

**Memorandum of Understanding
between
Eastern Washington University and United Faculty of Eastern
for
Amendments to the Collective Bargaining Agreement as it pertains to Appendix D – Modes of
Instruction**

This Memorandum of Understanding (MOU) sets forth the following agreement between the United Faculty of Eastern Washington University (the “Union” or “UFE”) and Eastern Washington University (the “University” or “EWU”), referred to jointly as the “Parties”.

The Parties agree Appendix D of the current CBA between EWU and UFE shall be amended to read as follows:

A. Introduction

To strike a balance between meeting student enrollment pressures, the pedagogy of respective disciplines, and budget constraints, each academic unit and department has the responsibility of allocating its resources prudently. Departments should categorize course by mode, level, and class size. The unit deans shall approve this policy. Written justification outlining mitigating factors for exceptions to the ranges for the modes of instruction described below, including accreditation considerations and historical records of enrollments for the course should be documented in the annual workload after negotiation with the affected faculty member, the chair, and the unit dean.

The following lower and upper ranges discussed are fundamentally intended as guidelines for generalized administration responses to program plans on a departmental and interdepartmental basis. It is clear that strict adherence to these guidelines will not provide a suitable practical basis for decisions to reconcile cost efficiency and intellectual needs of either students attending EWU or citizens residing in the surrounding region.

B. Modes of Instruction

Mode of Instruction	Description and comments	Normal Class Range		
		100-200-level	300-400 level	Graduate level
Lecture (LEC)	A lecture is the traditional method of instruction in which an instructor directly explains and describes information to students. May include some small group work and student presentations.	[20-140]	[15-80]	[10-60]
Lecture with Corequisite Lab (LEL)	An LEC, LPD, or SEM is paired with a LAB in such a way so that students must be enrolled in both throughout the term and only one grade is assigned. If a lecture and lab may be taken in different terms, then this mode should not be used. Students enroll in one section that includes both the lecture and lab component of the	N/A	N/A	N/A

	class. An example of current practice at EWU is the pairing of 3 hours of lecture with 3 hours of lab for a 4-credit upper-level LEL course in CSTEM. (Note: These are entered into CIM and CLSS separately so as to be managed by the automatic scheduling software for room and time scheduling, but are paired in the system so that students must take them together.)			
Lecture with Supplemental Lab Component (LSL)	Similar to lecture mode in that the instructor directly presents information to a group of students. Additionally, professors supplement lecture with some laboratory work, which does not require weekly additional time commitments for all weeks of the term. If a weekly lab should be scheduled, then the course should be Lecture with Corequisite Lab (LEL). The lab component of LSL is significantly less than that of LEL, and does not require a separate time like a traditional lab. LSL is scheduled like a lecture (LEC).	[20-80]	[15-60]	[10-40]
Lecture with Practice or Discussion (LPD)	Similar to lecture in that the instructor directly delivers information to a group of students. Additionally, instructors incorporate a substantial amount of student practice of lecture material and/or class discussion of lecture material into the classroom experience that may include small group work.	[20-80]	[15-60]	[10-40]
Seminar and Dialogue/ Clinical Processes (SEM)	This mode of instruction has a format similar to the lecture mode in that the instructor and the students engage in the direct exchange of information. However, the typical seminar/discussion course may require clinical demonstrations, or student presentations, orally and/or in written form, new information to one another and to the professor. In general, this mode of instruction is more interactive between the instructor and the students, and among the students, than	[5-30]	[5-25]	[5-25]

	the lecture mode, and involves the analysis and synthesis of information gathered through other modes of instruction.			
Laboratory (LAB)	This mode of instruction requires students to practice and explore principles, theories, and methods in a controlled laboratory environment. The instructor assists students in using instrumentation specific to a discipline and helps students acquire applied skills.	[10-40]	[10-40]	[10-40]
Performance/ Simulation (PAS)	This mode of instruction requires students to practice principles, skills, theories, and methods in a simulated environment other than a laboratory. The instructor assists students performing or simulating tasks specific to a discipline, and helps students acquire applied skills. Students receive moderate direction from the instructor and have considerable independence in this mode. (Examples: some courses in Communication Sciences and Disorders, OT, PT)	[5-40]	[5-40]	[5-40]
Field Application (FIE)	This mode of instruction typically involves study in an applied setting distinct from the traditional classroom setting and university environment. Some examples include intensive experiences in outdoor settings. Students apply theories, principles, methods, and skills of practice acquired through other modes of instruction to an applied or natural setting where professionals, in the student's field of study, are typically engaged.	[10-30]	[10-30]	[10-30]
Internship (INT)	In this mode of instruction, a student is placed with a professional where the instructor is not present. The instructor may have a role in finding the internship, in meeting with the student to problem-solve, and in evaluating the student learning outcomes.			
Independent Study (IND)	In this mode of instruction, an instructor and student meet	Usually limited to one (1) enrolled student.		

	independently and set goals for the student to reach by the end of the academic term. This mode may include a research project or research literature report developed by a student under the supervision of an instructor.			
Thesis or Research Project (THE)	This mode of instruction represents a summative assessment of the student's academic competence in his or her field of study. It is distinguished from the summative experience of the field study that focuses mainly on the student's professional application of skills, knowledge, and techniques in the applied or natural setting. The thesis or research project typically involves the preparation and defense of a research document.	Usually limited to one (1) enrolled student.		
Studio & Lessons (SAL)	Studio, individual music instruction, small group workshops or supervised activities requiring at least 1/2 hour of individual or group time with faculty member per week. Faculty work may include group rehearsals, auditions, art exhibitions, and other duties as described by the department.	[1-20]	[1-20]	[1-20]
* Special Performance/Production (SPP)	Advanced student group production course in fine arts, drama, journalism, film, and music for a small group public space, such as jazz combos, jazz choir, chamber ensembles, and plays.	[2-15]	[2-15]	[2-10]
Major Performance/Production (MPP)	Production courses in art, drama, journalism, music, photography, radio-TV, debate; results in a major public performance, showing, or distribution. Examples: orchestra, band, chorus	[15-100]	[15-100]	[15-100]
Practicum (PRA)	Students are placed in professional situations with more supervision from university faculty than in internships. For example, social work practica. Faculty typically interact with each student 2-3 hours per week, and students are most often in different environments than each other.	[10-30]	[3-30]	[3-30]

Clinical Practice (CLI)	Students are placed in professional situations that require far more faculty supervision than internships or practica (e.g., nursing, health sciences). Faculty typically interact with students in small groups.	[8-24]	[8-24]	[8-24]
Lecture with Corequisite Clinic/PAS (LOC).	An LEL, LSL, LEC, LPD, or SEM is paired with a CLI or PAS in such a way so that students must be enrolled in both throughout the term and only one grade is assigned. If a lecture and clinic may be taken in different terms, then this mode should not be used. (Examples: THTR 210, some Health Sciences courses)	N/A	N/A	N/A

C. Exceptions

Exceptions to the class size guidelines for any mode must be approved by the appropriate unit dean. Such exceptions include, but are not limited to, the following.

- (1) Exceptions to Upper Class Range:
 - (a) Unanticipated over-enrollments which cannot be resolved by adding sections when failure to over-enroll would represent a substantial hardship to students.
 - (b) When tutoring assistance is specifically arranged for the enrollments involved.
 - (c) When unanticipated faculty reductions due to illness, death and so on, create a temporary necessity for large sections which cannot be avoided by other means.
 - (d) When classroom space availability is limited, and large sections cannot be avoided by other means. This can happen through temporary activities such as building remodeling, or for unanticipated reasons such as structural damage resulting from fire, flood, earthquake or windstorm.
 - (e) When circumstances determine that full use of a large technology-enhanced lecture hall is needed (e.g., JFK library – 189 capacity, Showalter Hall Room 109 – 300 capacity, Martin Hall, Room 158 – 248 capacity).
- (2) Exceptions to Lower Class Size Range:
 - (a) When due to cross-listings where two (2) or more courses are actually taught as one and are credited to the instructor as one course or some other arrangement, such as “stacking” where an instructor teaches multiple levels at the same time.
 - (b) Whenever a small laboratory or performance and simulation section of

larger section cannot be eliminated by shifting students to unfilled larger sections, and when such laboratory or recitations section represents 50% or less of the credit value of the class.

- (c) When a new course is offered for the first or second time.
- (d) When a low enrollment course is a specific graduation requirement, necessary for degree progress, or when elimination of the course would unduly delay expected graduation.
- (e) When a course is required to ensure student completion of a program due to discontinued or "banked" programs, or due to conflicting mandates (e.g., an expectation for dual site offerings).
- (f) When the assigned faculty limits accommodation of the range guideline.

- (3) It should be understood that some deviations from class size guidelines are not predictable before students enroll and that a decision to proceed despite the standard guidelines is often the best response to the implicit obligation of the college to its students. It is the responsibility of the unit dean, in cooperation with the department chair, to investigate such cases and, if advisable, to attempt to prevent their future occurrence.

This Agreement shall take effect at the start of the 2024-2025 Academic Terms.

All other terms of the current UFE-EWU CBA shall remain in full force and effect.

UNITED FACULTY OF EASTERN

EASTERN WASHINGTON UNIVERSITY

BY: Michael F. Conlin
Michael Conlin, UFE President

BY: Jonathan Anderson
Jonathan Anderson, EWU Provost

DATE: 10/10/2023

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