The Faculty Senate was called to order by Frances McSweeney, Chair, on Thursday, April 5, 2001, in FSHN, T101 at 3:30 p.m. Fifty-four (54) members were present, twenty-four (24) members were absent with four (4) vacancies. Nine nonvoting members were present. See attached.

Minutes of March 15, 2001 Meeting were approved as circulated.

Announcements (Information Items).

1. Fran McSweeney represented the Faculty Senate at the Board of Regents meeting on March 30, 2001.

2. Faculty Senate Standing Committees reported committee consideration on the following issues (agenda and previously reported items not included) at the, March 29, 2001 Steering Committee meeting:

   Research and Arts: Met with faculty from Music and Theatre Arts and Fine Arts.
   Academic Affairs: Reworded Rule 105; passed Bulletin 6; discussed Tier III proposal from Gen Ed.
   Faculty Affairs: Approved the promotion policy for Clinical Faculty; approved rewording of Review Section of Faculty Manual.

Reports.

1. Remarks by the Chair.—F. McSweeney

   McSweeney stated that updates on activities in Olympia are available on the homepage under statewide affairs.

2. Report from President Lane Rawlins.

   Rawlins commended the Senate for its hard work and thoughtful debate of the issues brought before them as guardians of the curriculum. He announced that Charlene Yeager has been hired to head Student Affairs. Rawlins stated she will need the help of the faculty and asked for the faculty’s cooperation. The Provost’s search continues and the University has hired a search consultant to help with the process. The president hopes to have a new provost in place by fall but will not rush the process. The state budget situation is not good but it is not as bad as it could have been. The Senate budget was better then hoped for its strength of 3.7% salary increases the first year and 3.1% the second year. The passage of initiatives in the state has hurt WSU’s budget situation. Until the state can find new sources of revenue the budget will remain broken. The House budget has not been released yet and Rawlins will meet with House leaders on Friday to make the case for WSU. The operating money for the Student Recreation Center is going to be a problem because the Senate took the operating money out of the WSU budget. The money amounts to $800,000 a year. No decisions have been made on any WSU budgets at this time deans have been asked to prioritize their budgets from 97% to 110%. The Design Teams have put in a lot of time and hard work and at this point SPOC is beginning to distill the information in the reports.
Questions and Answers
If WSU has to come up with money for the Rec Center will faculty be able to use the center for free? The students have paid $40 million and they do own it. WSU has always gotten operating money and is working toward getting operating funds for this building. Is there a timeline for the budget process? Rawlins stated the administration hopes to have a budget by early June but it all depends on what the legislature. Do you think the legislature will be willing to fix the problems with the tax structure of the state? Rawlins stated it is very hard politically to do something like that. The legislatures understand that something is going to have to be done on the revenue side. When institutional priorities are established how will that trickle down to through the levels of the institutions? Do academic deans get their allocation and it is up to them to comply with the priorities? Rawlins stated that priorities will be established and then the University will start budgeting around them. At this point WSU is doing cost analysis of some things to see where we could make improvements. WSU cannot ignore the things that bring in revenue. Rawlins stated WSU must work at recruiting more undergraduates, work at increasing the quality of the student body, strengthen the research capacity and strengthen graduate education especially at the doctoral level. There are some things WSU is doing that are very good things but they have no effect on the core. Some things have not improved much in 15 years, the number of full professors, rank in pay for faculty compared to peers, and the total live enrollment on the Pullman campus. These things must be improved.

Additions or Changes to the Agenda.
Remove action item 4 until the April 19 meeting.
Move discussion items 1 and 2 to the end.
Amended agenda was approved.

Agenda Items (Action Items).

1. Nominations and Election from Committee on Committees to Faculty Senate Committees Exhibit B is as follows:

FROM THE COMMITTEE ON COMMITTEES

The Committee on Committees submits the following name to serve on the following Senate committee with term beginning immediately and ending on the year 2004. Senators are encouraged to study the Committee Manual along with the vitae of the nominee, prior to the meeting of April 5, 2001. Senators desiring to nominate additional persons from the floor MUST PROVIDE written information about the nominees for distribution before the meeting.

**Academic Affairs**

F – 2004

MOUNT, George, Associate Professor, CCE, Faculty, Graduate Faculty. WSU 3 years. **Relevant Experience and Qualifications:** Involved in teaching and research, has published 65 papers in peer journals. **WSU Committee Experience:** Previous: Many professional committees at NASA, USDA, NOAA.
Catalog Subcommittee
F-2004
KALLHER, Mike, Professor, Mathematics, Faculty, Graduate Faculty, Current Senator. WSU 32 Years. Relevant Experience and Qualifications: Previously on Catalog Subcommittee. Committee Experience: Current: Research and Arts Committee. Previous: Academic Affairs Committee, University Planning Committee, WSU Athletic Council.

Extended University Affairs Committee
F-2004
GRUBER, Ed, Clinical Faculty, ICNE, Faculty. WSU 7 Years. Relevant Experience and Qualifications: Faculty member for 17 years at Intercollegiate College of Nursing and University of Texas Health Science Center at San Antonio. Numerous School of Nursing, University and Community committees. WSU Committee Experience: Current: Administrative Team, Ex-officio; Lead Faculty, Ex-officio; Graduate Program Committee, Ex-officio; Graduate Student Society, Advisor; Doctoral Program Planning Committee, Chair. Previous: SACS Self study Task Force, Graduate School Biomedical Sciences Graduate Faculty council, HSC Committee on Kellogg Community Health Institute, Previous WSU Senator.

Graduate Studies Committee
F-2004
FOIT, Nick, Professor, Geology, Faculty, Graduate Faculty, Current Senator. WSU 30 Years. Relevant Experience and Qualifications: 30 years of academic experience including 13 as department Chair, Faculty Senator for 2 terms. WSU Committee Experience: Graduate Program Subcommittee; University Accreditation Committee; Misconduct in Research Committee, Chair; Library Committee; College of Sciences Diversity Committee.

F-2004
EMERSON, Bobby, Associate Professor, ICNE, Faculty, Graduate Faculty, Current Senator. WSU 20 Years. Relevant Experience and Qualifications: 26 years teaching experience in higher education; graduate and undergraduate; curriculum and course design. WSU Committee Experience: Current: Faculty Senator. Previous: College of Nursing Faculty Organization, Chair; various committees including Curriculum Admissions, By-Laws, Nominating, Student Affairs.

Library Committee
F-2003
BROSEMER, Ron, Professor, Sciences, Faculty, Graduate Faculty, Current Senator. WSU 38 years. Relevant Experience and Qualifications: Associate Dean, College of Sciences; WSU Committee Experience: Current: Catalog Subcommittee; Search Committee, Director of Libraries; Conflict of Interest Review Committee, New Faculty Seed Grant Panel for the Graduate School; US Transuranium and Uranium Registries Scientific Advisory Committee. Previous: WSU Representative on state-wide Associate of Science Transfer Degree Agreement Workgroup.
**Research and Arts Committee**

F-2004

**LEAR, Erich, Professor, Music, Faculty, Graduate Faculty. WSU 6 Years.** Relevant Experience and Qualifications: Finishing a 2 year appointment to Research and Arts. WSU Committee Experience: Current: Research and Arts Committee. Previous: Faculty Senate Senator, Curriculum Committee, College of Nursing; Nominations Committee, College of Nursing.

****

Balloting resulted as follows: Academic Affairs: George Mount; Catalog Subcommittee: Michael Kallaher; Extended University Affairs: Ed Gruber; Graduate Studies: Nick Foit; Bobby Emerson; Library: Ron Brosemer; Research and Arts: Erich Lear.

2. Election of Faculty Senate officers **Exhibit C** is as follows:

**CHAIR**

**COFER, William F., Associate Professor, Civil Engineering. Faculty, RIS, Graduate Faculty. WSU 13 years.**

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

**VICE CHAIR**

**SWANSON, Barry Professor and Scientist, Food Science and Human Nutrition. Faculty, RIS, Graduate Faculty. WSU 27 years.**


**EXECUTIVE SECRETARY**

**BRIGHAM, Thomas**, Professor and Scientist, Psychology. Faculty, Graduate Faculty, RIS. WSU 29 years.

Relevant Experience and Qualifications. Completing first term as executive secretary. I have taught undergraduate and graduate courses each of my 29 years at WSU while maintaining an active research program. A number of those research projects have received national awards and I am a Fellow of the American Psychological Association. I have played an active role in the graduate program in psychology and have supervised 26 Ph.D. dissertations while mentoring many women and students of color. I was founding director of the Student Advising and Learning Center and served a two year term in the position. Committee Experience: Currently am chair the Task Force on Faculty Staff Fitness; Research and Arts, Chair; Organization and Structure; Faculty Affairs; Planning Review, Chair; Academic Affairs, Chair; Budget, Chair. University and ad hoc committees; Chair, Evaluation of the Graduate School Dean Committee; Chair, Evaluation of the Dean of the Division of Arts, Humanities and Social Sciences Committee; member of the Committee on Student Deportment, Chair, Search Committee for the Director of SALC; member Greek Life Advisory Committee; Vice Chair, Faculty Status Committee; member Provost Search Committee; member Dean of Liberal Arts.

**LEGISLATIVE REPRESENTATIVE**

**LOVRICH, Nicholas**, Professor, Political Science. Faculty, Graduate Faculty, RIS. WSU 24 years.

Relevant Experience and Qualifications. Has served on many committees both college and university while at WSU. Has worked with legislators and government in Olympia and is quite familiar with the lobbying system.

****

Balloting results: Chair: William Cofer; Vice Chair: Barry Swanson; Executive Secretary: Thomas Brigham; Legislative Representative: Nicholas Lovrich.
3. Recommendation from Academic Affairs for the Bachelor of Science in Horticulture-Tree Fruit Management Option **Exhibit H** from 3/15/01 agenda is as follows:

**MEMORANDUM**

**TO:** Thomas Brigham, Executive Secretary  
Faculty Senate  
**FROM:** Becky Bitter, Assistant Registrar  
**FOR:** Academic Affairs Committee  
**DATE:** 8 March 2001  
**SUBJECT:** Proposal to Extend the Bachelor of Science, Horticulture, to the Wenatchee Learning Center

At its meeting on 7 March 2001, the Academic Affairs Committee approved the proposal to extend the Bachelor of Science, Horticulture, to the Wenatchee Learning Center, effective fall 2001.

Members of the AAC approved the proposal after receiving approval from the Budget Committee, the Catalog Subcommittee, Extended University Affairs, and the Library Committee.

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

Documentation of Library Resources in Support of the Proposed Extension of the Bachelor of Science in Horticulture Degree (Tree Fruit Management Option) to the Wenatchee Learning Center

1. The current collection, equipment, personnel and services are deemed adequate for the proposed degree option extension to the Wenatchee Learning Center at Wenatchee Valley College. This is based on the fact that current research needs of students and faculty are successfully met. WVC's Brown Library either has sufficient and appropriate materials on site or is able to obtain them in timely fashion. As stated in the College's recent accreditation report "the library's measure of success is that 100% of our patrons who seek staff assistance will acquire information, resources and/or materials adequate to meet their needs. If these items are not immediately available, they will be requested from another source or the patron will be referred to another source.

   The WVC library budget is adequate to maintain the current serials collection and to support continued provision of extended library services as indicated above. According to the WVC Library Director there are funds available to accommodate any proposed request. Relative levels of support are not anticipated to diminish.

2. No new monographs, media materials or equipment are proposed. However as addressed in the previous section the WVC Library has a reasonable acquisition budget and moreover considers the Washington State University/ Wenatchee Valley College- Tree Fruit Program a top priority.
In terms of equipment, the library has 24-networked computers designated for research, databases and Internet access. Current plans call for an additional 20 units in 2001/2002.

3. No need for new staff with specialized knowledge or expertise is anticipated. The existing library staff is more than adequate for present and future program needs.

4. In our estimation the current library services and capabilities are more than adequate to meet present and future programmatic needs. The specific items referred to (ILL, on-line access, reference and user education) have been among the top goals of WVC Brown Library for the last few years. In addition the normal budget allocations to support pursuit of these goals Title III grant funds are designated to support improvement in these areas.

5. n/a

6. WVC Brown Library has a core collection designed to support the program proposed for extension. Pomology education at WVC and a program of study articulated with the Department of Horticulture and Landscape Architecture has existed for many years. WVC has always relied on Holland Library for a majority of specialized reference needs. WVC has a close working relationship with the WSU library ever since the WHETS facility was first established in Brown Library seven years ago. The serials currently received by both Holland Library and Brown Library that support undergraduate horticulture studies are the same that are needed to support that proposed. There is a Griffin link on all library research computers and interlibrary loan service is an efficient, smoothly running operation.

7. n/a

HEC Board Program Plan College of Agriculture and Home Economics

DEGREE TITLE: Bachelor of Science in Horticulture, Tree Fruit option (TF option)

IMPLEMENTATION: Fall Semester 2001

LOCATION: Extend existing WSU Pullman based degree to the WSU Learning Center located on the Wenatchee Valley College campus.

SUMMARY OF PROPOSAL:

The College of Agriculture and Home Economics has an existing articulation agreement with Wenatchee Valley College for students interested in a Bachelor of Science in Horticulture with a Tree Fruit option. To obtain this degree from Washington State University, students must first take two years of courses in Tree Fruit Production from Wenatchee Valley College. While the Associate in Technical Science (A.T.S.) degree from Wenatchee Valley College is not required, most students complete the A.T.S. degree prior to transferring to WSU. The Wenatchee Valley College A.T.S. degree has
become an integral component of the B.S. degree program. An additional two years of study at WSU in Pullman leads to a Bachelor of Science degree in Horticulture with a Tree Fruit option.

The purpose of this proposal is to extend the final two years of the Bachelor of Science in Horticulture, Tree Fruit option, to the WSU Learning Center in Wenatchee which is located on the campus of Wenatchee Valley College. This is also in close proximity to the Wenatchee Research and Extension Center where CAHE and USDA scientists and facilities are located. The existing Tree Fruit curriculum offered at WSU Pullman will continue to be available for students who transfer to the main campus.

I. PROGRAM NEED:

A. Relationship to Institutional Role and Mission:

Washington State University has a three-part mission: teaching, research, and public service/outreach. Extending the Tree Fruit option of the Bachelor of Science degree in Horticulture to the WSU Learning Center in Wenatchee will enhance all three components of the WSU mission. It will contribute to the teaching mission by improving teaching through exposure of students to real production problems and creative solutions of industry leaders.

Guest speakers from the industry, classroom experiences on actual job sites, and operation of a school laboratory orchard will help to increase student learning. Extending the degree will also contribute to the research mission by improving opportunities for undergraduate students to participate in applied research (a degree requirement) at the WSU Tree Fruit Research and Extension Center, located in Wenatchee. Students will have increased opportunities to complete the research experience requirement of their curriculum by participating in actual research activities within the industry or related research facilities. The public service/outreach mission of WSU will be served by bringing the education to the community and thus making higher education more available. It will also create direct linkage between higher education and the communities and industries served. Offering the degree to placebound students meets the outreach mission of WSU Pullman and the goals of the HEC Board.

Extending the degree is also identified as one of the objectives within the WSU Department of Horticulture and Landscape Architecture's 1997-2002 Strategic Plan (Appendix A). Goal number one of the Strategic Plan is to "focus and develop statewide curricula that support the mission of the department..." with a specific objective related to supporting "the needs of regional professional and agricultural interests and place bound students". Extending the degree to the Wenatchee Valley College campus will serve to meet the needs of the tree fruit industry as well as the needs of the students interested in obtaining the degree, including the students unable to complete the upper division coursework at WSU Pullman.
B. Documentation of Need for Program:

1 Student interest or demand:

a. High local interest: An extremely high student interest exists in attending a bachelor's degree program in Horticulture with a Tree Fruit option if the program were offered in Wenatchee. In February of 1998, Wenatchee Valley College surveyed 215 students who had previously been enrolled in the Tree Fruit Production A.T.S. program. A total of 68 students responded to this survey, representing a return rate of 32%. Of these students, 25 (37%) expressed an interest in continuing their education by obtaining a bachelor's degree in Horticulture with a Tree Fruit Production emphasis if the degree were offered in Wenatchee.

b. Proximity to student population: Of the 25 surveyed students who indicated an interest in attending a bachelor's degree program in Wenatchee, all of them lived within 40 miles of the WSU Wenatchee Learning Center in Wenatchee, making the program easily accessible to the student population.

Approximately 12-15 students graduate from WVC each year with a two-year A.T.S. degree in Tree Fruit Production. More than 80% of these graduates lived within 30 miles of the WSU Wenatchee Learning Center prior to enrolling in school. Ninety percent of those students lived within 60 miles of Wenatchee. Only 10% of the students lived far enough away from Wenatchee to require them to move in order to attend school.

Currently, students who are interested in continuing their education by pursuing the bachelor's degree in Horticulture with a Tree Fruit option must relocate to Pullman. Since the articulated WSU/WVC Tree Fruit Management degree was initiated in 1992, 64 students have obtained the Wenatchee Valley College A.T.S. degree in Tree Fruit Production. Only 25 of these graduates have moved to Pullman and completed the bachelor's degree. Many A.T.S. level students have an interest in pursuing the B.S. degree, but are unable to move to Pullman. Therefore they end their education with the available Wenatchee degree. Extending the degree to Wenatchee would increase the number of students able to complete the bachelor's degree.

Of the Wenatchee Valley College A.T.S. graduates, six percent are Hispanic. Too few have earned the B.S. degree. The current freshman A.T.S. class is 25% Hispanic. The WSU Department of Horticulture and the WVC Agriculture Department were awarded a USDA Challenge Grant of approximately $140,000 in 1996 to enhance the access to horticultural education for Latino persons. Extending the degree to the Wenatchee Learning Center would also increase the number of Hispanic students obtaining the bachelor's degree.

c. Current employment in tree fruit industry: Most students in the Wenatchee Tree Fruit Production A. T.S. degree have many years of work experience in the tree fruit industry prior to entering the program. The 1998 WVC student survey indicates that 25% of the students have more than ten years of work experience, 14% had from five to ten years of experience, and 34% had from one to five years of work experience. Many of these students are currently employed in the industry, and leaving existing jobs to pursue a bachelor's degree is financially prohibitive.
According to the survey, approximately 15% of the students who enroll in the WVC Tree Fruit Production program do so to "meet a specific business need." They are currently employed in the industry, are pursuing education for career advancement, and are unable to continue their education in Pullman, far from their employment.

The average age of WVC Tree Fruit Production students is 28 to 30 years old. Most have families, homes, and jobs that hinder their ability to move to Pullman to continue their degree, yet they seek professional advancement via education.

d. *Increasing number of students pursuing the bachelor's degree:* Since 1992, the number of students pursuing the bachelor's degree in Horticulture with the TF option has been increasing as a result of WSU/WVC cooperation. However, these numbers do not reflect the potential for student placement in the tree fruit industry.

<table>
<thead>
<tr>
<th>Year</th>
<th>WSU Tree Fruit Option Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993 – 1994*</td>
<td>7</td>
</tr>
<tr>
<td>1994 – 1995</td>
<td>11</td>
</tr>
<tr>
<td>1995 – 1996</td>
<td>12</td>
</tr>
<tr>
<td>1996 – 1997</td>
<td>14</td>
</tr>
<tr>
<td>1997 – 1998</td>
<td>14</td>
</tr>
<tr>
<td>1998 – 1999</td>
<td>14</td>
</tr>
<tr>
<td>1999 – 2000</td>
<td>17</td>
</tr>
</tbody>
</table>

*Articulated WVC/WSU program started

These statistics reflect an increasing interest in the field, positive employment opportunities for graduates, and a program of recognized high quality. Extending the degree to the WSU Wenatchee Learning Center will further increase the number of students able to pursue the bachelor's degree.

2. Economic growth and development

The economy of North Central Washington is dependent on the success of the tree fruit industry. Fruit production is the basis of the Chelan, Douglas, Adams and Okanogan County economies. Moreover, taking into account the industries supporting or supported by fruit production (packing, controlled atmosphere storage, shipping, processing, production supplies, goods and services, marketing, etc.) the total payroll resulting from fruit production is even higher. The Washington State Employment Security Department's 1998 Labor Market Information (www.wa.gov/esd/lmea) indicates that about one-fourth of all jobs in Chelan and Douglas counties are on farms. And, according to the WSU Cooperative Extension Office, sales alone of fresh and processed apples, pears, and cherries returned nearly $800 million to Chelan, Douglas, and Okanagon counties yearly. An educated and trained work force is critical to the health of the tree fruit industry, the economic health of the region, and of the state. Extending the WSU Tree
Fruit degree option to central Washington via the WSU Wenatchee Learning Center will serve to increase the number of students able to access newest research, technologies, and innovative solutions to current challenges in the industry, thereby strengthening the industry.

Quest for Economic Development, North Central Washington's economic development organization, is also extremely supportive of increased higher education opportunities in the region. Increasing the community's economic health is dependent on a well-trained workforce and Quest staff have worked closely with staff from Washington State University, Wenatchee Valley College, Central Washington University, and the University of Washington to bring higher education opportunities to the region. Extending the degree to Wenatchee will help to support Quest's economic development efforts in North Central Washington.

3. Changes in occupation or profession

A recent article in the Wenatchee World, North Central Washington's regional newspaper, accurately reflects some of the changes in the tree fruit industry. According to Ron Moon, the President of the Okanogan County Horticultural Association:

"Farming is high tech now. You can't just say, I'm going to grow apples and make some money, whereas you could 20 years ago. It's much easier to make a devastating mistake now. However, if small growers pay attention to research and new technology, pick varieties that fit their site and look for the growing advantages to put them ahead of the market, they will survive."

The tree fruit industry is a maturing industry, and one that must now address environmental and economic forces that did not exist a mere 20 years ago: the Endangered Species Act, water availability, labor costs, pesticide regulations, advances in pest management tactics, narrower profit margins, and the increasing competition of a global marketplace, to name a few. The disappearance of the family farm, and rapid consolidation of orchards, packing houses and retailers have created an industry that is highly technological, requiring intellectually prepared individuals as its employees and leaders. By extending the degree to Wenatchee, the educational system as an integral component of the industry will be strengthened.

4. Work force needs of local industry

a. History of industry involvement in educational programs: The tree fruit industry in North Central Washington has a long history of working closely with the educational system to provide a trained workforce that meets industry needs.

In 1985, in response to industry requests for better educated workers, the Wenatchee Valley College A.T.S. degree in Tree Fruit Production was initiated. Industry leaders, desiring to hire horticulturists with both theoretical and applied skills, provided WVC with resources for high quality class and field educational experiences: acreage was donated for a working school orchard, industry professionals were provided as classroom speakers, industry sites were used for field trips and practicum sites, and industry experts assisted in the development of course curriculum. Input from industry
professionals has resulted in an academically rigorous curriculum that includes a full complement of general education classes as well as extensive agriculture studies including horticulture and IPM classes that are taught entirely in commercial and college orchards, and a required three-quarter internship that ensures that students maintain a clear connection between the theoretical and applied aspects of their education. The program operates under the auspices of a 15-member industry advisory committee which meets regularly to review program efficiency, direction, and emphasis. All of these efforts resulted in a curriculum that is integral component of the industry.

In 1992, at industry request for an increasingly educated workforce, a fully articulated curriculum between WVC and WSU was developed which combined the best of both degrees. In 1997, in an effort to bring educational opportunities closer to its workers, industry leaders made an anonymous donation of $1,000,000 to WSU and WVC to support expanded educational programming related to the tree fruit industry, to be cooperatively developed and delivered by both institutions. Also in 1997, WSU opened its Wenatchee Learning Center at Wenatchee Valley College.

b. Labor statistics: According to the Washington State Employment document "Agricultural Workforce in Washington State 1997", there is an increasing need for professionally trained agriculturists in Washington, with a yearly growth rate averaging 2%. Local industry needs reflect this trend: the 1998 WVC student survey indicates that 89% of the program participants are currently employed, with 64% of the respondents working in the following areas: services and consulting, grower, and packing or warehouse. Approximately 50% of the students found their present job through their school internship, work experience, or industry contacts. Salary results from the 1998 student survey also indicate positive results for program graduates, with average starting salaries of $29,000, and increasing wages with experience:

Most graduates receive additional compensation in the form of vehicles, gasoline, insurance, and housing--estimated to add an additional $10,000 compensation per year.

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Starting Salary</th>
<th>Current Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to $20,000</td>
<td>40%</td>
<td>21%</td>
</tr>
<tr>
<td>$20 - $35,000</td>
<td>48%</td>
<td>42%</td>
</tr>
<tr>
<td>$35 - $50,000</td>
<td>5%</td>
<td>22%</td>
</tr>
<tr>
<td>$50 - $65,000</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>$65 - $80,000</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>$80,000 +</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>

C. Industry employee needs: Tree fruit production is highly labor- and management-intensive. It has been estimated that more than 200 hours of labor are required to produce an acre of apples, cherries or pears, while wheat requires less than 2 hours. It is estimated that one professional horticulturist is required for every 100 acres of orchard. In Washington state alone, recent acreage estimates for apples, pears, and cherries totaled over 210,000 acres, resulting in a need for 2,100 trained horticulturists. WSU and WVC program graduates have little or no trouble finding employment.
5. Service to community

The Wenatchee community is a strong supporter of higher education and its citizens have clearly expressed their desire to increase educational opportunities within the community. In 1995, the community held a series of town hall meetings to develop city goals. In "Vision Wenatchee", the resulting city strategic plan, citizens identified "Supporting Lifelong Educational, Recreational, and Cultural Learning Experiences" as a top priority. Specifically, the following actions related to educational opportunities were identified by the City of Wenatchee as city priorities:

- partnering with educational institutions to expand higher educational opportunities
- becoming a leader in distance learning and developing the use of technology for access to information and education

Extending the Tree Fruit option to the Wenatchee Learning Center will increase the number of educational opportunities for citizens who are strongly supportive of higher education.

6. Relationship to HECB policies and goals for higher education

This proposal clearly meets the following HECB policies and goals:

- Serve underserved parts of the state. (See page 4, "Documentation of Need")
- Utilize technology for distance learning. (See page 11-12, "Use of Technology")
- Increase participation of people of color. (See page 4, "Documentation of Need")
- Respond to market demands, occupational projections, and societal needs and benefits. (See pages 4-6, "Documentation of Need")

C. Relationship to Other Institutions

1. Duplication:

Only three universities in the Pacific Northwest offer a baccalaureate degree in Horticulture: Washington State University, Montana State University in Bozeman, and Oregon State University in Corvallis. Montana's Horticulture program is small because Montana produces very few horticultural crops. Oregon produces a wide diversity of horticultural crops: pears, cherries, berries, nuts, nursery crops and greenhouse foliage plants. To serve these horticultural industries, Oregon State University offers a Horticultural Science option to their Horticulture degree. And, while not offering a Horticulture degree, the University of Idaho in Moscow offers a general Plant Science degree with a Horticultural and Crop Sciences option. None specializes in deciduous tree fruit production as does the WVC/WSU degree program.
2. Uniqueness of program

Washington State University provides one of only three undergraduate Fruit Science degrees in North America (Cornell and California Polytechnical Institute are the others). The WSU Horticulture degree with a Tree Fruit option was instituted in 1992, in a cooperative program between the WSU Department of Horticulture and Landscape Architecture and the Wenatchee Valley College Agriculture Department. The Tree Fruit option is a fully articulated curriculum, requiring the first two years be taken at Wenatchee Valley College, and the second two years be completed at WSU in Pullman. The curriculum is unique in its intensity, specificity, and experiential studies. The curriculum emphasizes both applied and scientific aspects of the management of tree fruit systems. While this offers excellent preparation for employment in the tree fruit industry it also provides opportunities to gain knowledge and skills needed for other careers in agriculture.

Industry professionals play a significant role in the educational program. Students learn from local horticulturists, researchers, pest management consultants, and others in the classroom and on field trips. Students are also required to spend time in each of three quarters in internships with the specialists of their choice. Additionally, USDA and WSU Research Station staff contribute to the teaching efforts.

II. PROGRAM DESCRIPTION

A. Goals, Objectives, Student Learning Outcomes

The goals of the Tree Fruit Management Option within the Bachelor of Science in Horticulture Program are to provide the graduating student with:

1. A General, university-wide education which may allow persons to function within a social, environmental, economic, artistic, cultural, and humane profession.
2. Basic knowledge and skills necessary to function as an entry level practitioner in the horticultural industry and to become, with experience, a successful horticulturist.
3. The opportunity to acquire the knowledge base and set of skills to be able to perform within the specialized field of tree fruit horticulture.

The following delineates intended Tree Fruit option student learning outcomes:

1. Graduates will have a basic and functional understanding of the scientific basis and interdisciplinary nature of horticulture and horticultural crop production systems
2. Graduates will have a full complement of general academic skills deemed appropriate for the BS level
3. Graduates will exhibit technical written and oral communication skills commensurate with industry standards and need
4. Graduates will have the ability to search for, retrieve and utilize (integrate and synthesize) technical information to address problems and construct strategies for solutions
5. Graduates will have experienced and gained skills working as a team member to address professional level challenges
6. Graduates will have an appreciation for the breadth of professional opportunities in horticulture as a whole and the tree fruit industry in particular
7. Graduates will have an understanding of and ability to implement Integrated Pest Management (IPM) strategies, technologies and programs in deciduous fruit crop orchards
8. Graduates will have the ability to devise, conduct and analyze applied, on-farm research
9. Graduates will have knowledge of orchard (agribusiness) business analysis and financial management and be able to perform basic financial management functions and related tasks
10. Graduates will have an awareness and appreciation of the deportment generally expected of professional agriculturists

B. Curriculum

1. Course of Study

The course of study is the existing WSU/WVC Articulated Tree Fruit Management Degree Program as outlined on page 159 in the Washington State University General Catalog for the 2000-2001 academic year. It is presented here as Table 5 in Appendix A. The WSU portion of the degree program will be delivered to Wenatchee Valley College by the following methods:

**Junior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 240</td>
<td>WHETS from Pullman/WVC (Lab)</td>
</tr>
<tr>
<td>GenEd 110</td>
<td>DDP/WSU Learning Center</td>
</tr>
<tr>
<td>Hort 499</td>
<td>On site</td>
</tr>
<tr>
<td>Hort Elective</td>
<td>Hort 320, Hort 438, or Hort 439 via WHETS from Vancouver</td>
</tr>
<tr>
<td>Arts &amp; Humanities GER</td>
<td>DDP/WSU Learning Center/WHETS</td>
</tr>
<tr>
<td>GenCB 150 or 301</td>
<td>DDP/WSU Learning Center</td>
</tr>
<tr>
<td>GenEd 111</td>
<td>DDP/WSU Learning Center</td>
</tr>
<tr>
<td>Hort 251</td>
<td>On site</td>
</tr>
<tr>
<td>Intercultural GER</td>
<td>Drops 360 (DDP)</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bot 320</td>
<td>WHETS from Pullman</td>
</tr>
<tr>
<td>Hort 356</td>
<td>WHETS from Pullman</td>
</tr>
<tr>
<td>Hort 418</td>
<td>Hort 320, Hort 438, or Hort 439 via WHETS from Vancouver or other DDP courses: Ent. 343, AgEc. 311, AgEc. 340, AgTM 305 AS 285, NATRS 312, NATRS 303, NATRS 450, Crops 360</td>
</tr>
<tr>
<td>Hort/AG Elective</td>
<td>MGT 301 (DDP)</td>
</tr>
<tr>
<td>Mgt Elective</td>
<td>DDP/WSU Learning Center</td>
</tr>
<tr>
<td>Social Science GER</td>
<td>WHETS from Pullman</td>
</tr>
<tr>
<td>Hort 416</td>
<td>WHETS from Pullman</td>
</tr>
<tr>
<td>Hort 421</td>
<td>WHETS from Pullman</td>
</tr>
</tbody>
</table>
C. Use of Technology

1. Mode of Course Delivery

The BS Horticulture - Tree Fruit Option program of study will be delivered to Wenatchee via a variety of modes to 1) facilitate distance delivery; 2) provide for the collaborative, effective and efficient utilization of WSU, WVC, USDA, and tree fruit industry staff/resources; 3) create as flexible and accommodating (for students) curriculum structure as can be, and 4) generally enhance instruction and student learning: overall. Specific modes of delivery will be:

- On-campus lectures, laboratories, seminars and discussions with professors.
- Electronic classroom lectures, seminars and discussions with professors in real time (Washington Higher Education Telecommunications System, K-20 and video conferencing technologies).
- Extended (now known as Distance) Degree Courses (On-line, video, and flexible enrollment)
- Experiential studies in laboratory orchards, via industry internships and field trips.
- Field and/or laboratory based research projects overseen by WVC and WSU faculty.

2. Opportunities for Student and Faculty Interaction.

Tree Fruit option students will have ample and commensurate (with all other Horticulture undergraduates) opportunity to learn from and interact with an exceptionally diverse (in terms of academic and professional backgrounds, areas of expertise and horticultural experience) and qualified faculty.

- 2.0 full-time equivalent Wenatchee Valley College teaching faculty will be on-site and dedicated to program instructional delivery.
- 1.20 full-time equivalent Washington State University teaching faculty will be dedicating their teaching efforts to program instruction.
- Many other WSU, USDA and industry professionals with and without formal teaching appointments have and will continue to contribute to the delivery of instruction.
- Funds, through an industry endowment, have been dedicated (in perpetuity) to support the travel of distant faculty to Wenatchee (or vice-versa to Pullman) to interact directly with students in the classroom and field.
3. Faculty Development Activities

Faculty will be expected to purposefully pursue professional development activities. Likewise, the department, program administration and affiliated institutions intend to create an environment conducive to and provide support for such. Anticipated mechanisms and means for professional development include the following:

- Program faculty will be engaged in research projects that will relate to what they teach and to teaching itself.
- Program faculty will be directly involved in the tree fruit industry (via memberships on taskforces, industry organization memberships, planning committees etc.) and thus gain advanced understanding of horticulture and the industry through interaction.
- Program faculty will be affiliated with and participate in the activities of professional organizations such as the Washington State Horticultural Association, The American Society for Horticultural Science, the Western Sustainable Agriculture Working Group, the National Association of Colleges and Teachers of Agriculture.
- Program faculty will attend and participate in seminars, conferences, and workshops concerned with technical and pedagogical matters.

D. Faculty

Faculty support for the proposed program is provided in a variety of ways. The Department of Horticulture and Landscape Architecture has two faculty (.75 FTE) with teaching appointments located in the WSU Learning Center at Wenatchee Valley College, who provide direct support for the proposed program, and five faculty (4.75 FTE) with research and extension appointment: located at the Tree Fruit Research and Extension Center in Wenatchee, who also participate in various ways. Other WSU faculty and USDA scientists located in Wenatchee also participate by providing guest lectures, seminars, guided field trips, and other services. Several Horticulture and Landscape Architecture faculty located in Pullman and Vancouver support the proposed program by delivering WHETS based courses to Wenatchee. The faculty profile is outlined more specifically in Table 1, which appears in Appendix A.

E. Students

1. Projected Enrollment- See Table 2 in Appendix A

2. Expected Time for Program completion

The expected time-to-degree completion will remain the same as the current articulated degree program: the first two years of the program will continue to be offered by the Wenatchee Valley College Agriculture Department through its A.T.S. degree in Tree Fruit Production. The final two years of the program will now be offered both at the Washington State University Learning Center at Wenatchee and the Pullman campus. Since the Wenatchee based program is expected to attract working professionals, some students may choose to complete the program or a part-time basis over an extended period of time.
3. Diversity

Washington State University has a strong diversity plan which is outlined in the document "Commitment to a Diverse Community: A Plan of Action 1997 -2002". Specifically, the College of Agriculture and Home Economics has developed a series of Diversity Goals (Appendix C) which address the following:

- Administrative Structure
- Work and Learning Environments/Climates
- Student Enrollment, Retention, and Degree Completion, and
- Curriculum Diversification

The proposed extended program at the Wenatchee Learning Center will implement all of the goals outlined by the university's diversity plan.

Wenatchee Valley College is also committed to encouraging diversity in students and staff. This commitment is reflected in the documents found in Appendix D which outline diversity goals and strategies related to student enrollment, retention, and completion; student and staff employment; and institutional climate.

"Board of Trustees Resolution 96-178"
"1997 Progress Report: Participation by People of Color, Wenatchee Valley College"
"Wenatchee Valley College Strategic Plan, June 1997"

F. Administration

Administrative support is provided by the Department Chair and office staff in the Department of Horticulture and Landscape Architecture at WSU Pullman, and a .25 WSU faculty FTE and office staff located in the Learning Center at the Wenatchee Valley College. These contributions are specified in Table 3 which appears in Appendix A.

III. Program Assessment

A. Assessment Plan

The B.S. Horticulture- Tree Fruit option is degree is designed to:

- Prepare entry level professional horticulturists who have an appropriate complement of cognitive, applied and affective skills;
- Enable immediate, high level professional function with a minimum of post-placement on-the-job training;
- Provide an appropriate and attractive academic avenue to graduate studies for those so inclined.

Because this program is intended to serve the needs of our state's dynamic tree fruit industry it is imperative that programmatic efficacy be assessed regularly. Formative and summative program evaluations (e.g. student satisfaction, graduate quality and employer/industry satisfaction) will be an inherent and routinely administered component of program management. The following methods and approaches of program evaluation will be utilized.
1. **End of Program (EOP) Assessment:**

The Department of Horticulture and Landscape Architecture currently conducts, per institutional policy, EOP assessments for all its degree programs. The EOP generally consists of student academic performance comparisons, internship performance evaluations and graduating student exit interviews. Ongoing EOP assessments include all graduating B.S. Horticulture - Tree Fruit option students. Specific EOP elements/strategies for the Tree Fruit option EOP will be identified and developed by program faculty and administrators.

2. **Advisory Committee:**

An industry advisory committee comprised of professionals and leaders representing the breadth of the tree fruit industry has been formed. This committee meets quarterly to review program efforts and efficacy and to provide private sector input relative to program direction. The industry advisory committee has become an integral member of the tree fruit educational team.

3. **Student Placement:**

An extremely important measure of programmatic success and effectiveness is graduate placement. It is a significant indicator of industry approval and how the industry values graduates. Graduate placement data will be collected and assessed. Information such as where graduates go to work, what kinds of positions they assume, areas of responsibility and rates and kinds of remuneration they receive will be collected.

4. **Professional Advancement:**

Professional advancement and long-term success is an indicator of graduates' capacities to continue learning, deal with increasingly complex challenges, be adaptive in dynamic professional environments and provide leadership. Tree Fruit graduates will be tracked to assess their long-term professional status. Regular (every 3 - 5 years) surveys will be conducted to determine and document rates of retention, and the nature and extent of graduate professional advancement.

5. **Curriculum/Graduate Quality:**

In addition to placement and advancement data, it will be important to assess, in specific terms, graduate and employer satisfaction. Graduates, after a year or two of professional function, will be asked to assess components of the curriculum as well as their total educational experience relative to being prepared to succeed in their post graduation endeavors. Likewise we will solicit formal and specific critique of graduate preparedness from employers and workplace supervisors.

6. **Academic Advancement:**

Professional undergraduate curricula and preparation for advanced studies are not and should not be mutually exclusive. It is reasonable therefore to expect this undergraduate professional curriculum to also provide an adequate preparation for graduate studies. Data on Tree Fruit option graduate articulation to graduate programs of study and their subsequent academic success will be regularly gathered.
B. Student Learning Outcomes Assessment Plan

The following delineates intended Tree Fruit option student learning outcomes and anticipated means of assessing student achievement:

1. Graduates will have a basic and functional understanding of the scientific basis and interdisciplinary nature of horticulture and horticultural crop production systems. Assessment: successful completion of requisite classes; "student learning indicated by performance on exams, term assignments, projects and demonstrations"

2. Graduates will have a full complement of general academic skills deemed appropriate for the BS level. Assessment: successful completion of general undergraduate education requirements. Student learning indicated by performance on exams, term assignments, projects and demonstrations.

3. Graduates will exhibit technical written and oral communication skills commensurate with industry standards and need. Assessment: students will prepare written technical reports and orally present technical reports for evaluation by faculty.

4. Graduates will have the ability to search for, retrieve and utilize (integrate and synthesize) technical information to address problems and construct strategies for solutions. Assessment: evaluated ability/performance in simulated agroecosystem and agribusiness management situations and practicums.

5. Graduates will have experienced and gained skills working as team members to address professional level challenges. Assessment: students will function as a member of a laboratory orchard management team. Student effectiveness (as a team member) will be evaluated by cohorts and faculty.

6. Graduates will have an appreciation for the breadth of professional opportunities in horticulture as a whole and the tree fruit industry in particular. Assessment: participation in industry internships, participation in program seminars and classes and attending industry educational sessions such as the Washington State Horticulture Association annual conference.

7. Graduates will have an understanding of and ability to implement Integrated Pest Management (IPM) strategies, technologies and programs in deciduous fruit crop orchards. Assessment: demonstration of knowledge and skills in laboratory orchard.

8. Graduates will have the ability to devise, conduct and analyze applied, on-farm research. Assessment: successful completion of a faculty supervised and evaluated research project.

9. Graduates will have knowledge of orchard (agribusiness) business analysis and financial management and be able to perform basic financial management functions and related tasks. Assessment: Successful completion of economics and financial management course work as indicated by performance on exams, assignments and practicums.

10. Graduates will have an awareness and appreciation of the deportment generally expected of professional agriculturists. Assessment: documented successful completion of industry internships (evaluated by faculty and industry supervisors), participation in professional preparatory seminars and interaction with industry professionals in industry or organizations and functions.
IV. FINANCES

A. Summary of Program Costs

Financial resources to support the proposed program are provided by reallocation of funds in the College of Agriculture and Home Economics and the Department of Horticulture and Landscape Architecture, and from an endowment in the amount of $1,000,000 established by an anonymous donor. The program costs are summarized in Table 4 which appears in Appendix A.

V. FACILITIES

The library, computer, laboratory, greenhouse and orchard facilities needed to deliver the proposed program are provided by Wenatchee Valley College and the Wenatchee Learning Center and are currently in place.

VI. EXTERNAL EVALUATION OF PROPOSAL

Since this proposal is for the extension of an existing degree to a new location, HEBC policies do not require an external evaluation.

Table 1 Faculty Profile

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>% Effort in Program</th>
<th>Year 1</th>
<th>Year N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent Mullinix</td>
<td>Associate Professor</td>
<td>F/T Tenure Track</td>
<td>25%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Kathleen Willemsen</td>
<td>Associate Professor</td>
<td>F/T Tenured</td>
<td>15%</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Larry Hiller</td>
<td>Associate Professor</td>
<td>F/T Tenured</td>
<td>05%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Kurt Schekel</td>
<td>Associate Professor</td>
<td>F/T Tenured</td>
<td>05%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Preston Andrews</td>
<td>Associate Professor</td>
<td>F/T Tenured</td>
<td>05%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>John Fellman</td>
<td>Associate Professor</td>
<td>F/T Tenured</td>
<td>05%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Virginia Lohr</td>
<td>Professor</td>
<td>F/T Tenured</td>
<td>05%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>P.W. Poovaiah</td>
<td>Professor</td>
<td>F/T Tenured</td>
<td>05%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Bruce Barritt</td>
<td>Professor</td>
<td>F/T Tenured</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don Elving</td>
<td>Professor</td>
<td>F/T Tenured</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gene Kupferman</td>
<td>Professor</td>
<td>F/T Tenured</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Larry Schrader</td>
<td>Professor</td>
<td>F/T Tenured</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Mattheis</td>
<td>USDA Scientist</td>
<td>Adjunct</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total FTE</td>
<td></td>
<td></td>
<td></td>
<td>.70</td>
<td>1.20</td>
</tr>
</tbody>
</table>

*These faculty/scientists provide occasional guest lectures and host field trips to orchard sites and laboratory facilities.
Table 2. Projected Enrollments for 5 Years

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>20-25</td>
</tr>
<tr>
<td>FTE #</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>16-20</td>
</tr>
</tbody>
</table>

*Year program is expected to reach full enrollment

#FTE generation is anticipated to be less than the headcount largely because many students will pursue their studies on a part-time basis.

Table 3. Administrative Support

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>% Effort in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>William G. Hendrix</td>
<td>Dept Chair</td>
<td>Overall management of Program</td>
<td>5%</td>
</tr>
<tr>
<td>Kent Mullinix</td>
<td>Program Coord</td>
<td>On-site management of Program, Management of Endowment Funds</td>
<td>25%</td>
</tr>
<tr>
<td>Support Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen Holden</td>
<td>Admin Assistant</td>
<td>Course Scheduling</td>
<td>3%</td>
</tr>
<tr>
<td>Betty Musick</td>
<td>Admin Manager</td>
<td>Financial Mgt</td>
<td>2%</td>
</tr>
<tr>
<td>Linda Tompkins</td>
<td>Fiscal Tech</td>
<td>Purchasing</td>
<td>1%</td>
</tr>
<tr>
<td>Sue Collinsworth</td>
<td>Program Coord</td>
<td>Student Records</td>
<td>3%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Internal Reallocation by Year N</th>
<th>New State Funds</th>
<th>Other Sources* by Year N</th>
<th>Year 1 (2001) total</th>
<th>Year N (2004) total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Salaries (.35 FTE) Benefits @ 27%</td>
<td>$29,000</td>
<td>$17,643</td>
<td>$40,964</td>
<td>$46,643</td>
<td></td>
</tr>
<tr>
<td>Faculty Salaries (1.2 FTE) Benefits @ 27%</td>
<td>$88,269</td>
<td>$17,643</td>
<td>$72,373</td>
<td>$105,912</td>
<td></td>
</tr>
<tr>
<td>TA/RA Salaries (# FTE) Benefits @ #%</td>
<td></td>
<td>$4,315</td>
<td>$4,315</td>
<td>$4,315</td>
<td></td>
</tr>
<tr>
<td>Clerical Salaries (# FTE) Benefits @ #%</td>
<td></td>
<td>$2,180</td>
<td>$1,090</td>
<td>$2,180</td>
<td></td>
</tr>
<tr>
<td>Other Salaries (# FTE) Benefits @ 9%</td>
<td>$4,000</td>
<td>$2,000</td>
<td>$4,000</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>Contract Services</td>
<td>$2,000</td>
<td>$1,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>Goods and Services</td>
<td>$4,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>$2,000</td>
<td>$1,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 5 – Program of Study

#### Freshman Year – Wenatchee Valley College

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Hours</td>
<td></td>
<td>Quarter Hours</td>
<td></td>
</tr>
<tr>
<td>Agri 153</td>
<td>4</td>
<td>Agri 152</td>
<td>4</td>
</tr>
<tr>
<td>Agri 161</td>
<td>5</td>
<td>Agri 163</td>
<td>5</td>
</tr>
<tr>
<td>Chem 110</td>
<td>5</td>
<td>Biol 122</td>
<td>5</td>
</tr>
<tr>
<td>Engl 101</td>
<td>5</td>
<td>CIS 115</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Sophomore Year – Wenatchee Valley College

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Hours</td>
<td></td>
<td>Quarter Hours</td>
<td></td>
</tr>
<tr>
<td>Agri 242</td>
<td>4</td>
<td>Agri 218</td>
<td>4</td>
</tr>
<tr>
<td>Agri 264</td>
<td>5</td>
<td>Agri 265</td>
<td>5</td>
</tr>
<tr>
<td>Agri 292</td>
<td>4</td>
<td>Econ 202</td>
<td>5</td>
</tr>
<tr>
<td>Spch 220</td>
<td>5</td>
<td>Foreign Language Elect</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Summer Session – Wenatchee Valley College

- Agri 267: 5
- Agri 292: 4

#### Junior Year – Washington State University/Wenatchee Learning Center

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours</td>
<td></td>
<td>Semester Hours</td>
</tr>
<tr>
<td>Chem 240</td>
<td>4</td>
<td>Arts &amp; Humanities [H,G]GER</td>
</tr>
<tr>
<td>GenEd 110</td>
<td>3</td>
<td>GenCB 150 or 301</td>
</tr>
<tr>
<td>Hort 499</td>
<td>4</td>
<td>GenEd 111</td>
</tr>
<tr>
<td>Hort Elective</td>
<td>3 or 4</td>
<td>Hort 251</td>
</tr>
</tbody>
</table>

#### Senior Year – Washington State University/Wenatchee Learning Center

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours</td>
<td></td>
<td>Semester Hours</td>
</tr>
<tr>
<td>Bot 320</td>
<td>4</td>
<td>Hort 416</td>
</tr>
<tr>
<td>Hort 356</td>
<td>1</td>
<td>Hort 421 [M]</td>
</tr>
<tr>
<td>Hort 418 [M]</td>
<td>3</td>
<td>Hort 425 [M]</td>
</tr>
<tr>
<td>Hort/AG Elective</td>
<td>3 or 4</td>
<td>Soils 441</td>
</tr>
<tr>
<td>Mgt Elective</td>
<td>3</td>
<td>Tier III Capstone GER</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Funds provided by a $1,000,000 endowment established to support the Tree Fruit Management degree program

Time slip for lab assistance

*Motion carried.*
4. Recommendation from Academic Affairs Committee for New Academic Rule 105 Final Grade Appeals Process (NEW Exhibit D). – S. Wherland [postponed until 4/19/01]

5. Recommendation from Academic Affairs Committee for Substitution For World Civilization Courses for Transfer Students Exhibit J from 3/15/01 is as follows:

MEMORANDUM

TO: Thomas Brigham, Executive Secretary
    Faculty Senate
FROM: Becky Bitter, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 8 March 2001
SUBJECT: Policy to Allow Substitutions for World Civilization Courses for Transfer Students

At its meeting on 7 March 2001, the Academic Affairs Committee approved the following policy, which was forwarded to AAC from the General Education Committee:

Transfer students entering the university with 60 semester credits or more may choose to substitute 200- and 300-level courses from the Intercultural Studies course list for one or both of the World Civilizations courses (GenEd 110 and 111), provided that the subject matter of the courses addresses non-U.S. culture(s).

The General Education Committee determined, and AAC agreed, that these substitute courses address the learning goals of the requirement and will give these transfer students an option to take the necessary course work at the Tier II level.

At this time, Faculty Senate review and approval is recommended, to be effective immediately.

*****

Motion carried.

6. Recommendation from Graduate Studies Committee for the Doctor of Design at WSU Spokane Exhibit K from 3/1/01 and Exhibit F from 3/15/01 are as follows:

PROGRAM PROPOSAL FOR A DOCTORATE IN DESIGN

November 2000
March 2001 (updated)
PROGRAM DESCRIPTION

SUMMARY OF PROPOSAL

The proposed Interdisciplinary Design Program at the Interdisciplinary Design Institute at WSU Spokane, requests authorization to offer a Doctor of Design (D. Des.) degree. The proposed Interdisciplinary Design Program is a collaborative effort among the School of Architecture, the Department of Apparel, Merchandising, and Interior Design, and the Department of Horticulture and Landscape Architecture. These academic units reside in two Colleges, the College of Engineering and Architecture, and the College of Agriculture and Home Economics.

The Interdisciplinary Design Institute was approved for establishment in 1994 by Washington State University Faculty Senate to facilitate interdisciplinary design education through a provocative and unique collaboration that would allow faculty and students to go beyond and between traditional boundaries (See Conceptual Model pg. 36). Participating disciplines at the Design Institute are Architecture, Construction Management, Interior Design, and Landscape Architecture. The Design Institute offers an opportunity for each of the disciplines to reinforce individual disciplinary knowledge and skills, while developing additional interdisciplinary depth of understanding.

The D. Des. program at Washington State University is intended to advance both the “art” and “science” of design within the philosophical and pedagogical framework of interdisciplinary inquiry, critical synthesis, and problem-solving. It is intended for persons who are well-versed and professionally advanced in a design profession and who seek to make collaborative, original contributions to, and critical assessments and synthesis of their fields and the ecological, cultural and physical contexts within which they function. The proposed D. Des. degree will be the only one of its kind in Washington State, Western United States and Canada.

While the D. Des. degree will be offered by the proposed Interdisciplinary Design Program at WSU Spokane, design faculty from WSU Spokane and WSU Pullman will constitute the graduate faculty. In addition, the degree will draw from faculty in related disciplines including the Program in Environmental Sciences and the Department of Natural Resource Sciences in Pullman. Students will be afforded the flexibility to select a program of study that meets their needs through courses offered at both WSU Spokane and WSU Pullman. It is expected that doctoral dissertation supervision and delivery of the core courses in the program will occur at WSU Spokane to take advantage of the enhanced research capacity and resources afforded by a critical and unusually high concentration of design faculty who hold PhDs and advanced graduate degrees.

I. PROGRAM NEED

Introduction

The design and construction disciplines are experiencing rapid growth. This is attributed largely to a number of forces that have combined to increase both the complexity and scope of design issues. Technological innovations, scientific advancements, increasing public awareness of the environmental consequences of human actions, and growing recognition of plural values in society are the driving forces.
Other forces are the increasing fragmentation in terms of where people live, work, and play; increasingly informed citizenry that demand involvement in shaping the quality of their built and natural environment; and continuing polarization of the global market. Many new players requiring advanced education are participating in the design process. Together, these forces have dramatically changed the way in which we understand, practice, and teach design.

Effective response to these emerging trends in the design disciplines requires individuals who can conduct highly specialized design work, possess advanced skills and knowledge in critical synthesis, and provide research and other expertise in industry and academia as members of interdisciplinary design and planning teams.

The D. Des. degree is specifically tailored to educate individuals who seek advanced specialization within a philosophical and pedagogical framework of interdisciplinary inquiry, critical synthesis, and problem solving. Very few schools in the United States, and more specifically none in Washington State, fill this important void. Yet, the demand for such individuals far exceeds the supply (see Workforce Needs and Career Paths on page 4).

I.A. RELATIONSHIP TO INSTITUTIONAL ROLE

In response to Planning for Higher Education in Spokane (1998), the Washington State Higher Coordinating Board (HECB) requested WSU to develop a mission statement for the WSU Spokane campus. The following mission statement was approved by the HECB in September 1999.

“Washington State University is charged to lead in the development of a Spokane higher education magnet center. Its mission reflects the magnet center’s statewide and regional service area and its responsibilities as a fiscal agent, site manager, strategic planner, and coordinator for the Riverpoint campus, at which the physical core of the higher education magnet center is situated.

The Spokane campus also represents Washington State University’s commitment to bring distinctive upper-division and graduate education services to Spokane and to the core of the higher education magnet center’s program inventory. The academic emphasis is on programs in the Health Science, Engineering and Technology, and Design Fields.

Washington State University is charged with the responsibility of providing doctoral programs in Spokane, as approved on a case by case basis by the HECB. It also encourages and participates in interdisciplinary and intercollegiate master’s programs and consortial alliances and is responsive to the social and economic development needs of the Spokane region.

Through teaching, research, and outreach, Washington State University at Spokane provides a distinctive and distinctively responsive form of higher education experience for residents of the region and from throughout the state.”
The D. Des. degree is one of the degree programs in WSU Spokane’s program inventory proposed to be offered by WSU Spokane by 2002. The proposed program in Interdisciplinary Design will offer the D. Des. Degree. The proposed Interdisciplinary Design Program is a collaborative effort among the School of Architecture, the Department of Apparel, Merchandising, and Interior Design, and the Department of Horticulture and Landscape Architecture. The Director of the Design Institute is proposed as the Director of the program.

The proposed D. Des. degree advances Washington State University's tripartite mission of teaching, research, and public service as set forth in the WSU’s planning documents: Institutional Planning: The Path to Excellence (1984); Planning for the Second Century: Common Understandings (1990); and the 1996 Washington State University Strategic Plan. It will strengthen WSU's goal of selective excellence by offering the highest level of scholarship and research to substantively and innovatively contribute to the understanding and knowledge of the disciplines of Architecture, Landscape Architecture, Interior Design, and Construction Management.

The D. Des. degree is dedicated to promoting the well being of residents and communities of the State of Washington by educating students who can make original contributions to, as well as provide critical synthesis to enhance the quality of their built and natural environments. It will also strengthen opportunities for increasing extramural funding for WSU. Lastly, it increases access to educational opportunities for residents of Washington State as well as Western Canada and United States by serving as a destination point for advanced interdisciplinary education and research in the design disciplines.

The D. Des.:

- Fills a major void in design education in the United States but most particularly, in Washington State. It positions WSU to be a lead player in advancing both the "art and science" of design within the philosophical and pedagogical framework of interdisciplinary inquiry, critical synthesis, and advanced problem solving;
- Educates and trains people with enhanced skills in critical thinking and synthesis as well as the ability to challenge current thinking and standards;
- Promotes and sustains a climate for intellectual inquiry and discourse;
- Educates people who can work as members of interdisciplinary teams in academia and industry;
- Responds to design professionals in the United States, Northwest, and Washington states in particular, who have clearly expressed the need for advanced graduate degrees in the design disciplines.
- Complements existing graduate programs offered at the Design Institute in Architecture, Landscape Architecture, and Interior Design [second professional research-oriented master degree programs flourish when a doctoral program is in place]. See Appendix A for a conceptual model for design education.

The establishment of the D. Des. degree at WSU Spokane is timely and will benefit not only each of the design and construction disciplines represented in the Interdisciplinary Design Institute, but WSU as a whole as well as the State of Washington.
I.B. NEED FOR DEGREE

Three categories of design professionals have emerged in response to the expanded scope and increased complexity of design issues:

- Professionals that traditionally have practiced and taught in their respective disciplines (Architecture, Landscape Architecture, Interior Design, Construction Management, and Planning);
- Individuals who conduct highly specialized work in a particular design discipline;
- Professionals who can conduct highly specialized design work in a particular area as well as provide research and other expertise in industry and academia as members of interdisciplinary design and planning teams.

There is a felt need for emerging professionals in the third category that is yet to be adequately fulfilled in the United States and Washington State in particular. Ernest Boyer explicitly identified this need in the 1995 Carnegie Foundation study, *Bridging Communities*. This seminal study examined architectural education in the United States and called upon educational institutions to provide future design professionals who can bridge practice, design education, and research.

The D. Des. is specifically designed to fulfill this need. It is designed to educate individuals who are well-versed and professionally advanced in a design profession and who seek to make collaborative, original contributions to, and critical assessments and synthesis of their fields as well as the ecological, cultural, and physical contexts within which they work. As noted above, these contributions, assessments, and synthesis occur within a philosophical pedagogical framework of interdisciplinary inquiry and problem solving.

I.B.1 Workforce Needs and Career Paths

Occupational data obtained from the Bureau of Labor Statistics (1998) clearly indicates that the design and planning professions continue to enjoy strong growth. Architecture and Construction Management are projected to grow by 54% in Washington State and 45% in the United States between 1994-2005. In Landscape Architecture, the projected growth is 21% for Washington State and 17% in the United States. Similarly, Interior Design will increase by 14% for the state and 12% nationally. Advanced specialization in design was postulated as one of the key growth areas in the disciplines.

With few exceptions, the terminal degree for faculty teaching at major research institutions is a doctoral degree. In the design disciplines--Architecture, Landscape Architecture, and Interior Design, the Masters degree has been the terminal degree. Since the 1980s, there has been increased recognition by faculty in the design fields to reach beyond the professional goals of the program and embrace research. Design programs began to realize their role as an integral part of the humanities as well as social and natural sciences. This has resulted in increased demand for graduates at the doctoral level. For instance, in 1994, about 35 to 40 Ph.D. holders entered architecture and the design marketplace each year while there were about 60 academic positions (Proposal for Interdisciplinary Ph.D. in Environmental Design and Planning, Arizona State University [ASU], October 1994).
By the year 2005 either a professional doctorate or Ph.D. may well be the terminal degree for teaching faculty at major research universities in Architecture, Landscape Architecture, and Interior Design (Proposal for an Interdisciplinary Ph.D. in Environmental Design and Planning, ASU October 1994). The preceding statement is further supported by the growing trend among architecture schools across the nation to convert their current 5-year Bachelor of Architecture programs (B. Arch.) to 5-year Master of Architecture (M. Arch.) programs. Many architecture schools in the Western United States including Montana State University, University of Idaho, and Washington State University have either converted or are in the process of doing so.

If this trend continues as expected, the Ph.D. doctoral, or advanced graduate degrees will likely replace the M. Arch as the terminal degree for academic practice. This trend is not confined within architecture. It is currently a contentious debate in related disciplines including landscape architecture that competes with architecture for the same students.


- Of the 914 job openings listed in the design and construction fields, 292 or 31.9% required or preferred a Ph.D., doctoral, or an advanced graduate degree;
- Of those requiring a Ph.D., doctoral, or advanced graduate degree, 64% required or preferred a Ph.D., 25% a doctoral degree; and 11% an advanced graduate degree;
- Of all the jobs listed within the design and construction disciplines, 209 out of 683 jobs (31%) required or preferred a Ph.D., doctoral or an advanced graduate degree in Architecture. In Interior Design, it was 30 out of 105 jobs (29%); 32 out of 70 jobs (46%) in Landscape Architecture; and 21 out of 56 jobs (38%) in Construction Management.
- Of all the job openings in the 4 disciplines, the requirement for a Ph.D., doctoral, or advanced graduate degree increased from 32% in 1988 to 38% in 1998. Job openings in Washington State, the Western United States, and British Columbia, Canada follow a similar trend.

1 Graduate students (Nicole Alexander and Yukiko Hiraoka) at WSU Spokane Interdisciplinary Design Institute (IDI) conducted this study between October 1998 and January 1999 under the supervision of Forster Ndubisi, Professor and Director of the Interdisciplinary Design Institute. The study focused on job openings in academia and does not account for openings in industry, government, and non-profit organizations. The Chronicle of Higher Education (CHE) was the major source of job listings in academia for the design disciplines until 1995. With the increased cost of job announcements in CHE, the design disciplines began to use alternative avenues for announcing job openings such as ACSA News, CELA Forum, and IDEC web site. Stratified samplings were used to collect data on job openings obtained from the CHE, which is a biweekly publication. The data presented is based on quarterly surveys of job announcements in CHE between 1988-1998. All the jobs listed in ACSA, CELA, and IDEC after 1995 are reported. Duplicate listings were eliminated.
Table 1 displays the job openings in Architecture, Interior Design, Landscape Architecture, and Construction Management between 1995-98.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Ph.D., Doctoral, &amp; Advanced degree</th>
<th>Number of Jobs Listed per Discipline</th>
<th>Percent of Jobs Requiring Ph.D., Doctoral, or Advanced Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>97</td>
<td>275</td>
<td>35%</td>
</tr>
<tr>
<td>Interior Design</td>
<td>15</td>
<td>45</td>
<td>33%</td>
</tr>
<tr>
<td>Landscape Architecture</td>
<td>27</td>
<td>48</td>
<td>56%</td>
</tr>
<tr>
<td>Construction Management</td>
<td>7</td>
<td>18</td>
<td>39%</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>386</td>
<td>38%</td>
</tr>
</tbody>
</table>


- **146** positions or **38%** of the **386** positions listed required or preferred a Ph.D., doctoral, or an advanced graduate degree;
- Of the **146** positions, **64.1%** required or preferred a Ph.D., while **34.9%** preferred or required doctoral or advanced degrees;
- Doctoral and advanced degrees accounted for **13.2%** of all positions.
- In Washington State, California, Oregon, and British Columbia, doctoral and advanced degrees accounted for **14.1%** of all job openings.

In the late 1980s to mid 1990s, job openings that listed advanced work beyond the masters were required rather than preferred. The reverse has occurred since the mid-1990s. For instance, **96** positions or **65.8%** percent of job openings between 1995-1998 requiring advanced graduate degrees were **preferred** rather than **required**. One observer noted that this trend indicates that the demand for advanced education exceeds the supply.² This observation concurs with our experience in recent faculty searches in interior design and landscape architecture at WSU Spokane and Pullman. The pool of designers with Ph.D. or doctoral degrees in Washington State and the United States is extremely slim. Of the three faculty positions filled between 1997 and 1999, none of the

---

² Interview with Dr. Steiner, Director of the School of Planning at Arizona State University (ASU). Dr. Steiner was involved in need assessment for the interdisciplinary Ph.D. program in Environmental Design and Planning at ASU in 1994. He is also the Landscape Architecture Foundation (LAF) Vice President for Education. He chairs the LAF committee that is currently conducting a major study on education in landscape architecture in the 21st century.
candidates hold advanced graduate degrees, even though the preference for an advanced degree was one of the requirements. For the landscape architecture position, the minimum requirement was changed from requiring to preferring an advanced graduate degree after an unsuccessful search.

The data from this survey clearly indicates that a consistent and significant (over one third) number of individuals with advanced specialization in the design and construction fields were needed for the academic marketplace over the past ten years. These data do not take into account such highly specialized professionals who are needed—and indeed work in—government, industry, and non-profit organizations.

Informal interviews with local professionals, as well as past and current students, also support the local need for an advanced degree in design. Tom Reese, an urban designer with the City of Spokane, views the Doctor of Design degree as:

“a major contribution to the intellectual atmosphere in Spokane…besides, the degree’s emphasis on bridging theory and application provides opportunities for planners and designers to explore in a greater depth the validity and effectiveness of key dimensions of the New Urbanism concept that is the key stone of the proposed growth management plan for Spokane…I have contemplated enrolling in Gonzaga’s Ph.D. program in Leadership Studies as a vehicle to pursue my research and scholarly interests in design, but that clearly is stretching it.”

Samantha Chen, MA Interior Design Spring 2000, says,

“Although I was accepted into the Individual Interdisciplinary Ph.D. program at WSU for Fall 2000, I decided it did not fit with my interests as well as the proposed Doctorate in Design. So, I decided to practice professionally for awhile until the Doctorate of Design is available—at which time I plan to return to complete my advanced education.”

Pradipta Sharma, MS. Architecture Graduate, Fall 2000, notes:

“…I am interested in pursing an advanced degree in design. My long term goal is to become an academic-practitioner. Unlike the Ph.D programs in Architecture at the University of Wisconsin and University of Michigan that emphasize only the theoretical aspects of design, the Doctor of Design degree is especially appealing to me and meets my professional goal because of its emphasis on bridging theory with application and on interdisciplinarity…”

Additionally, while a number of design schools offer a Ph.D. degree or doctoral degrees in Architecture, Interior Design, and Landscape Architecture, Harvard University is the only school in the United States that offers a Doctor of Design Degree (D. Des.). Approximately 80 students apply to the Harvard D. Des. Harvard each year and only four are admitted (interview with Dr. Carl Steinitz, former Director of the D. Des. Program, July 16, 1998). The University of Washington offers a Ph.D. in Urban Design and Planning that focuses on research dealing with critical issues of human settlement and urban development. Approximately 35-38 students apply to the program and only 4-6 students enroll.
I.C. RELATIONSHIP TO OTHER INSTITUTIONS

The D. Des. will be the only one of its kind in the State of Washington, as well as Western United States and Canada. The establishment of a doctoral degree in design at the Design Institute is timely and addresses a void in design education in the United States and Washington State specifically bridging education, research, and practice within a philosophical and pedagogical framework of interdisciplinary inquiry, problem solving, and critical synthesis.

A January 1999 survey reveals that among universities in Western United States:

- Four offer a Ph.D. in Architecture (University of California Berkeley [UC Berkeley]; University of California at Los Angeles [UCLA]; University of Colorado at Denver [UC Denver]; and University of Washington [UW]);
- One offers an interdisciplinary Ph.D. in Environmental Design and Planning (Arizona State University [ASU]);
- Three offer a Ph.D. in Construction, Engineering, and Management (UC Berkeley; ASU, UW);
- None offers a Ph.D. in Interior Design;
- Six offer a Ph.D. in Urban and Regional Planning; (UCLA, UC Berkeley, UC Denver, UW, Portland State, and the University of Southern California).

As noted earlier, the University of Washington offers a Ph.D. in Urban Design and Planning that stresses the connections between urban planning, its legislative context, and the resulting built environment. It addresses a need that clearly is different from that fulfilled by the proposed D. Des. that focuses on the critical theoretical and pragmatic issues in translating knowledge in action (practice-orientation). The D. Des. program also emphasizes design as either an outcome or methodology. Program duplication, therefore, is not an issue.

I.C.1. Uniqueness of the Program

The unique features of the program involve the genuine interdisciplinary focus, a design focus, and critical inquiry within the context of the Inland Northwest. Interdisciplinarity will not only involve inter-professional collaborations (such as, planning, landscape architecture, architecture, and interior design), but will also include truly interdisciplinary interactions (such as, natural science, social science, and philosophy). Generally, programs of study will emphasize design either as an outcome or as a methodology. While individual programs may not necessarily deal with the context of the Northwest, the resources available here certainly provide unique opportunities for study and research. Outcomes particular to the Northwest will be encouraged to have universal application as well so that the program does not become too regional and insular.

---

3 Michelle Hanna, a graduate student at WSU Spokane Interdisciplinary Design Institute conducted a telephone interview and web site survey in January 1999 under the supervision of Forster Ndubisi.
The D. Des. shares important similarities with the "Doctor of Philosophy" but yet, it has distinct learning outcomes. Like the Ph.D., the D. Des. requires a degree of rigor and is research-oriented. In addition, the D. Des. emphasizes the unique and original contribution to the field of design as explored through particular disciplines. The main distinction between the two degrees is the D. Des. will emphasize philosophical, theoretical, and pragmatic issues in translating knowledge into action. Consequently, it will have components of "application" and "professional practice" and emphasizes design as either an outcome or a methodology.

II.A. PROGRAM DESCRIPTION

II.A.1. Program Goals and Objectives

The D. Des educates students so that they will become more valuable to academic, business, and government organizations that require greater artistic, scientific and investigative skills. It provides candidates with opportunities to develop and deepen their education in three important ways:

1. Enhancing research and analytical skills with rigorous methods that are employed within the pedagogy of design-oriented investigation, critical synthesis, and problem-solving;
2. Acquiring advanced knowledge specific to their area(s) of inquiry through comprehensive scholarly investigations and distinguishing documentation;
3. Developing critical design and synthesis process skills in the context of interdisciplinarity.

The program goals are three fold—interdisciplinary, disciplinary, and community. The proposed degree program will contribute to the collaboration and critical assessment of the relationships among Architecture, Landscape Architecture, Interior Design, and other related disciplines. Improved understanding of these relationships will support these professions’ ability to undertake and solve complex and interrelated social and environmental design problems. Interdisciplinarity will be one of the distinguishing characteristics of the program—giving candidates a broader knowledge and skill base.

Concurrent to the interdisciplinary focus of the program will be the development of specific disciplinary goals designed to deepen knowledge and investigative methodologies inherent in and supportive of each of the design professional fields. Each candidate will apply the appropriate philosophical, technical and/or synthetic focus to their study and will develop critical content to their research contributing in innovative and original ways.

The program seeks to educate students so that they can contribute in teaching, design and/or community service. While some of the academic work will be theoretical in nature, the program will emphasize application within the context of the built and natural environments as well as a specific area of concentration.
II.A.2. **Learning Outcomes**
The learning outcomes projected for the D. Des. program are organized into the following five areas:

**Scholarly Work**
Students will be required to take at least a minimum course load composed of graduate level classes in the areas of general knowledge, research methods, and electives specific to a course of study. Evidence of scholarship will occur with the overall evaluation or grading of course work, student performance on the comprehensive examination, scholarship of the literature search and review as part of the dissertation, and through the general understanding of knowledge as expressed throughout the dissertation. A specific command of language, comprehension of ideas, and skill in oral and written communication would be expected as a natural outcome of the learning experience.

**Understanding of Research Methods**
Students will be required to take a specific number of research methods courses prior to undertaking their dissertation project. Since entering students will most likely come from a professional practice orientation, it is critically important that all students complete a series of Foundation courses during their first year to ground them in Research Methods and to establish a common base of understanding of quantitative and qualitative research approaches. Each student’s background in statistical analysis and evaluation will be assessed upon admittance to the program to determine what statistics courses should be included in their Program of Study. The equivalent of a two statistics courses will be required, with students choosing from the following list of courses offered at WSU Spokane: STAT 510: Statistics for the Social & Behavioral Sciences, STAT 430: Statistical Methods, STAT 412: Biometry, ED Psych 508: Educational Statistics, DEC Sc 451: Business Statistical Analysis. Depending upon the specific need and nature of the research project, a variety of investigative methods may be employed including scientific methodologies, social science methodologies, in-depth literature searches and analysis, and/or other empirical or analytical investigation methods. Description and demonstration of the research method employed by the student will be required in the dissertation.

**Creative and Original Work**
The creative and original work of the D. Des. candidate will be dependent upon the nature of the research project, the area of concentration, and the specific research methodology used. For example, projects in the areas of history, theory and criticism may rely more heavily on the originality of their insights, the emergence of new ideas, and conclusions formed in their scholarly investigations while projects in the areas of building technology may evolve new designs, systems or technologies.

**Communication Skills**
The communication and expression of the research project is extremely important particularly when dealing with complex and interdisciplinary problems. The oral, written, and graphic components of the research effort should be clearly organized and presented. The dissertation and defense will be the primary mechanism for evaluating communication skills.
Teaching Experiences
There will be teaching opportunities for D. Des. candidates in the undergraduate programs at WSU Spokane and Pullman. Teaching affords the opportunity for candidates to share their research and create a forum for testing their formative ideas.

II.A.3. Areas of Concentration

The D. Des will offer three areas of concentration each rooted in the context of design that is supportive of public health, safety, and welfare as well as the sustenance of life-support systems. These three concentration areas are: 1) History, Theory, and Criticism, 2) Physical Design, and 3) People and Place. These concentrations fulfill specific needs in the design disciplines while at the same time building upon faculty expertise at Washington State University. (See Appendix C for list of participating faculty and their areas of specialization.)

History, Theory, Criticism
Those following the History, Theory, and Criticism concentration pursue cultural and theoretical issues in the history of design. This concentration enables the development of new knowledge and methods for promoting critical inquiry and assessment into the history of design as well as provides informed insights into the various factors and influences that have shaped design decisions over time. Generally, students may study contemporary criticism and analysis as well as other areas that advance design theory. Examples of specialization for dissertation research include postmodern theory and criticism, ethnology of design factors, aesthetics of the built and natural environment, east-west philosophies of design, and electronic media in theory development.

Physical Design
The Physical Design concentration emphasizes a research approach to the critical evaluation of the spatial (three-dimensional) and temporal arrangement of spaces and objects in micro and macro environments. Examples of specialization for dissertation research include sustainable planning and design, village design, landscape ecological planning, applications of geographic information systems in interior environments, urban space as interior design, community design, and passive solar energy and conservation.

In addition, this concentration provides the opportunity for students to examine how structures and objects are designed, produced, and used. Research in this area typically requires physical testing, computer simulation, and performance evaluation. Examples of research topics include the examination of day lighting approaches, energy conservation in low-solar climatic zones, and use of non-toxic building materials.

People and Place
Students in this concentration focus on the interaction between people and their relationship to the environment. Within this concentration the interaction between people and environment is analyzed for its behavioral and psychological effects. Research in this concentration pays special attention to specific user groups defined by ethnic, cultural, gender, age, or other physical characteristics. Examples of research topics include place theory, therapeutic environments, social basis of design, sacred architecture, environmental gerontology, and bio-regionalism.
II.B. PROGRAM STRUCTURE AND CURRICULUM

II.B.1 Course of Study
Harvard University, as well as other established and recognized Ph.D. programs at Arizona State University and the University of Michigan, serve as models for the D. Des. degree. The intellectual rigor of the D. Des. is the same as that required for an equivalent Doctor of Philosophy at Washington State University and other similar institutions of higher education.

The D. Des. degree is for individuals who are interested in acquiring the knowledge and skills that are needed to conduct substantive, innovative, and original research that contributes to the theoretical and methodological foundations of the design disciplines. Such individuals must possess a Master’s degree to enter the program and may come from a variety of academic and professional backgrounds. It is expected, however, that most who enter the program will have experience in Architecture/Construction Management, Interior Design, or Landscape Architecture. Since most of these potential students come from a professional orientation rather than a research orientation, it is crucial that the curriculum provide a common base of understanding and appreciation for design theory and research methods through a set of Foundation Courses. The Foundation Courses will be required of all students and composed of 18 semester hours of graded coursework.

These courses are:

ARCH/LA/ID (DES) 530 Philosophy and Theory of the Built and Natural Environment (3 Cr.)
ARCH/LA/ID (DES) 540 Research Methods (3 Cr.)
ARCH/LA/ID (DES) 550 Applications (2 Cr.)
ARCH/LA/ID (DES) 560 Seminar: Place Types (3 Cr.)
*ARCH/LA/ID (DES) 561 Area Readings (3 Cr.)
*ARCH/LA/ID (DES) 570 Research Practicum (4 Cr.)

TOTAL FOUNDATION COURSES = 18 CR.
*New courses
(See Appendix B for course syllabi)

The curriculum is structured to provide students with a solid grounding in design research and theory in addition to an appreciation for the methodological linkages between and among the design disciplines. As students move gradually through the program they are introduced to the three possible areas of concentration (History, Theory, and Criticism, Physical Design, and People and Place.) As demonstrated in the diagram below, once exposed to these three concentrations each student is expected to identify and pursue an area of specialization within one of the concentrations that will lead to highly specialized and original dissertation research. Such a curriculum framework promotes stimulating intellectual discourse among individuals with various professional backgrounds, research interests, and philosophies.
The Program of Study for D. Des. includes:

- Minimum of 72 semester hours beyond the bachelors degree. These include 18 semester hours of graded Foundation coursework, including 3 semester credit hours of Area Readings, a minimum of 34 semester credit hours of graded coursework (500 or above), and 20 semester credit hours of 800 Directed Study. (Note: 20 hours of 800 coursework is recommended and 9 hours of 300/400
courses may be substituted for 500 courses with permission of advisor). Transfer credit for Foundation courses can be requested and will be evaluated on an individual basis with a maximum of 12 credit hours possible.

- Area Readings: Each candidate must complete 3 semester hours of Area readings in their chosen concentration area: History, Theory, and Criticism, Physical Design, or People and Place.
- Research and Additional Studies: Upon admittance to the program, each student’s background in statistics and their understanding of both quantitative and qualitative evaluation techniques will be assessed to determine what courses in these areas are necessary for their Program of Study. Students entering the program from disciplines other than design, such as History for example, will be required to supplement their Program of Study with additional design courses to enhance their understanding of design conceptualization. Unless otherwise specified, special topics and seminars may be included in this category, if taken at Washington State University.

Chair of Committee
The Chair of the committee must hold a degree of comparable level to that degree sought by the candidate. By special action; however, the Graduate School may make individual exceptions on the basis of adequate justification as is typical in Ph.D. and doctoral programs in design schools across the nation. The Chair of the committee must be a member of the Graduate Faculty.

The Advisory Committee
A typical Advisory Committee is composed of 1) the Chair, who directs the research, 2) two faculty who carry Graduate Faculty status, and 3) one full-time or adjunct faculty whose special knowledge is particularly important to the proposed program, but who may or may not carry Graduate Faculty status.

The Proposed Program of Study and Research Proposal
- The proposed Program of Study is developed under the direction of the student’s Graduate Advisor.
- The proposed Program of Study includes 1) the student’s proposed coursework and 2) a comprehensive statement delineating the student’s research proposal. Due at the end of a student’s 2nd semester, the document must clearly articulate the relationship between the proposed coursework and the research direction.
- The Research Proposal is a refinement of the research outlined in the proposed Program of Study and must clearly articulate the research design including research justification, purpose, objectives, and methodology.
- The proposed Program of Study must be approved by the student’s Research Chair and Advisory Committee and reviewed by the Coordinator of the D. Des. and the Director of the Program in Interdisciplinary Design/Director of the Interdisciplinary Design Institute. The proposed Program of Study must be approved before the Preliminary Qualifying Exam can be taken.
- The Coordinator of the D. Des. submits the proposed Program of Study to the Graduate School for approval via the Director of the Program in Interdisciplinary Design/Director of the Interdisciplinary Design Institute.
Preliminary Exam

- The preliminary examination contains both written and oral portions.
- The student's advisory committee determines the content, format, and schedule for the written portion of the examination. While the entire committee and a representative of the Graduate Studies Committee conduct the oral portion of the examination, it is open to all interested faculty and students. Ordinarily, the Director of the Program in Interdisciplinary Design/Director of the Interdisciplinary Design Institute will also be present.

The Dissertation

- All candidates must prepare a dissertation. The dissertation is a scholarly, original study that represents a significant contribution to the body of knowledge in the student’s area of concentration.
- The student consults with his or her Chair and Advisory Committee regarding format and timeline for research. The Advisory committee has jurisdiction over the scope and format of the dissertation research. All dissertations must comply with Graduate School regulations.
- The student's Advisory Committee evaluates the dissertation based on originality and contribution to the field.

The D. Des. degree is intended to allow for matriculation through the program in three years. The curriculum is designed in a way that affords students flexibility to meets their needs through courses offered at both WSU Spokane and Pullman. However, in the main, the curriculum will be taught from, and the program based at, WSU Spokane through the Interdisciplinary Design Institute. This allows students the opportunity to take advantage of 1) a critical mass of Ph.D. prepared design faculty, 2) a substantive peer group of design graduate students, 3) an actively supportive professional design community, and 4) an urban context within which to explore design concepts.

A typical Program of Study is shown in Table 2 on the next page. Following this general template for a typical Program of Study are Sample Programs (Tables 3, 4, 5, 6) for students with the following backgrounds: Architecture, Interior Design, Landscape Architecture, and Non-design background. In addition, each Sample Program focuses on one of the three Area Concentrations (History, Theory, and Criticism; Physical Design; and People and Place.) A sample list of graduate and undergraduate supportive and elective courses from which students may select follows the four Sample Programs.
<table>
<thead>
<tr>
<th>YEAR 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>ARCH/LA/ID (DES) 530 Philosophy &amp; Theory 3 cr.</td>
<td>ARCH/LA/ID (DES) 540 Research Methods 3 cr.</td>
</tr>
<tr>
<td></td>
<td>ARCH/LA/ID (DES) 560 Seminar: Place Types 3 cr.</td>
<td>ARCH/LA/ID (DES) 550 Design Applications 2 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective 3 cr.</td>
<td>ARCH/LA/ID (DES) 561 Area Readings 3 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective 3 cr.</td>
<td>Area Concentration Elective 3 cr.</td>
</tr>
<tr>
<td></td>
<td>ARCH/LA/ID (DES) 600 Special Problems 2 cr.</td>
<td>Area Concentration Elective 3 cr.</td>
</tr>
<tr>
<td></td>
<td>TOTAL 14 cr.</td>
<td>TOTAL 14 cr.</td>
</tr>
</tbody>
</table>

- The Coordinator of the D. Des guides student and helps identify appropriate faculty for Research Chair and Advisory Committee.

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>ARCH/LA/ID (DES) 570 Research Practicum 4 cr.</td>
<td>Area Concentration Elective 3 cr.</td>
</tr>
<tr>
<td></td>
<td>Area Concentration Elective 3 cr.</td>
<td>Area Concentration Elective 3 cr.</td>
</tr>
<tr>
<td></td>
<td>Area Concentration Elective 3 cr.</td>
<td>Area Concentration Elective 3 cr.</td>
</tr>
<tr>
<td></td>
<td>ARCH/LA/ID (DES) 800 Directed Study 3 cr.</td>
<td>ARCH/LA/ID (DES) 800 Directed Study 3 cr.</td>
</tr>
<tr>
<td></td>
<td>TOTAL 13 cr.</td>
<td>TOTAL 12 cr.</td>
</tr>
</tbody>
</table>

- Student develops Research Proposal by the end of the semester to be approved at the beginning of Spring semester.

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>ARCH/LA/ID (DES) 800 Directed Study 12 cr.</td>
<td>ARCH/LA/ID (DES) 800 Directed Study 12 cr.</td>
</tr>
<tr>
<td></td>
<td>TOTAL 12 cr.</td>
<td>TOTAL 12 cr.</td>
</tr>
</tbody>
</table>

- Student works on dissertation research.

- Upon approval of the Research Proposal by the Research Chair and the Advisory Committee, the student applies to take the Preliminary Qualifying Exam. (Note: The preliminary exam cannot be taken until after April 1.)

- Student works on dissertation research.
Table 3: Sample 3-Year Program of Study  
History, Theory, and Criticism Area Concentration

Student with a Masters degree in Architecture with professional practitioner experience and special emphasis on the effect of electronic media on the development of simulation models for History Theory research.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 530 Philosophy &amp; Theory</td>
<td>ARCH/LA/ID (DES) 540 Research Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 560 Seminar: Place Types</td>
<td>ARCH/LA/ID (DES) 550 Design Applications</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CPTS 555 Computer Com. Networks</td>
<td>ARCH/LA/ID (DES) 561 Area Readings</td>
<td>2 cr.</td>
</tr>
<tr>
<td>PHIL 435 East/West Phil. of Arch.</td>
<td>ED PSYCH 505 Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 600 Special Problems</td>
<td>TOTAL</td>
<td>4 cr.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15 cr.</td>
</tr>
</tbody>
</table>

- The Coordinator of the D. Des guides student and helps identify appropriate faculty for Research Chair and Advisory Committee.

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 570 Research Practicum</td>
<td>HIST 580 Historiography</td>
<td>4 cr.</td>
</tr>
<tr>
<td>HIST 529 Interp. Hist./Mat. Cult.</td>
<td>ANTRO 350 Speech, Thought, &amp; Cult.</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 800 Directed Studies</td>
<td>ARCH/LA/ID (DES) 800 Directed Studies</td>
<td>3 cr.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>13 cr.</td>
</tr>
</tbody>
</table>

- Advisory Committee approves Program of Study no later than October 15. Student develops Research Proposal by the end of the semester to be approved at the beginning of Spring semester.

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>Arch/LA/ID (DES) 800 Directed Study</td>
<td>Arch/LA/ID (DES) 800 Directed Study</td>
<td>12 cr.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12 cr.</td>
</tr>
</tbody>
</table>

- Student works on dissertation research.

- Upon approval of the Research Proposal by the Research Chair and the Advisory Committee, the student applies to take the Preliminary Qualifying Exam. (Note: The preliminary exam cannot be taken until after April 1.)

- Student completes dissertation and final oral exam.
**Table 4: Sample 3-Year Program of Study**  
**People and Place Area Concentration**

Student with a Masters degree in **Interior Design**, professional practitioner experience, and special emphasis on examining the meaning of, and inter-relationships between, major water elements in designed environments and gender and culture.

<table>
<thead>
<tr>
<th><strong>YEAR 1</strong></th>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH/LA/ID (DES) 530 Philosophy &amp; Theory</td>
<td>3 cr.</td>
<td>ARCH/LA/ID (DES) 540 Research Methods</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 560 Seminar: Place Types</td>
<td>3 cr.</td>
<td>ARCH/LA/ID (DES) 550 Design Applications</td>
</tr>
<tr>
<td>ED PSYCH 508 Statistics</td>
<td>4 cr.</td>
<td>ARCH/LA/ID (DES) 561 Area Readings</td>
</tr>
<tr>
<td>RSOC 334 Cross-Nat. Persp./Comm.</td>
<td>3 cr.</td>
<td>SOC 590 Race, Class, and Gender</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 600 Directed Studies</td>
<td>2 cr.</td>
<td>ANTH 502 Cross-cultural Gender/Kin.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15 cr.</td>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

- The Coordinator of the D. Des guides student and helps identify appropriate faculty for Research Chair and Advisory Committee.

<table>
<thead>
<tr>
<th><strong>YEAR 2</strong></th>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH/LA/ID (DES) 570 Research Practicum</td>
<td>4 cr.</td>
<td>HIST 529 Interp. Hist./Mat. Cult.</td>
</tr>
<tr>
<td>PSYCH 522 Applied Behavioral Res.</td>
<td>3 cr.</td>
<td>AMT 517 Soc/Psych Aspects of Dress</td>
</tr>
<tr>
<td>ANTRO 350 Speech, Thought, &amp; Cult.</td>
<td>3 cr.</td>
<td>PHIL 435 East/West Phil. of Arch.</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 800 Directed Studies</td>
<td>3 cr.</td>
<td>ARCH/LA/ID (DES) 800 Directed Studies</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>13 cr.</td>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

- Advisory Committee approves Program of Study no later than October 15. Student develops Research Proposal by the end of the semester to be approved at the beginning of Spring semester.

<table>
<thead>
<tr>
<th><strong>YEAR 3</strong></th>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch/LA/ID (DES) 800 Directed Study</td>
<td>12 cr.</td>
<td>Arch/LA/ID (DES) 800 Directed Study</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12 cr.</td>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

- Student works on dissertation research.

- Student completes dissertation and final oral exam.

- Upon approval of the Research Proposal by the Research Chair and the Advisory Committee, the student applies to take the Preliminary Qualifying Exam. (Note: The preliminary exam cannot be taken until after April 1.)
Table 5: Sample 3-Year Program of Study  
Physical Design Area Concentration

Student with a Masters degree in **Landscape Architecture** with special emphasis on the ecological design effects of landscape fragmentation in urbanizing areas in the Spokane Rathdrum-Prairie Aquifer

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 530 Philosophy &amp; Theory</td>
<td>3 cr.</td>
<td>ARCH/LA/ID (DES) 540 Research Methods</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 560 Seminar: Place Types</td>
<td>3 cr.</td>
<td>ARCH/LA/ID (DES) 550 Design Applications</td>
</tr>
<tr>
<td>LA 510 Theory of Landscape Arch</td>
<td>3 cr.</td>
<td>*ARCH/LA/ID (DES) 561 Area Readings</td>
</tr>
<tr>
<td>LA 520 Rocky Mountain Bio-region</td>
<td>4 cr.</td>
<td>LA 521 Cultural Interpret./Landscapes</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 600 Special Problems</td>
<td>2 cr.</td>
<td>ED PSYCH 508 Statistics</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15 cr.</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

- The Coordinator of the D. Des guides student and helps identify appropriate faculty for Research Chair and Advisory Committee.

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 570 Research Practicum</td>
<td>4 cr.</td>
<td>ESRP 504 Ecosystem Mgt.</td>
</tr>
<tr>
<td>NATRS 503 Natural Resource Plan</td>
<td>3 cr.</td>
<td>LA 600 Special Topics</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 800 Directed Studies</td>
<td>3 cr.</td>
<td>ARCH/LA/ID (DES) 800 Directed Studies</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13 cr.</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

- Student develops Research Proposal by the end of the semester to be approved at the beginning of Spring semester.

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 800 Directed Study</td>
<td>12 cr.</td>
<td>ARCH/LA/ID (DES) 800 Directed Study</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12 cr.</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

- Student works on dissertation research.

- Student completes dissertation and final oral exam.
Table 6: Sample 3-Year Program of Study  
People and Place Area Concentration  

**Non-Design** Background Student with a Masters degree in Geography  

<table>
<thead>
<tr>
<th>YEAR 1 (Summer)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>LA 600 Omnibus Design Studio*</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ARCH 520 Directed Topics</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7 cr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH/LA/ID (DES) 530 Philosophy &amp; Theory</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 560 Seminar: Place Types</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOC 510 Develop. of Social Theory</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ID 586 Design Studio II</td>
<td>5 cr.</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 600 Special Problems</td>
<td>2 cr.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16 cr.</td>
</tr>
</tbody>
</table>

- The Coordinator of the D. Des guides student and helps identify appropriate faculty for Research Chair and Advisory Committee.

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 491 Env. &amp; Behavior</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 540 Research Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 550 Design Applications</td>
<td>2 cr.</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 561 Area Readings</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYCH 502 History of Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14 cr.</td>
</tr>
</tbody>
</table>

- Student selects Research Chair and Advisory Committee by Feb. 1 and develops a Program of Study by the end of this semester.

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH/LA/ID (DES) 570 Research Practicum</td>
<td>4 cr.</td>
</tr>
<tr>
<td>SOC 532 Environmental Sociology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYCH 522 Applied Behavioral Res.</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 800 Directed Studies</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>13 cr.</td>
</tr>
</tbody>
</table>

- Student develops Research Proposal by the end of the semester to be approved at the beginning of Spring semester.

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 521 Cult. Int. of Landscapes</td>
<td>4 cr.</td>
</tr>
<tr>
<td>NATRS 594 Env. Issues and Ethics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ARCH 520 Ind. Study (Aesthetics)</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 800 Directed Studies</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>13 cr.</td>
</tr>
</tbody>
</table>

- Upon approval of the Research Proposal by the Research Chair and the Advisory Committee, the student applies to take the Preliminary Qualifying Exam. (Note: The preliminary exam cannot be taken until after April 1.)

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH/LA/ID (DES) 800 Directed Study</td>
<td>12 cr.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12 cr.</td>
</tr>
</tbody>
</table>

- Student works on dissertation research.

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH/LA/ID (DES) 800 Directed Study</td>
<td>12 cr.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12 cr.</td>
</tr>
</tbody>
</table>

- Student completes dissertation and final oral exam.
Required Courses and Illustrative List of Elective Courses Available to Students

As noted earlier, students will be afforded the flexibility to select a program of study that meets their needs. While a student may be able to complete the full course of study in Spokane through the courses listed below, clearly some student’s programs will be advantaged by courses now available only on the Pullman campus. Some students may wish to take those courses residentially or in some cases they may be available via other avenues such as WHETS, WECAN, or special arrangements with individual departments.

The list below is comprised of required courses as well as illustrative elective courses available from WSU Spokane and WSU Pullman that a student may choose to include in their program of study. The list of electives is illustrative only and not intended to be exhaustive or limited.

Required Graduate Courses available at the Interdisciplinary Design Institute:
(Location: S=Spokane; P=Pullman)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH/LA/ID (DES) 530/ARCH 540</td>
<td>3 cr.</td>
<td>Philosophy &amp; Theory of the Built Environment (S, P)</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 540/LA 511</td>
<td>3 cr.</td>
<td>Research Methods (S, P)</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 550/ARCH 520</td>
<td>2 cr.</td>
<td>Design Applications (S)</td>
</tr>
<tr>
<td>ARCH/LA/ID (DES) 560/ID 598</td>
<td>3 cr.</td>
<td>Seminar: Place Types (S)</td>
</tr>
<tr>
<td>*ARCH/LA/ID (DES) 561</td>
<td>3 cr.</td>
<td>Seminar: Adv. Place Types (S)</td>
</tr>
<tr>
<td>*ARCH/LA/ID (DES) 570</td>
<td>4 cr.</td>
<td>Research Practicum (S)</td>
</tr>
<tr>
<td>*ARCH/LA/ID (DES) 594</td>
<td>3 cr.</td>
<td>Area Readings (S)</td>
</tr>
<tr>
<td>*ARCH/LA/ID (DES) 800 V</td>
<td>Directed Study (S, P)</td>
<td></td>
</tr>
</tbody>
</table>

Illustrative elective courses available at the Interdisciplinary Design Institute

500 Level Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 510</td>
<td>2 cr.</td>
<td>Research Methods (S)</td>
</tr>
<tr>
<td>ARCH 520</td>
<td>3 cr.</td>
<td>Directed Topics in Architecture (S)</td>
</tr>
<tr>
<td>ARCH 546</td>
<td>3 cr.</td>
<td>Computer Animation (S)</td>
</tr>
<tr>
<td>ARCH 570</td>
<td>6 cr.</td>
<td>Adv. Architectural Studio Lab (S)</td>
</tr>
<tr>
<td>LA 510</td>
<td>3 cr.</td>
<td>Theory of Landscape Architecture (S)</td>
</tr>
<tr>
<td>LA 511</td>
<td>3 cr.</td>
<td>Methodology &amp; Communication in Landscape Architecture (S, P)</td>
</tr>
<tr>
<td>LA 520</td>
<td>4 cr.</td>
<td>Rocky Mountain Bio-region (S)</td>
</tr>
<tr>
<td>LA 521</td>
<td>4 cr.</td>
<td>Cult. Int. of Landscapes (S)</td>
</tr>
<tr>
<td>*LA 525</td>
<td>3 cr.</td>
<td>Advanced Concepts in Ecological Design and Planning (S)</td>
</tr>
<tr>
<td>LA 600 V</td>
<td>Special Problems (S, P)</td>
<td></td>
</tr>
<tr>
<td>AMT 519</td>
<td>3 cr.</td>
<td>Research Methods in Apparel &amp; Textiles (P)</td>
</tr>
<tr>
<td>AMT 517</td>
<td>3 cr.</td>
<td>Soc/Psychological Aspects of Dress (P)</td>
</tr>
<tr>
<td>ID 594</td>
<td>3 cr.</td>
<td>Readings (S, P)</td>
</tr>
<tr>
<td>ID 597</td>
<td>3 cr.</td>
<td>Advanced Design Theory (S)</td>
</tr>
<tr>
<td>ID 598 V</td>
<td>Special Topics (S, P)</td>
<td></td>
</tr>
<tr>
<td>ID 525</td>
<td>5 cr.</td>
<td>Advanced Design Studio I (S)</td>
</tr>
<tr>
<td>ID 526</td>
<td>5 cr.</td>
<td>Advanced Design Studio II (S)</td>
</tr>
<tr>
<td>ID 600 V</td>
<td>Special Problems (S, P)</td>
<td></td>
</tr>
</tbody>
</table>
300/400 Level Courses

ARCH 494 3 cr. Seminar in Urban and Regional Planning (S, P)
ARCH 451 2 cr. Seminar in Computer Applications (S)
ID 325 3 cr. Interior Building Systems and Lighting (S)
ID 312 2 cr. Interior Design Theory (S)
ID 425 5 cr. Advanced Design and Planning I (S)
ID 426 5 cr. Advanced Design and Planning II (S)
ID 415 3 cr. Interior Detailing (S)
LA 425 3cr. Concepts in Ecological Design and Planning (S)
PHIL 435 3 cr. East/West Phil. of Arch. (S)

Illustrative elective courses available in WSU Spokane and WSU Pullman

500 Level Courses

ANTH 502 3 cr. Cross-cultural Gender and Kinship (P)
BSYSE 510 3 cr. Fundamentals of Research (P)
BOT 562 3 cr. Community Ecology (P)
CPTS 555 3 cr. Computer Com. Networks (P)
CPTS 561 3 cr. Computer Architecture (P)
HIST 529 3 cr. Interp. Hist./Mat. Cult. (P)
HIST 580 3 cr. Historiography (P)
CRM J 504 3 cr. Seminar in Research Evaluation (S)
ESRP 502 3 cr. Human Health and the Environment (P)
ESRP 504 3 cr. Ecosystem Management (P)
ESRP 567 4 cr. Introduction to GIS (S, P)
HPA 503 3 cr. Research and Evaluation Methods (S)
NATRS 503 3 cr. Natural Resource Planning (P)
NATRS 538 3 cr. Natural Resource Policy and Administration (P)
NATRS 550 3 cr. Conservation Biology (P)
NATRS 554 2 cr. Restoration Ecology (P)
ED PSYCH 508 4 cr. Statistics (S,P)
PSYCH 502 3 cr. History of Psychology (P)
PSYCH 522 3 cr. Applied Behavioral Research (P)
RS 535 4 cr. Resolving Environmental Conflicts (P)
SOC 510 3 cr. Development of Social Theory (P)
SOC 532 3 cr. Environmental Sociology (P)
SOC 590 3 cr. Race, Class, and Gender (P)
STAT 510 3 cr. Statistics for the Social & Behavioral Sciences (S, P)

300/400 Level Courses

ANTRO 350 3 cr. Speech, Thought, & Culture (S)
DEC SC 451 3 cr. Business Statistical Analysis (S, T)
SOC 355 3 cr. Cross-National Perspectives on Community (S,P)
SOC 421 3 cr. Quantitative Statistics (P)
STAT 430 3 cr. Statistical Methods (S, P)
STAT 412 3 cr. Biometry (S, P)
II. B.2. Instructional Methods

Delivery modes and instructional methods will vary from course to course. All foundation courses ARCH/LA/ID (DES) 530 and ARCH/LA/ID (DES) 540 will originate at WSU Spokane's Interdisciplinary Design Institute and be made available to other campuses via appropriate distance and technology modes (WHETS, WECAN, and WEB-based instruction.) As in the past with programs at WSU Spokane and other branch campuses, arrangements for distance delivery will be negotiated with individual departments and faculty as needed. As the DDes is phased in over the next five years, specific courses will be identified that complement the 3 areas of concentration—History, Theory, and Criticism, Physical Design, and People and Place. Those courses will be targeted for delivery at WSU Spokane.

Instructional methods will depend upon the nature of the course being taught and will include standard formats such as lecture, discussion, and seminar. When and where appropriate such things as field trips, site visits, and overseas experiences will be incorporated into the student learning experience.

II. B.3. Admission Requirements

Admission to the D. Des. program will follow the standards established by the Graduate School with regards to grade point average (GPA) and other requirements. All candidates must hold a master degree. The preferred applicants would be those holding master degrees in one or more of the disciplines represented in the Design Institute—Architecture, Landscape Architecture, Interior Design, and Construction Management. Other applicants with master degrees in related fields but with clearly developed educational objectives that fit well with the proposed program would also be considered; however, they may be required to take additional design courses as determined by the admission committee. The committee will be comprised of faculty from the participating disciplines.

II. B.4. Branch Campus Program

The degree will be offered by the proposed Program in Interdisciplinary Design, to be housed in the Design Institute at WSU Spokane to take advantage of the following:

- Enhanced research capacity and resources afforded by an unusually high number of concentrations of design faculty with Ph.Ds and research/scholarly orientation (see Appendix C and Section IIC: Faculty);
• Access to a city-region that provides both a "text" or content and a laboratory for intervening in urban and suburban issues, thereby expanding the latitude of substantive research opportunities available to D. Des. students;

• An established administrative mechanism, the Design Institute, that provides a focus for the design disciplines that is not possible with the current compartmentalization of participating programs in three academic units within two Colleges, the College of Engineering and Architecture, and the College of Agriculture and Home Economics;

• Consistency between the mission of the Design Institute and the D. Des. program objectives. Both seek to advance knowledge about design within a philosophical and pedagogical framework of interdisciplinary learning and inquiry;

• Flourishing graduate programs at the Design Institute that enhance the intellectual climate and provide supportive courses for the D. Des. In July 1998, the HECB approved the extension of the M.S. Architecture and M.A. Interior Design from Pullman to Spokane as well as the creation of a new M.S. Landscape Architecture degree co-located in Pullman and Spokane. Eighteen full-time students and six part-time are currently enrolled in the second year of the three programs in Spokane. Most importantly, doctoral programs in design flourish when research-oriented master degree programs are in place;

• Consistency with the Conceptual Model for Interdisciplinary Graduate Education as presented in Appendix A which has served as the pedagogical framework for extending the Master degree programs in the design disciplines to WSU Spokane;

• Increased economic efficiency as many courses become team-taught and duplicate courses are eliminated. Four of the six core courses in the D. Des. program will be taught and cross-listed with courses already offered in the three graduate programs in the Design Institute;

• A new 38,000 square feet educational facility at the Riverpoint Higher Education Park that will house the program is generously equipped with space, studios, instructional laboratories, and equipment.

The D. Des. is one of the degree programs in WSU’s 1998 Planning for Higher Education in Spokane pre-approved to be offered in Spokane by 2002 by the HECB.

II.C. FACULTY

Faculty from both WSU Spokane and WSU Pullman will constitute the graduate program for the D. Des. degree. Appendix C shows that WSU Spokane has the largest concentration of design faculty with advanced graduate degrees (7 Ph.Ds, 3 Ph.Ds in progress). Another faculty with a non-design background holds the Ph.D. Two other new positions associated with the D. Des. will specifically target Ph.Ds. Assuming successful searches, 9 WSU Spokane design faculty members actively involved in the D. Des. program will hold Ph.Ds while 3 additional faculty will be completing their Ph.Ds by 2002 for a total of 12.

This is an unusually high percentage of design faculty holding a doctorate in one location in the United States. In universities such as Georgia Tech, U. of Michigan, U. of Minnesota, U. of Wisconsin, and UCLA, only about 5-6 design faculty with Ph.Ds are actively involved in their Ph.D. and doctoral programs in Architecture, Interior Design, and Landscape Architecture. Moreover, the number of Ph.Ds
involved in the D. Des. increases when Pullman faculty is added. In the Pullman campus, 2 Landscape Architecture, 2 Apparel, Merchandising, and Textiles, and 1 Architecture faculty hold Ph.Ds. Another Architecture faculty is working on her Ph.D.

The degree also draws from faculty with Ph.Ds in the Program in Environmental Science and Regional Planning as well as the Department of Natural Resources. The overall number and quality of graduate faculty involved in the D. Des. degree increases to 26 when faculty who have the appropriate design expertise do not hold a doctoral degree are included (see Appendix C). Those with graduate faculty status can serve as doctoral advisory committee members.

II.D. STUDENTS

II. D. 1. Projected Enrollments

Table 7 displays the projected student enrollment. Based on workforce needs and career paths discussed in Section I.B.1, it is anticipated that 3 to 4 full-time students will enroll in the program each year. Moreover, the program is expected to attract part-time students in the Spokane region who are either place bound or wish to be located at WSU Spokane as the reputation and recognition of the program grows over time. By Year 5, it is projected that 16 full-time and 6 part-time students will be enrolled in program. However, the total number of students at any one time is dependent upon the speed with which each student completes the requirements of the program.

II. D. 2. Time of Degree Completion

As explained in Section II.B.1, the program of study is designed to take three years to complete for students who have a design background. Part-time students and those that do not have a design background may take a longer time.

II. D. 3. Diversity

The proposed program will participate in the implementation of diversity programs administered by the University, WSU Spokane, the College of Agriculture and Home Economics (CAHE), and the College of Engineering and Architecture. These Diversity Plans are included here in Appendix D.

II. D. 4. Branch Campus Student Profile

The D. Des. is expected to attract two major groups of students. The first is traditional students who come to WSU Spokane as a destination campus for advanced studies in design. The second is practicing professionals in the Spokane to Coeur d’Alene area and the Inland Northwest. Courses will be scheduled to accommodate the needs of both groups of students.
Table 7: Size of Program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Year</td>
<td>2/3</td>
<td>2/7</td>
<td>3/10</td>
<td>4/13</td>
<td>6/16</td>
</tr>
<tr>
<td>Summer *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Year</td>
<td>3.5</td>
<td>7.5</td>
<td>10.5</td>
<td>14.0</td>
<td>17.50</td>
</tr>
<tr>
<td>Summer *</td>
<td>0.5</td>
<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Notes: *An 8-week intensive summer "omnibus" immersion studio will be offered to students without a design background. Moreover, a few students may take summer courses and others may be enrolled in thesis credits as a part of research requirements.

II. E. FACILITIES/SUPPORT

II. E. 1. Library

The WSU Spokane and WSU Pullman libraries currently provide ample collections to support the D. Des. program as depicted in the Library Impact Statement presented in Appendix D. The program’s interdisciplinary nature includes the fields of American Studies, Anthropology, Civil Engineering, Computer Science, Ecology, Environmental Science, Fine Arts, Geology, History, Horticulture, Political Science, Psychology, Sociology, and Technology Management. In Pullman, these programs are supported at the doctoral and master degree levels by the libraries and will support this design program. Additional library collections specific to the design disciplines in Pullman are located in the Fisher Agricultural Sciences library and the Architecture library. These libraries subscribe to journals that are relevant to both the master and doctoral levels in design.

The Cooperative Academic Library Services (commonly known as CALS) serves Spokane-based faculty and students. CALS is a joint-use library of Washington State University at Spokane and Eastern Washington University. Since its inception in 1993, CALS has vigorously designed its delivery system to provide the highest quality service to its patrons while acknowledging and responding to the limitations faced by branch campus libraries. From the beginning, CALS embraced electronic technology to minimize the impact of not having extensive collections, separately organized departments and a large staff on site. For many years, CALS has been able to satisfy our patrons information needs via document delivery and interlibrary loan services.

All library holdings information is accessible electronically on the Griffin gateway via the Internet. Faculty, students, and staff may order journals and books within the entire Washington State University and Eastern Washington University library systems (a benefit of joint-use) from their computer terminals. CALS was the first library within the system to have an electronic material request form for ordering
books, articles, and interlibrary loans. The Accreditation Team that visited WSU Spokane in October 1998 singled out the CALS library as one of the major strengths of WSU Spokane.

CALS currently subscribes to a core list of journals that support the Interdisciplinary Design Program (Design Institute) in Spokane. These titles are relevant to all levels of study including the master and doctoral levels. New titles that will be added to CALS series collection are presented in Appendix D. These new titles were identified based on a review of design-specific holdings at Arizona State University that offers a Ph.D in Environmental Design and Planning. With regard to the establishment of the D. Des. degree at the Design Institute, CALs will also rely on alternate resources of periodical information such as full-text electronic databases, direct document delivery and interlibrary loan services if needed.

WSU Spokane will allocate an initial sum of $7,500 for program start-up. After the first year, the acquisitions will be evaluated to identify additional areas of need. Additional support for library acquisitions will be provided by WSU Spokane as needed. Since the D. Des. program will be offered primarily from the WSU Spokane Interdisciplinary Design Institute, several related departmental allocations (those for Architecture, Interior Design, Landscape Architecture, and Construction Management) can be pooled to increase purchasing power as well.

II. E. 2. Computers

No new computer resources will be required for the implementation of the proposed degree.

II. E. 3. Space/Equipment Needs

The proposed degree program will require no additional space. When the WSU Spokane Health Sciences Building is completed in the fall of 2001, some faculty in programs currently located at the Riverpoint Academic One Building such as Education and Cooperative Extension will be moved to that building, creating an additional vacant space for Design Institute’s growth. Consequently, the existing 38,000 square-foot facility at the Riverpoint Academic One building, has sufficient workstations and office spaces to accommodate two new faculty as well as about 16 full-time and 6 part-time doctoral students, the projected capacity in the fifth year of the program. This facility includes lecture rooms, computer-aided design (CAD) laboratory, geographic information system (GIS) and simulation laboratory, design product room, material resource room, video conferencing and distance education stations, and multi-media work areas. When the WSU Spokane Health Sciences Building is completed in the fall of 2001, some faculty will be located to that building, creating an additional vacant space for Design Institute’s growth.
II. F. ADMINISTRATION

II. F. 1. Administrative Staff

A newly appointed D. Des. Program Coordinator, who will be a faculty in one of the participating disciplines, will oversee the day-to-day administration of the proposed degree. The Director of the proposed Program in Interdisciplinary Design, who also is the Director of the Interdisciplinary Design Institute, will be responsible for the overall administration of the degree. The Program in Interdisciplinary Design is proposed to be governed by a Council of Deans comprised of the deans of the participating academic units (College of Engineering and Architecture and the College of Agriculture and Home Economics) as well as the WSU Dean and Campus Executive Officer, who will also serve as convener. The Director of the Program reports directly to the Campus Executive Officer (CEO) and Dean of WSU Spokane.

A Steering Committee for the D. Des. program will be established. This Committee will provide advisory input into the overall management and development of the program. The committee will be comprised of faculty from the School of Architecture, the Department of Apparel, Merchandising, and Interior Design, and the Department of Horticulture and Landscape Architecture in WSU Spokane and Pullman. This provides a formal mechanism for involving the participating disciplines in implementing and setting directions for the D. Des. program.

Internal reallocation of support personnel for the program is explained in Table 8. A new part-time (0.2) staff position (Academic Coordinator) will be provide additional support for program needs in Year 5. The staff of WSU Spokane Student Services will provide support related to student recruitment, registration, and financial aid.

III. PROGRAM ACCREDITATION/ASSESSMENT

III. A. ACCREDITATION

The program being presented here is not being proposed for accreditation.

III. B. ASSESSMENT PLAN

The underlying construct behind the program goals and objectives as well as learning outcomes (Section II.A) is the delivery of a high quality program with intellectual rigor similar to a Doctor of Philosophy program. The learning outcomes emphasize demonstrated evidence in scholarly work; mastery of design research methodology; development of creative and original work; and command of oral, written, and graphic communication.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Disability/Gender</th>
<th>% Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admin Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ndubisi, Forster</td>
<td>Program Director/ Director, Interdisciplinary Design Institute</td>
<td>Overall management and coordination of the proposed program; overall administration of the Interdisciplinary Design Institute</td>
<td>PhD (require)</td>
<td>Male/ Female</td>
<td></td>
</tr>
<tr>
<td>New Position</td>
<td>Assoc./Full Prof.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Principal Assistant</td>
<td>Management of Spokane support staff, fiscal, and resources</td>
<td></td>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>** Academic Coordinator</td>
<td>Program coordination, advising, recruitment and retention, student records, and communication</td>
<td></td>
<td>Male/ Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Program Assistant</td>
<td>Clerical support to the faculty assigned to the Spokane Campus</td>
<td></td>
<td>Male/ Female</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 8: Administrative Support for the D. Des. Program

Note:  
* Internal reallocation.  
** Search is underway.

The assessment plan for the proposed D. Des. program will be integrated with the university-wide assessment plan that has been developed by WSU to ensure that the program objectives and learning outcomes are met. Elements specific to the proposed program's assessment plan are discussed here.

III. B. 1. Collection of Entry-Level Baseline Data

The Graduate School at WSU collects baseline data for all graduate students entering the university. These data include the usual quantitative information such as GRE scores, TOFEL scores, and undergraduate GPAs. In addition to these quantitative data, the Admission Committee for the D. Des. program will collect and evaluate additional qualitative data on professional background, career intentions, as well as the design skills and knowledge of incoming students. This information will assist the D. Des. Program Coordinator and each student’s advisor to develop an appropriate program of study.
III. B. 2. Intermediate Assessment

Short-term evaluations will be conducted from both the student and faculty perspectives to ensure that the D. Des. program learning outcomes are met. The course of study (see Section IIB.2) is designed in a way that permits an in-built periodic review of each student's performance throughout the duration of his or her study. The student's Research Chair and/or the Advisory Committee will provide a yearly evaluation that includes a review of performance in graded courses and progress toward accomplishing the student's program of study.

Students currently enrolled in the program will be required to evaluate each course and instructor at the end of each semester. Information from the assessment will be used in making appropriate changes as need. Yearly peer reviews of the D. Des. faculty will facilitate in course syllabi revisions/modifications and provide an overview of successful strategies for the future.

III. B. 3. End of Program Assessment

The two major forms of end of program assessment that will be conducted are (a) the student’s performance in the successful completion of course work, qualifying examinations, and defense of a dissertation and (b) exit interviews with the Program Director. Traditionally, the process of developing a well-defined research proposal, executing the research plan as well as communicating and defending the results has been seen as a way for students to demonstrate their ability to synthesize and integrate skills and knowledge acquired in a degree program. The success of the research/dissertation element of the degree requirement then, can be seen as a reflection of the strength of the program. A specific measure of this success might be the number of scholarly products that result from research/dissertation activities.

The exit interviews conducted by the Director of the Program in Interdisciplinary Design will be designed to produce information that is very useful in the assessment of the D. Des. program strengths and weaknesses. The exit interview includes a formal survey instrument and a personal review session with each student. The results of these surveys and interviews will be summarized and forwarded on an annual basis to the D. Des. Steering Committee for use in modifying course offerings, and improving procedures.

III. B.4. Program Evaluation Report and Self-Assessment

A self-assessment report----similar to that prepared for the undergraduate program accreditation in each of the participating disciplines----will be completed every five years. The report will document such issues as student enrollment trends, placement of graduates, demographic composition of the student body, curriculum changes, research and scholarly activities, changes in faculty numbers, facilities, and resource allocations. This information will be used for curricular evaluation and modification, if needed. Alumni of the proposed graduate program will be included in these surveys.
III. B. 5. Program Advisory Board

A final mechanism that can be used for program assessment is consultation with the advisory boards for the Design Institute, the School of Architecture, the Department of Apparel, Merchandising, and Interior Design, and the Department of Horticulture and Landscape Architecture. These boards met twice per year. In the past, they have provided guidance in matters associated with resources, curriculum, program development, and professional relationships for each. The boards will serve as an excellent body for evaluation of success of the program being proposed here.

IV. FINANCES

IV. A. SUMMARY OF PROGRAM COSTS

Program costs are summarized in Table 9. The program’s cost is projected at $33,857 (Yr. 1) and $21,540 (Yr. 5). It reflects a fair estimate of what it actually costs to implement the program. These figures compare favorably with the costs for sustaining graduate programs in WSU Spokane, which is $21,000 in 1999. Moreover, the costs are similar to those approved by the HECB in July 1998 for extending the M.S. Architecture and M.A. Interior Design programs from Pullman to Spokane, and for creating a new M.S. Landscape Architecture degree co-located in Pullman and Spokane. For the M.S. Architecture program, the cost was $36,088 (Yr. 1) and $20,390 (Yr. 5); $36,090 (Yr. 1) and $20,320 (Yr. 5) for the M.A. Interior Design; and $30,612 (Yr. 1) and $18,834 (Yr. 5) for the M.S. Landscape Architecture. Additionally, program costs are usually higher for doctoral programs.

PROPOSAL REVIEW

V. A. INTERNAL REVIEW

There will be no deviations from the normal internal review process.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Salaries</td>
<td></td>
<td></td>
<td>0.05</td>
<td>$ 5,762</td>
<td>$15,000</td>
<td>0.20</td>
<td>$15,000</td>
</tr>
<tr>
<td>Subtotal administrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td></td>
<td></td>
<td>0.15</td>
<td>$11,318</td>
<td>$11,250</td>
<td>2.10</td>
<td>$151,380</td>
</tr>
<tr>
<td>Subtotal faculty salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE 9

WSU SPOKANE DOCTORATE OF DESIGN
AUGUST 2001
<table>
<thead>
<tr>
<th>TA/RA Salaries</th>
<th>$23,554</th>
<th>$2,120</th>
<th>0.50</th>
<th>$12,837</th>
<th>0.50</th>
<th>$12,837</th>
<th>2.50</th>
<th>$64,185</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtotal TA/RA Salaries</td>
<td>0.50</td>
<td>$12,837</td>
<td>0.50</td>
<td>$12,837</td>
<td>2.50</td>
<td>$64,185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff Salaries</td>
<td>$24,696</td>
<td>$6,174</td>
<td>0.10</td>
<td>$3,087</td>
<td>0.30</td>
<td>$3,087</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal support staff</td>
<td>0.00</td>
<td>$ 0.10</td>
<td>$3,087</td>
<td>0.30</td>
<td>$3,087</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goods &amp; Services</td>
<td>$2,000</td>
<td>$1,000</td>
<td>$5,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$2,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>$ -</td>
<td>$5,000</td>
<td>$5,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries</td>
<td>$5,000</td>
<td>$7,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHETS</td>
<td>$ -</td>
<td>$5,000</td>
<td>$10,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal operations</td>
<td>$3,000</td>
<td>$17,000</td>
<td>$30,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL DIRECT</td>
<td>0.70</td>
<td>$32,917</td>
<td>1.00</td>
<td>$59,174</td>
<td>5.10</td>
<td>$263,652</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirects</td>
<td>0.32</td>
<td>$15,490</td>
<td>$27,847</td>
<td>$124,072</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL DIRECT &amp; INDIRECT</td>
<td>$48,407</td>
<td>$87,020</td>
<td>$387,724</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student FTE</td>
<td>4.00</td>
<td>$33,857</td>
<td>18.0</td>
<td>$21,540</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. B. EXTERNAL EVALUATION

Institutions receiving copies of the proposal are:

Dr. Frederic Steiner, Director
School of Planning and Landscape Architecture
College of Architecture and Environmental Design
Arizona State University,
Tempe, Arizona 85287-2005

Dr. Denise Guerin, Associate Dean,
College of Design, Housing, and Apparel
1985 Buford/240 McNeal Hall
University of Minnesota,
St. Paul, Minnesota 55108

Dr. Uriel Cohen, Associate Dean
School of Architecture & Urban Planning
University of Wisconsin - Milwaukee
Milwaukee, WI 53211
APPENDIX A
Conceptual Model for an Interdisciplinary Design Graduate Program (See page 21)

APPENDIX B
SYLLABI FOR PROPOSED D. Des. COURSES
Doctor of Design

SYLLABUS

ARCH/LA/ID (DES) 530 PHILOSOPHIES AND THEORIES OF THE BUILT ENVIRONMENTS
(3 credits)

I. Introduction.

Theory is defined for the purposes of this course as systematic thought which may describe, explain, demonstrate, and possibly predict the behavior of, some aspect of built environments intended for human habitation. Additionally, the system of thought should be framed in a persuasive manner for the purposes of convincing a relevant audience.

This class will be focused upon some various topical areas in which theory of this kind are typically found. These include the areas of design, design practice, and history/culture/society.

II. In this class, the student will:

1. Learn the general theoretical contents of theory in the design disciplines, these being description, explanation, demonstration, prediction (in some cases), and persuasion.
2. Be conversant in the difference between theory formation in the design fields from theory formation in the natural sciences.
3. Be exposed to readings in standard areas of architectural theory.
4. Be actively engaged in seminar discussions relating these themes to contemporary settings in life and practice.
5. Engage in original theoretical analyses of specific topics both of the instructor’s choosing as well as the student’s choosing.

III. Course format and procedures.

1. The course will originate in Spokane, and is on the WHETS (Washington Higher Education Telecommunications System) network at all WSU campuses, depending upon enrollment.
2. Class will usually be seminar format (that is, discussions in which participation is mandatory). The instructor will lecture as course content requires. Some class sessions will consist of student presentations. If possible, the instructor may schedule one or two presentations by Spokane area design professionals.
3. Graded work will be in the form of papers, class participation, class presentations and a final essay-format take-home examination. Please see section IV on course grading below for a more detailed elaboration.

4. Attendance policy: see next section (IV).

5. All readings are available to be photocopied at the following locations:
   - Spokane: CALS Library
   - Pullman: Holland Library

IV. Required Class work and grading policy:

Course grade will be determined from the work listed below, in the percentages given:

a. 1st paper (15%)
b. 2nd paper (30%)
c. class presentation (20%)
d. final essay questions (20%)
e. class participation (15%)

Each of these will be evaluated according to the following criteria:

a. Students will be required to write two term papers through the course of the semester on a question that is assigned (generally, students will be provided with a list of questions from which to select the one you want to write on). But during the period that each student is scheduled to do a class presentation, the student will be exempted from doing the paper assigned for that period. For example, if a student elects to do a class presentation in the history/culture/society emphasis, then he or she does not have to do the assigned for that emphasis. Hence, each student will only end up writing two papers. Each of the two papers must:

- make reference to the assigned readings;
- have additional references that indicate the student’s own research into the question;
- footnote or endnote all pertinent references;
- be structured in a coherent manner: statement of argument, development, conclusion.

b. Class presentations are given individually in front of the class. The presentation:

- Must be on a specific topic that falls under any of the ones covered in class (practice, design, history/culture/society). The presentation cannot just address a general question (for example, what is practice?); rather, it must address a specific question (examples: what makes an excellent building?, or at what demographic threshold does skyscraper construction emerge in an urban setting? or, how could the typical design-bid-construction paradigm in the industry be more streamlined? etc).
- Must be a presentation of theory, which is to say, a systematic organization of thought about a specific object of study that has the characteristics of description (of the problem), explanation, demonstration, prediction, and persuasion.
- Must be presented in 30 minutes maximum. Diagrams, pictures, etc, may be used in addition to verbal presentation. Graphics/images used by the student must be compatible with the WHETS system.
- Will be evaluated by fellow students (although the final grade is entirely the instructor’s decision, after consultation of student evaluations. The student will receive both the instructor’s as well as the students’ evaluation forms). Please note: Each student’s participation in the class presentations, as well as the depth of written evaluations of each of student’s presentations, will count significantly towards the participation component of the students grade (see item d).

c. Final questions. Several weeks before final examination week, the professor will issue a set of five final questions. At a set time during finals week, the professor will announce which two (2) of the five questions students are to answer. Each student will then need to turn in two essays 24 hours later via e-mail attachment.

d. Class participation. This is evaluated in two ways:

- Since this is a class that meets only once per week, attendance is mandatory for all classes. The instructor will accept one absence with no effect on the student's grade. Two absences will result in a 5% deduction from the final grade. Three absences: 10% deduction. More than three absences: failure of class. An absence is defined as non-attendance, or being late more than 20 minutes.
- Since this class is a seminar format, students MUST verbally participate; the instructor will evaluate this by deducting up to a full 10% off the final grade. Past students have found that, despite an “A” performance in other areas of their requirements, they nevertheless were given a “B” for the course due to non-participation – or similar reductions of grade (eg, from a B to a C, etc). Please note this is a serious requirement.

V. CLASS SCHEDULE AND READING LIST.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings assigned and/or topics</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>NO CLASS. No readings assigned</td>
<td>Design Institute CHARRETTE – no class</td>
</tr>
</tbody>
</table>
| Week 3 | Theories of design  
Theories in history / culture /society |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Same as week 2</td>
</tr>
</tbody>
</table>

1. Come to class having read Wang chapter.
2. Paper #1 questions handed out in class.

|--------|----------------------------------------------------------------------------------------------------|

**Practice related theories**

| Week 5 | Practice related theories.  
Same as week 4 |
|--------|--------------------------------------------------|

1. Come to class having read all readings.

| Week 6 | Practice related theories.  
**Class presentations** |
|--------|--------------------------------------------------|

**Practice related theories**
1. Paper #1 due at beginning of class.
2. Class presentations

|--------|----------------------------------------------------------------------------------------------------|

**Design related theories**
1. Paper #2 questions handed out.

|--------|----------------------------------------------------------------------------------------------------|

**Design related theories**  
Possible guest speakers

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Same as week 8</th>
</tr>
</thead>
</table>

**Design related theories**  
Possible guest speakers
| Week 10 | Design related theories  
Class presentations. | Design related theories  
1. Paper #2 due.  
2. Class presentations. |
| --- | --- | --- |
| Week 11 | History / culture / society  
1. come to class having read Veblen, McCraken, Forty |
1. come to class having read Veblen, McCraken, Forty |
1. Come to class having read Pine/Gilmore and Veblen  
2. Final questions handed out |
| Week 14 | THANKSGIVING BREAK | NO CLASS |
| Week 15 | Paper #3 due. Class presentations. | History / culture / society  
1. Paper #3 due.  
2. Class presentations |
| EXAM WEEK: | NO CLASS | Final questions. Due date to be announced |
Doctor of Design

SYLLABUS
Arch/LA/ID (DES) 540 RESEARCH METHODS
(3 credits--open to Master students)

I. General comments about the course.

This course proposes that “Architecture,” or “Interior Design,” or “Landscape Architecture” largely conceived, consists of the domains of design, practice and research. The literature you will read in this course will further elaborate on these domains; suffice it for now to say that these are not easily integrated into a whole. Designers are often aligned more with an “artistic” approach to their work. This is why “pure designers” sometimes do not fit well into large practice-oriented offices, by which is meant firms that produce “volume” architecture as a service to their clients. These firms usually consider design as a secondary objective – if by design we mean being published in the trendy design journals that each profession sports.

The term “research” is even more baffling to most designers and practitioners – even to those who teach in the design disciplines. There are several reasons for this. One is just because these professions have more or less been considered as “art related” and not “science related.” And the idea of research is usually understood to be a “scientific activity.” Another reason is that “research” has historically not been associated with how any of the design disciplines have been taught in the academy. Go to any physics department, any engineering department, even any department in history or comparative literature, and you will find that the word “research” is very much part of the culture of those departments. This is usually not so in departments of dealing with the design of the environment. Academic departments of this nature have usually concentrated on either producing practitioners or artists (essentially), but not researchers.

In the last 20 years, the idea of architectural research, at least, has more and more emerged as a focus unto itself in the United States – and this may be taken as a paradigm emerging for the other design professions. In this period of time, the number of graduate programs in architecture that emphasize research has doubled. The AIA now has standing committees that address nothing but research in architecture. Just two years ago, the ACSA (Association of Collegiate Schools of Architecture) formed a committee to sponsor and stimulate research in its member schools.

What is research? For the purposes of this course, research in general may be defined as follows:

NOTE: Arch/LA/ID (DES) 540 is the proposed methods course for the proposed Doctor of Design program. It is an advanced version of the methods course for the masters level research degrees (see course headings at left of this box). In the Arch/LA/ID (DES) 540, students are expected to engage in additional readings (noted on this document) “readings to be announced”).

Written assignments at the doctoral level will also be required to be more in-depth, with a final paper.
1. It is a certain focused exploration of a specifically defined question,
2. Involving logical procedures based upon previously defined strategies and methods understandable to a community of researchers,
3. Deploying a variety of tactics and/or tools for the sake of collecting relevant data,
4. All for the sake of establishing answers to the question that are in some way generalizably applicable.
5. In addition, these answers must be accepted by a community of researchers as new, or deeper, knowledge into the field within which the question was initially asked.

It should be seen from this definition that “research” is a specific approach to gaining knowledge. It is not exactly the same kind of knowledge as that required for the production of “inspired” art, or good designs. It is also not exactly the same kind of knowledge as that required to run a good design practice. The knowledge that comes from research, therefore, must not be taken to be the only kind of knowledge there is. It is much more accurate to recognize that design, practice and research are characterized by intellectual activities and outputs that, while not totally different from each other, are nevertheless not the same either. And so “Architecture,” “Interior Design,” or “Landscape Architecture,” understood in the big sense, must remain uncomfortable wholes.

Having said this, it may be true that the outcome of intellectual work in the area of architectural research ultimately contributes to the knowledge base in the other areas, in ways perhaps the reverse of which may not be as true. This is because of the following. The design of the built environment involves finding answers too many different kinds of questions. Some of these questions are technical, such as “What is the best kind of glass to use in this window to prevent afternoon glare?” Some questions are aesthetic, like, “How should I design this retreat in the woods so as to best ‘blend in’ with nature?” Some questions are environment-behavioral, such as, “What is the best layout of this space so as to produce maximum people interaction?” And there are many other kinds of questions that the design process always stirs up.

It could be seen that, even though “design” may be by inspiration, the designer and the practitioner armed with the answers to these kinds of questions could be better served in discharging his/her responsibilities.

This course will cover a variety of research methods, ranging from quantitative methods used for technical research, to philosophical and interpretive ones used for qualitative research.

II. Course Format, Requirements, and relationship to the Applications (Arch/LA/ID (DES) 550)

Over the semester, the course is divided into two phases. The first phase will focus upon the characteristics of good research in general. The second phase will involve an introduction into various types of research methods.
Requirements will include written responses to questions, some of which may be short writing/research exercises. The course will have a final set of questions (5) covering the concepts discussed during the semester. These final questions will be handed out three weeks before the end of the term. During finals week, students will be asked to answer 2 questions out of the 5 to be determined by the instructor.

All written exercises are due at the class meeting the week after the exercise is handed out. No exceptions.

This course will also interface with the Applications course (Arch/LA/ID (DES) 550). Two times during the semester, students will be required to write a progress proposal for the thesis research they propose to do; this will be jointly reviewed by this instructor and the instructor of Arch/LA/ID (DES) 550. The course schedule and reading list indicates dates that may entail joint classes (the ones titled “writing and research exercises”).

III. Course grading.

A. 60% on response to questions issued with readings. (Due at beginning of each class session)
B. 20% on participation.
C. 20% on final questions.

Arch/LA/ID (DES) 540 readings

IV. Course Readings (tentative - will be altered to suit class makeup)

There is no single textbook for the course. Instead, class discussions will revolve around assigned articles. One week prior to the week of each assigned reading, the student will be provided with a master copy of the reading. Students are to take that master copy to make their own copies. The following schedule gives the tentative article titles on the week they are to be discussed.

Week 1: Scholarly writing.

http://cctc.commnet.edu/mla.htm


Week 2: What is research?

Selected readings to be determined.
Week 3: What is research?

Selected readings to be determined.

Week 4: What is research?


Week 5: What is research?


Week 6: Writing and research exercises.

Week 7: Experimental Research.


Selected readings to be determined.

Week 8: Correlational Research.


Selected readings to be determined.

Week 9: Assigned readings

Week 10: Ethnographic Research


Selected readings to be determined.

Week 11: Case Study Research


Selected readings to be determined.

Week 12: Interpretive Research (examples dealing with history).


Protzen, J.-P. “Inca Quarrying and Stonecutting” in Journal of the Society of Architectural Historians XLIV.
Selected readings to be determined.

**Week 13: Interpretive Research (examples dealing with phenomenology).**


**Week 14: Philosophical Method.**

Selected readings to be determined.

**Week 15: Writing and Research Exercises**

**Week 16: Writing and Research Exercises**

**Doctor of Design**

**SYLLABUS**

**Arch/LA/ID (DES) 550  DESIGN APPLICATIONS**

(2 credits--Masters and doctoral students)

Application: to practice or employ.

Question: “to practice or employ what?”
Answer: Design Knowledge and Skills.
Question: “Toward what end are you employing your design knowledge and skills?”
Answer: The expressed goals of your particular profession.
Question: “What forms of cognitive and behavioral practices relate to identified goals?”
Question: “What products, specifically in terms of their content and the value of their content, result from the various forms of practice?”

Using a blending of our yet to be agreed upon definition of “application” with each of the design professions’ own definition of itself as a reference point, this course explores the ways in which the idea of applications can be “practiced and employed.” It will attempt to balance the more abstract applications of academic design thinking with the applied aspects of professional practice to fill out the following chart.

<table>
<thead>
<tr>
<th><strong>Knowledge Bases</strong></th>
<th><strong>Related Skills</strong></th>
<th><strong>Forms in which skills are applied</strong></th>
<th><strong>Appearance of the outcomes of those applied skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts/expression</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Class 1: What do we mean by “applications?”

The class will start with a discussion that aims to give definition to the concept of ‘application’ within the realm of design research and practice. Once the class has an agreed upon understanding of the concept it will then apply it to the definitions of the respective design professions.

Using each professional’s definition of itself the class will identify the primary issues and focuses stated; discuss the kinds of knowledge and skills related to each issue/focus; and begin to list the kinds of outcomes, information, and messages contained in the outcomes. By doing this the class will refine its initial definition of application.

Assignment: Students will provide a sample of their writing.

Read:
“Getting Started,” “Shitty First Drafts,” and “How Do You Know When You’re Done?” are three sections from Anne Lamott’s Bird by Bird: some instructions on writing and life (1994).

“Saying is Believing: how to write what you mean” is Chapter 10 in Patricia T. O’Conner’s Woe is I: the grammarphobe’s guide to better English in plain English (1996).

Class 2: Writing Workshop – exercises and Scarfo’s Rules for Clear Writing.

Apply the questions and ideas from Lamott and O’Conner’s writing to design research and communication.

Discuss format of peer-reviewed research arguments and papers.

Read:
Isaac, S. “Guide to Research Designs, Methods, and Strategies.” Give particular attention to the ways in which various research approaches, e.g. historical, descriptive, developmental, and the like, can be recorded and communicated.

Class 3: Discussions complimented with students doing diagrams on the board will explore the ways in which a particular research method can be focused on a variety of different aspects. We will also discuss the ways in which one body of data can be communicated to a variety of different audiences.
Readings on “Sense of Community.” Teams of two people each will read a variety of research articles and come to next class prepared to identify: 1) the essential aspects of the topic, 2) the format or organization of the question asked and the argument put forth, 3) the realms of knowledge and related skills employed, and 4) the particularities of the language(s) used.

Read:

Plas, J and Lewis, S. 1996: Environmental Factors and Sense of Community in a planned Town.”

Glynn, T.J. 1981: “Psychological Sense of Community: measurement and application.”

Taking what the student has found in their article discuss how the student may be interpreted within the context of a design problem relative to the built environment. Use the agreed-upon definition of application, from the first class, as a guide. As each student listens to the presentations of classmates, the student should be working to identify the above categories of information and to offer ways in which that information can be interpreted in design research and practice, e.g. GIS, cognitive mapping, census statistics, and more.

Class 4: Teams present summary of their findings in their reading along with a one to two-page handout for classmates. Class discusses the completeness of each reviewed article with regard to the author’s question, how it was presented in article, completeness of the development of the argument, and value of the author’s findings to the design professions’ 4Ps: perspective, process, practices, and products.

Read:
Hill 1996: “Psychological Sense of Community: suggestions for future research.”


Class 5: Teams present summary of findings along with a one to two-page handout for classmates. Class discusses the completeness of each reviewed article with regard to the author’s question, how it was presented in article, completeness of the development of the argument, and value of the author’s findings to the design professions’ 4Ps: perspective, process, practices, and products.

Assignment: “Urbanism.” Teams of two people each will read a variety of research articles on this topic and come to next class prepared to identify: 1) the essential aspects of the topic, 2) the format or organization of the question asked and the argument put forth, 3) the realms of knowledge and related skills employed, and 4) the particularities of the language(s) used.
Read:


Taking what the student has found in their article discuss how the student may be interpreted within the context of a design problem. Use the agreed-upon definition of application, from the first class, as a guide. As each student listens to the presentations of classmates, the student should be working to identify the above categories of information and to offer ways in which that information can be interpreted in design research and practice.

Class 6: Teams present summary of their findings in their reading along with a one to two-page handout for classmates. Class discusses the completeness of each reviewed article with regard to the author’s question, how it was presented in article, completeness of the development of the argument, and value of the author’s findings to the design professions’ 4Ps: perspective, process, practices, and products.

Assignment: “Time and Space.” Teams of two people each will read a variety of research articles on this topic and come to next class prepared to identify: 1) the essential aspects of the topic, 2) the format or organization of the question asked and the argument put forth, 3) the realms of knowledge and related skills employed, and 4) the particularities of the language(s) used.

Read:


Taking what the student has found in his or her article discuss how the student may be interpreted within the context of a design problem. Use the agreed-upon definition of application, from the first class, as a guide. As each student listens to the presentations of classmates, the student should be working to identify the above categories of information and to offer ways in which that information can be interpreted in design research and practice.

Join the Philosophy and Theory class to discuss how what we have reviewed thus far in Applications applies to various philosophies and theories employed in design research and practice.
Class 7: Teams present summary of their findings in their reading along with a one to two-page handout for classmates. Class discusses the completeness of each reviewed article with regard to the author’s question, how it was presented in article, completeness of the development of the argument, and value of the author’s findings to the design professions’ 4Ps: perspective, process, practices, and products.

Assignment: “Ways of Seeing and Arguing.” Teams of two people each will read a variety of research articles on this topic and come to next class prepared to identify: 1) the essential aspects of the topic, 2) the format or organization of the question asked and the argument put forth, 3) the realms of knowledge and related skills employed, and 4) the particularities of the language(s) used.

Readings:
Copper, C. 1974: “House as a Symbol of Self.”

Taking what students have found in their article discuss how the student may be interpreted within the context of a design problem. Use the agreed-upon definition of application, from the first class, as a guide. As each student listens to the presentations of classmates, the student should be working to identify the above categories of information and to offer ways in which that information can be interpreted in design research and practice.

Class 8: Prior to class the student will email the instructor a copy of the thesis research statement the student prepared for the Philosophy and Theory class. The class will discuss, based on readings thus far, how various forms of recording data and communicating information influences the kinds of data used, the findings that result, and the values of the findings to the argument(s) presented.

Assignment: in the context of the class discussion, students will review their thesis statement and prepare presentations that explore two different approaches to data collection and communication.

Class 9: Presentation and discussion of the students’ two different approaches to data collection and communication. Question to answer: do the particular applicational viewpoints begin to provide the student with the best responses to their thesis question? If not, what might be done better, or differently?

Class 10: Joint class with research methods group to review research articles from two points of view?

Class 11: Discuss topics that each of student is considering for their Masters project.

Class 12: Teams of two people each will select and review two books or articles (or combination thereof) for the ways in which the authors’ applied their arguments. The student will prepare graphic examples and a summary text for distribution in class. The class is to be ready to suggest ways the various forms of application can be applied to topics members of the class have identified as potential thesis.
Note: In teams of two, the Doctoral candidates will be required to review the articles to be discussed for each class and to direct the discussions. The goals of the discussions are to illuminate the particular approach to generating knowledge, the kinds of knowledge it contributes to, and the value of that particular kind of knowledge to the design of environments of people.

**Class 13:** Teams of two review books and articles for the ways in which the authors’ applied their arguments. Discussion on how what the class has learned thus far can be applied to professional practice (office projects).

Visiting practitioners from the Spokane area will listen to and react to the students ideas.

**Class 14:** Writing and Research Exercise

Working on thesis proposal: discuss how the thesis argument will be applied and toward what end.

**Class 15:** Writing and Research Exercise

Working on thesis proposal: discuss how the thesis argument will be applied and toward what end.

**Class 16:** Final Joint review of proposals.

**Course Grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Article Reviews</td>
<td>30 %</td>
<td>established in Class 2</td>
</tr>
<tr>
<td>3 Book Reviews (oral presentations)</td>
<td>30 %</td>
<td>discussed in Class 9</td>
</tr>
<tr>
<td>2 Thesis-related papers</td>
<td>20 %</td>
<td>discussed in Class 6</td>
</tr>
<tr>
<td>Final Proposal</td>
<td>20 %</td>
<td>discussed in Class 9</td>
</tr>
</tbody>
</table>

**ARCH/LA/ID (DES) 560 SEMINAR: PLACE-TYPES**

(3 credits each—Masters and doctoral students)

**Course Goal and Objectives**

This course explores the chronological development of selected place-types (the dwelling and its environment) in the US, Western Europe and Asia from the late 19th century to the present. Emphasis is placed on elucidating the leading struggles for the definition, meaning, and form of the place-types during this period. Readings and discussions will focus also on the cultural, economic, social, and political context out of which they evolved.

Each student is expected to write a series of short papers with supporting graphic images that review critically the readings and discussions. In addition, students will be required to conduct an in-depth case study of a specific place-type to illuminate how contextual forces have interacted with the physical environmental and technology to inform the design of the place type. Student presentations will provide a forum for cross-cultural comparisons of the place-types.
Course Structure and Requirements

This course will be achieved through a combination of lectures, assigned readings, discussions, and presentations. All students are expected to attend all lectures, participate in discussions, and complete all assignments satisfactorily. Participation and involvement in class discussions is an essential part of the seminar and an important part of each person's evaluation. There will be weekly lectures and presentations by the instructor(s) and students.

Readings

Class discussions will revolve around assigned articles. Students will be provided with a master copy of the reading two weeks prior to the assigned reading. In addition, selected books from the bibliography will be placed on reserve in the library.

Course Schedule

Week 1: Introduction: Course overview.

Week 2-3: Definition and perspectives on place-types

Week 4: Place-types: Determinants and modifiers

Week 5-10: Evolution of place-types (19th century to present):
  - United States
  - Western Europe (England, France, Italy)
  - Asia

Week 11-13: Selected Influences:
  - Aesthetic and Perceptual
  - Socio-cultural, economics
  - Environmental (physical, natural) and technology

Week 14-15: Comparative analysis of selected place-types: Conceptual threads

Week 15-16: Presentation of case studies and discussions on cross-cultural perspectives

Assignments and Evaluation

Final course grade will be based on the satisfactory completion of all phases of the courses. Grades for various components of the courses are allotted tentatively as follows:

- Assigned readings and 2 article reviews = 15%
- Two papers = (20%)
- Case study = 25% [Independent investigation of a specific place-type with appropriate illustrations]
- Notebook Submission = 20% [Notebook–accumulation and compilation of the course material and student’s findings and contributions, including class summaries, outlines, illustrations, and bibliography].
• Presentations = 10% [Oral and illustrated; written outlines to be submitted].
• Participation=10% [Demonstrate initiative, ingenuity, verbal participation in class and preparation over the semester].

Selected Bibliography

Ackerman, James S.

Alberti, Leon Battista.

Appollonius of Perga.

Aristotle.

Bacon, Roger.


Baltrusaitis, Jurgis.

Banham, Rayner.

Berkeley, George.

Bibiena, Ferninando Galli da.

Busch, Thomas.
Cantor, Geoffrey.

Crary, Jonathan.

Damisch, Hubert.

da Vinci Leonardo.

Debru, Claude.

Desargues, Girard.

Descargues, Pierre.

Descartes, René.

Design Institute-Huberman, Georges.

Dillon, M. C., ed.

Ditton, Humphrey.
A treatise of perspective, demonstrative and practical: illustrated with copper cutts. London: Printed for B. Tooke… and D. Midwenter, 1712

Drexler, Arthur, ed.

Dubreuil, Jean.
Duclos Albert

Eco, Umberto.

Edgerton, Samuel Y.

Elkins, James,

Ellul, Jacques.

Euclid.

Field, J. V. and J. J. Gray.

Fragenberg, Thomas.

Frankl, Paul.

Gilman, Ernest B.

Goldstein, Leonard.

Hammond, John H., and Jill Austin.

Hegel, G. W. Friedrich.

Heidegger, Martin.
Herdmann, William.

Husserl, Edmund.

Ivins, William Mills, Jr.

Jammer, Max.

Kaufmann, Emil.

Kaufmann, Thomas de Costa.

Kemp, Martin.

Kirby, John Joshua.
Dr. Brook Taylor’s method of perspective, compared with the examples lately publish’d on this subject as Sirigatti’s, Being a Parallel between those two Methods of Perspective. In which the superior Excellence of Taylor’s is shown by self evident Principles, or simple inspection. London, 1957.

Kruft, Hanno-Walter.

Kubovy, Michael.

Kuhn, Jehane.

Levin, David Michael, ed.
Lindberg, David.  

Malton, Thomas.  
An Appendix or Second Part, to the Compleat Treatise on Perspective, containing a brief history of Perspective, from the earliest and most Authentic accounts of it, down to the eighteenth century, when it first began to flourish in England. In which, the methods of Practice, used by the ancients, are exemplified and compared with those in use now. Military Perspective, Bird’s Eye Views &… The applications of Perspective to Scenery, also to a Ship, and in landscape. Projection of Curved surfaces, with other distortions, or anamorphoses. Inverse Perspective; also, the Doctrine or reflection, on plane Mirrors. London: printed for the Author, 1783.

Merleau-Ponty, Maurice.  

Ruskin, John.  
The Elements of Perspective: Arranged for the use of Schools and Intended to Be Read in Connexion with the First Three Books of Euclid. London: Smith, Elder, 1859.

Serlio, Sabastiano.  

Slakey, Thomas.  

Taylor, René   

Vesely, Dalibor  

Vitruvius  

Wade, Nicholas J  

White, John  

Wittkower, Rudolf  
Yates, Frances

ARCH/LA/ID (DES) 561 AREA READINGS
3 credits.

Prerequisite: Doctoral students. It is expected that students should have taken a research method course or are taking one when they enroll in this course.

Course Goals and Objectives

This course provides a forum for the advancement of knowledge and discussion of issues related to the three areas of concentration in the D. Des program: History, Theory, and Criticism; Physical Design, and People and Place. It consists of two parts.

The first part is an overview of the seminal writings in each area to illuminate the key theoretical and methodological issues and debates. Discussions will emphasize also the common threads that unify the three areas of concentration. Students are required to write a series of short papers that review critically the readings and discussions. Upon completion this part, students should be able to explicate the conceptual and methodological linkages between a particular area of concentration and their research interests.

In the second part, each student will select an area of concentration and conduct a critical review of the research literature pertinent to that concentration but focused on the student’s research interest. The outputs of this part are two fold: (a) an annotated bibliography of the concentration and (b) a condensed proposal for the Research Practicum (Arch/LA/ID (DES) 571) to the taken in the following semester. The Research Practicum provides students with an opportunity to learn how to conduct an independent research project by designing, undertaking, and completing a project within the students’ specialization area.

This course will be team taught (3 instructors) with the Coordinator of the D. Des program as the lead instructor.

Course Structure and Requirements

This course will be achieved through a combination of lectures, assigned readings, discussions, and presentations. All students are expected to attend all lectures, participate in discussions, and complete all assignments satisfactorily. There will be weekly lectures and presentations by the instructor(s) and students.

Readings

Class discussions will revolve around assigned articles. Students will be provided with a master copy of the reading two weeks prior to the assigned reading.
Course Schedule

Week 1:           Introduction: Overview of areas of concentration.
Week 2-4:         Readings in History, Theory, and Criticism
Week 5-7:         Readings in Physical Design
Week 8-10:        Readings in People and Place
Week 11-12:       Theoretical and methodological perspectives
Week 13-15:       Unifying conceptual and methodological threads
Week 16:          Presentation of proposals for Research Practicum

Evaluation

Final course grade will be based on the satisfactory completion of all phases of the courses. Grades for various components of the courses are allotted tentatively as follows:

- 2 article reviews (15%)
- Two papers (30%)
- Annotated bibliography of area of concentration (25%);
- Proposal for Research Practicum (15%).
- Oral presentations (5%)
- Participation (10%)

ARCH/LA/ID (DES) 570 RESEARCH PRACTICUM, 4 cr (Doctoral students)

ARCH/LA/ID (DES) 570 is usually taken in the fall of the 2nd year. The goal of the course is to provide students with an opportunity to learn how to design, undertake, and complete a research project initiated in Arch/LA/ID (DES) 561—Area Readings. The output is a publishable paper that relates to some aspect of the student's research topic. As such, it aims to be more than just a "trial run" at research; rather, it introduces the student to the rigors of producing a research result that is deemed acceptable as a contribution to the literature in his or her field of specialization. "Publishable" is judged to be such by the student's Advisory Committee, assuming publication in a journal or some other forum that is a commonly accepted voice for the student's research area.

At the beginning of ARCH/LA/ID (DES) 570, the student's Advisory Committee should be in place (this is recommended for end of the Spring of the first year). The chair of the student’s Advisory Committee is usually the faculty advisor that the student will work with in ARCH/LA/ID (DES) 570, although the student can select any other member of the committee to fulfill this role.

NOTE: The outcome of this course is NOT the same as the Research Proposal, which is also scheduled for submission at the end of the Fall term of the 2nd year.

IN ARCH/LA/ID (DES) 570, the student will:
1. With the guidance of the advisor/committee, submit early in the semester a well-developed proposal outlining the focus of the research practicum (the publishable paper). The preliminary proposal should be in ARCH/LA/ID (DES) 561--Area Reading. This paper should be related to the student's research for the dissertation. The proposal ought to:

- State the research intent in general terms
- Identify the general bodies of literature with which the research topic will engage, as well as offer a brief but concise explanation for how the selected literature will specifically inform the proposed research.
- Formulate the methodology of the research.
- Describe how the results will be a contribution to the literature.
- Identify the typical journals and/or other forums for which this paper would be an appropriate fit. This exercise is to be summarized by a written account that lists the various forums, and reasons defending the fit.

It is anticipated that more than one draft of this proposal may be required for submission before the committee can give its approval.

2. Produce the paper with on-going consultation with the advisor/committee. Again, "publishable" is judged to be such by the student's committee, assuming publication in a journal or some other academic forum that is a commonly accepted voice for the student's research area.

The student passes ARCH/LA/ID (DES) 570 upon completion of 1 and 2 above, in the judgment of the advisor in consultation with the committee members.

APPENDIX D
LIBRARY IMPACT STATEMENT
DOCTORATE IN DESIGN

1. The adequacy of existing library collections and services

a) The existing collections in Pullman and Spokane will meet the needs of this new doctoral program. The program's interdisciplinary nature includes the fields of American Studies, Anthropology, Civil Engineering, Computer Science, Ecology, Environmental Science, Fine Arts, Geology, History, Horticulture, Political Science, Psychology, Sociology, and Technology Management. These programs are supported at doctoral and graduate levels by the libraries and will support this design program as well.

b) WSU Spokane presently subscribes to a core list of journals that support the Interdisciplinary Design Program (Design Institute) in Spokane and will not be dropping any of those. These titles are relevant to all levels of study e.g. graduate or doctoral. We will also rely on alternate resources of periodical information such as full-text electronic databases, direct document delivery and interlibrary loan services if need be, e.g. Pullman drops titles in related fields.
2. The need for new library collections

I. Serials

a) New titles that would be added to the WSU Spokane serial collection are:

- Architecture & Design
- Design Methods: Theories, Research, Education & Practice
- Design Quarterly
- Design Studies
- Journal of Urban Design
- Studies in the History of Gardens & Designed Landscapes

b) All new programs at WSU Spokane are infused with start-up dollars in their budget. The moneys would come from this budget or since the WSU Spokane Library recently dropped some 30 titles that used to support a contract program (Spokane County Medical Society Library) that we no longer have, moneys from that can be allocated to these new journal titles.

c) See 2b above regarding cancellation of journal subscriptions.

d) No additional library equipment will be required.

II. Monographs

a) We will purchase monographs requested by the Design Faculty to support the courses being taught in this area. The WSU Spokane library is currently adding to its collection in the architecture, design, landscape, and construction management fields because faculty and student research needs warrant it.

b) WSU Spokane program start-up funds will further this effort as will library acquisition dollars.

c) No additional library equipment will be required.

III. Media

Items a-c: None

3. The need for new library personnel

Items a-c: None

4. The need for additional library services

Items a-b: None

5. Branch Campuses/Extended University Proposals

a) WSU Spokane relies on Pullman for document delivery services and that will not change. Other factors influencing the usage of Pullman collections are:
- Interdisciplinary nature of this program and the fact that Pullman has doctoral and graduate level collections in those areas that can support this design program.
- As a parent institution WSU should be meeting or attempting to meet ACRL’s Distance Learning Services guidelines [www.ala.org/acrl/guides/index.html](http://www.ala.org/acrl/guides/index.html)
- Mandate of small collections rather than extensive ones for branch campuses.

b) The branch campus library will vigorously support this program both in collections and in services. Between WSU Spokane start-up dollars and what the library will spend in acquisitions and goods & services, this program’s needs should be sufficiently met.

c) The WSU Spokane library is a joint-use library of WSU Spokane and Eastern Washington University and as such, we are able to easily borrow materials from EWU without going through an interlibrary loan process. We also belong to the Inland Northwest Council of Libraries (INCOL). One of INCOL’s major goals is the promotion of resource sharing among libraries. We do use one another’s libraries and services.

d) See “c” above.

APPENDIX E

WSU SPOKANE COLLEGE OF AGRICULTURE AND HOME ECONOMICS & COLLEGE OF ENGINEERING AND ARCHITECTURE DIVERSITY PLANS

APPENDIX F

INTERDISCIPLINARY Design Institute PROPOSAL SUMMARY

*****

Motion carried.

A new proposal with corrections will be available on the homepage.

Agenda Items (Discussion Items).

1. Recommendation from Faculty Affairs Committee for Procedures for Appointment and Promotion of Clinical Faculty (Exhibit E).—E. Spangenberg

In the last paragraph the expression “for a period” does not appear in the corresponding sentences of the other two ranks remove it to make it consistent.

2. Recommendation from Faculty Affairs for Revisions to Section III of the Faculty Manual Personnel Policies Related to Annual Reviews and Tenure Progress Reviews (Exhibit F).—E. Spangenberg

Under annual review where it say “annual review is also used for a merit rating” remove the term “also used” because it makes it sound like they are used for tenure progress and they are not. Where the word “shall” has been struck and “may” has been added shall should remain otherwise it gives chairs options and not the faculty member. On the
second to the last page the term “academic vice president is struck out on the last page it is not. The document needs to be consistent so strike it out on the last page. Where it says the evaluations will be averaged it should say the merit ratings will be averaged. Where it says a person will have 2 working days to sign the evaluation there also needs to be a maximum of say 10 working days. It needs to be made clear that there is only one written summary of the tenured faculty’s discussion.

3. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin # 4 (Exhibit G).—H. Grimes

On Arch 540 change the word from “director” to “directed”.

4. Recommendation from Graduate Studies Committee for Ed.D. for School Administrators (Exhibit K from 3/15/01 Agenda Please Bring to the Meeting).—H. Grimes

There was no discussion of this item.

5. Recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #6 (Exhibit H).—S. Wherland

Questions were raised about course option electives in Ag Comm electives are being eliminated in favor of unspecified electives. It needs to be spelled out what option electives means. Under the Senior Year PR 313 was left but the two prereq course were lined out, is this in error? It will be checked.

6. Recommendation from Academic Affairs to keep Tier III courses and review them in 2004 (Exhibit I).—S. Wherland

Most Tier III courses are housed in Liberal Arts are there more outside Liberal Arts? Is there reason to believe these courses are reaching the goals? Wouldn’t it be better if the Tier III was taken in the major wouldn’t that make them stronger? Some students think if they take any 400 level course it will be counted as their Tier III. If you pull DARS reports they are called Capstone and in the Catalog they are called Tier III this could add to confusion. They are working on converting this. The idea of this is to get students to take something outside their field. Tier III courses outside the major gives students one last opportunity to look at other areas and add a little more breadth to their studies.

Constituents' Concerns.

There were no constituents concerns.

Adjournment.

Meeting adjourned at 5:15.

Thomas Brigham
Executive Secretary