements at EWU. The vast majority of individuals, however, were unable to complete a program that was designed for full-time students, since most of the courses were offered during the daytime. The proposed certification program is designed to accommodate the needs of part-time students and to encourage these individuals to obtain certification as School Psychologists.

2. Changes in Occupation or Profession: Workforce needs of local industry (detail whether workforce needs require new graduates or the retraining of present employees and estimate the demand for, and supply of graduates).

Today’s children face more challenges than ever before. Some have fears about starting school or changing schools. Others have difficulty dealing with family events such as divorce or death. Some children lack self-discipline, lack study skills, or consider dropping out of school. Still others present more serious problems such as drug and alcohol use, depression, suicidal ideation, and conduct disorders. And, tragically, children and youth are the victims of more crimes than any other age group in the United States today (NASP, 1998). These challenges threaten the physical, psychological and emotional well-being of students, ultimately interfering with their ability to learn. School Psychologists help children meet these challenges through their specialized training in both psychology and education.
School Psychologist training emphasizes preparation in mental health, child development, school organization, learning, behavior and motivation. School Psychologists understand school systems, effective teaching and the ingredients for successful learning; and provide easily accessible, cost-effective mental health services to children and youth in schools. They use their training and skills to team with educators, parents and other mental health professionals to ensure that every student learns in a safe, healthy and supportive environment.

As the number of students with challenges grows, so does the need for qualified school psychologists. A shortage of certified School Psychologist is reported in many states across the country, including the State of Washington (Keith Mars, Washington State Delegate to NASP, personal communication, February, 1999). OSPI is aware of the critical need for additional school psychologists in the State of Washington and fully supports the development of the proposed program (see letter of support attached). Approximately half of initial ESA School Psychologist certificates issued in the State of Washington each year are issued to psychologists trained in the state. OSPI issued 86 initial ESA, School Psychologist certificates during the 1996-1997 year (the last year for which OSPI has published data). Forty-two of these certificates were issued to individuals trained within the State of Washington (OSPI Annual Report, 1996-1997). This trend has remained constant for the past several years (personal communication, Joanne Sorensen, OSPI, December, 1998).

While the majority of initial School Psychologist certificates are issued to individuals trained out of the State, the majority of in-state trained individuals become employed in Washington. To illustrate, 86% of the individuals trained last year in programs within the State begin their career in Washington (personal communication: Scott Stage, U. of W., Kristin Guest, S.P.U., Gene Johnson, C.W.U., Mahlon Dalley, E.W.U.; February, 1999). Similar placement data have been reported for the past several years. Clearly, programs within the State of Washington are not training adequate numbers of School Psychologists to meet the demand in this State. The proposed certification program is designed to expand training opportunities to interested constituents and, in so doing, help meet the needs of Washington State schools for qualified School Psychologists.

3. Relationship to HECB policies and goals for higher education and/or Update to the Master Plan for Higher Education.

As stated in section 1A: Relationship to Institution Role and Mission, the proposed School Psychology Certification program is one of the first collaborative partnerships resulting from the mandate from the Governor of the state of Washington, and the guidelines established by the Higher Education Coordinating Board, for Washington State University and Eastern Washington University to work together to provide academic programs that address the needs of higher education in Spokane and Eastern Washington.
C. Relationship to Others Institutions

1. **Duplication** (describe similar programs offered by a public or independent institution).

   The School Psychology Certification program is proposed in response to the mandate from the HECB to “address the needs of higher education in Spokane and Eastern Washington.” As such, programs at the area institutions of Gonzaga, Whitworth, and Eastern Washington were examined to determine if there was any possibility of duplication. This review revealed no post-masters School Psychology Certification program at any of the three institutions.

   Eastern Washington University currently offers a Master’s level School Psychology program in Cheney. The program serves students who enter with at least a Bachelor’s degree. The courses are offered fall, winter and spring quarters, primarily during morning and early afternoon hours. The program was designed for full-time students. There are no other School Psychology training programs in the Spokane area.

2. **Uniqueness of program** (detail the unique aspects of the proposed program which differentiate it from similar programs described above).

   The proposed certification program is developed specifically for school and mental health professionals who currently hold a master’s degree in their field. Classes will be offered during the summer session and during evenings and/or weekends so that access will be ensured to candidates who work full time.

   The program will be based in Spokane. Students will be admitted as a cohort at the beginning of summer semester and will continue through fall and spring semesters. Most students will finish the program at the end of one calendar year.

   WSU and EWU will jointly administer the program. At WSU, the program will be housed in the College of Education in the Department of Educational Leadership and Counseling Psychology. The department offers courses of study leading to undergraduate minors in leadership studies and sport management and graduate degrees of Master of Education, Master of Arts in Education, Doctor of Education and Doctor of Philosophy (Education). For the master's and doctoral degrees, students may specialize in athletic administration, administration, higher education, curriculum, counseling (master's level), counseling psychology (PhD level), and educational psychology (master's, EdD, and PhD levels). Each area of specialization has a required core of courses.

   At EWU, the existing School Psychology master’s program is co-located in the departments of Psychology and Applied Psychology. The department of Psychology is located in EWU’s College of Letters, Arts, and Social Sciences; the Applied Psychology Department is located in the College of Education and Human Development.

   The proposed certification program will be co-directed by a program representative from each university. The co-directors will be involved in all administrative decisions that affect the program. The program co-directors and faculty will report to their respective department chairs and deans at each campus. In keeping with the organization of WSU branch campuses, the Spokane-based program director and
faculty will also report to the WSU Spokane branch campus dean. Program faculty will be directly responsible for the organization, operation (i.e., policies, procedures, admissions, etc.), curriculum and instruction of the program.

II Program Description

A. Goals and Student Learning Outcomes

The WSU-EWU School Psychology certification program is designed to reflect the scientist-practitioner model, one that emphasizes comprehensive school psychological services applying developmental, social, cognitive, and behavioral orientations. This model relies on integrating established procedures into applied school psychological services designed to address the educational and mental health needs of children and youth, their families, and the community. To accomplish this, the program will focus on four primary objectives.

- The students will be competent in applying knowledge and skills of school psychological practices.
- The students will be competent in serving diverse populations within the school, home and community.
- The students will be competent in applying specific areas of knowledge of the field, such as assessment and diagnosis, behavioral observation, counseling and interviewing, program development, consultation, program evaluation and record keeping, professionalism, and research.
- The students will be competent in applying knowledge and skill competencies consistent with professional practices and in accordance with professional ethics (i.e., NASP and APA professional conduct codes).

B. Curriculum

1. Course of Study

The proposed certification program will be based in Spokane. Courses will be delivered primarily through Spokane-based courses and WHETS technology. Students will be admitted as a cohort at the beginning of summer semester and will continue through fall and spring semesters. Most students will finish the program at the end of one calendar year. Courses offered during fall and spring semesters will be scheduled in such a way that they are accessible to full-time school employees, e.g., week-end courses based in Spokane and/or delivered on the WHETS system.

All students must meet WAC training standards and NASP accreditation standards for School Psychologist training. Students’ programs will be individually planned according to prior academic preparation. The School Psychology Certification Program faculty will determine which prior courses will meet the content areas specified the training and accreditation standards. Extension courses, workshops and correspondence courses will not receive transfer credit. Students who have deficiencies that are not addressed within the proposed core courses may be required to take additional courses. The courses will be accessible through EWU and/or WSU. All courses and practica will be graded.
Twelve hundred clock hours of internship is required for School Psychologist certification in the State of Washington and for NASP certification. The internship may be reduced in length if the program faculty determine that previous internship experience(s) provided the candidate knowledge and skills otherwise gained from the required internship (WAC 180-78A-195). All previous internships and supervised practical experiences taken during a master’s program will be considered towards school psychology internship. The internship may not be reduced by more than 600 clock hours. Internship will be graded Pass/Fail.

Students will register for 3 credits of internship fall and spring semesters. Internships will occur in school settings, under the direct supervision of a certified School Psychologist who has at least three years experience in the role of a School Psychologist (required by WAC 180-78A-263). Faculty supervision will be provided on an ongoing basis. Students will attend bi-weekly seminar sessions to discuss assigned readings, present cases, participate in group supervision, and review internship goals and objectives. Internship supervisors will evaluate students on a bi-monthly basis, using a standard evaluation tool (see attached). The evaluations will be reviewed by the program faculty member and discussed with the student. The evaluation system will be used to recognize student achievement of internship goals and objectives, to document skills deficits, and to develop individualized student growth plans. Individualized growth plans will be used to guide students toward successful completion of internship goals and objectives. Although internship clock hours may vary from student to student depending on previous experience, all students will be expected to complete the internship seminars each semester.

The following sample course plan is based on a review of many graduate transcripts submitted for review by individuals who were seeking school psychology certification through EWU. Approximately 95% of the individuals held master’s degree in school counseling, mental health counseling, or clinical psychology. The remaining 5% held master’s degree in special or general education. The majority of the transcripts revealed courses that would meet all of the content areas specified by WAC training standards for ESA, School Psychologists and NASP training standards except those specified below. One section of each of the following courses (or courses with similar content) will be offered on a yearly basis.

Typical Plan for Candidates with Master’s Degree in Counseling:

Summer Semester - Session One
EdPsy 521, Topics/Ed Psychology: School Psychology Professional Practice (3 cr) WSU
CoPsy 523, Topics/Counseling Psychology: Child & Adolescent Psychopathology (3 cr) WSU

Summer Semester - Session Two
PSYC 534, Human Neuropsychology (4 cr) EWU
EdPsy 521, Topics/ Ed Psychology: Educational Issues in School Psychology (3 cr) WSU

Fall Semester
PSYC 554, Intelligence and Intelligence Testing (3 cr) EWU
EdPsy 600, Special Projects/Independent Study: School Psychology Practicum (3 cr) WSU
EdPsy 597, Educational Psychology Internship: School Psychology (3 cr) WSU
Spring Semester
PSYC 556, Personality & Behavioral Assessment (3 cr) EWU
PSYC 577, Clinical Practice in Personality & Behavioral Assessment (3 cr) EWU
EdPsy 597, Educational Psychology Internship: School Psychology (3 cr) WSU

Typical Plan for Candidates with Master’s Degree in Education:

Summer Semester - Session One
EdPsy 521, Topics/Ed Psychology: School Psychology Professional Practice (3 cr) WSU
CoPsy 523, Topics/Counseling Psychology: Child & Adolescent Psychopathology (3 cr) WSU
PSYC 551, Foundations in Psychotherapy (4 cr) EWU

Summer Semester - Session Two
PSYC 534, Human Neuropsychology (4 cr) EWU
APSY 548, Counseling Child & Adoles (4 cr) EWU

Fall Semester
PSYC 554, Intelligence and Intelligence Testing (3 cr) EWU
EdPsy 600, Special Projects/Independent Study: School Psychology Practicum (3 cr) WSU
EdPsy 597, Educational Psychology Internship: School Psychology (3 cr) WSU

Spring Semester
PSYC 556, Personality & Behavioral Assessment (3 cr) EWU
PSYC 577, Clinical Practice in Personality & Behavioral Assessment (3 cr) EWU
EdPsy 597, Educational Psychology Internship: School Psychology (3 cr) WSU

Successful completion of a written comprehensive examination of the knowledge included in the course work (WAC 180-79A-430 (1.a.ii) will be required after all other program requirements have been met. The National Association of School Psychology Certification Exam will be administered to satisfy this requirement.

2. Admission Requirements

Applicants will be admitted by the School Psychology certification program committee, which includes at least one representative from WSU and one representative from EWU. At least one member of the admissions committee will be a School Psychology faculty member. Once admitted, students will be provided ongoing counseling and advisement from School Psychology program faculty. Throughout the course of study, students will be informed of current and future employment prospects in the field.

According to RCW 28B.15.110 tuition and fees for joint programs from four-year institutions shall be equal and assessed at the highest tuition rate of the participating institutions. Therefore, the tuition for the School Psychology Certification program will be assessed at Washington State University’s rate—the higher of the two participating institutions. Students can apply to the program at either WSU or EWU. Requirements for application will be consistent with the current WSU and EWU graduate admission policies and procedures.
The candidate must hold a Master’s degree in a related field (i.e., counseling, education) from an accredited university by a recognizable accrediting association. Completion of application materials and a nonrefundable application fee will be required. Official transcripts from colleges or universities showing graded graduate level coursework taken after the bachelor’s degree must be provided by the candidate along with two current letters of recommendation. Students admitted to a master’s degree program in counseling, psychology, or education at EWU or WSU may be considered for joint admission to the certification program.

3. Course Sharing

Each of the universities will be responsible for offering approximately half of the required courses. The courses below were selected based on current faculty resources available at EWU and WSU. Changes in course assignment may occur as a result of future faculty hires at the universities.

WSU (18 semester credits):
EdPsy 521, Topics in Educational Psychology: School Psychology Professional Practice (3 cr.)
CoPsy 523, Topics in Counseling Psychology: Child & Adolescent Psychopathology (3 credits)
EdPsy 600, Special Projects/Independent Study: School Psychology Practicum (3 credits)
EdPsy 521, Topics in Educational Psychology: Educational Issues in School Psychology (3 cr.)
EdPsy 597, Educational Psychology Internship: School Psychology (6 credits)

EWU (23 quarter credits):
PSYC 534, Human Neuropsychology (4 credits)
PSYC 554, Intelligence and Intelligence Testing (3 credits)
PSYC 556, Personality & Behavioral Assessment (4 credits)
PSYC 775, Clinical Practice in Personality & Behavioral Assessment (4 credits)
PSYC 551, Foundations in Psychotherapy (4 credits)
APSY 548, Counseling Children and Adolescents (4 credits)

C. Use of Technology

One of the primary mechanisms for delivery of the School Psychology Certification program is the Washington Higher Education Telecommunication System (WHETS) built and operated by Washington State University. WHETS is a delivery system for distance learning, designed to provide greater access to higher education in the state of Washington. University classrooms are linked electronically across the state by providing two-way video and audio interaction. WHETS is a series of interconnected electronic classrooms designed to support instruction delivered from one site to another. Each classroom has the necessary equipment to support instruction and interaction among several sites. Participants at all sites have the ability to see and hear each other on an equal basis. WHETS serves as a national model for providing distance education throughout the country.

WHETS classrooms will be available for scheduling of all necessary coursework to allow students to complete the School Psychology Certification program. In addition to WHETS technology, interactive real-time audio/visual TCP/IP software and equipment is available for the delivery of the program to remote and rural sites that
may not have access to a WHETS classrooms. Proposed instructional methods include synchronous and asynchronous techniques, web-site instruction, video tapes, and the full range of available computer and electronic delivery mechanisms.

D. Faculty

As indicated in Section 1C2: Relationship to Other Institutions: Uniqueness of Program, faculty from WSU and EWU will be directly responsible for the organization, operation (i.e., policies, procedures, admissions, etc.), curriculum and instruction of the program. Faculty who have the appropriate academic preparation to coordinate and teach the School Psychology Certification program have been identified at each of the institutions. (See Vitae: Appendix A.) Since this program is designed to meet the demand and needs for School Psychologists in eastern Washington, the co-directors and instructional faculty will reside at the WSU Spokane campus and the Eastern Washington Cheney campus.

E. Students

1. Projected enrollments of 5 years

Maximum enrollment for each cohort is projected at 22 students. Initially, it is recognized that enrollments will probably be small until the program has attained more visibility. Estimated enrollment for the first cohort of students in 1999-2000 is 8-10 and for the second cohort in 2000-2001 is 22.

2. Expected Time for Program Completion

Students will be admitted as a cohort at the beginning of summer semester and will continue through fall and spring semesters. Most students will finish the program at the end of one calendar year.

3. Diversity

Diversity Plans at each of the collaborating institutions; e.g., WSU Spokane and EWU, will cover this program. These plans strive to move beyond enforcement of federal, state and university policies and regulations, beyond tolerance, to valuing and prizing diversity and recognizing it as an asset. Examples of special efforts in this regard include faculty meetings offering presentations on diversity, special faculty and staff meetings with a focus on diversity issues, and representatives from the Attorney General’s office and the Office of Human Rights offering sessions on diversity issues. Faculty and staff are encouraged to participate in training sessions on diversity and other topics offered by Human Resource Services. Also, WSU is a partner in a training consortium in Spokane that includes businesses and universities who offer training opportunities to employees. WSU faculty and staff are invited to participate in these training opportunities, many of which are in the development and awareness of diversity issues.

In addition, the Department of Educational Leadership and Counseling Psychology at WSU in which the program will be housed is recognized for its outstanding diversity efforts with 60% of the student population in the Counseling Psychology Ph.D program
represented by ethnic and racial minority students and 21% in the Master of Counseling Psychology program. The department has two ethnic minority faculty members and has instigated a policy of infusing ethnic and racial issues into the curriculum of all programs.

F. Administration

1. Administrative Structure

As indicated in Section 1C2: Relationship to Other Institutions: Uniqueness of Program, WSU and EWU will jointly administer the program. At EWU, the existing School Psychology master’s program is co-located in the departments of Psychology and Applied Psychology. The department of Psychology is located in EWU’s College of Letters, Arts, and Social Sciences; the Applied Psychology Department is located in the College of Education and Human Development. At WSU, the program is housed in the department of Educational Leadership and Counseling in the College of Education.

The proposed certification program will be co-directed by a program representative from each university. The co-directors will be involved in all administrative decisions that affect the program. The program co-directors and faculty will report to their respective department chairs and deans at each campus. In keeping with the organization of WSU branch campuses, the Spokane-based program director and faculty will also report to the WSU Spokane branch campus dean. Program faculty will be directly responsible for the organization, operation (i.e., policies, procedures, admissions, etc.), curriculum and instruction of the program.

2. Budget

WSU Spokane is committed to supporting the program as necessary through the addition of faculty lines and funding for support staff, operations, travel, WHETS and other technological support as appropriate to the program needs. This support will be incremental in the start up year, with additional and permanent support to be phased-in over the first three years until the program enrollment reaches the projected full capacity of 22 students per cohort. As evidence of WSU Spokane’s financial commitment to support the program, WSU Spokane has already budgeted funds to support the hire of the WSU Spokane-based Co-Director to oversee and teach the WSU portion of the program beginning in Summer 1999.

TABLE 1:
Summary of Program Cost - Year 1, Year 2, and Year 3**

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<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<td>Administrative Salaries</td>
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<td>(Benefits @ 26.2%)</td>
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<td>Faculty Salaries</td>
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<td>Total Faculty Salaries</td>
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Good & Services

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TOTAL COST OF PROGRAM

| 62,586 | 122,686 | 122,686 |

FTE Students

22

Cost-per-FTE Student

5,531

** Note: This budget reflects only Washington State University at Spokane’s budget commitment for the program. Eastern Washington University’s budget is separate from this budget and will reflect costs directly associated with academic teaching expenses.

III Program Assessment

1. Student Learning Outcomes (Provide a detailed plan for assessing how well program objectives have been achieved. The plan shall include a description of how the assessment information will be gathered and how it will be used.)

Academic standards will be consistent with current WSU and EWU graduate school policies and procedures. Students will receive a certificate of program completion (both universities will be named on the certificate) and recommendation to OSPI for certification as ESA, School Psychologist in the State of Washington once the following criteria have been met:

Student learning outcomes for specific courses will be assessed by the course instructor as specified in course syllabi (see attached). All courses and practica will be graded. Students must complete all course work and practica with a minimum grade of 2.5 or C in each course. A minimum GPA of 3.0 must be maintained.

Students must complete a minimum of 1200 clock hours internship (up to 600 hours may be waived by program faculty in accordance with WAC 180-78A-195) and receive a grade of Pass. Student performance during internship will be evaluated jointly by a program faculty member and the school-based internship supervisor. Internship logs will be kept by the student and evaluated weekly by the internship supervisor (see attached internship log and weekly evaluation sheet). Students will meet with the program faculty member on a bi-weekly basis to review internship goals and objectives and process students’ experiences. Internship supervisors will evaluate students on a bi-monthly basis, using a standard evaluation tool (see attached). The evaluations will be reviewed by the program faculty member and discussed with the student. The evaluation system will be used to recognize student achievement of internship goals and objectives, to document skills deficits, and to develop individualized student growth plans. Individualized growth plans will be used to guide students toward successful completion of internship goals and objectives.
Once students have completed all other program requirements, they must successfully complete a written comprehensive examination of the knowledge included in the coursework (in accordance with WAC 180-79A-430 (1.a.ii)). The National Association of School Psychology Certification Exam will be administered to satisfy this requirement.

V External Evaluation of Proposal

The program proposal will be reviewed by the School Psychology Professional Education Advisory Board (PEAB) as set forth in WAC 180-78A-145. The PEAB consists of practicing school psychologists, teachers, school administrators, university faculty and a student. Its purpose is to advise the program faculty and their respective universities regarding all program issues and to evaluate the program for compliance with WAC training standards for ESA School Psychologists. The PEAB reports their findings and recommendations to the Office of the Superintendent of Public Instruction (OSPI). The program will also be submitted to the OSPI for approval. The PEAB will then review the program on a yearly basis.

Proposal for WSU-EWU Collaborative Program in School Psychology for Eastern Washington

Program Overview: This collaborative program is designed to meet the expressed needs of schools and prospective students in Eastern Washington and to help alleviate the critical need for School Psychologists in the State of Washington. Students will be admitted as a cohort and will spend one calendar year in the program. Practical experience in schools will be built into the program through required practica and internships. The program will meet ESA, School Psychologist certification in the State of Washington.

Collaborative Model: Washington State University and Eastern Washington University will each provide approximately ½ of the courses in the curriculum. Students can enter the program through either WSU or EWU. Requirements for application will be consistent with the current WSU and EWU graduate admission policies and procedures. Tuition for the program will be assessed at the WSU rate.

Assumptions: Entering students are working part or full time as counselors or educators and hold master’s degrees in their respective fields. They will have completed pre-requisite requirements in statistics, research methods, typical child and adolescent development, human learning, and collaboration/consultation (approximately 2 years of study).

Target Audience: Place-bound, part-time students who currently hold master’s degrees in counseling or education and who wish to attain School Psychology certification.
Sample Plan for Candidates with Master’s Degree in Counseling:

Summer Semester - Session One
EdPsy 521, Topics/Ed Psychology: School Psychology Professional Practice (3 cr) WSU
CoPsy 523, Topics/Counseling Psychology: Child & Adolescent Psychopathology (3 cr) WSU

Summer Semester - Session Two
PSYC 534, Human Neuropsychology (4 cr) EWU
EdPsy 521, Topics/Ed Psychology: Educational Issues in School Psychology (3 cr) WSU

Fall Semester
PSYC 554, Intelligence and Intelligence Testing (3 cr) EWU
EdPsy 600, Special Projects/Independent Study: School Psychology Practicum (3 cr) WSU
EdPsy 597, Educational Psychology Internship: School Psychology (3 cr) WSU

Spring Semester
PSYC 556, Personality & Behavioral Assessment (3 cr) EWU
PSYC 577, Clinical Practice in Personality & Behavioral Assessment (3 cr) EWU
EdPsy 597, Educational Psychology Internship: School Psychology (3 cr) WSU

Sample Plan for Candidates with Master’s Degree in Education:

Summer Semester - Session One
EdPsy 521, Topics/Ed Psychology: School Psychology Professional Practice (3 cr) WSU
CoPsy 523, Topics/Counseling Psychology: Child & Adolescent Psychopathology (3 cr) WSU
PSYC 551, Foundations in Psychotherapy (4 cr) EWU

Summer Semester - Session Two
PSYC 534, Human Neuropsychology (4 cr) EWU
APSY 548, Counseling Child & Adoles (4 cr) EWU

Fall Semester
PSYC 554, Intelligence and Intelligence Testing (3 cr) EWU
EdPsy 600, Special Projects/Independent Study: School Psychology Practicum (3 cr) WSU
EdPsy 597, Educational Psychology Internship: School Psychology (3 cr) WSU

Spring Semester
PSYC 556, Personality & Behavioral Assessment (3 cr) EWU
PSYC 577, Clinical Practice in Personality & Behavioral Assessment (3 cr) EWU
EdPsy 597, Educational Psychology Internship: School Psychology (3 cr) WSU

WSU Course Descriptions

EdPsy 521, Topics in Educational Psychology: School Psychology Professional Practice
This course focuses on the history and foundations of school psychology; legal and ethical issues, professional issues and standards, and the roles and functions of the school psychologist. Attention will also be given to alternative systems for delivering prereferral, assessment and intervention services to students, families, and school personnel.
EdPsy 521, Topics in Educational Psychology: Educational Issues in School Psychology
The relevance of psychological theory to educational practice as applied to teaching, learning, development, and evaluation. Attention will be given to the Washington State Essential Academic Learning Requirements, and the role of the school psychologist in supporting student attainment of the EALRs.

CoPsy 523, Topics in Counseling Psychology: Child & Adolescent Psychopathology
This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders, and to clinical and educational intervention methods.

EdPsy 600, Special Projects/Independent Study: School Psychology Practicum
Supervised experience in orientation to the special education process and evaluation of students. Experience will include supervised administration and interpretation of cognitive, academic, and early childhood assessment tools.

EdPsy 597, Educational Psychology Internship: School Psychology
Internship experience of professionally supervised service in an approved school. The internship is a comprehensive experience through which the student is required to integrate the knowledge base and applied skills of school psychology in promoting positive educational and mental health practices and in resolving individual, group, and system-level problems. It affords the student the opportunity to demonstrate knowledge and skills acquired through course work and practica, as well as to acquire new knowledge and skills.

EWU Course Descriptions

APSY 534, Human Neuropsychology
The relationship between physiological processes and behavior.

PSYC 551, Foundations in Psychotherapy
Main types of psychological treatment with emphasis upon those which primarily rely on verbal exchanges between the client and the therapist.

APSY 548, Counseling Children and Adolescents
Counseling principles and techniques as applied to children and adolescents will be presented and analyzed. Students will work with child and adolescent clients under direct counseling supervision.

PSYC 554, Intelligence and Intelligence Testing
An introduction to available instruments for assessing intelligence.

PSYC 556, Personality and Behavioral Assessment
An introduction to the administration, scoring, and interpretation of personality and behavioral measures. Major tests considered and applied within this course include MMPI, Rorschach, TAT/CAT, drawings, and teacher, parent, and self-report rating scales.

PSYC557, Clinical Practice in Personality and Behavioral Assessment
Supervision of practice testing with projective techniques, structured personality instruments, and teacher, parent, and self-report rating scales.

* * * * *

Motion carried.
4. Recommendation from Graduate Studies Committee for the Master in Teaching Program at WSU Pullman Exhibit F from 1/27/00 agenda and New Exhibit C are as follows:

MEMORANDUM
TO: Faculty Senate
FROM: Lynda Carey (for Graduate Studies Committee)
DATE: January 15, 2000
SUBJECT Proposal for a Master in Teaching Program at WSU Pullman

At its meeting on December 7, 1999, the Graduate Studies Committee recommended approval of the proposal for a Master in Teaching Program at WSU Pullman.

cc: Howard Grimes, Chair, GSC
    Karen DuPauw, Dean, Graduate School
    Masters in Teaching (M.I.T)
    Degree Program
    (Elementary Education)

PULLMAN CAMPUS

The Constructivist Teacher

Washington State University
College of Education
Department of Teaching and Learning
The Masters in Teaching (MIT) Degree Program for the Pullman, Vancouver, and Tri-Cities campuses was approved in the early 1990’s. Although Vancouver and Tri-Cities campuses designed their curricula in the early 1990’s, Pullman has only recently designed the curriculum for the Pullman Campus MIT. All three MIT programs are based on the same conceptual framework and teaching standards, however, there are slight differences among the three programs. The Tri-Cities program is a two-year degree program, whereas the Pullman MIT degree program was modeled after the Vancouver program which is a 15 month, intensive program of study.

The Pullman MIT degree program differs from the Vancouver MIT degree in the following ways:

a) the sequence of course offerings;
b) the addition of special education and multicultural education courses;
c) the addition of 1 credit of reading methods;
d) the integration of the models of teaching across the methods courses (rather than a stand alone course); and,
e) the integration of problem solving and case-based methods across the research, social foundations, and educational psychology courses.

All of the courses in the Pullman MIT program are currently approved and in the graduate course catalog. A minor change is needed for T&L 554, requesting variable credit (2-3) because Pullman MIT will require 3 credits of reading methods as opposed to 2 credits as required by Vancouver MIT.

The Pullman MIT is a teacher education program specifically designed for students who have achieved at least a baccalaureate degree in disciplines related to the subject matter taught in K-8 schools. It is not intended for in-service teachers, nor for people who have previously received undergraduate degrees in education.

This program leads to both an M.I.T. degree from Washington State University and certification as a teacher in grades K-8.

The program is comprised of course work offered during 2 intensive summer sessions at the Pullman campus, plus 2 semesters of course work and an internship completed at various sites in Eastern Washington during fall semesters and spring semesters.

**BACKGROUND AND NATURE OF THE PROGRAM**

Since the criticism of the American educational system that was leveled in 1983, in the report descriptively titled *A Nation At Risk* [which was written by the National Commission on Excellence in Education, a committee appointed by then-Secretary of Education T. H. Bell and chaired by David P. Gardner (then-President of the University of Utah, now retired as President of the University of California System)] the task of improving the process whereby people enter the teaching profession has been at the forefront of a massive movement for educational reform.

The opening salvo of the current battle to improve schooling in America was the assertion in *A Nation At Risk* that if an occupying power had done to this nation what we have done to ourselves we would consider it an act of war. A plethora of reports and recommendations from influential organizations followed, at an average rate of about one per month for more than two years. These have been followed by various reform movements for more than a decade, in a slower, but steady, stream. Basic to all of these is a confirmation of the premise that American education continues to be in serious trouble. Central to all of these reports is insistence on major overhauls of our systems of education.

Major repair of an enterprise as big, as uniform and conformist, and as firmly entrenched as the American system of public education is a daunting undertaking. Recognizing this, a number of the most important reports and movements have focused upon reform of teacher education as the surest, and perhaps most expedient means of engendering meaningful change. To this end, improvement in the ways that teachers are brought into the profession has become an important concern of governmental units, professional associations, and philanthropic societies. New professional and business organizations intended primarily to improve teacher education have made headway at state and national levels.
Some of the most compelling movements are focused on attracting the best possible people to the teaching profession, and keeping them in the classroom. These movements attempt to provide teacher education programs that equip professionals for careers and improve the working conditions of teachers by treating them as professionals.

A central argument is that teachers are needed who have the qualities of mind developed through achieving a baccalaureate degree comprised of both a liberal arts core and study of academic disciplines in the schools (majors and minors in those disciplines, as opposed to majoring in education as an undergraduate). These graduates would then earn a master's degree that would add to their disciplinary understanding two crucial ingredients: (a) mastery of pedagogy and (b) development of the abilities and attitudes that enable one to be a truly professional educator. The Pullman MIT is designed to do exactly those things. It encompasses several of the most important recommendations that have been developed in recent years.

The purpose of the program is to provide a small but steady supply of well prepared new teachers at the K-8 levels. The graduates of this program will be able to enter the profession having already achieved both (a) at least a baccalaureate degree in one or more disciplines, and, (b) a master's degree that prepares them for teacher certification and for success as practicing professionals.

This program is intended to realize the mission noted in the College of Education Planning Document:

To educate students to become effective practitioners who are informed scholars with the leadership and problem solving skills to help schools and communities meet the needs of the 21st century and to enlighten thought and practice by bringing the inquiry method of a research university to bear on the entire educational process.

The program is designed to prepare graduates who will provide the benefits to students, parents, colleagues, and themselves that characterize the careers of truly professional educators.

**Knowledge Base for Teacher Preparation**

Effective teachers in today's schools draw upon students' social, cultural, linguistic, and academic strengths in the teaching and learning process. In order to do this, teachers must have an understanding of

a) learners,
b) learning, and
c) professional practice.

Although these areas are closely related, it is useful to separate them to explain more fully the conceptual framework that supports WSU's teacher preparation program.
Understanding Learners

A teacher's understanding of children's understanding is central to learning to teach in a culturally and linguistically diverse society. (Cochran-Smith, 1995). Through inquiry, teachers draw on their own knowledge of how children develop understanding, begin to view children as "at promise" (Mulhern, 1995), and draw upon the strengths of all students when constructing educational activities, based on what students know and have experienced. Teachers must understand students' backgrounds, behaviors, and interactions with others, and engage in what Duckworth (1987) calls "giving reason" to the ways students construct meanings and interpretations.

This perspective on learners focuses on what students have rather than on what they lack (Ernst, 1993). Teaching and learning are enhanced when the students' and teacher's own experiences (vis-a-vis their language and culture) are blended with the conceptualizations offered by schooling. Acknowledgment of students' cultural and intellectual contribution to the classroom stimulates learning and helps students construct meanings by making connections between what they already know and what schooling offers them (Ernst, Castle, & Frostad, 1992).

What happens in the classroom is more than what is planned by the teacher, suggested by the materials, or outlined in curriculum guide. Rather, classroom events are constructed by the joint contributions of teacher and students. As Freire (1970) suggested, this idea implies moving from a banking mode of teaching to a problem-posing mode, drawing on experiences and knowledge developed both in and out of schools. This can only occur, however, when both teachers and students engage in dialogue which enhances understanding and breaks down walls that might separate them. Such a dialogue emancipates both teacher and learner to experience higher levels of learning and consciousness.

The implications of these ideas for teacher preparation are that pre-service teachers need to become proficient at inquiry related to understanding students and ways to encourage dialogue between themselves and students. Because inquiry generally includes observations and conjectures about situations (followed by evaluation of those conjectures), the teacher preparation program should include opportunities for pre-service teachers (in consultation with school teachers and college instructors, to engage in inquiry about students in actual school situations. In addition, pre-service teachers need to identify and use multiple sources of information to learn, understand, and describe children from various perspectives.

Understanding Learning

Understanding the learner supports teacher's efforts at promoting learning. Although learners must ultimately construct their own meaning and understanding, they do not do so in a vacuum. The teacher, as well as other students, play an active role. The student's interactions with the teacher and other students influence her/his engagement (or failure to engage) in the cognitive processes necessary for learning to occur (Anderson, 1989).
The teacher decides how to enhance engagement in those cognitive processes. To facilitate and support the development of academic success, strong academic self-concept, and intrinsic motivation to learn, the teacher builds classroom goal structures and social arrangements that maximize students' attributions of success to strategy use, rather than to ability, or to effort alone (Borkowski, Weyhing, & Turner, 1986; Johnson & Johnson, 1994; Nicholls, 1983; Nicholls & Thorkildsen, 1995). The teacher uses a vast array of techniques and strategies, including technology, to meet the individual needs of learners and allow them greater facility in constructing meaning.

The teacher also must decide whether or not children are engaging in the cognitive processes necessary for learning. Because learning is viewed as a collective, social enterprise (where learning occurs not only by hearing others' ideas, but also from trying to explain things to others), the teacher will encourage dialogue and interpretive discussion, rather than just presenting information (Pressley & McCormick, 1995). During these interactions, the teacher is actively inquiring into and engaging student's prior knowledge and understandings, and mediating ways to make instruction more meaningful. The teacher, for example, will identify and utilize problems and questions emerging from students.

The teacher deliberately helps students move toward self-regulated learning by

a) scaffolding,
b) modeling strategic thinking and metacognitive strategies, and
c) modeling or identifying alternative solutions or viewpoints.

(S)he probes students' understanding and encourages conceptual growth and change by presenting experiences or information inconsistent with students' implicit beliefs (Roth, Anderson & Smith, 1987). (S)he grounds learning in concrete experiences and supports students' construction of abstract concepts with models when direct experience is not possible.

Educators who adhere to this philosophy of teaching believe that thought and experience are inseparable from the context in which they occur. From this perspective, educators

(a) guide student discovery,
(b) facilitate students to learn by doing, and
(c) utilize a student's past experiences in social interactions.

All these help students negotiate connections between new knowledge and prior knowledge, to construct new meanings, knowledge, and understanding.

Prospective teachers need opportunities to reflect on their prior knowledge, and personal theories about learning, and the teacher's role in that process. They need opportunities to examine the implications and consequences of teaching practice that flow from their own (and alternative) conceptions of the learning process, as well as the effectiveness and equity of those alternative beliefs and practices (Scardamalia & Bereiter, 1989; Zeichner, 1983).
Implicit in an ongoing inquiry approach is the image of the teacher as a person who builds and evaluates knowledge and theory in order "to interpret, understand and eventually transform the social life of schools" (Erickson, 1981). The teacher thinks critically about beliefs and practices, seeking alternatives that are more effective and equitable. The teacher does not simply apply other people's principles or accept the knowledge of outside experts or colleagues about the appropriate placements, groupings, labels, expectations, and limits for a particular child. At the same time, the child is not regarded as a passive agent or receiver of others' actions, but as an active agent--always learning, always involved in the business of making sense of what is going on around her/him (Cochran-Smith, 1995).

This perspective of contextual reflective teaching requires educators to appreciate the extent to which learner interests and modes of learning are different at different times. Contextual reflective teachers strive to find the educational experiences that allow all children to learn. They use the students' responses to those experiences to inform the decisions that they make. This practice requires that we prepare teachers to be flexible and sensitive, to be willing to closely observe a child's actions, to reflect on the child's actions, to learn from the child, and to be guided by the child's interests and experiences. It also requires that we prepare teachers to recognize and utilize students' unique social, cultural, linguistic, and academic strengths in the classroom to facilitate learning for both students and teacher.

Contextual reflective educators also reflect on the needs of the communities from which students come. They recognize the need for collaborative efforts with agencies and groups to form educational partnerships to meet the needs of students. Collaborative partners working together can achieve many goals that would be difficult if not impossible to accomplish as a single entity. For example, collaborative efforts can facilitate such efforts as school-community cooperation, partnership with parents, student incentives, curriculum enhancement, staff development, student responsibility and leadership, and meaningful research activities.

The teacher preparation program cannot prepare teacher candidates for all eventualities they will encounter, given the complexity of educational settings, the relationship of teaching to larger social issues and values, and the connections between teaching and one's personal experiences and philosophies. The goal of preparing them to engage in contextual reflective practices, however, will promote lifelong learning aimed at recognizing needs of students and schools and encourage efforts toward solutions to educational problems.

**OBJECTIVES OF THE PROGRAM**

The general objectives of the program are listed below. They are divided into two broad categories: “professional” and “direct instructional.”

“Professional” objectives are those that can be inculcated and nurtured (which implies a number of related concepts, such as fostering, promoting, strengthening, enhancing, and supporting). In teacher preparation programs these objectives are at least as important
as the kinds of objectives that can be listed in terms of content or textual materials. Included among professional objectives are such things as appreciations, understandings, beliefs, and commitments.

In contrast, “Instructional” objectives are those that can be specifically taught. They are closely tied to selecting course content.

In our view, professional education programs should be designed and implemented with careful attention to both of these types of objectives. Professionals must have useful and up-to-date content knowledge. They also should have well-placed commitments, deep appreciation of their profession and subject disciplines, and other important qualities that are inherent in becoming a “professional”.

**Professional Objectives**

1. **Develop clear views of self-as-professional**

   The word “professional” implies making decisions and accepting responsibility. People who perform work perceived as a “job” may be seen as doing what they are assigned to do. While such work involves making decisions about specific applications, the overall goals, and most of the approaches to be taken to achieve them, are determined by other people (for example, the company or organization as an abstract entity, or the boss, foreman, or supervisor, or the superintendent, principal, or textbook publisher).

   In contrast, people who perform work perceived as a “profession” are decision makers. They have specialized knowledge, which they utilize to make decisions about goals and means of achieving those goals. While they probably work within an organization, and are likely to consider the overall aims of the organization as crucial to the choices that they make, they see their work as involving decisions as to what to do and how to do it.

   People who are perceived as “professionals” also can be expected to recognize the correlation between making decisions and accepting responsibility for them. This is especially important because their work is frequently performed for the benefit of others, often involving clients of some kind.

   Thus, medical doctors are usually considered to be professionals, in part because they are expected to apply their knowledge and insights to diagnose illness and propose cures. They may be expected to tell patients about the nature and causes of what ails them, decide how to alleviate the problems, and invite the patients to seek other opinions. In addition, they can be seen to be professionals when they make recommendations for actions or precautions intended to keep people healthy.

   There also is the possibility of performance that is recognized by other professionals as being exceptionally well done, even in situations in which the consequences are less than ideal. One example of this would be the surgery brilliantly performed to save a patient who would die without it, but who dies despite the effort. Another example would be an attorney’s case that is recognized by other attorneys as being clearly superior (more thoroughly researched, better presented, etc.) regardless of the fact that the verdict is against the client.
Educators as professionals can be seen as people who have specialized knowledge that they utilize to be decision makers who accept responsibility for their contributions to the education and development of their students.

These professionals also offer uncommon commitments to learning and young people through their deep and broad understanding of subject matter, their knowledge of human learning, and by continuously improving their mastery of pedagogy.

Professional educators should be continuously engaged in the processes of learning and growth, both as educators and as individuals. In addition, the kinds of deliberation and careful examination of realities and alternatives, and the formation of a “philosophy of education” are central to becoming a professional educator.

2. Develop a commitment to ongoing personal and professional growth and development

Teacher education should not end upon completion of the course work and student teaching required for certification. The best teachers tend to continue to be active learners themselves. The concept of “teacher as learner” is a crucial aspect of professional development. Teacher as learner implies more than acquisition of facts relative to a specialized discipline. It indicates active interests that lead to both breadth and depth of knowledge. It includes a habit of examining the diverse ways that people learn, and how people learn how to learn. This aspect of ongoing professional development could be called “intellectual growth -- examining the nature of learning.”

The best teachers tend to be interested, interesting, active, alive people. They usually are fully engaged in living. Not only do they continue to pursue knowledge and learning, they also seek personal growth and insights. Thus, another important facet of professional development could be labeled “personal growth -- examining our lives.”

The best educators also take their profession seriously. They continue to explore ways to improve their own teaching. Moreover, they think about the larger issues of education, and take active roles in bettering education in their schools and communities. Hence the importance of “professional growth -- examining our profession.”

3. Strengthen and refine development of “philosophies of education”

Albert Einstein once said that, “Perfection of means and confusion of ends seems to characterize our age.” It often characterizes schooling as well. Another quote that is all-too-true is George Santayana's warning against “the repeated redoubling of effort as a result of having forgotten one's aim.” It is imperative that educators have a clear view of what education ought to be. They should think seriously about the purposes and goals of education, and about the best ways to achieve them. They should be acquainted with the historical and philosophical roots of their profession, thoughtful about current issues and trends, and purposeful about education both now and for the future.
Educators should examine carefully who they are, why they have chosen this profession, what young people are like, what they hope to achieve as educators, what education is, how people best become educated, and what relationships exist between their chosen disciplines and education.

Since most of the key concepts of the education profession are open to interpretation (some examples include the terms education, learning, teaching, knowledge, instruction, wisdom, understanding, curriculum, and discipline), and since the goals and purposes of education are not universally agreed upon (either in general or, usually, specifics), and since a wide range of beliefs, attitudes, and behaviors are possible within the profession (even among so-called “successful” educators, whatever that means in a given place and time), it is imperative that educators give thoughtful attention to their roles and to their goals.

Moreover, awareness of philosophical and professional choices and commitments facilitates effective teaching. Educators who are clear, yet continually thoughtful about these things are able to act purposefully and humanely, and are better able to fulfill their crucial roles as knowledgeable decision makers.

4. Encourage recognition of and preparation for leadership roles

Educators have a pervasive influence on the lives of their students and the quality of life in their schools and communities. As John Gardner put it: “Teaching and leading are distinguishable occupations, but every great leader is clearly teaching -- and every great teacher is leading.”

Educators need to develop an awareness of their influence as role models, molders of opinion, exemplars of behavior, and representatives of disciplines. Since their profession will put them in leadership roles, they must realize ways to best meet their leadership responsibilities, both those that are inherent in their position and those that are made potential by it.

5. Advance qualities of mind that are important to professional accomplishment and satisfaction

The many qualities of mind that are required for good professional practice include: (a) intellectual curiosity, (b) aptitude for interdisciplinary inquiry, (c) capacity for independent investigation, (d) tolerance of ambiguity, (e) openness to diversity, and (f) desire for knowledge -- now and in the future.

Also needed are: (a) habits of reflective thinking, (b) intellectual anchors (that is, both enough knowledge and sufficient mastery of learning how to learn, to build upon), (c) readiness to grow and to change over time, (d) a good sense of self and of others, and (e) cognizance of language, history, and culture.

Among the keys to professional accomplishment and satisfaction are well developed abilities to: (a) analyze situations and information, (b) synthesize experience and study, theory and practice, and research done by others and that done by oneself, (c) seek wisdom and insights, (d) apply knowledge and insights in appropriate, and often novel,
ways, (e) examine issues and circumstances from a variety of perspectives, (f) draw upon scholarship and perceptions from diverse disciplines, and (g) continue to develop breadth, as well as depth, of understanding.

6. **Promote professional ethics**

One of the defining characteristics of a profession is an understood requirement of ethical behavior. Because of the purposes and goals of K-12 education, the vital roles that schooling has come to play in this society, and the fact that educators work with young people, issues of ethical professional practice tend to be particularly sensitive ones. Thus, it is important to examine, and to continually embody, ethics suitable to child-centered professions.

**Instructional Objectives**

1. **Knowledge of the Foundations of Education**

As Henry David Thoreau said, “The schools teach all of the branches of knowledge, but none of the roots.” This situation must not be the case if educators are to achieve the goals noted in the “professional” section, above.

Academic disciplines are differentiated by certain basic philosophical assumptions, concerns about what is important, accepted means of verifying knowledge, and approaches to examining ideas, information, and phenomena. Professional practice can be enhanced when students have not only come to understand these, but also to have considered them from various perspectives.

Similarly, students can benefit from comprehending the processes and the consequences of the historical and philosophical development of the disciplines involved in the education enterprise. Hence, they should understand the evolution of the field, and the historical development of key ideas about knowledge, children, learning, teaching, and education in various societies.

Therefore, students will become familiar with the historical, philosophical, anthropological, and social foundations of education. This will not be limited to learning *about* them, but will also include learning *to do* them. That is, students will act as historians of education, will formulate and analyze philosophical positions, will apply psychological and anthropological concepts, and will examine education and educational issues from diverse social perspectives.

It is important to note that the appreciations and insights gained through the foundations of education will not be limited to distinct courses or units. Rather, they will be explored at appropriate times and in increasingly sophisticated ways throughout the various courses.
2. **Acquaintance with important literature**

   The program will be idea-centered, not textbook-driven. Reading lists of both classic and contemporary works will be compiled for each of the courses and for the program as a whole. Students will be expected to read, discuss, and write about key works from these lists.

3. **Acquaintance with a variety of approaches to education**

   Students will consider both the assumptions and the implications for professional practice of disparate schools of thought about education. They will examine the goals and the conceptions of education, of human nature, of good teaching, of discipline and testing, and of learning that are broadly shared by educators, theorists, and social scientists whose philosophical assumptions yield distinct and contrasting classroom practices, teaching and leadership styles, and favored routes to educational reform or improvement.

4. **Knowledge of principles and practices of curriculum development**

   While curriculum and instruction are in reality a continuum, it is profitable nevertheless to examine aspects of the two separately as well as together, and to develop skills and approaches particular to each that help educators become proficient with the whole. Students will learn in detail how to develop curricula and courses. They will consider essential steps such as establishing purposes, goals, aims, and objectives suited to their students, selecting appropriate content, planning varied and flexible learning activities, and continually evaluating the curriculum in progress.

5. **Consideration of important educational issues**

   No graduate or professional program would be complete without providing all students with opportunities to examine important issues of the field. This is significant not only because the graduates will be making decisions about those issues in professional practice, but also because such examination provides ways to consider other discipline-related topics.

   Issues of at least two types must be considered by professionals: (1) the influential suppositions, hypotheses, customs, and methodologies that help to define the discipline and to shape professional practice (such as theories about how people learn, how we acquire culture, what should be taught, or what roles educators ought to play in the lives of children); and, (2) topics that are widely discussed in professional journals and contemporary practice (such as the latest developments in the nature/nurture controversy, differing views of language acquisition, or approaches to multicultural education).

   Examination of these kinds of issues can also serve as springboards for consideration of the students’ own professional goals and views of teaching.
6. **Acquaintance with a variety of teaching styles**

Students will weigh the advantages and disadvantages of various general approaches to teaching, such as those labeled by Harry Broudy as “didactic” (which implies teaching that is subject-centered), “heuristic” (which implies teaching that is learning-centered), and “philetic” (which implies teaching that is student-centered). In addition, they will develop a repertory of teaching styles and become familiar with several models of teaching. They also will master the important skills of effective classroom interaction.

Students will consider the importance and implications of utilizing different teaching styles for specific situations. They will have opportunities, for example, to reflect about teaching that is appropriate for “at risk” and for culturally diverse learners.

These concepts will be treated in courses throughout the program; visited and re-visited in increasingly refined ways, in a helical pattern of development, with each turn of the pattern clarifying the topic -- rather than isolated into a specific course or part of a course. In this way, students can both master some appropriate approaches and concepts and internalize their importance, rather than sensing that the topics have been “covered” by one specific treatment.

7. **Careful observation of actual educational situations**

Students will have opportunities to observe educators in action, both in schools and in less formal teaching situations. They will not, however, be placed haphazardly into places where young people learn. Rather, they will learn and practice some of the basics of ethnographic research, and will, at the least, be careful observers who will learn from, report on, and discuss their perceptions.

8. **Opportunities to improve learning, writing, and speaking skills**

The program will be focused upon moving beyond acquaintance with information, to such processes as analysis and synthesis. There will be major portions of reading, writing, and deliberation. Learning about, analyzing, discussing, and writing about complex concepts and issues will be the norm. There also will be opportunities to translate knowledge and insights into proposed teaching approaches and techniques.

9. **Acquisition of teaching skills**

Students will be given opportunities to learn various approaches to accomplishing many of the generic tasks and roles of teaching, such as planning, communicating effectively, using questioning techniques and guiding discussions, helping groups to operate appropriately, and both stimulating and encouraging inquiry.

10. **Consideration of the goals and issues of multicultural education**

Our state and nation are enriched by the contemporaneous presence of many cultures, as well as diverse versions of American culture. Students will have opportunities to examine the interrelationships of culture and education and to better appreciate the education-related dimensions of their own and other cultures.
11. **Acquaintance with goals and techniques of special education**

All American teachers are called upon to teach young people who have particular physiological, psychological, psycho-motor, emotional, or learning skills needs. Opportunities will be provided to learn how to identify and to help meet these special learning needs in classroom situations, as well as how to work with special education professionals to address particular situations.

12. **Examination of leadership qualities and techniques**

Students will have opportunities to examine some of the significant leadership qualities and tasks of educators. Among these will be (in a list that is based upon the thoughts of John Gardner): envisioning goals; motivating students, peers, and others; affirming values; encouraging positive attitudes (such as by not only teaching *how* things can be done, but also convincing people that the are *able* to do them); planning and priority setting; organizing and institution-building; decision making; achieving workable unity; conflict resolution; raising levels of trust; explaining, renewing and revitalizing themselves and their teaching; and, representing various groups, views, and ideals.

13. **Acquaintance with global perspectives in education**

In our increasingly interdependent world, it is important that educators understand their roles as citizens of this planet, as well as of their nation, state, and localities. They also need to have opportunities to consider how to help young people to acquire the knowledge and attitudes necessary for effective citizenship in these times of unprecedented global interconnectedness.

14. **Supervised professional experience**

Students will have opportunities to practice as professionals, in public schools and other appropriate settings. Students will have rich involvement in K-12 schools throughout the program. This will include an internship that provides intensive experience in the schools.

15. **Knowledge of research**

Since this is a graduate level professional program of a major research university, all students in the program are expected to learn how to conduct, understand, evaluate, and utilize research. Even if they do not continue to produce formal or published research during their careers as educators, the graduates should be able to knowledgeably read professional journals, and to both understand and apply sophisticated educational research and scholarship.

16. **Facility at utilizing technology to enhance teaching**

Effective use of distance learning opportunities, computers, on-line information, and other technology-based media has become essential for teachers in today’s classrooms. Graduates will not only learn ways to employ current resources, but will acquire a solid base of understanding that enables them to remain abreast of developments and to update their teaching over time.
THE “COHORT GROUP” APPROACH

This program utilizes the strengths that can be brought to the teacher education process through the cohort group approach. That is, all of the students admitted to each “class” that initiates the program during a given academic term will go through the entire program in unison. Even when this group or “cohort” of students is involved in internship experiences or is involved in other individual activities, the cohort will meet to allow individuals to share with the group their insights and to discuss the principles and issues raised by their observations. Teacher educators who have employed cohort grouping (which has been used successfully in teacher education programs around the country, including California, Maryland, Michigan, North Dakota, Ohio, and Utah) have reported that the advantages are powerful, not only in terms of the professional insights that are generated but also in terms of personal growth and of taking full advantage of the possibilities afforded by the teacher education process.

The cohort group approach also ties in with another particularly valuable aspect of this program that is not commonly found in graduate programs: extensive and purposeful use of team planning. Core faculty and administrators will collaboratively plan, organize, implement, and evaluate the program.

Too often the potential benefits of team teaching are lost because it becomes turn teaching -- with individual teachers taking turns teaching distinct subject matter. Good team teaching is rare without team planning; but good team planning can improve not only team teaching, but teaching of any kind. By making regular use of team planning, as well as team teaching as much as possible, the faculty in this program both (a) demonstrate the power of that approach, and (b) assure that the major goals and purposes are visited and revisited in increasingly complex and complete ways, rather than addressed in discrete courses that the students themselves have to try to tie together. In this way, learning is built into the curriculum in a helical fashion, and attainment of important objectives is not left to chance.

CURRICULUM

The curriculum for this program is based on the professional and Instructional objectives discussed previously. The curriculum is also determined by NCATE, ACEI, and Washington State Standards for teacher certification. These standards are incorporated into the courses and experiences in the program.

PULLMAN SEQUENCE OF COURSES

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<td>EdPsy 503 Educational Psychology</td>
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<tr>
<td>T &amp; L 552 Literacy I</td>
<td>3</td>
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<td>T &amp; L 521 Educational Technology</td>
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<td>2</td>
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<tr>
<td>EdPsy 504 Classroom Research</td>
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T & L 525 Management 3
T & L 556 Literacy II 3
T & L 572 Science Methods 3
T & L 564 Math Methods 3
T & L 593 Pre-Internship & Seminar 2

Spring
(Weeks 1-5)
Sp Ed 520 Students with Disabilities 3
T & L 580 Multicultural Education 3
T & L 594 Art & Music 2

(Weeks 6-15)
T & L 595 Internship & Seminar 10
(full time ST) 18

Summer II
Ed Ad 506 Social Context 2
KIN 586 Health & PE 2
T & L 702 Research Project 2

TOTAL CREDITS 51

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Motion carried.

5. Recommendation from Organization and Structure Committee for Changing Student Participation on Senate Committees (New Exhibit D). – S. Ristow

This item was pulled from the agenda.

Agenda Items (Discussion Items).

1. Recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #7 & #8 (Exhibit E).—S. Wherland

S. Wherland stated the Agriculture Education portion was being pulled. Under Neur Sci Comp Sci 150 has a prereq of Math 216 Bitter stated that Glen Hower reviewed this and approved it.

2. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #6 (Exhibit F).—H. Grimes

Is the PhD in Student Affairs a new degree or a new subspecialty? It is a new subspecialty. Is the full proposal available on the WEB? The answer is no the new courses were passed last fall. The Senate office will request the full curriculum and post it.
3. Discussion of Enabling Legislation (posted on the homepage).—P. Burke

Burke stated this discussion is to gather information for the lobbyist in Olympia. Burke stated that it looks like the particular bill is dead. There are three major points: approve or disapprove the enabling legislation for collective bargaining in general; should we approve this particular bill (if people are not in favor of this particular bill it is possible to ask to have WSU removed from being covered by this bill); approve or disapprove collective bargaining for WSU faculty.

The Senate took a straw vote in favor of enabling legislation in general.

The Senate voted against the bill that is in committee in Olympia.

The Senate voted unanimously to have the WSU faculty removed from being covered by the bill in Olympia.

It was moved that the Senate not have a straw vote on collective bargaining in general. Seconded. Motion passed.


Comments and Questions

M. Bruya pointed out an editorial error in Section III D.2.c in the sentence after the first underline at the end of that sentence after chair add “or equivalent”. Greenberg stated that where it says minimum of two days it gives them unlimited time to sign there should be a maximum time limit.

In III D.2.d in lines 8 and 9 the words “progress toward tenure” were left out. Does the chair have to provide copies of previous signed reviews that he has already provided each year? These reviews are for the tenured faculty to look at if need be. If someone has been gone during a previous review they made need to read statements from a previous year.

In III D.2.e formal tenure progress review there is no language that the chair must give the candidate a written copy of the his or her comments. In the previous section it states that the chair must provide these comments. To keep it consistent it should be in both paragraphs.

Is it mandatory that each tenured faculty member provide written comments on each pretenure faculty member each year? It is suppose to be optional but in the third sentence it says “shall include” it should read “may include”. This procedure could hinder feedback to the candidate because people do not want to put their comments in writing. It was suggested that the phrase state tenured faculty are to be afforded the opportunity to read the summary written by the chair rather then each one writing comments.
What is the definition of substantial procedural irregularity and inadequate consideration. These terms need to be defined. Burke stated that is part of the Faculty Status Committee duties to determine. What constitutes a procedural irregularity? It seems the more rules we have the more opportunity we have to do something wrong. It makes it sound like we expect litigation.

Some faculty are in favor of written comments because they feel it holds tenured faculty accountable. In some departments they are on the third chair in four years and there is no consistency. If comments are too general the untenured faculty member may think they are doing ok. Feedback should be sufficient and represent the tenured faculties sentiments when it is given back to the untenured faculty member.

In Section III.D.4.e Criteria in the first sentence it says “college, departments, schools and other academic units” it should say “college, departments, schools and other units” because there are tenure granting units that are not academic.

5. Discussion of the Report and Recommendations from the General Education Review Committee (Exhibit H).—F. McSweeney

This item was held until the next meeting.

Constituents' Concerns.

Greenberg asked if the faculty would like to go on record as being in favor of the candidate for president of WSU, Lane Rawlins. It was stated people do not have enough information because of the process used to select the candidate. One senator stated his faculty was overwhelming in favor of Rawlins as the next president. Another stated the faculty were in favor of Rawlins but it was difficult to evaluate if he was the best choice because they do not know what the alternatives were. We do not need to know who the other candidates are what we need to look at is if he meets the criteria we have set for our next president.

Spangenberg moved that the WSU Faculty Senate support the nomination of Dr. Lane Rawlins as the next president of the University. Seconded.

It was moved to table the motion. Seconded.
The motion carried with 22 in favor and 21 against.

Adjournment.

Meeting adjourned at 5:40.

Thomas Brigham
Executive Secretary