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2 INTRODUCTION

The educational Policies and Procedures Manual (EPPM) is a guide to some of the policies and procedures that govern educational programs at Washington state university. Published originally for the benefit of chairs, deans, and departmental curriculum committees through the Faculty Senate office and later the office of the registrar, it contained policies approved by the resident instructional staff (prior to 1971) and by the Faculty Senate. The last full printed edition was issued in 1996.

With the evolution of curriculum and academic policies, some of the original topics have been incorporated into the Academic Regulations printed in the WSU catalog, or into the catalog's front matter. Other topics have been updated on a variety of websites, or have been incorporated into other policy manuals such as the Executive Policy Manual, the provost's degree changes manual, or the UCORE (general education) handbook. Graduate educational policies are handled in the graduate Policies and Procedures Manual.

For the convenience of faculty, chairs, and others, this edition assembles topics that are not treated elsewhere; or that may be developed at greater length in this format; or that benefit from grouping with related topics. Some involve policies, some procedures, some are informational items useful to faculty, and some are a mix of policy, procedure, and information. This edition also contains administrative procedures developed in the provost's office to implement academic policies or to respond to legal requirements. The last known date of revision for policies and procedures is given where available.

The updated EPPM will be available as a pdf on various websites, including the Faculty Senate's and the provost's.

Our offices recognize that the next step in the evolution of educational policies is to work jointly on a "policy for policies" that will guide development and placement of academic policies in the proper manual(s) through the appropriate approval processes.

Faculty Senate

Provost's office

Registrar's office

March 2018

3 WASHINGTON STATE UNIVERSITY POLICY MANUALS

Policies contained in this manual cross-reference a number of other university policy manuals. For the convenience of readers, the major university policy manuals are as follows:

- Academic Regulations in the WSU catalog
<https://registrar.WSU.edu/academic-regulations/>
- Board of Regents Policy Manual (BOR)
http://public.WSU.edu/~forms/html/bor/bor00_introduction_and_table_of_contents.htm
- Business Policies and Procedures Manual (BPPM)
http://public.WSU.edu/~forms/html/BPPM/01.01_table_of_contents.htm
- Degree Changes Manual
<https://provost.WSU.edu/procedures/degree-approval/>
- Executive Policy Manual (EPM)
http://public.WSU.edu/~forms/html/epm/ep00_introduction_and_table_of_contents.htm
- Faculty Manual
<https://facsen.wsu.edu>
- Graduate Policies and Procedures Manual
<https://gradschool.WSU.edu/policies-procedures/>
- Safety Policies and Procedures Manual (SPPM)
https://old-www.WSU.edu/manuals_forms/html/asppm/1_introduction-organization/1.01_sppm_toc--by_chapter.htm
- UCORE Handbook
<https://UCORE.WSU.edu>
- WSU Catalog
<https://www.catalog.WSU.edu>

Both html and printable pdf versions of BPPM, SPPM, EPM, AND BOR can be found at:

<http://public.WSU.edu/~forms/manuals.html>

4 EDUCATIONAL POLICY GOVERNANCE

The educational objectives and responsibilities of Washington State University are based upon specific requirements and enabling provisions of state and federal statutes, and by action of the board of regents, as stipulated in the Faculty Manual. The Faculty Senate, serving as the legislative body of the faculty in all matters requiring faculty action or approval of curricular and educational policies of Washington state university, makes recommendations to the president and the Board of Regents.

The Academic Affairs Committee (AAC), the Graduate Studies Committee (GSC), and the Professional Health Sciences Committee (PHSC) assist the senate in its review and appraisal of all academic matters including:

1. Standards of admission
2. Curricula and courses to be offered and the amount of credit for each course
3. Standards of scholarship
4. Requirements for graduation
5. The academic calendar

With the dissolution in 2012 of the state of Washington's higher education coordinating board, which previously approved proposals to initiate, modify, consolidate or terminate programs at the public four-year institutions, the Faculty Senate leadership and the Office of the Provost collaborated to update the procedures for these major changes. They are collected in the degree changes manual maintained by the provost's office.

Any member or group of members of the faculty, or other interested person, may submit proposals for changes in the Academic Regulations to the Faculty Senate office for consideration by the academic affairs committee. These changes may pertain to the university in general—enrollment, registration—rather than to the curriculum of a specific unit.

Changes in academic policy, unless otherwise stated, become effective the fall semester subsequent to their adoption by the Faculty Senate. (Senate, 3/9/72)

EPPM 1996; rev. 2012-18 (degree changes)

5 ACADEMIC PROGRAMS

5.1 Major changes

Requests for organizational and degree offering changes are reviewed by the Office of the Provost prior to evaluation by the Faculty Senate. These changes include:

1. New departments, programs, and degrees.
2. Discontinuation of departments, programs, and degrees.
3. Change in the name of departments, programs and degrees.
4. Extension of existing degrees to another campus.
5. Moratorium and suspension of programs or degrees.

Because these changes potentially impact: student progress toward a degree they have been admitted to; federal financial aid; or substantial university resources, they must be reported to WSU's accrediting agency and ultimately to the federal government. Thus they must undergo a more extensive evaluation than ordinary curricular proposals. Departments or initiating units should plan realistically for the length of the review process, as described in the degree changes manual.

Guidance regarding forms and process can be found on the provost's office website:

<https://provost.WSU.edu/procedures/degree-approval/>

5.2 Major changes and accreditation

WSU's regional accrediting agency, the Northwest Commission on Colleges and Universities, requires notification of major and minor changes as defined by NWCCU.

A Major Change has significant impact on the resources and capacity of the institution. A major change is of a magnitude to alter an institution's mission, objectives, and supporting core themes; the scope or degree level of its offerings; its autonomy, sponsorship, or the locus of control; its offering of academic programs for credit through contractual relationships with external organizations; its offering of programs for credit outside the NWCCU region; or, its campus locations including a branch campus or the establishment of an additional location apart from the main campus at which the institution offers at least 50 percent of an educational program. Major changes include, but are not limited to, the following:

1. Changing institutional mission, objectives, and core themes;
2. Changing legal status, form of control, ownership, or sponsorship of the institution;
3. Adding courses or a degree program at a new degree level not listed for the institution with the NWCCU;
4. Establishing a branch campus;
5. Acquiring, or merging with, another institution/organization, program or location of another institution;
6. Adding courses/program(s) for academic credit outside the NWCCU region;
7. Entering into a contractual agreement with a regionally accredited or non-regionally accredited organization to provide courses and program(s) for academic credit on behalf of the candidate or accredited member institution;
8. Adding program(s) for academic credit within the NWCCU region in a legal jurisdiction not previously reported and evaluated;

9. Establishing an additional location geographically apart (more than 20 miles) from the main campus at which the institution offers at least 50 percent of an education program;
10. Adding courses or programs that represent a significant departure from existing offerings of education programs or a significant departure in method of delivery from those that were previously reported and evaluated;
11. First time use of a distance delivery infrastructure, or, offering 50% or more to completion of program requirements by distance delivery;
12. First time offering of competency-based (or direct assessment) education programs;
13. Adding programs delivered through direct assessment or delivered through a “hybrid” direct assessment approach where not previously reported and evaluated;
14. Changing from clock hours to credit hours or vice versa, or a substantial increase or decrease in the length of a program or the number of clock or credit hours awarded for successful completion of a program; and/or
15. Adding a permanent location at a site at which the institution is conducting a teach-out for students of another institution that has ceased operating before all students have completed their program of study.

A minor change has minimal impact on the resources and capacity of the institution. Most changes, such as adding programs that are allied with existing offerings, or dropping programs, and changes in method of instructional delivery, are not major and therefore are categorized as minor changes. Minor changes include, but are not limited to, the following:

1. Adding existing program(s) of one year (or more) in length to a previously reported and evaluated location where 50% or more of the program requirements are delivered (assuming minimal need for additional resources);
2. Adding a degree or certificate program using competency-based education
3. Adding a site or location geographically apart from the institution’s main campus or existing site (within 20 miles) at which the institution offers at least 50 percent of an education program;
4. Adding a new degree program in the same level of accreditation and closely related to fields of study previously reported and evaluated; and/or
5. Placing in moratorium, suspending, or terminating a degree program of 30 semester or 45 quarter credits in length.

Changes in candidate or accredited institutions must be reported to the commission and approved in advance of implementation.

If an institution implements a change without prior written notice or if it proceeds to implement a substantive change denied by the executive committee or commission, the commission may issue an order for the institution to show cause as to why its accreditation or candidate status should not be terminated.” (NWCCU substantive change policy, 2016)

Departments and other units initiating major changes as defined by NWCCU should therefore be advised that programs cannot be implemented prior to having received approval from NWCCU.

5.3 Organizational changes

5.3.1 Policy

Substantial changes such as the creation or discontinuation of an academic department, degree or program, require submission of the appropriate form and supporting documentation to the Office of the Provost prior to submission to the Faculty Senate. This includes but is not limited to a full description and reasons for the proposed change, cost analysis (added cost or savings), facility needs, faculty/staff arrangements, enrollment data, and other special considerations.

5.3.2 Process

5.3.2.1 *Department-initiated changes*

Study committee and/or accreditation recommendations should also accompany the proposal when applicable. Once reviewed by the provost, the submission is routed through the Faculty Senate process.

5.3.2.2 *Changes initiated from the administrative level*

Changes initiated by council of academic deans, the provost and executive vice president, or the president, should be submitted to the steering committee of the Faculty Senate. The steering committee is responsible to see that the appropriate senate committees investigate the proposal, giving deans, directors, chairs, faculty, and students an opportunity for timely and effective consideration and input. Except for the early coordination efforts of the steering committee, the process follows the current curriculum change procedures.

EPPM 1996; senate mous 2014; provost's degree manual 2017

Related policies:

NWCCU, substantive change policy

5.4 Policy for moratorium, suspension or discontinuation of academic programs and certificate programs requiring 30 or more credits

5.4.1 Overview

This policy allows departments to propose a moratorium or suspension of a graduate-level academic degree program, or undergraduate, professional, or graduate certificates requiring 30 or more credits (see policy on certificates), or to discontinue any academic degree program or certificate on a permanent basis. A moratorium or suspension must be specific to the campus location(s) officially approved to offer the degree. Typically, undergraduate and professional degree programs are not placed in a moratorium or suspension status. Undergraduate programs may be limited through certification criteria (see policy on certification [under revision]).

5.4.2 Definitions

A moratorium is defined as a temporary suspension of admission to a graduate program for up to two calendar years. A suspension is defined as suspending admission to a graduate program for more than two calendar years, but not more than five calendar years, usually in anticipation of closing the program. Discontinuation is defined as the permanent closure of an academic degree program or certificate of 30 or more credits.

5.4.3 Purpose

The purpose of the policy is to ensure that all the necessary processes and notifications occur in a timely manner, and that the appropriate approvals are obtained when a program decides in advance that suspension, moratorium, or discontinuation is warranted. This policy is not intended to cover an atypical year in a graduate admissions cycle when a weak pool results in no admissions offers, or when unforeseen circumstances prevent offers of admission after applications have been accepted. Should the consequences of such a failed admissions cycle warrant a moratorium or suspension for the ensuing year, then this policy applies.

5.4.4 Process

The moratorium or suspension process is twofold: it includes (1) notification to the appropriate university offices and external bodies that the graduate program/certificate at one or more campus locations is not accepting new students for a defined period of time; and (2) provides the academic unit time to implement changes, address resource concerns, consider implications for the future, and plan for potential transitions. Both moratorium and suspension actions require review by the dean of the graduate school, approval of the provost's office and notification to Faculty Senate and the board of regents. Suspension of a graduate-level academic degree program or any certificate of 30 or more credits also requires submission to the Northwest Commission on Colleges and Universities (NWCCU) for approval.

Discontinuation of an academic degree program or certificate of 30 or more credits requires a formal teach-out plan, the approval of the provost, Faculty Senate, and board of regents, and notification to currently enrolled students. Discontinuation of an academic degree program or certificate of 30 or more credits also requires submission to the NWCCU for approval and notification to the Washington Student Achievement Council and US Department of Education.

5.4.5 Moratorium

A temporary suspension of admission to a graduate program or any certificate of 30 credits or more may be requested for up to two calendar years for any or all locations at which the program is offered. A moratorium may be requested to address a variety of short-term issues, including but not limited to:

1. Low demand for the program
2. Curricular changes as a result of program assessment or review
3. Temporary loss or reallocation of program resources
4. Over-enrollment in a given year

A program in approved moratorium status at a specific location may not admit new students at that location and must contain a prominent notice on its website that admissions have been placed in moratorium. The program must notify the graduate school and the provost's office via the moratorium or suspension of a graduate degree program form. Moratoria are reported as information items to the Faculty Senate and board of regents.

At the end of the moratorium period, the academic unit must submit a moratorium or suspension of a graduate degree program form to the provost to reopen the program to new applications; the request must provide information regarding the academic unit's capacity and resources to reactivate the program/certificate. A list of the faculty and their committee roles for participating in the graduate program must be approved by the graduate school and included with the reactivation form. If the academic unit does not take any action at the end of the moratorium period, the program automatically will be put into suspension status. The unit will be requested by the provost's office to complete the required paperwork for NWCCU for a suspended degree.

5.4.6 Suspension

An academic unit may request suspension of a graduate degree program for more than two years but fewer than five years at any or all campus locations where the program is officially offered. A program/certificate at a specific campus in suspension status may not admit new students to that location; however, the program must continue to offer required courses until all students already admitted into the program complete their course of study within the maximum time allotted for the degree completion. The program website must contain a prominent notice that admissions have been suspended.

A suspension may be requested to address the following issues:

- Reassess the purpose and goals of the program/certificate
- Address declining and insufficient enrollment trends
- Design and implement major curricular changes
- Address deficiencies in resources and/or staffing

At the end of the suspension period, the academic unit must submit a moratorium or suspension of a graduate degree program form to the provost to reopen the program to new applications or submit a proposal to discontinue a degree program. The request to reactivate the program must provide information regarding the academic unit's capacity and resources to reactivate the program/certificate. A list of the faculty and their committee roles for participating in the graduate program must be approved by the graduate school and included with the reactivation form.

5.4.7 Responsibilities

The dean of the college in which the graduate program or certificate resides should discuss the moratorium or suspension, along with potential impacts to the program and its students, with the dean of the graduate school before submitting a moratorium or suspension of a degree program form to the provost. Appropriate campus administrators impacted by the action will be notified. Once the form is reviewed by all appropriate parties and submitted to the provost's office, the provost will notify the program director/chair, campus administrators, college dean, and dean of the graduate school of the

moratorium or suspension decision. If the request is approved, the provost's office will also notify the Faculty Senate along with the dean of the graduate school for graduate programs/certificates. If there is no request to reactivate a program already in moratorium status, the provost's office will automatically put that program into suspension status for up to 5 years, and will notify the program, campus, college, graduate school and Faculty Senate. The program will be required to complete paperwork for submission to the Northwest Commission on Colleges and Universities.

Before the end of the moratorium or suspension period, the dean of the college should submit a moratorium or suspension of a graduate degree program form to the provost for reinstatement to active status or take action to close the suspended program. The provost will notify the program, college, campus, graduate school and Faculty Senate if the program is reinstated. If the academic unit decides to discontinue the program or certificate, the dean of the college should submit a [proposal to discontinue a degree program](#) to the provost's office in accordance with the Faculty Senate memorandum of understanding (2014) and the provisions of the Faculty Manual.

The provost's office will notify all appropriate offices and external agencies if a closure is approved. It is the responsibility of each academic unit to notify the affected students appropriately and to ensure the timely offering of essential courses in the program/certificate so current students can complete their requirements, per NWCCU's [teach-out policy](#) and in accordance with the statement of institutional responsibility to current students when an academic program or degree is discontinued.

Faculty Senate 4/13/2017

Related policies:

WSU Faculty Senate, Statement of Institutional Responsibility to Current Students When an Academic Program or Degree is Discontinued (3/31/83, 1996; under revision, 2017).

Memorandum of Understanding (MOU) Between the Provost and the Faculty Senate Regarding the Creation, Consolidation, New Location, Renaming or Elimination of Degree Programs (2014, updated 2018).

WSU Faculty Manual 2016-17, section III.E.3.b, Discontinuation of a Program.

NWCCU, *Substantive Change Policy* (2017) and application form identify moratorium, suspension and discontinuation as reportable actions.

NWCCU, Standard 2.D.4: in the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

NWCCU, *Policy on Teach-Out Plans and Teach-Out Agreements* (2013).

5.4.8 Statement of institutional responsibility to current students when an academic program or degree is discontinued

Undergraduate students who are certified majors, graduate students accepted to degree candidacy, and matriculated professional students can expect that a degree will be granted if they maintain continuous enrollment and meet all requirements as listed in Academic Regulations 110-118. However, because of serious reductions in financial support, loss of faculty, or for other significant reasons, the university may find it necessary to discontinue a degree program.

When a degree program is discontinued, further certification into the degree program will cease for undergraduate programs with the effective date of the undergraduate degree's discontinuation. Further matriculation will cease for professional programs with the effective date of the professional degree's discontinuation. For graduate degree programs, admissions will be suspended with the filing for discontinuation, and terminated with the effective date of the discontinuation. Every effort will be made to allow currently enrolled and continuously enrolled students as defined above to complete their degrees within a reasonable period of time, typically no longer than four years.

Academic program leadership of the college and campus has the obligation to provide for individual needs of these students, e.g.,

1. Students may be encouraged to complete their requirements in similar or related degree programs;
2. Although general education requirements (UCORE) and the minimum total hours for the degree may not be waived, the student's major department/program may waive or substitute departmental degree requirements (approval of the graduate school required for graduate students);
3. Undergraduate and professional students may be allowed to complete remaining requirements at another institution under Academic Regulation 114(d)4.
4. Graduate students may be allowed to take courses or conduct research at another institution when approved by the student's graduate committee and the graduate school. In all cases, all financial obligations are the responsibility of the individual student involved, except as otherwise noted in the Washington State University Catalog or the Graduate Studies Policies and Procedures Manual.

Faculty Senate 3/31/83; 1996; 2017

Related policies:

NWCCU, *Teach-Out Plans and Teach-Out Agreements Policy* (2017)

Degree Changes Manual, *Discontinuation of a Degree Program*

Memorandum of Understanding (MOU) Between the Provost and the Faculty Senate Regarding the Creation, Consolidation, New Location, Renaming or Elimination of Degree Programs (2014, **updated 2018**).

WSU Executive Policy 29: Policies, Responsibilities, and Authorities for the Operation of Multi-Campus Academic Programs

6 ACADEMIC PERFORMANCE IMPROVEMENT

As defined in executive policy #29, reviews and assessments of programs for the purpose of improvement are the responsibility of the appropriate academic authority.

- Academic performance improvement reviews are conducted by the dean of the college.
- Academic program assessments are the responsibility of the department chair/school director and reported to the college and graduate school as appropriate, and ultimately reported to the provost's office.
- Program-specific accreditation reviews are the responsibility of the college, can be conducted locally at the appropriate campus under the direction of the dean, are reported to the provost's office, and are included in institution-level review.
- Institution-level accreditation reviews are the responsibility of the provost's office.

Reviews will include all campuses participating in/contributing to the program.

The department chair, school director, and/or the dean/dean's designee will collaborate with the appropriate campus academic directors and the vice chancellors for academic affairs of all campuses participating in/contributing to the program.

Campuses with programs that are uniquely offered on that campus will take the lead for accreditation review of that program and are responsible for reporting findings to the provost office.

The dean's designee will assist with all aspects of academic program reviews and program-specific accreditation reviews and will take part in any meetings with accrediting organizations.

The unit leading an accreditation review will designate an individual to lead the review process, and provide necessary staff support for the review.

Where appropriate, campus-specific data will be captured in a manner that informs and allows for action at the campus level.

The provost, in consultation with deans and/or campus academic authorities, may use accreditation reviews, academic profile data, assessment reports, and other sources of information to evaluate academic performance of departments or colleges and to make recommendations for improvement.

Related policies:

WSU Executive Policy 29: Policies, Responsibilities, and Authorities for the Operation of Multi-Campus Academic Programs

7 ACADEMIC REGULATIONS

Academic Regulations are official policies that govern the academic enterprise at Washington State University, from the admission of students and acceptance of credit, to regulations governing courses, academic progress, graduation, and academic complaints. Policies affecting the general university rather than specific curricula—for example, enrollment or registration--can be proposed by students, faculty, staff, or administrators, but are vetted and approved by the Faculty Senate. Each year the WSU catalog publishes the regulations approved the previous academic year, with an effective date of the beginning of fall term. They are also available at: <https://registrar.WSU.edu/academic-regulations/> .

Faculty and advisors are encouraged to review important Academic Regulations each year as noted in the provost's annual memo, "reminder of key policies."

8 ACCELERATED DEGREE PROGRAMS

Accelerated degree programs allow exceptionally well-qualified undergraduates to earn both a bachelor's and an advanced degree, usually a professional degree, in a reduced time frame, typically seven years. Students must consult closely with their academic department in the first year in order to pursue eligibility.

8.1 Accelerated degree proposals

Accelerated degree proposals must be approved through the usual Faculty Senate curricular process. Proposals that shorten a bachelor's degree four-year plan must demonstrate how all requirements of both the bachelor's degree and the advanced degree will be met in a reduced time frame. The undergraduate degree requires a minimum of 90 undergraduate credits of which 30 must be upper-division credits. The remaining credits required to meet the university minimum of 120 credits are earned through courses taken in the professional program.

Some four-year bachelor's degrees may be completed in an accelerated time frame by students who enter a bachelor's degree program with substantial amounts of college credit from dual credit programs such as running start or from credit by exam (Advanced Placement, International Baccalaureate, Cambridge International). Students should consult with advisors early in their program for optimal career planning.

8.2 Current accelerated degrees:

- Joint program in animal sciences and veterinary medicine (BS and DVM)
- Biochemistry and pharmacy program (BS and PharmD)
- Honors microbiology and veterinary medicine program (BS and DVM)
- Zoology – accelerated pre-vet option (BS Zoology and DVM in 7 years)
- Neuroscience – Honors Accelerated Pre-Vet Option (new fall 2018 – BS Neuroscience and DVM in 7 years)
- Environment – Honors Wildlife/Accelerated Pre-Vet Program (new fall 2018 – BS Earth and Environmental Science and DVM in 7 years)

9 ADVISING RESPONSIBILITIES

Academic advising builds collaborative student-centered relationships that support achievement of personal development and academic success. It is an educational relationship in which students and advisors are partners in planning academic, personal, and career goals (WSU catalog).

9.1 WSU academic advisor responsibilities:

- Be accessible, knowledgeable, informed and demonstrate care and respect.
- Guide students as they define and develop realistic goals.
- Teach students decision-making skills and how to assume responsibility to explore their own educational plans, options, and achievements.
- Understand and effectively communicate the curriculum, graduation requirements, and university and college policies and procedures.
- Teach and support students with information about and strategies for utilizing available resources and services on campus and in the community.
- Teach students to understand the purposes and goals of higher education and its effects on their lives and personal goals.

9.2 WSU student responsibilities:

- Schedule regular appointments with an advisor (minimum one per semester).
- Clarify personal values and goals and provide the advisor with accurate and truthful information regarding interests and abilities.
- Gather all relevant decision-making information and necessary materials (advisement report, tentative course selections, forms, etc.) To aid in decision making and to build a schedule free of conflicts.
- Prepare a list of questions or concerns before meeting with the advisor.
- Discuss any problems that effect academic performance, for example: study skills, difficulties in course work, time management, personal concerns.
- Ask questions and find out where help is available.
- Know where to access accurate information about educational options, requirements, policies, and procedures.
- Discuss why and how to add or drop courses or to take a course pass/fail or audit.
- Discuss career considerations, changing directions/major/interests.
- Keep a personal record of progress toward academic goals. Be proactive in learning and checking the electronic resources available in myWSU to keep track of academic progress.
- Accept responsibility for decisions and actions that affect your educational progress and goals. Students are encouraged to take advantage of the skill and knowledge of the advising professionals available. The responsibility of making decisions about personal goals and educational plans ultimately rests with the student.

Related policies:

Northwest Commission on Colleges and Universities: Standard 2.D.10. The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

10 ADVISING TRAINING

10.1 Policy

Academic faculty, administrative professionals, and staff who advise undergraduate students, including those who advise in specialized programs (including, but not limited to dual credit, international, athletics, and multicultural programs) will fulfill academic advising competency requirements (NACADA core competencies) by participating in periodic training opportunities with the goal of achieving and maintaining level 2 advising certification as provided by WSU's advisor learning program.

10.2 Contact information

<https://advising.WSU.edu/advisor-learning-program/>

Provost's office Information Item to Faculty Senate, January. 2017; updated February. 2018

Related policies:

WSU catalog 2017-18: Academic Advising and Advising Responsibilities

<http://www.catalog.WSU.edu/catalog/content/achieving%20academic%20success.pdf>

Faculty Manual 3.B.: Criteria for Academic Faculty: c. Effectiveness in advising and/or supervising students, undergraduate and graduate as appropriate.

Northwest Commission on Colleges and Universities: Standard 2.D.10. The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

11 ASSESSMENT OF STUDENT LEARNING

11.1 Scope

The following policy governs the system for regular and ongoing assessment of student learning in WSU undergraduate, professional and graduate degree programs.

11.2 Policy

Every degree must publish student learning outcomes and implement a faculty-developed plan to assess student learning, including measure(s) near the end of the program of study. The Office of the Provost, with input from the office of assessment of teaching and learning, the graduate school, and their respective advisory councils, may specify other requirements to support useful assessment and meet standards for WSU's accreditation (see policies of interest, appended).

11.3 Definition

For the purposes of this policy, assessment refers to assessment at the program level, focusing on a) student learning in the program of study for a degree, and b) the related student experience. Program assessment is an ongoing process to support educational quality, curricular effectiveness, and student achievement.

11.4 Purpose

The purpose for program assessment of student learning is to provide an accurate and honest appraisal of: the extent to which students fully meet expected program-level learning outcomes; where there is room for improvement; and the strategies faculty, departments, colleges, and WSU are using to support and improve student learning. Assessment results can provide valuable information to faculty and program leadership to assist them in making informed decisions regarding their curricula and programs. WSU seeks to ensure that assessment occurs consistently and systematically and that its results contribute to university-wide planning that supports quality education.

11.5 Responsibilities and process

Roles and responsibilities for program assessment are outlined below. These may be adapted as needed by undergraduate, professional and graduate programs or by programs or colleges with specialized accreditation or highly individualized programs of study; the program's assessment plan should specify any alternative distribution of responsibilities and processes. The purpose of designating roles and responsibilities is to efficiently provide useful assessment in each program's context, meet requirements for specialized accreditation or licensure, contribute data to the institution, and support WSU's accreditation.

11.5.1 Faculty

For each degree program, faculty with teaching responsibilities have a primary role in assessing student achievement of clearly identified, program-level student learning outcomes. Learning outcomes should guide the curriculum and be widely publicized (e.g. Department website, student handbook) and periodically reviewed for currency and utility, with input from appropriate stakeholders. Methods of assessment should include both direct and indirect measures, may vary from program to program, may rely on sampling, and may include external measures, e.g. Licensure examinations. Ideally, all faculty within a program, particularly those with teaching responsibilities, regularly review, discuss, and decide how to act on assessment data.

11.5.2 Department/school

The chair/school/program director is responsible for working with faculty to a) ensure each degree program has learning outcomes and an assessment plan that involves all campuses offering the degree, including online degrees, b) implement the program's assessment plan, c) share results with faculty on all campuses offering the degree, and d) manage implementation of program improvements based on assessment results. For assessment in interdisciplinary undergraduate degree programs, all program chairs/directors are responsible to coordinate assessment and involve faculty who teach courses in the curriculum. For assessment in interdisciplinary graduate degree programs, all program chairs/directors are responsible to coordinate assessment and involve faculty from the various disciplines who work with students in the program

With coordinating assistance from the office of the assessment of teaching and learning, the chair/director of undergraduate or professional programs reports on assessment annually to the dean, urban campus leadership for multi-campus programs, and the provost. Graduate program chairs/directors report to the graduate school on an annual basis. Reports include information adequate for interpretation of the data, including the role of faculty in assessment, and use of assessment data in decisions, improvements, or planning. Results and improvements should be coordinated and discussed with the dean and campus leadership, as appropriate.

Leaders of degree programs outside a department or school structure have the same assessment responsibilities as a chair or school director.

11.5.3 College dean/campus leadership

The dean is responsible for implementing effective assessment of student learning college-wide; establishing appropriate procedures and resources in the college; ensuring data flow and availability to appropriate constituencies on all campuses; monitoring aggregate and disaggregate results; using results of assessment of student learning to inform strategic planning and academic or learning support planning and practices designed to enhance student achievement. The dean is responsible for appropriately involving other campus leadership, such as vice chancellors, academic directors, or other designees who are responsible for implementing program assessment on their campuses.

11.6 Institutional leadership

11.6.1 Provost

Annually, the provost reviews and shares the status of assessment with leadership and appropriate university constituencies in a timely manner.

11.6.2 Dean of the Graduate School

The graduate school helps coordinate and reviews graduate assessment. Annually, the dean of the graduate school reviews and shares the status of graduate assessment with leadership and appropriate university constituencies in a timely manner.

11.6.3 Office of Assessment of Teaching and Learning

The Office of Assessment of Teaching and Learning assists with, coordinates, and reviews undergraduate program assessment. Annually, the director of ATL reviews and shares the status of undergraduate program assessment with leadership and appropriate university constituencies in a timely manner.

11.7 Participation in assessment

11.7.1 Annual review

The provost, deans, and department/school heads are expected to recognize and acknowledge faculty and staff participation in assessment activities through the annual review process at all levels.

11.7.2 Academic freedom

Faculty Senate affirms that assessment requirements do not violate academic freedom, and that responsibilities for assessment are addressed by the Association of American Colleges and Universities statement on academic freedom and educational responsibilities (2006):

Faculty are responsible for establishing goals for student learning, for designing and implementing programs of general education and specialized study that intentionally cultivate the intended learning, and for assessing students' achievement. In these matters, faculty must work collaboratively with their colleagues in their departments, schools, and institutions as well as with relevant administrators. Academic freedom is necessary not just so faculty members can conduct their individual research and teach their own courses, but so they can enable students – through whole programs of study – to acquire the learning they need to contribute to society.

11.8 Resources and good practices

Good practices and resources are available through the provost office, the office of assessment of teaching and learning, and the graduate school to support faculty, programs, and leadership in assessment, and help coordinate efforts.

11.9 University accreditation

Program-level assessment activities and use of results are essential to maintaining WSU's accreditation by the Northwest Commission on Colleges and Universities (see related policies of interest below).

11.10 Periodic review

The process of program assessment will be reviewed periodically by the provost, graduate school and college and campus leadership, and Faculty Senate, and necessary adjustments made so that assessment efforts provide useful data based on sustainable practices, and support continuing institutional accreditation. Periodic input will also be sought from colleges, campuses, and departments.

Faculty Senate 10/11/90; rev. 2009; 2014; 2016; 2018

11.11 Related policies

Northwest Commission on Colleges and Universities (NWCCU): [HYPERLINK "http://nwccu.org/index.htm"](http://nwccu.org/index.htm)

Eligibility Requirement 22. Student achievement: the institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Standard 4.A.3. The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and

degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Standard 4.A.6. The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Standard 4.B.2. The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

WSU Executive Policy #29 (5/5/2009). This policy identifies responsibilities for multi-campus program assessment, including student outcomes assessment as follows: department and schools are responsible for overseeing student outcome assessment on all campuses contributing to/participating in the program. Campus academic directors are responsible for implementing departmental/school student outcomes assessment processes on their campuses.

WSU Faculty Manual, ii c 3, updated for 2019

12 CERTIFICATES AND CERTIFICATION

12.1 Requirements for official certificates (Academic Regulation 119)

Official certificates generally represent a body of coursework that demonstrates proficiency in a subset of skills or knowledge that have useful application in a variety of professions. They are formally recognized by the university and convey that students have developed mastery of course material.

An officially recognized certificate is a document issued by WSU, displaying the WSU seal and president's signature, which is issued to students who have completed a course of study that meets the guidelines outlined below and has been approved by the Faculty Senate. Officially recorded certificates also appear on the WSU academic transcript.

For certificate completion, the following criteria apply:

12.1.1 Undergraduate certificates:

1. Admission and certification requirements: students who are admitted to the university may pursue an official undergraduate certificate through the unit offering the certificate. The requirements for each certificate, including specific certification criteria, are listed in the catalog under the responsible unit. Not all undergraduate certificates are available on all campuses.
2. Credit hours: a minimum number of 15 credit hours is required, with the exact number specified by the academic unit offering the certificate.
3. Transfer credits: the maximum number of credit hours earned at other institutions that may apply towards a particular WSU certificate shall not exceed $\frac{1}{4}$ of the total number of credit hours required for the certificate. Acceptance of particular courses from other institutions for WSU certificate credit will be at the discretion of the department or program offering the certificate.
4. Grading: the number of credit hours that students may elect to take pass/fail shall not exceed one-fourth of the total number of credit hours required for the certificate.
5. GPA requirement for completion: the minimum cumulative GPA based on all graded coursework required to earn the certificate is 2.0.
6. Accumulation of credits towards undergraduate degree: credit hours earned in certificate program may be applied toward a degree.
7. Application for the undergraduate certificate: students may apply for the certificate following the same schedule as is used for undergraduate degree conferral (see Academic Regulation 125). The unit is responsible for checking that all requirements are met. Upon successful completion of the requirements and payment of the certificate fee, the certificate will be posted to the official WSU transcript and an official certificate will be mailed to the student. Students apply online at myWSU.edu under "apply to graduate."

12.1.2 Graduate certificates:

1. Requirements for the graduate certificate vary but typically consist of 9 to 12 credits of graded coursework. Once admitted as a part-time graduate certificate student, the student can take graduate certificate courses and/or graduate courses but must maintain a 3.0 GPA. Students currently enrolled in regular graduate degree programs (master's or doctoral) may concurrently enroll in graduate certificate programs with the approval of their committee.
2. To qualify as a formal graduate certificate program, the program must conform to existing graduate school academic standards and to existing policies outlined for graduate degree programs, including Faculty Senate approval and the following:

- a. Graduate certificate programs must use approved undergraduate or graduate coursework, with no more than one-third of the coursework being at the undergraduate (400) level.
- b. Student may be admitted to the graduate school as a graduate certificate student and have completed all appropriate prerequisite classes to take graduate coursework.
- c. Courses graded S, F cannot be used toward major or supporting work for any degree program.
- d. The maximum time allowed for completion of a certificate is 6 years from the beginning date of the earliest course applied toward the certificate. Students may request an extension of this time as described in the Graduate School's Policies and Procedures Manual chapter 6, section f.
- e. A certificate fee is assessed at the time of completion of the certificate. The student must be enrolled the semester in which he/she applies for a graduate certificate.

Rev. Feb. 2001; Feb. 2004; March 2018, effective fall 2018

12.2 Transfer student certification in units with limited certification

Departments and programs designated as impacted or those units directed to raise certification standards by external or certifying agencies may require more than the minimum 24 hours for certification and a GPA higher than the minimum 2.0. Academic units may also require completion of one or more specific courses prior to certification. Units must include in their certification requirements a mechanism whereby qualified transfer students can be certified upon initial enrollment. These requirements for immediate certification may include standards more rigorous than the minimum requirements, but prior enrollment per se at WSU cannot be a condition for certification of transfer students. See Academic Regulations 53 - 56.

WSU catalog 2017-18, Summary of Academic Policies, Certification of a Major

Related policies:

Washington Intercollegiate Relations Commission Handbook (2017), policy on intercollege transfer and articulation among Washington public colleges and universities.

13 COURSES

13.1 Course types defined

13.1.1 Permanent

A permanent course is an integral part of a department's or program's curriculum and is included in the catalog as a regular course offering. These courses are normally taught on a continuing basis by members of the academic faculty.

13.1.2 Service Course

A service course is a course which may be used to partially fulfill UCORE requirements for graduation, or a course taken by a substantial number of non-majors to meet specific curricular requirements.

13.1.3 Graduate Course

A graduate course is a course whose contents require students with graduate student standing a high level of cognitive processing such as synthesis, conceptualizing, critical evaluation, and problem solving. A graduate course contains a significant communication, writing and speaking requirement with the ultimate objective being to prepare the student to perform, critically evaluate, and communicate original research and scholarly activity.

The guidelines for a graduate course are:

1. The course should not be a survey and introductory course to the discipline. The course content should be commensurate with the expectation that students in the class already possess a knowledge of the discipline equal to that of a typical undergraduate degree holder.
2. The course should contain a writing, speaking, and communication component and include relevant required and suggested reading of research and scholarship in the discipline.
3. The course should be taught by a faculty member who a) has the terminal degree relevant to the course and is current in the course discipline or b) is a current and recognized contributor to the course's discipline.
4. The course size should be limited by the course objective, funding, opportunity for student and faculty interaction, and the special requirements for the course. (Faculty Senate 3/2/95)

13.1.4 Crosslisted courses

Crosslisted courses are ones that are listed by two or more departments with the same title and description.

1. Purposes
 - a. The purposes of crosslisting courses are to encourage interdepartmental and interdisciplinary cooperation by sharing the expertise of faculty and other resources, and to reduce instructional duplication. Crosslisted courses also serve to meet requirements for certification or licensing and, on occasion, may give visibility to course content not reflected in the title.
2. Procedures for crosslisted courses
 - a. New crosslisted courses are considered major curricular changes and must be submitted through regular curricular change process. A request to crosslist must be approved and signed by the department head of the parent unit as well as the head of the crosslisting department.
 - b. Adding a crosslist to an existing course is initiated through the minor curricular change process. The request must be signed by the department head of both departments.

Note: once a course enters a crosslisted relationship as a “child,” it ceases to have independent status and cannot be separately scheduled. This may have implications for crosslistings affecting courses offered at multiple campuses.

3. Catalog entry
 - a. Upon final approval, the following format will be used for the catalog course descriptions: “(Crosslisted course offered as [parent subject and number], [child subject and number]).” as the example below shows:

CES 372 Indigenous Women in Traditional and Contemporary Societies 3 Course prerequisite: ANTH 101, 214, CES 101, or 171. Exploration of roles and activities of women in indigenous societies; how traditional gender roles have developed and changed. (Crosslisted course offered as CES 372, ANTH 312).

13.1.5 Conjoint

13.1.5.1 Definition

A 500-level graduate course having the same two final digits as a currently offered or newly requested 400-level course is considered a conjoint course.

13.1.5.2 Policy

Quality graduate programs offer rigorous course work to their students. The graduate classroom experience should be qualitatively different than in undergraduate programs. Departments and programs should avoid all practices that may dilute the classroom experience for graduate students, including the practice of offering conjoint courses. Consequently, conjoint courses should be only offered in rare circumstances.

The total number of graded credit hours from conjoint courses allowable on a student’s program of study is determined by each graduate program. The number of conjoint courses in the program curriculum and the extent of their use on the program of study will be a factor in the graduate school’s overall evaluation of the quality of the graduate program.

13.1.5.3 Criteria

1. The courses must meet the usual graduate standards with respect to content level, uniqueness, and appropriateness.

2. The two component courses of each conjoint listing must be scheduled together in the same classroom, with the same instructor, and the same basic meeting times.
3. The 400-level course of a conjoint listing shall not be offered for graduate credit.
4. Additional graduate-level work is required of students enrolled at the 500-level. This work may include additional readings, papers, class meetings, or other items as may be appropriate for work at this level.
5. An introductory statement to the effect that conjoint courses have separate requirements for the 500-level listing will be included in the course syllabus.
6. Students may receive credit in only one component of a conjoint listed course.
7. UCORE Capstone courses may not be conjoint.
8. The small class enrollment requirement will be fulfilled by enrollment of either five graduate students or ten students total. Exceptions to this may be approved by the dean of the graduate school and provost.

13.1.5.4 Curricular change process

1. The department should submit the major curricular change form with a detailed course syllabus which indicates the specific requirements for 500-level enrollees and those for 400-level enrollees.
2. To obtain approval from the Graduate Studies Committee for 500-level credit in a conjoint course, the course application must detail how the additional work required of graduate students will provide additional depth in several of the areas covered in the course and how the course will provide for significant time for graduate students to interact with the instructor.
3. The different requirements should be summarized on a separate sheet and approved by the department chair and dean of the college.

The Faculty Senate Graduate Studies Committee is responsible for reviewing course syllabi and passing these materials, including those for conjoint courses, to the Faculty Senate for review and approval. Programs proposing conjoint courses need to develop a persuasive argument concerning the rare instances that a conjoint course is needed. Please understand that this information needs to be evaluated in the context of the entire offering of graduate courses by the degree granting area (department or school).

To assist the committee with the review process, please provide a narrative with the following course-specific information:

- Assurance that the course being offered is not a survey or introductory topics course.
- A summary of the course components that reflect the effort and quality expected for graduate level education. This should include a description of additional written, speaking and presentation requirements for the graduate students, and when these activities will occur during the course of the semester (such activities should be interspersed throughout the duration of the course).
- Justification for a conjoint format rather than offering the course as a 400-level course to graduate students (please check limitations on total allowable credits for this category), or by encouraging undergraduate students to take a 500-level version of the course. This should include a description for why this particular course is integral to the graduate program.

Please provide the following degree-program specific information:

- Number of faculty involved with the degree-program.
- Number of graduate courses “on the books” for the degree program.
- Number of conjoint courses, how often they are taught and the approximate ratio of undergraduate to graduate students in each conjoint course.
- For the past three years, please indicate the percentage of graduate-degree programs-of-study that include conjoint courses and the average number of conjoint credits that are listed.

13.1.5.5 Catalog entry

The catalog description for the 400- and 500-level courses will be identical except for prerequisites, which may vary.

CE 451 Open Channel Flow 3 Course Prerequisite: CE 351 with a C or better; certified major in Civil Engineering. Steady, non-uniform flow; controls and transitions in fixed-bed channels. Credit not granted for both CE 451 and CE 551. Cooperative: open to UI degree-seeking students.

CE 551 Open Channel Flow 3 Steady, non-uniform flow; controls and transitions in fixed-bed channels. Credit not granted for both CE 451 and CE 551. Cooperative: open to UI degree-seeking students.

The above policy is in effect for all listings in the Washington State University catalog. However, for the graduate study bulletin, the 400-level counterpart will not be listed (because it does not meet graduate credit).

Senate 5/10/79; amended Graduate Studies Committee 12/17/79, 4/12/18

Related policies:

Graduate school Policies and Procedures Manual (2016-2017), section 3.e.8.

NWCCU, Standard 2.

UCORE Handbook, Departmental policies

13.1.6 Instructional practicum and internships

The policies for these course types are under revision in 2018-19.

13.1.7 Special topics

Topics courses allow a department or program to offer a variety of specialized topics within a specific area without requesting temporary course approval. Examples of this type of course are SOC 391, Special Topics in Sociology. Requests for such courses are submitted as new courses on the major curricular change form. A list of possible course titles and a sample syllabus should accompany the request.

Once established as a topics course, the department has the option of adding a specific course title each semester. If the title is specified, it will appear on the student's transcript. A student who enrolls in a "topics" course during a subsequent semester (if the course is approved for repeat credit) can therefore have the specific content denoted on the transcript for each enrollment.

To add the title, the departmental scheduler must submit a request to the campus scheduler requesting the title at least 10 days prior to the effective date of the change. Each section of a topics course may have different titles. There is a 30-character limit for titles.

Only courses which are approved as special topics courses may be offered as described above. Seminars, special problems (499), and independent study (600 – 800) courses may not have specific topics designated.

13.1.8 Special problems

Courses numbered 499 special problems are for undergraduates only. They are designed to provide students with an opportunity to pursue independent study interest not readily available through conventional course offerings. Prior to enrollment for a special problems course, students must (1) crystallize an independent study intent and design, (2) negotiate a proposal including credit value from 1 to 4, with the faculty member under whose jurisdiction the special problem will be conducted, and (3) have the proposal approved by the department chair and filed with the student's records. Upon completion, normally within the term, special problems courses are graded S, F and may be repeated for credit in subsequent terms. The following categories represent the normal type of independent study undertaken as a special problem:

1. Research studies dealing with technical or specialized problems.
2. Selection and analysis of readings relating to a specific subject, theme, concept, or interdisciplinary topic.
3. The further development of a skill or aptitude through a creative project in the arts, sciences, or humanities.
4. Off-campus field experience or other non-traditional learning experiences not available through conventional course offerings.

13.2 Other course types defined

13.2.1 Blended

Blended courses are online courses offered through the Global Campus that also enroll students on physical campuses. Blended courses must adhere to the credit hour policy for instructional time in Academic Regulation 27.

13.2.2 Hybrid

Hybrid courses contain some course instruction online. Hybrid courses must adhere to the credit hour policy for instructional time in Academic Regulation 27.

13.2.3 Online

All WSU for-credit courses taught in an online format are delivered through the WSU Global Campus to ensure adherence to all federal and state regulatory requirements affecting online learning and to ensure coordination of WSU distance learning activities. Online courses are defined as courses which utilize electronic delivery technologies and are void of some physical-campus attendance component. This policy does not negate the use of external partners who provide complementary services to those of the global campus, provided the agreement is approved by the global campus.

- At minimum, all online courses adhere to best practice standards established by the global campus. These standards ensure compliance with disability accommodation, copyright, state authorization, and other legal requirements which may negatively impact the university.
- The Global Campus provides an online learning environment which ensures efficient and systematic delivery of courses and programs. This environment also ensures continuity in the student experience from one course to another.

All decisions to develop/offer online courses/programs reside with the appropriate college dean. That is, offering for-credit courses or programs in an academic discipline requires the formal approval of the dean where that discipline resides. Executive policy #34, approved 6/23/2016

Online courses must adhere to the credit hour policy for instructional time in Academic Regulation 27. This means faculty engage with the students through the online course space with a frequency and time commitment equivalent to teaching a face to face course. Faculty should access the course through the Learning Management System (LMS) a minimum of three times per week.

Online courses must also adhere to an additional federal requirement. In accordance with department of education policy, faculty are required to initiate regular and substantive engagement with students at least weekly so as to differentiate an online course from a correspondence course. Correspondence courses are not available for federal financial aid to students.

Related policies:

WSU Executive Policy Manual, #34, online program policy

Academic Regulation 27

NWCCU, Credit Hour Policy (2012); Distance Education Policy (2013)

13.3 Considerations regarding special course types

13.3.1 Cooperative program with the University of Idaho

Cooperative courses between Washington State University and the University of Idaho provide enriched educational opportunities for students of both universities and allow better utilization of supporting resources such as libraries and laboratories. The sharing of faculties and facilities fosters the exchange of ideas and enhances academic ties between the two communities.

Approved cooperative courses offered to WSU students by the University of Idaho and program description are listed in the WSU catalog under the UI Cooperative Courses section as well as online through the WSU Registrar's Office homepage.

Student credits for cooperative course work appear as transfer credit. The UI transcript will be sent to WSU at the end of the term, without request or fee, and the UI course work will be posted as transfer credit and the appropriate transfer course equivalencies will be given.

Academic units at WSU wishing to offer enrollment to UI students through the cooperative program may do so by submitting a request for cooperative status on the minor curricular change form. The addition of the cooperative status will be presented on a minor change bulletin circulated to the Faculty Senate. Once the course catalog is updated, UI students admitted to WSU under the cooperative program will be able to enroll in these courses. Note that any course prerequisites will still apply.

The catalog notation for such courses will be "Cooperative: Open to UI degree-seeking students." See below.

PHIL 420 Existentialism and Continental Philosophy 3 Selected movements, figures, and issues in recent continental philosophy. Recommended preparation: PHIL 320, 321 or 322. Cooperative: open to UI degree-seeking students.

It is the responsibility of the Registrar's Offices of the two institutions to exchange and maintain admission, course, and transcript information for the cooperative program.

EPPM 1996, rev. 2018

13.3.2 Field trip guidelines

For classes or other instances in which students are expected to participate in field trips, this expectation should be included in the catalog and/or course syllabus. For classes, the reference to the field trip listed in the course syllabus should include any required fees, how travel would be accomplished, alternatives (if any), and the consequences of not participating in the required field trip. The university's liability coverage is provided by chapter 4.92 of the revised code of Washington (RCW). University faculty and staff who require and/or oversee official travel by students are responsible for following the business Policies and Procedures Manual on student travel, http://public.WSU.edu/~forms/html/BPPM/95_travel/95.13_student_travel.htm (WSU catalogue, 2017-18).

Related policies:

BPPM 95.13, student travel

13.4 Transfer credit evaluation

For regionally accredited, college-level academic transfer credit, one set of transfer course articulation tables will be used for course evaluation by all campuses in the WSU system. The tables used by all campuses for evaluation of transfer courses is maintained and monitored by WSU Pullman admissions transcript evaluators and the transfer clearinghouse.

Faculty Senate, April 2017

Related policies:

NWCCU, standard 2.C.8: the final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

13.5 Course type footnotes

The following designations are attributes used in the schedule of classes to designate special information about a course.

Attributes that originate from senate-approved information in the WSU catalog:

! – occasional lab meetings required.

– course graded A, S, F.

@ – course graded S, M, F.

S – course graded S, F. (see Academic Regulation 90f)

& – field trip required.

+ – students must have prior agreement with instructor before enrolling in course. Course also graded S, F.

> – course meets prior to start of semester.

© – cooperative: open to UI degree-seeking students.

C – community service learning section. Includes a community engagement component.

E – equipment rental fee required.

L – laboratory portion of class.

P – not open to native speakers.

Q – requires special fees and equipment.

X – course crosslisted with other subjects.

D – virtual section received via approved pc-based videoconference system. Video/web camera, microphone, headphone and internet access required. Sections must be approved, designed and offered through the global campus.

V – virtual section. Instruction delivered solely using online methods. Sections must be approved, designed and offered through the global campus.

Other attributes:

1 – course runs during the first five weeks of the semester.

2 – course runs during the sixth through tenth week of the semester.

3 – course runs during the eleventh through the fifteenth week of the semester.

4 – course runs during the first ten weeks of the semester.

5 – course runs during the last ten weeks of the semester.

A – offered first half of semester only.

B – offered second half of semester only.

F – section reserved for first-year focus. Only incoming first-year students in first-year focus are eligible for this section.

H – hybrid section; some course instruction offered online.

J – traditional face-to-face instruction; will be broadcast to other locations.

K – videostreaming receive site. Remote locate receives streaming content only.

N – traditional face-to-face instruction; will be recorded for later viewing.

O – traditional face-to-face instruction; will be broadcast live to remote sites.

R – an additional fee will be billed to student’s account for required course media either presented online or shipped from the global campus.

T – instruction received via teleconferencing technology; meets in interactive tv classroom.

Y – synchronous web conference receive site.

Z – internet access and email required.

14 NON-ACADEMIC COURSES

14.1 Continuing education units (CEUS)

14.1.1 Approval and awarding process

14.1.1.1 Policy

Continuing education units (CEU) may be offered for noncredit programs offered through Washington State University. CEUS are awarded only by the Office of Professional Education within Academic Outreach and Innovation. Several other Washington State University entities provide professional continuing education certification consistent with individual industries. Those entities include:

- College of Education
- College of Pharmacy
- College of Nursing
- College of Veterinary Medicine
- WSU Extension

14.1.1.2 Definitions

For CEUS, one CEU represents ten contact hours (60 minutes per hour) of participation in an organized, noncredit continuing education experience with qualified instruction under WSU sponsorship and direction. In order to earn the CEU, the participant must complete an assessment of learning deemed satisfactory by and signed off on by the activity director. One-tenth CEU may be offered for each contact hour. Partial contact hours are not considered in awarding CEU. For example, a program with 14 contact hours could offer 1.4 CEU and 16.5 hours of instruction is recorded as 1.6 CEU, not 1.65 CEU. Only instruction time may be counted in a contact hour; time for welcoming sessions, breaks, and meals is excluded. CEU's are not available for programs with less than three contact hours. Once a class has been approved for a certain number of CEUS, a class participant may not be awarded more than, or less than, the determined amount. If the student does not complete the requested number of approved hours, they have not satisfactorily completed the class and no CEU will be awarded.

14.1.1.3 Approval process

To obtain permission to offer CEU for programs under WSU sponsorship and direction, please follow these guidelines:

Complete an original CEU approval petition in advance of offering the program. CEU approval petition forms are available at the following link: <https://conferences.WSU.edu/CEUS.aspx>. **Approval must be granted prior** to announcement or promotion of CEU availability and prior to the start of the program. Please allow two weeks for processing. There is a \$25 processing charge per class offered. A WSU IRI or a check made out to Washington State University must be sent with the petition.

A CEU approval petition must be submitted for each program delivered to new audiences, whether or not changes have been made. Multiple programs delivered within a year must each have separate CEU approval petitions.

'Source of revenue' means how the activity is being funded i.e., state supported, registration fees, county funds, etc.

The minimum amount for the enrollment fee is always \$10 since that is the CEU processing fee for each CEU enrollment. If a registration fee is charged in addition to the CEU processing fee, list it plus the \$10, i.e., \$40 + \$10.

The 'method of determining satisfactory completion of course' describes how the instructor will evaluate the participant's learning outcomes. Attendance is no longer an acceptable measure of assessment. All CEU programs must include some form of substantive assessment of learning signed off on by the activity director.

The CEU approval petition is filled out by the person responsible for the content of the program. That person is listed as the activity director.

'Sponsoring academic or administrative unit' is the county or department sponsoring the program.

The appropriate signature for 'sponsoring academic or administrative unit' is the county or department chair, or faculty program lead.

Incomplete or incorrect forms may delay approval.

CEU approval petitions are approved by the manager of professional education and the vice president of academic outreach and innovation. Criteria for approval include:

1. There is a WSU faculty member or academic department sponsoring or instructing at the event.
 - a. If there is no faculty member listed, the proposal will need to be reviewed by a faculty member from a department that is knowledgeable about the subject matter.
2. There is a published agenda for the event/course.
3. The number of hours of instruction in the agenda match with the number of CEUS requested.
 - a. If they don't match, a course may still be approved, but will only be approved for the actual number of hours of instruction.
4. The course/program must involve an assessment of student learning, with criteria for pass/fail.
 - a. Attendees/students must be made aware of the assessment criteria.

EPPM 1996; updated 9/2016

Related policies:

NWCCU, standard 2. C.16-19, continuing education and non-credit programs

15 COURSE EVALUATION POLICY

15.1 Provost's guidelines on student course evaluations

Under revision fall 2018

Preamble: Washington State University is committed to ensuring the quality of its academic programs, its curriculum, and of the teaching and the learning experiences of its students. Course evaluations – or student feedback on courses and instruction -- are an important component of quality assurance, conducted for the following reasons:

1. To provide formative data used by instructors for the continuous improvement of their teaching.
2. To collect data used in the summative evaluation of teaching for administrative purposes, such as annual merit, tenure and promotion review.
3. To provide one source of data on student learning and effectiveness of courses and instruction, to be used by departments, colleges, and campuses for curriculum assessment and review.

Course evaluations are part of a broader teaching and program evaluation framework that includes peer review, instructor self-assessment, cyclical program review and other forms of assessment and professional development for teaching. As part of this framework, course evaluations are a particularly useful tool for collecting student feedback on their own learning experiences in WSU courses, but should not be used as the exclusive measure of teaching effectiveness.

Statement of purpose: the purpose of these guidelines is to outline the principles and parameters that guide student evaluation of courses at WSU. The specifics of how the course evaluation process will be structured and administered are determined by each college, coordinated with all campuses and locations where the college offers courses. Together these provostial guidelines and college guidelines will form an institutional framework for student feedback on courses and instruction.

Principles: the course evaluation framework at WSU:

1. Reflects institutional teaching and learning values.
2. Recognizes the diversity of teaching priorities, strengths, students and contexts across departments, colleges, and campuses.
3. Gathers information from students about their learning experience.
4. Protects the anonymity/confidentiality of student responses.
5. Provides opportunities for both summative and formative feedback on teaching and courses.
6. Is equitable, consistent and transparent in the collection, use and interpretation of data.
7. Provides reliable and meaningful data to instructors and administrators.

Administration of course evaluations: scope and access

Scope: each undergraduate and graduate course will be evaluated each time it is offered.

1. By fall 2016, all course evaluations will be offered in the university's online system (Explorance blue acquired in 2014). Each college will determine the set of questions used for their courses.
2. In courses with multiple instructors, evaluations will also collect student feedback on the individual contributions of these members of the teaching team.
3. Exceptions: exempt from this course evaluation policy and requirements are: a) courses with five or fewer students; and b) courses of an individual/independent nature, as defined by each college (e.g. Independent study courses, practica, research credits). For such courses, colleges

are encouraged to obtain student feedback by alternative means. In addition, each college will determine whether and how teaching assistants will be included in course evaluations, based on roles and course context.

Access. Results for a course will not be released until after final grades have been submitted and will be made available as follows:

Instructors

- Instructors will have access to results of course evaluations conducted in their courses only after final grades have been turned in for the term.

Academic administrators (dean, associate dean, chair, director)

- Academic administrators in the department and college will have access to course evaluation results from their unit.

Departmental or school committees

- Student feedback about their experience in courses is one source of data about curricular effectiveness. Colleges are encouraged to develop protocols for sharing relevant portions of course evaluation results with departmental committees that review curriculum, assess student learning, or support teaching innovation. Such protocols should protect instructor-specific results / personnel data, which will not be shared with departmental committees. WSU's new course evaluation system facilitates segregation and sharing of results, and should be leveraged to support quality curriculum, instruction and assessment.

Responsibilities: all members of the university community have a responsibility to conduct themselves in a manner that acknowledges the importance of student feedback to academic program excellence and that enhances the full and effective functioning of this process.

The university has implemented a centrally-supported online system for the development, distribution, administration, collection, analysis, and reporting of student feedback on courses and instruction.

University/Provost's Office: the provost's office has a responsibility to:

- Oversee the implementation of this policy.
- Provide education and support to students, instructors and academic administrators about the use and importance of course evaluations.
- Ensure good practice guidelines for course evaluation design, delivery, analysis and use are developed, widely-available, and periodically reviewed by stakeholder groups to support effective teaching and assessment.

The Office of Assessment of Teaching and Learning (ATL) is available to consult with colleges and departments.

Colleges/campuses:

- Each college has a responsibility to develop its own guidelines in line with these provostial guidelines, and to coordinate and periodically review them with all campuses offering their classes (and with other colleges, as needed).
- Guidelines should provide specific information on how course evaluations are implemented in the college. Topics may include: student feedback instrument content and format;

communication about the value of student feedback on courses and instruction; report formats of results and how student confidentiality will be preserved (especially in small sections or courses); guidelines for data interpretation, use, sharing, storage and security.

- Colleges should provide their guidelines annually to departments, faculty, instructors, and teaching assistants.

Academic administrators (dean/chair/director): academic administrators are responsible for:

- Reviewing course evaluation results including quantitative and qualitative data, as one component of the assessment of teaching effectiveness and curricular quality, and
- Applying good practices when analyzing and interpreting student feedback.

Instructors: instructors are responsible for:

- Understanding the role of course evaluations at WSU;
- Communicating the importance of course evaluations – student feedback on courses and instruction -- to students;
- Reviewing their own course evaluations regularly; and
- Discussing these results with their chair or director.

Students:

- Students have a responsibility to participate in the process and give constructive feedback about courses and instruction.

May 2015

16 COURSE SCHEDULING GUIDELINES

16.1 Crosslisted, Conjoint, and Combined Class Sections

16.1.1 Crosslisted courses

Background. Crosslisted courses are those that are offered under two or more subjects. Historically, if a crosslisted course was scheduled, all subjects were required to be scheduled. This presented a challenge for the other campuses which may not have offered one of the subjects that was represented in the crosslisting at all.

Currently, the department that has primary authority for the course (the “parent” department) has responsibility and oversight for the course.

16.1.2 Scheduling guidelines

Except when a campus doesn’t offer a subject, all subjects in the crosslisting must be scheduled so that the catalog is a document that students and advisors find reliable. If not all subjects are scheduled for a crosslisted course, students may miss out on taking a class that they need because one of the offerings is missing.

The policy, therefore, is that to require that all subjects in a crosslisting be scheduled in order to keep class information current. When a course is no longer functioning in a crosslisted manner (e.g., the department is no longer collaborating with the other department and scheduling all offerings), then this requirement is a reminder that the crosslisting should be dropped from the catalog.

Similarly, all subjects in the crosslisting must be scheduled at the same time and in the same room – otherwise they are not really the same course.

If a class is cancelled, all offerings of the class will be cancelled.

16.1.3 Conjoint courses

Conjoint courses are those that have been approved by the Faculty Senate to allow both a 400-level and 500-level offering of the same class to be scheduled.

16.1.4 Scheduling guidelines

Except when a campus doesn’t offer graduate-level courses, both the 400- and 500-level should be scheduled as follows:

- The two component courses of each conjoint listing must be scheduled together in the same classroom, with the same instructor, and the same basic meeting times. The 400-level course of a conjoint listing shall not be offered for graduate credit. Additional work is required of students at the 500-level. This work may include additional readings, papers, class meetings, or other items as may be appropriate for work at this level.

Scheduling both the 400- and 500-level offerings maintains catalog integrity, ensuring that there is reliability and truth in advertising for courses approved for conjoint status.

In the case where the class will be cancelled, both the 400- and the 500-level will be cancelled.

16.1.5 Combined class sections

Departments may occasionally wish to teach two different courses at the same time in order to meet particular pedagogical goals. Because there is already a formal process for combining courses (through the crosslisted or conjoint designations approved by the Faculty Senate), these occasional requests to combine courses must be approved by exception.

16.1.6 Scheduling guidelines

- Combined class sections are approved on a one-time basis, for one term.
- The courses that are to be combined must carry the same grade type and credit hours. For variable credit courses, both sections must be set to the same value.
- If the courses approved to be combined are special topics courses, then the combined class sections will carry the same title.
- The following exclusions apply:
 - Undergraduate courses may not be combined with graduate courses.
 - Professional courses may not be combined with graduate courses.
 - Lower-division courses may not be combined with upper-division courses.
 - Courses numbered 499, 600, 700, 701, 702, and 800 may not be combined with any other course number since these are independent study courses and do not have a scheduled meeting time or location.

16.1.7 Process for requesting a combined section

- Submit a memo with signatures from all chairs and deans that makes the request to combine class sections.
- Provide a rationale for this exception.
- For undergraduate or professional courses, submit the request to the Registrar's Office, Academic Governance Assistant Registrar.
- For graduate courses, submit the request to the graduate school, to the attention of Lori Carris (carris@wsu.edu).

EPPM 1996; revised 10.13.16, Registrar's Office

17 COURSE SYLLABUS POLICY

The instructor(s) of each course shall make available to enrolled students a course syllabus which should (a) be presented during the first week of class, (b) contain expected student learning outcomes, and (c) include information about the method(s) to be used for evaluation of student progress and determination of grades. The university, college or academic unit may, in published policies, specify additional information to be included in course syllabi.

Approved by Faculty Senate 2/14/13.

Additional information:

University Requirements

Required course information, university policy statements, and recommended syllabus elements are available on a provost's office website (<https://vpue.WSU.edu/policies/>). Instructors should also consult [Academic Regulations](#) published by the registrar.

General Education Course Syllabi (University Core Requirements - UCORE)

Instructors of general education (UCORE) courses should review and adapt the syllabus for their course as approved by the UCORE committee. Instructors should consult the UCORE handbook for additional information, available on the UCORE website (UCORE.WSU.edu/faculty).

Degree Program Course Syllabi

In all degree programs, faculty are encouraged to share course syllabi as appropriate within their program and among campuses offering the program in order to support student learning in a coherent and effective curriculum.

Related policies:

NWCCU, standard 2.C.2: the institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

18 CREDIT HOUR POLICY

18.1 Credit definition (Academic Regulation 27)

Academic credit is a measure of the total minimum time commitment required of a typical student enrolled in a specific course. For the WSU semester system, a one-semester lecture credit is assigned a minimum of 45 hours, of which 15 hours are spent in instructor-led activities and 30 hours are spent in outside activities. Instructor-led activities include time spent in scheduled course activities organized by an instructor (lectures, discussions, laboratories, studios, ensembles, visual media, fieldwork, etc.), while outside activities are related to students completing course requirements (reading, studying, problem solving, writing, homework, and other preparations for the course). Achievement of course goals may require more than the minimum time commitment.

Based on a 15-week semester and a traditional format, the minimum in-class time commitment must follow these scheduling contact hour policies:

1. Lecture—15 hours of lecture per term for each credit hour (1 hour per week);
2. Studio—30 hours of studio per term for each credit hour (2 hours per week);
3. Laboratory—45 hours of laboratory per term for each credit hour (3 hours per week);
4. Ensemble—60 hours of ensemble per term for each credit hour (4 hours per week).

Courses which do not have in-class meeting times must follow these guidelines:

1. Independent study and internships (including field experiences, professional work experiences, and clinical experiences) — approximately 45 hours per term for each credit hour.

Courses taught during periods of time other than the 15-week semester (e.g., intersessions, fall/spring vacations, weekends, etc.), including short courses and study abroad must adjust the class contact hours to meet the minimum in-class time commitment outlined above.

Courses taught using non-traditional formats (e.g., online, hybrid) must define how the time commitment leads to the achievement of stated course goals and how the course covers the same material in the same depth as traditionally-taught courses subject to minimum in-class time commitments.

As part of the initial approval process for new courses, the catalog subcommittee reviews course syllabi for adherence to credit and minimum time commitments. For ongoing adherence to credit and minimum time commitments, colleges review the schedule of classes each term to check a judgment sample of scheduled courses.

EPPM 1996; Faculty Senate, 2016; academic affairs, rev. 11/2017

Related policies:

NWCCU, credit hour policy

19 CURRICULAR CHANGE POLICIES AND PROCESSES

19.1 Major curricular changes

19.1.1.1 Policy

As provided by the Faculty Senate constitution, the Catalog Subcommittee (CSC) considers all major curricular changes for the undergraduate, graduate, and professional health sciences programs. The committee submits undergraduate recommendations to the Academic Affairs Committee (AAC), graduate recommendations to the Graduate Studies Committee (GSC), and for curriculum in the professional health sciences (medicine, pharmacy, and veterinary medicine), recommendations are submitted to the Professional Health Science Committee (PHSC). AAC, GSC, and PHSC make recommendations to the Faculty Senate. The Faculty Senate approves all curricular changes by vote. Minor changes are sent as informational items to the Faculty Senate.

Academic policies are reviewed by the appropriate committees and forwarded to the Faculty Senate.

All graduate major curricular changes and course work 500-level and above are considered by the Graduate Studies Committee as regular agenda items. Major curricular change petitions for 500-level professional courses requesting graduate credit are routed through the catalog subcommittee to the academic affairs committee for consideration and recommendation to the Faculty Senate, exclusive of graduate credit. The decision as to whether or not the courses are acceptable for graduate credit is made solely by the graduate studies committee, and the graduate school will inform the department of action pertaining to graduate credit.

Actions of the Faculty Senate are reported to the president, to the board of regents, and to the NWCCU (if appropriate) for final approval.

Changes become effective the fall semester subsequent to their adoption by the Faculty Senate (senate, 1972; catalog subcommittee, 1982; EPPM 1996; updated by registrar 2018).

19.1.1.2 Definitions

The following are considered major curricular changes:

- Establishment of a new degree, major, minor, or certificate.
- Change in certification requirements for major, minor or certificate.
- Change in graduation requirements for degree, major, minor, or certificate.
- Course to obtain UCORE status.
- Change in grading type.
- Change or drop service course.
- Restoration of course previously dropped.
- Initiation of new course.
- Establish conjoint listing.
- Change in course number.
- Change in course subject.
- Credit change: increase, variable, or repeat.
- Change in credit/contact hour (lecture-laboratory-studio-ensemble) ratio.

19.1.1.3 Procedures

Major curricular changes are normally initiated from the faculty and chair of an academic unit, or through the cooperative efforts of deans, directors, or chancellors.

19.1.2 New Degrees and Extending Existing Degrees

Proposals to establish new degrees, or to extend an existing degree to another campus are reviewed initially by the Provost....

19.1.2.1 Full Degree Review

The following types of change

19.1.2.2 Fast Track Eligible

The following types of changes are eligible to be ...

- Renaming academic units, departments, or colleges
- Extending existing degree to other campuses
- Adding courses or options to an existing major that does not represent a greater than 25% change in the number of credits to that major
- Combining two programs to create a new program and where the two programs have been previously approved

19.1.3 Major curricular changes – Requirements

To add a new major to an existing degree requires the submission of the new requirements major curricular change form. Supporting documentation must include a rationale statement and requirements for completion. The graduation requirements for majors must be shown as a four-year schedule of studies. Requirements for minors and certificates may be submitted in paragraph form. Requirements must include all university requirements and specific coursework. References to a department or website for a list of approved courses are not allowed.

To add a new major or option to an existing degree requires the submission of the new requirements major curricular change form. Supporting documentation must include a rationale statement and requirements for completion. The graduation requirements for majors must be shown as a four-year schedule of studies. Requirements for minors and certificates may be submitted in paragraph form. Requirements must include all university requirements and specific coursework. References to a department or website for a list of approved courses are not allowed.

Changes to requirements for majors, minors, or certificates and the like requires the submission of the revise requirements major curricular change form. Supporting documentation must include a rationale statement and include the current requirements modified to show the requested changes.

New and revised requirements become effective the fall semester subsequent to their adoption by the Faculty Senate.

19.1.4 Major curricular changes – Courses

Requests for new or restored courses require the submission of the new or restore course major curricular change form. Requests for revisions to an existing course require the submission of the revise course major curricular change form or a minor curricular change form, depending on the change being proposed. Supporting documentation must include a rationale statement and a course syllabus.

19.1.4.1 Course levels

1. Consideration should be given to the year in which the students are normally expected to take the course when determining the placement of the course in the curriculum.
2. Skills courses not requiring prerequisites should be set at the lowest number.
3. Introductory courses should be given as low a number as can be permitted in view of the maturity required of the students.
4. Upper-division courses should be classified depending upon the maturity required to handle the subject matter, or on their position in a sequential pattern of course work.
5. In general, 400-level courses should require a synthesis of a student's knowledge.

19.1.4.2 Course numbering

- Courses numbered below 100 do not carry university credit.
- 100-199 inclusive are lower-division courses normally taken by freshmen.
- 200-299 inclusive are lower-division courses normally taken by sophomores.
- 300-399 inclusive are upper-division courses normally taken by juniors and seniors.
- 400-498 inclusive are upper-division courses normally taken by juniors and seniors. Courses numbered 499 special problems are for undergraduates only. UCORE caps courses are numbered 400-498.
- 500-599 inclusive are primarily for graduate students or students in specific professional programs (e.g., pharmacy). Qualified seniors may take graduate courses for graduate credit with the approval of the graduate school.
- Courses numbered 600-800 have as a prerequisite regular student status in the graduate school:
 - 700 (for master's degree with thesis).
 - 701 (for master's independent Capstone project and /or examination).
 - 702 (for master's degree without thesis).
 - 800 (for doctorate degree).

19.1.4.3 Uniform listing of courses

Courses numbered 499, 600, 700, 701, 702, and 800 are to be uniformly listed throughout the catalog:

- **499 Special Problems** V 1-4 May be repeated for credit. Independent study conducted under the jurisdiction of an approving faculty member; may include independent research studies in technical or specialized problems; selection and analysis of specified readings; development of a creative project; or field experiences. S, F grading.
- **600 Special Projects or Independent Study** V 1-18 May be repeated for credit. Independent study, special projects, and/or internships. Students must have graduate degree-seeking status and should check with their major advisor before enrolling in 600 credit, which cannot be used toward the core graded credits required for a graduate degree. S, F grading.
- **700 Master's Research, Thesis, and/or Examination** V 1-18 May be repeated for credit. Independent research and advanced study for students working on their master's research, thesis and/or final examination. Students must have graduate degree-seeking status and should check with their major advisor/committee chair before enrolling for 700 credit. S, U grading.
- **701 Master's Independent Capstone Project and /or Examination** V 1-6 May be repeated for credit. Course Prerequisite: Admitted to an online degree program or graduate certificate in communication. Capstone project or final examination for professional master's degree under the Graduate School. The credits will include a balloted evaluation of the student's completion

of the program's capstone/examination requirements by the program's graduate faculty. Students must have graduate degree-seeking status and obtain approval from their major advisor/committee chair before enrolling for 701 credit. S, U grading.

- **702 Master's Special Problems, Directed Study, and/or Examination V 1-18** May be repeated for credit. Independent research in special problems, directed study, and/or examination credit for students in a non-thesis master's degree program. Students must have graduate degree-seeking status and should check with their major advisor/committee chair before enrolling for 702 credit. S, U grading.
- **800 Doctoral Research, Dissertation, and/or Examination V 1-18** May be repeated for credit. Course Prerequisite: Admitted to the English PhD program. Independent research and advanced study for students working on their doctoral research, dissertation and/or final examination. Students must have graduate degree-seeking status and should check with their major advisor/committee chair before enrolling for 800 credit. S, U grading.

19.1.4.4 Titles

Course titles should be as brief as possible and avoid confusion with or duplication of other course titles. The course title abbreviation (which appears on the student's transcript) is limited to 30 characters including spaces. Phrases such as "introduction to. . ." and "survey in. . ." should be avoided.

19.1.4.5 Prerequisites

When applicable, prerequisites are listed in the catalog with the specific course subject and number. Prerequisites may be levels of competence or courses which a student must have completed. For example, calculus (MATH 171) requires a prerequisite of pre-calculus (MATH 106 and 108), meaning that the student may not enroll in 171 until successfully completing MATH 106 and 108. Prerequisites may require a specified major, or the standing a student must have achieved before enrolling for a specific course (e.g., junior standing).

All prerequisites shall be satisfactorily completed before the student may register in a course. At the time of registration for an upcoming term, in-progress enrollment counts toward meeting prerequisites. If after grades are entered a prerequisite is no longer met, the course is dropped from the student's enrollment.

Recommended preparation may be listed, but is advisory only, and will not preclude enrollment in the course.

Questions concerning prerequisites should be referred to the instructor of the course. The instructor may waive the prerequisite in the case of a student who has demonstrated competence or who has had academic experience equivalent to that represented by the prerequisite. However, no student may have the prerequisite waived if the academic unit deems the waiver inappropriate.

19.1.4.6 Repeat credit

Courses approved for repeat credit are repeatable through reenrollment a subsequent semester or summer session. Students may not enroll in multiple sections of repeatable courses in the same semester, except in the case of Special Topics courses when each section has a unique topic, or in the case where the class section is taught in shorter time periods within the semester.

Departments requesting repeat credit must indicate the maximum allowable credit in each course, e.g., "may be repeated for credit; cumulative maximum 6 hours."

See Rule 34 for additional information about the restrictions and limitations for students who wish to repeat courses.

19.1.4.7 Variable credit

Courses approved for variable credit within the semester (indicated with a "V" in the catalog, e.g., V 1-3) allow the department to teach a course, for example, for 2 credits to one group of students, and 3 credits to another during the same semester. Note: one student may not enroll in two sections of the same course during the same semester; if the course is repeatable for credit, see repeat credit.

19.1.4.8 Course descriptions

Course descriptions should be brief and descriptive. Descriptions containing words such as "a study of. . .," "introduction to. . .," or "fundamentals of. . ." should be avoided. Following the course description are notations deemed useful to students and advisors, e.g., "credit not granted for both CHEM 106 and 116." The Catalog Editor may apply editorial conventions to standardize descriptions.

19.2

19.3 Major curricular change form instructions

Changes in academic policy, unless otherwise stated, become effective the fall semester subsequent to their adoption by the Faculty Senate. (senate, 3/9/72)

19.3.1 Completion of major curricular change form

Major curricular change forms are submitted electronically. Forms and detailed instructions can be found at www.curriculumchange.registrar.WSU.edu. All requested information should be provided and supporting documentation should be uploaded. Submitter must identify chair and dean. Submissions will be routed to chair and dean prior to consideration by the catalog subcommittee.

The signatures of the department chair and dean are required for all major curricular changes. To establish or drop crosslisted or inter-disciplinary courses, the signatures of all cognizant department chairs and deans are required.

19.3.2 Processing

Changes initiated from the administrative level, e.g., council of deans, the provost and executive vice president, or the president, should be submitted to the steering committee of the Faculty Senate. The steering committee is responsible to see that the appropriate senate committees investigate the proposal, giving deans, directors, chairs, faculty, and students an opportunity for timely and effective consideration and input. Except for the early coordination efforts of the steering committee, follow the current curriculum change procedures. In rare cases where the steering committee, together with the central administration, determines that review by the senate, or departmental faculty is deemed unnecessary or inadvisable, due to special circumstance, the steering committee must report to the senate and inform the university community of the change being made. (Faculty Senate 2/21/85)

1. The administrative officer of the academic unit reviews the proposal and initiates the electronic curricular change process.
2. The chair and dean (or designate) receive a copy of the electronic submission and review the material for quality, clarity, and conformity to policy and procedures, and electronically indicate approval.
3. The secretary for the catalog subcommittee (assistant registrar) checks material for conformity to regulations, style, and policies.

Major changes are referred to the catalog subcommittee.

1. The catalog subcommittee reviews and recommends to academic affairs committee, graduate studies committee, or professional health science committee those major changes which have been approved.
2. When material is found unacceptable by the catalog subcommittee, the department will be notified in writing of the committee's reasons for the disapproval of the request. The unit involved may appeal by submitting in writing additional information about the request that directly addresses the committee's concerns. The department chair may be requested to meet with the committee to present additional information.

(Catalog Subcommittee 4/22/81)

19.4 Minor curricular changes

19.4.1 Policy

Minor curricular changes are presented as information items to the Faculty Senate. They are processed through the Registrar's Office. In the case where the requested changes do not appear to be editorial, the catalog editor may request that the department submit the request as a major change.

19.4.2 Definitions

The following items are defined as minor curricular changes:

- Editorial changes in course title.
- Reduction of credit.
- Addition or changes in prerequisites.
- Rewording course description which does not substantially alter the course content.
- Dropping a non-service course.
- Dropping the "writing in the major" status.
- Changing the crosslisted offerings for an existing course, or changing which department is the parent for the crosslisting.
- Adding UI Cooperative status

19.4.3 Procedure

Minor curricular changes submitted on a minor curricular change form available online at <http://curriculumchange.registrar.wsu.edu/>.

19.5 Minor curricular change form instructions

Completion of minor curricular change form

1. Indicate the course subject and number.
2. Check the appropriate box for the proposed changes.
3. Complete all information applicable to course changes, including the effective date of the change.
4. Obtain the signatures of the department chair and dean.
5. Changes involving crosslisted courses must have the signatures of all cognizant department chairs and deans.

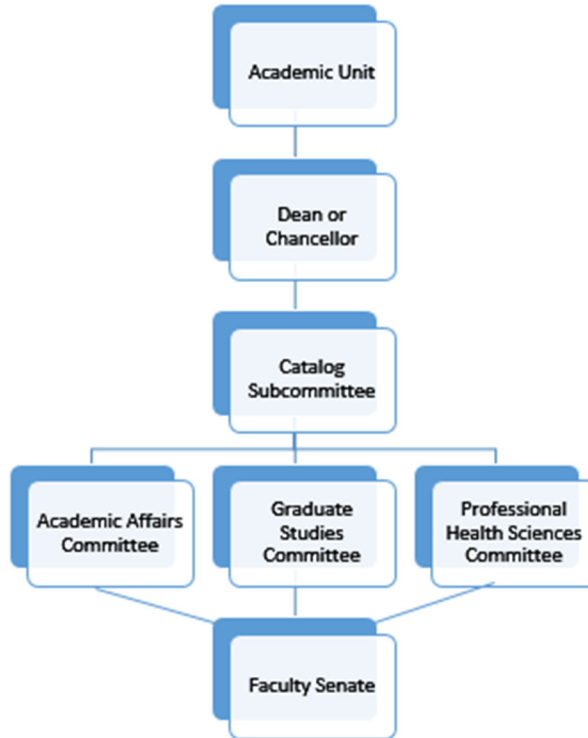
19.5.1 Routing

1. Administrative officer of academic unit submits the material to the Registrar's Office through the appropriate dean.
2. The editor may submit minor changes in course material to the catalog subcommittee for its review and advice. The editor also informs the committee of minor changes that relate to specific major change petitions.
3. The editor approves minor changes for inclusion in the catalog and circulates the minor change bulletin to all deans and chairs each semester.

19.6 Curriculum approval time table

<p>Undergraduate Education Committee</p> <ul style="list-style-type: none"> reviews requests for UCORE courses and curriculum. 	<p>Meeting dates (fall & spring only)</p> <p>(meets every two weeks)</p>	
<p>All-University Writing Committee</p> <ul style="list-style-type: none"> reviews requests for writing in the major [M] courses. 		
<p>Catalog subcommittee (CSC)</p> <ul style="list-style-type: none"> reviews all curriculum change requests. 	<p>Beginning second week of fall</p> <p>(meets weekly)</p>	
<p>Academic affairs committee (AAC)</p> <ul style="list-style-type: none"> reviews undergraduate and professional curriculum requests that have been approved by CSC. 	<p>Beginning mid-September</p> <p>(meets every two weeks)</p>	
<p>Graduate Studies Committee (GSC)</p> <ul style="list-style-type: none"> reviews graduate curriculum (including conjoint courses). 	<p>Meets periodically</p>	
<p>Professional Health Sciences Committee (PHSC)</p> <ul style="list-style-type: none"> reviews curriculum for medicine, pharmacy, and veterinary medicine. 	<p>Meets as needed</p>	
<p>Faculty Senate</p> <ul style="list-style-type: none"> reviews all curricular changes that have been approved through the other committees. <p>note: approval process takes two meetings—at the first meeting the changes are on the agenda as a discussion item; at the next meeting the changes are voted on.</p>	<p>(fall)</p> <p>Typically meets 4 times</p>	<p>(spring)</p> <p>typically meets 6 times</p>

Routing Chart for Curricular Changes*



* For new degrees, degree extensions, and organization changes, proposals are submitted to the Provost’s Office prior to the review by the committees listed here. Approved proposals of this type are sent from the Faculty Senate to the Board of Regents and/or NWCCU—WSU’s accrediting body—depending on the type of request.

20 FACULTY RESPONSIBILITIES RELATED TO STUDENT ACADEMIC INTEGRITY

All members of the university community share responsibility for maintaining and promoting the principles of academic integrity. To guide execution of this responsibility, the university has set a policy defining academic dishonesty and the process to be followed when a student is alleged to have committed a violation. The policies defining academic dishonesty, as well as the review and sanctioning processes, provide educational opportunities for students to understand that academic integrity violations are not simply against the rules, but against the greater philosophy of higher education. Consult the WSU reference guide on academic integrity (<http://academicintegrity.WSU.edu>) for more guidance. In addition, the responsible academic member (e.g., course instructor or faculty research supervisor), chair, or dean may seek the advice of the dean of the graduate school, the vice president for research, the university ombudsman, or the office of student conduct at any stage of the process described below.

Academic integrity violations include cheating, falsification, fabrication, multiple submission, plagiarism, abuse of academic materials, and complicity in or misconduct in research. Definitions are found in the standards of conduct for students and in WAC 504-26-010. When there is an allegation or evidence of an academic integrity violation, the responsible academic member must conduct a prompt and careful investigation. Physical evidence should be retained and interviews should be conducted with persons who may have knowledge of the events. Students are required by the standards of conduct for students to cooperate with such investigations and are prohibited from assisting in violations of the academic integrity policies.

Following the investigation, if the responsible academic member believes that a violation has occurred, the responsible academic member should assemble the information supporting the alleged violation (offending work, witness statements, original sources, etc.) And notify the student as soon as possible of the alleged violation. The notice should be in written form (email is permissible) and should include a description of the allegation and provide a time, date and place of a meeting to discuss the situation. This meeting is the chance for the student to respond to the allegations. If the student does not respond to the responsible academic member's initial contact attempt within a reasonable amount of time, one more contact attempt should be made before proceeding with the violation process. Following the meeting (or lack thereof if the responsible academic member is unable to meet with the student), if the responsible academic member continues to believe that a violation occurred by a preponderance of the evidence (i.e., more likely than not), the responsible academic member must provide the student with a written decision including the reason for the responsible academic member's decision and the evidence relied upon, the academic sanctions imposed in accordance with the course policies, a notice of the student's right to appeal within 21 calendar days to the academic integrity hearing board, and a statement indicating that the incident will be reported to the office of student conduct. The responsible academic member must then notify the office of student conduct by using the electronic reporting form available at conduct.WSU.edu. The office of student conduct will engage with the responsible academic member and student if an appeal to the academic integrity hearing board is submitted and provide the student with educational sanctions to assist the student in not violating the academic integrity policies in the future if the academic integrity hearing board finds that an academic integrity violation occurred.

21 INCLEMENT WEATHER POLICY

Academic policy for adverse weather conditions resulting in campus closures or reduced operations, or unsafe travel to instructional locations

21.1 Intent

This policy is intended to address short term conditions that may cause a course to fall short of the necessary contact hours to meet the requirements of Academic Regulation 27. In the event of extended disruption or suspension of campus operations, as in a pandemic, massive earthquake, volcanic eruption, or similar catastrophe, campus and system leadership will determine when to invoke Continuity of Operations policies and procedures, and inform their respective campuses accordingly (BPPM 50.39).

21.2 Policy statement

When appropriate campus authorities declare a "Yellow"/"Delayed or Limited Operations" or "Red"/"Closed" campus condition (BPPM 50.40-46), or travel to instructional locations is unsafe, course instructors can use their discretion to offer students an alternative learning option that does not require travel to campus.

Faculty are expected to use a standard of reasonable prudent judgment as the basis for their decisions to offer or not offer alternative learning options. They will not be penalized for working remotely to provide students with alternative learning options. If an instructor holds class during a weather event, but a student does not attend due to adverse conditions, the instructor will not penalize the student and will ensure that all students receive any instruction or content covered if the class was held; materials will be made available in a timely manner. This also applies in the situation where a student does not have access to online alternatives. Allowances to the course attendance policy and to deadlines for scheduled assignments, including exams and quizzes, will be made by the instructor. Students requiring reasonable accommodation involving campus-based resources may need extended deadlines.

Students who attempt to gain advantage through abuse of this policy (e.g., by providing an instructor with false information) may be referred to the Office of Student Conduct for disciplinary action. Students who believe that they have not been accorded the flexibility in completing work granted by this policy may appeal under Academic Regulation 104, Academic Complaint Procedures.

21.3 Definitions

21.3.1 Condition Levels (as defined in BPPM 50.40-46)

- i. Green: Classes, nonessential services, and essential services are all operational.

- ii. Yellow or Delayed/Limited Operations: Class operations are delayed two hours or cancelled. Nonessential services are reduced at the discretion of unit heads. Essential services as defined per BPPM 50.39 are operational.
- iii. Red or Closed: Campus is closed. Nonessential services are suspended. Essential services as defined per BPPM 50.39 function with minimal levels of staffing.

21.3.2 Appropriate Campus Authorities

President or Chancellor, or their designees

21.4 Responsibilities

President or campus Chancellor or designee decides condition level.

Campus emergency management office informs community of condition level.

Faculty members determine alternate arrangements, if any, and communicate with students.

Videoconferencing staff on each campus inform appropriate campus counterparts as well as students and faculty on other campuses.

Students contact faculty to explain exceptional circumstances.

21.5 Procedures

WSU campuses are diverse in terms of geography and climate; conditions in one region may significantly differ from conditions in another region. In the event that public health, property or safety is jeopardized due to an emergency, the appropriate campus administrators will make a determination about campus operations and issue an emergency statement per the provisions in BPPM 50.40 and related policies at the individual campus level (BPPM 50.41-46). Faculty will follow the logistics of their individual campuses, but the central tenets of the academic policy are the same across all WSU instructional locations.

If campus authorities declare a "Yellow" (or "Limited/Delayed") (BPPM 50.40-46), faculty and students should take personal safety into account when deciding whether they can travel safely to and from campus or other instructional locations such as for internships or field work. Faculty will not be penalized for working remotely to provide students with alternative learning options. When the campus is closed ("Red" condition), or a class has been cancelled by delayed opening, course instructors can use their discretion to decide whether they will offer students an alternative learning option that does not require travel to campus. Instructors can also use their discretion to offer students an alternative learning option that does not require travel to campus when the campus is open, but access to campus or to other instructional locations such as internships or field work is unsafe. Faculty are expected to use a standard of reasonable prudent judgment as the basis for their decisions to offer or not offer alternative learning options.

In the case of delayed start, classes resume at the resumption of campus operations. For courses that span a temporary closure (e.g., a class that meets 9-12 and a delayed start of 10 a.m.), the course may resume at 10 at the instructor's discretion.

If an instructor holds class during a declared Yellow Campus emergency, but a student does not attend due to emergency conditions, the instructor will not penalize the student. This also applies in the situation where a student does not have access to online alternatives. Allowances to the course attendance policy and to deadlines for scheduled assignments, including exams and quizzes, will be made by the instructor. Students requiring reasonable accommodation involving campus-based resources may need extended deadlines. Instructors of videoconferenced courses where the originating campus is open should grant these allowances to students on campuses that have declared Yellow (delayed) or Red (closed) status.

21.5.1 Additional considerations for faculty

- i. As a matter of general preparedness for adverse weather conditions as well as for situations in which Continuity of Operations plans are put into operation (BPPM 50.39-40), faculty may place syllabi and other course materials in the course space created for them each semester in their campus learning management system, or in a comparable online environment allowing asynchronous access to materials and activities. Campus technology support units or Academic Outreach and Innovation can assist with developing such modules using universal design principles. Campuses may have websites with toolkits for this situation; faculty are encouraged to review them and make use where appropriate.
- ii. Faculty should apprise students early in the semester of how they intend to handle scenarios of reduced or suspended operations. In addition to oral comments, this could be done in written form either under the Absence Policy in the syllabus, elsewhere in the syllabus, or in a separate document in the online course space.
- iii. Once a Yellow or Red campus condition has been declared, faculty members determine any alternative learning options they will offer and notify students, department staff, and AMS or other videoconferencing staff, if relevant, as soon as possible following receipt of emergency notification of the condition level.
- iv. Faculty inform the department chair that alternative arrangements are being made, if required by departmental policy.
- v. Faculty should keep in mind the need to extend reasonable accommodation to students with documented disabilities; this may involve extended timelines for accommodations requiring campus-based resources.
- vi. For videoconferenced courses affected under this policy, sessions should be archived and made accessible for student viewing on all affected campuses as soon as possible.
- vii. For courses that are not videoconferenced but have recording capability for instructional sessions, faculty are encouraged to post recorded sessions for student access on all affected campuses as soon as practicable.
- viii. Since labs and studios are difficult to address by these means, they may be rescheduled within the same term and with regard to students' abilities to access the make-up sessions. Labs and studios affected by delayed openings may resume instruction at the instructor's discretion when the campus opens.

21.5.2 Additional considerations for students

- i. In case of delayed opening or campus closure (reduced or suspended operations; Yellow or Red campus conditions), students should immediately consult their learning management course spaces or other online course space, as well as their WSU email, for messages from faculty regarding alternative learning arrangements. In the case of campus conditions involving a delayed opening, students should understand that class schedules will resume

- normal operation at the time noted in the emergency communication for resumed operations. This may include resumption of courses that were scheduled to begin before the time normal operations are resumed (example: resumption at 10 a.m. of a 9 a.m.-12 p.m. course or lab).
- ii. If students are not able to participate in alternate arrangements in a timely fashion due to lack of connectivity or other access issues, they should contact the faculty member to make alternative arrangements.
 - iii. If students are not able to communicate with faculty, they should document to the best of their ability the reasons why and contact faculty as soon as possible after their communications have been restored.

21.6 Related policies

- a. WSU Academic Regulation 27, Credit Definition; NWCCU Credit Hour Policy
- b. Executive Policy 25, Emergency Management and Safety Plans
- c. BPPM 50.39, Emergency Planning and Preparedness
- d. BPPM 50.40-46, Suspended Operations
- e. BPPM 60.56, Faculty and Administrative Professional Personnel Leave
- f. Academic Regulation 104, Academic Complaint Procedures
- g. Vancouver Council of Faculty Representatives inclement weather policy

21.7 Key Search Words

Adverse weather, inclement weather, natural hazards, campus closures, emergencies, reduced operations, suspended operations, delayed opening, alternative learning arrangements

21.8 Revision history

Drafts 11.27.17, 12.18.20

22 LEGAL REQUIREMENTS

22.1 Family educational rights and privacy act (FERPA) information

FERPA (family educational rights and privacy act) is a federal law that all WSU employees must follow regarding the rights of students and their education records. Each employee, prior to receiving access to education records, must go through a training that outlines the basics of the law including the privacy of education records.

This training is required to be renewed every three years, both to provide a refresher on the material and to update staff and faculty on any changes in federal law or WSU policy regarding FERPA.

FERPA is a federal law protecting the privacy of students' educational records. It applies to all post-secondary institutions that receive federal funding, such as Washington state university. FERPA gave certain rights to students regarding their education records, including:

- The right to inspect their records
- The right to amend their records
- The right to some control over the release of their records

FERPA applies to all students, both current and former, who are or have ever been enrolled at Washington state university. WSU defines "enrolled" as being enrolled on or after the first day of classes for a term. Once a student has been enrolled for a term, WSU will maintain official records on that student, including a transcript.

Any record containing information that is directly related to a student and is maintained by the institution is an education record and protected by FERPA. This includes enrollment information, grades, advising files, admission information and any other record related to the student.

Education records do not include:

- Medical records maintained by health care professions providing treatment, including psychological counselors
- Employment records unless employment is contingent on being a student
- Records of the university police department which are maintained by the law enforcement unit of WSU that were created by the WSU law enforcement unit for the purposes of law enforcement.
- Information on a person that was obtained when no longer a student (i.e., alumni records) and does not relate to the person as a student
- Records/notes in sole possession of maker not accessible or revealed to any other person except a temporary substitute

Records can be in many forms including paper, e-mails, web pages, assignments that have been collected and recorded, and electronic databases and files.

Any questions about what is considered an education record and subject to FERPA can be directed to the Registrar's Office or to the attorney general's office.

22.1.1 FERPA guidance regarding student work

Pending completion of a revised comprehensive website in the Registrar's Office regarding FERPA, a federal law protecting the privacy of education records, we believe some interim guidance will be useful as we approach the end of the term. We thank our colleagues at Indiana University, Bloomington, for their summary of FERPA's provisions on handling student work (<http://registrar.indiana.edu/policies/FERPA/student-privacy-faculty.shtml>).

Under the family educational rights and privacy act (FERPA), a student has right to inspect and review his or her education records, to request correction of inaccurate and misleading data, and to consent to disclosure of personally identifiable information contained in the student's education records.

22.1.2 Obtaining consent from students

Once a student begins attending an institution of post-secondary education, all privacy rights move to that student and away from the parents. Thus, student educational records are considered confidential and may not be released to third parties (including parents) without the written consent of the student.

Such things as progress in a course, academic deficiency, scores and grades on papers, exams, and so on are all examples of information that make up part of the student's education record. This information is protected under FERPA and parents, family members, guardians, or others may not have access unless the student has provided written authorization that specifically identifies what information may be released to the specific party.

22.1.3 Posting grades

The public posting of grades either by the student's name, student identification number or social security number, without the student's written permission, is a violation of FERPA even if the names are obscured. Consider using university tools such as blackboard that have built-in security mechanisms.

22.1.4 Returning graded papers and assignments

Distributing graded work in a way that exposes the student's identity or leaving personally identifiable graded papers unattended is no different from posting grades publicly. If the papers contain "personally identifiable" information, then leaving them unattended for anyone to see is a violation of FERPA. Using readily available tools (e.g., blackboard) to distribute grades or graded papers should be given first consideration. Other possible solutions for distributing grade information to students would be to leave graded papers (exams, quizzes, and homework) with a departmental or program assistant who will ask students for proper identification prior to distributing them; leave graded work in a sealed envelope with only the student's name on it; or use a code name or number known only to the student and faculty member to identify graded work.

22.1.5 Sending grades to students or posting on websites

Instructors can notify students of their final grades via the U.S. mail if the information is enclosed in an envelope. Notification of grades via a postcard violates a student's privacy. Posting grades on a web site that is open to public access or in a way that exposes individual grades to other class members also violates students' privacy. The preferred method for communicating about grades is through blackboard.

Office of the Provost, Registrar's Office, March 2018

Additional information

If you have any questions on what you can or cannot release, please contact the office of the registrar at 509-335-5346.

For more information on FERPA, visit the website of the [family policy compliance office](#).

22.2 Reasonable accommodation

In order to have an equal opportunity to convey their knowledge, students with certain disabilities or chronic medical conditions require reasonable accommodations. Without these accommodations, they are at a distinct disadvantage for competing on an equal playing field. Accommodations are not to compromise the integrity of the learning objectives or course goals. In addition, all accommodations must be clearly supported by disability/medical documentation. A list of common accommodations and further information is available on the access center website.

22.2.1 Flexible attendance

For students with certain disabilities or chronic medical conditions (chronic migraines, seizure disorders, sleep disorders, cancer treatment), flexible attendance is considered a reasonable accommodation. Students are required to meet with each of their faculty members to discuss their attendance needs and to complete a [flexible agreement form](#) before attendance becomes an issue. Please note: the student and faculty member must engage in a conversation to arrive at a reasonable agreement for flexible attendance. Faculty members are encouraged to include the student's access advisor in these conversations. Please carefully read [flexible attendance guidelines](#) to understand the procedures and student and faculty responsibilities.

22.2.2 Approved service animal

Students with certain disabilities benefit from the assistance of a trained service animal (dogs or miniature horses, as defined by the ADA). Service animals are not required to be approved through the access center, unless students reside in university housing.

Instructors may ask a student with a service animal two questions:

1. Is this animal required due to a disability? (yes/no)
2. What task is the animal trained to perform?

Instructors may not ask the animal to perform the task. Service animals must be well-behaved at all times. If they are not well-behaved, instructors have the right to ask the student to remove the animal.

22.2.3 Medical emergencies

In the case of medical emergencies in the classroom, faculty are asked to call 911 to request assistance.

22.2.4 Responsibilities:

- Access center responsibilities: the access center is responsible for approving accommodations, to advocate on behalf of students, and to assist with the implementation of accommodations, working with both instructors and students when questions or concerns arise.
- Faculty responsibilities: instructors are responsible for putting into place the approved accommodations. Instructors may question certain accommodations or how best to put accommodations into place. Instructors are asked to consult with the student's access advisor when there are questions. Accommodations are to provide equal access and are not to compromise the integrity of the course, the course requirements or the student's learning.
- Student responsibilities: although students no longer will be hand delivering paper copies of their accommodations to instructors, students are expected to meet in person with each of their instructors within two weeks of receipt of the faculty notification letter. There are a few accommodations that require a face-to-face meeting (e.g., flexible attendance; memory aids).

22.3 Accommodation process

22.3.1 Overview:

The WSU Pullman access center has transitioned to a new online accommodation management system (AIM; MyAccess). All notification of student accommodations and all testing procedures will now be handled through this new system. Students will request accommodations online and instructors will submit proctoring instruction forms and exams online.

22.3.2 Faculty notification of student accommodations

Once a student has requested accommodations through AIM (MyAccess), a faculty notification letter (FNL) will be generated and sent via email to each course instructor which outlines specific accommodations that are reasonable and appropriate for that student in that course. Faculty notification letters will be sent out starting the week of August 15. Note: since these emails are generated by AIM, they may initially go to your spam folder. Please double-check, especially if your student must remind you to complete the testing form (see below).

22.3.3 Faculty role with regard to testing accommodations:

Instructors play an active role with students receiving testing accommodations. Before your students can actually register (through MyAccess) to take their exams at the access center, instructors must first complete and submit an alternative testing agreement form (i.e. A proctoring instruction form) through AIM. The link to this form is located inside a red box within each faculty notification letter (FNL).

Important note for global campus/distance instructors: Global Campus courses, or courses whose exams are proctored through global campus, as well as instructors on Everett and Bremerton campus, are requested to respond to the alternative testing agreement by checking the box "I will be proctoring my own exams" if given this link. This will prevent instructors from receiving multiple emails which do not pertain to testing accommodations in the online/distance environment. Additional information regarding testing accommodations for online/distance students can be found at both the access center and Global Campus websites.

Please contact the Access Center with any questions (access.center@WSU.edu; 509-335-3417).

Access Center 2017

23 NEW STUDENT ORIENTATION

23.1 Policy

All new degree seeking students (transfer and freshman) are required to attend an orientation/registration program in order to enroll in classes.

23.2 Rationale

Nationally and at Washington state university, students who attend an orientation program are retained at higher rates than students who do not attend. Requiring all new students to attend an orientation program provides Washington State University the opportunity to share with students and their parents/guests the university's mission, goals, values, and academic expectations; discuss academic policies, procedures and programs; review costs, in terms of both dollars and personal commitment, and expose them to valuable resources and campus-support services aimed at student success, retention and graduation. Ultimately, orientation/registration programs create an atmosphere that minimizes anxiety, promotes student action and responsibility, and prepares students to succeed during their first days, weeks, and months.

2010

24 POSTHUMOUS DEGREE POLICY

24.1.1 Criteria for the granting of a posthumous degree:

Deceased student was a senior (minimum of 90 credit hours completed) and:

1. Student was a certified major
2. Student was in good standing with the university
 - a. Minimum 2.0 cumulative grade point average
 - b. Minimum 2.0 grade point average for most recent term
 - c. No active student conduct concerns
 - d. No active accounts receivable concerns

24.1.2 Available alternatives for students who do not meet the criteria for a posthumous degree

1. Honorary Member of a Graduating Class (established March 2012): A certificate, printed on diploma paper and presented in a diploma case, will be presented to the family of the student. The certificate may be presented as part of the commencement ceremony.
 - a. Criteria: same as above, for posthumous degree, except that the student need only have completed one year (24 credit hours) at WSU.
 - b. Process: this honor is recommended by the students and faculty advisor of a recognized student organization. This honor is reviewed and approved by the president.
2. Certificate of Academic Achievement: drafted in consultation with the academic department, printed on diploma paper, and presented to the family by a university representative.
3. Tile in the Alumni Centre: offered without charge to the family and printed with the student's name.

Approved by the Faculty Senate Steering Committee, spring 2008; updated January 2016.

25 SPECIAL LEARNING OPPORTUNITIES

25.1 Education abroad

25.1.1 Definitions of education abroad experiences

There are four kinds of education abroad experiences:

1. Exchanges—exchanges include WSU’s bilateral partnerships with international universities and the International Student Exchange Program (ISEP), a consortium of U.S. and international universities. Exchange students pay tuition at their home institutions but enroll in a full-time course of study at the host institution. WSU students on exchange programs thus pay tuition to WSU.
2. WSU faculty-led—WSU faculty-led programs are organized and operated by a WSU academic department or unit working in conjunction with International Programs-Global Learning. These programs are led by one or more WSU faculty or staff member(s). Students participating in faculty-led programs typically enroll in WSU classes and pay tuition and program costs to WSU.
3. Program provider – students select a program from one of WSU’s affiliated education abroad program providers. The student completes a WSU application through IP-Global Learning and a provider application. All program expenses are paid to the program provider.
4. Non-affiliated program—students select a program independently. The student completes a WSU application through IP-Global Learning and all other applications required by the host institution. IP-Global Learning ensures that the university is accredited and can issue a legitimate transcript. All program expenses are paid to the host institution.

Non-credit bearing international experiences are documented through the international travel registry maintained by international programs: <https://ip.WSU.edu/study-abroad/international-travel-registry/>.

25.1.2 Student policies

Education abroad experiences for WSU students are coordinated through the Office of Global Learning in International Programs.

All students studying abroad for credit must pay an administrative fee and complete a WSU IP-Global Learning application. All students are enrolled in and billed for international health and travel insurance, unless they provide evidence of comparable insurance coverage for international health and safety incidents.

25.1.3 Study abroad and credit

International credit evaluation. IP-Global Learning evaluates all study abroad academic credit, with the exception of WSU credit earned on a faculty-led program. Upon receipt of a student’s study abroad transcript from the host institution or U.S. institution of record, IP-Global Learning conducts a thorough course and credit equivalency evaluation that may correspond to WSU’s grading and credit conventions. IP-Global Learning submits an education abroad credit (EAC) report with this information to the Registrar’s Office who posts all course information to the student’s WSU transcript. EAC course numbers are organized as follows:

900-913 Non-UCORE lower-level course

914 HONORS 270

915-929	N	on-UCORE upper-level course
930-959	L	ower-level UCORE
960-987	U	pper-level UCORE
988-999		HONORS course
996-999	G	raduate level

Note that WSU does not factor grades for an international institution into the student’s WSU grade point average but does factor study abroad credit earned into the total number of credits earned. (Students do not receive credit for study abroad courses failed.)

Using study abroad courses to fulfill graduation requirements. If a student wishes to fulfill graduation requirements with study abroad courses, the student must receive written approval from the appropriate departmental representative on the WSU IP-Global Learning course approval form. Students should receive such approval prior to or during their study abroad program. Upon completion of the EAC report, IP-Global Learning will send the completed course pre-approval form along with the EAC report to each department so the department can write a degree audit report exception indicating that the study abroad course fulfills the graduation requirements for which approval was received.

25.1.4 Faculty considerations

Faculty-led programs. WSU courses offered by WSU faculty for academic credit outside the U.S. must be coordinated through IP-Global Learning. In concert with Global Learning staff, faculty develop a program abroad that is designed to achieve both curricular and co-curricular learning goals. IP-Global Learning also works with the faculty member to develop a viable program budget. The partnership with ensures that risk management and liability considerations are addressed; that students attend a pre-departure orientation and download a global learning pre-departure orientation handbook; and that students are enrolled in international health insurance. Faculty contemplating a program abroad should contact IP-Global Learning 18 months to two years in advance of the anticipated departure.

New study abroad courses. Each department may submit requests for new and/or temporary course numbers to be used for faculty-led education abroad programs through regular course approval procedures. Departments may request a course to reflect special subject matter taught abroad or may utilize a “special topics” course. Courses must adhere to Academic Regulation 27 on credit definition to assign the appropriate number of credits to a new course.

EPPM 1996; rev. 2017

Related policies:

BPPM 95.55, international travel registry

BPPM 10.43, faculty-led study abroad programs

25.2 National student exchange

The National Student Exchange program includes WSU's bilateral partnerships with institutions in the United States, Guam, Puerto Rico, the United States Virgin Islands, and Canada. NSE students pay WSU tuition and mandatory fees, and enroll in a full-time course of study at the host institution for one or two semesters.

25.2.1 Applying to participate

Students must meet with the NSE coordinator(s) prior to participation in the program to ensure that eligibility, risk management, and liability considerations have been addressed. A pre-departure orientation is also required.

25.2.2 Using NSE courses to fulfill graduation requirements

If a student wishes to fulfill graduation requirements with NSE courses, the student must complete the WSU NSE course approval form, and must receive written approval from the appropriate departmental representative, typically an academic advisor. Students should receive such approval prior to NSE participation.

25.2.3 Course evaluation and transcribing

Students who complete an exchange via NSE will have their work posted to the WSU transcript as transfer credit. NSE work will have a notation on the transcript indicating national student exchange and the host institution name.

Note that WSU does not factor grades for an NSE institution into the student's WSU grade point average but does factor NSE credit earned into the total number of credits earned.

Contact:

<https://NSE.WSU.edu/>

Transfer resource center in smith center for undergraduate education (cue) 403.

Email: NSE@WSU.edu

phone: 509-335-5699

national NSE website: NSE.org

Feb. 2018

25.3 Dual credit programs

25.3.1 Academic policies pertaining to dual credit programs at Washington state university
The provost's office will be responsible for setting system-wide administrative policies for dual-credit programs. These include Running Start, College in the High School, and iTech prep.

Office of the Provost, March 2017

25.4 Running Start

25.4.1 Definition

Running start is a statewide partnership between public higher education institutions and local public high schools. The program allows high school juniors and seniors to attend the college tuition-free and have the courses count for both high school and college credit. College credits are subsidized by the high school. Running start was initiated by the legislature as a component of the 1990 parent and student [learning by choice law](#).

25.4.2 Scope

Campuses offering running start programs are limited to Pullman and tri-cities.

25.4.3 Administration

To assure conformity with academic policies and maximum integration with academic units, running start programs will be administered by academic affairs units within the campuses.

25.4.4 Admission requirements for running start

1. Students with a 3.50 or higher cumulative, unweighted high school GPA (on a 4.0 scale) may be admitted without test scores or other documentation of performance besides the high school transcript. Test scores may be submitted if desired.
2. Students with a 3.30 to 3.49 cumulative, unweighted high school GPA may be admitted with additional information about ability to succeed in college-level courses. Examples of additional information include:
 - a. High performance [3.5+ GPA] in courses of the intended college subject;
 - b. Test scores on national standardized tests such as PSAT, ACT, SAT;
 - c. Previous college course grades;
 - d. Evidence of progress on CADR's;
 - e. Written teacher recommendations using criteria such as the above.
3. Students whose cumulative unweighted high school GPA is below 3.3 (on a 4.0 scale) at the time of application are not eligible for consideration.
4. Home schooled students will be reviewed by a faculty dual-credit admissions committee on an individual basis based on standardized test scores, previous dual credit courses, and evidence of progress toward the college academic distribution requirements (CADRs).
5. Admitted students will be immediately entered into the WSU student information system with relevant data for tracking purposes: high school GPA, grade level, test scores, placement data, and other relevant and customary information. Supporting materials (e.g., official high school transcripts, letters of recommendation) must be entered into the imaging system.
6. Based on capacity or on agreement with local high schools, a specific WSU campus may impose higher standards than those outlined above.

25.4.5 Registration and withdrawal

1. New running start students will be registered on a space-available basis once degree-seeking students have been registered.
2. Continuing running start students will be registered according to their credit standing.
3. To assure a collegiate and transformational student experience for all students, courses will be managed by balancing degree-seeking and running start students within sections.
4. Prior to registration, students will meet all placement and prerequisite requirements.

5. Only academic affairs staff and faculty in the departments may waive prerequisites. University prerequisites in math and writing may only be waived by a vice chancellor for academic affairs or his or her designee, or a vice provost.

25.4.6 Fees

Running start student costs

- Students are responsible for academic and other costs to the extent permitted by law.

25.4.7 Subsidies

- Campuses may, at their discretion, subsidize the cost of course materials for free/reduced lunch-eligible students through funds established in accordance with university policies (e.g., book loan programs).

25.4.8 Requirements for continued enrollment in running start program (satisfactory academic progress).

1. Students must maintain a 2.0 cumulative GPA to be in good academic standing.
2. If a student has a cumulative GPA of 2.0-2.5, he or she will receive intensive advising regarding course selection, time management and study skills, satisfactory academic progress, financial aid and other student success topics.
3. If a student falls below a 2.0 cumulative GPA, he or she will be suspended from the program for a semester. A student who wishes to rejoin the program must reapply.

25.4.9 Advising

Advising of running start students will be conducted by units within academic affairs and involve close collaboration with high school advisors.

1. Students and parents shall be advised prior to enrollment about college-level expectations.
2. Students and parents shall be advised prior to enrollment about financial aid and satisfactory academic progress.
3. Students and parents shall be advised of the nature and permanence of college transcripts for running start courses, and of the transferability of coursework.

25.4.10 Faculty

1. Since most running start students will be minors, faculty who teach courses with running start students must undergo background checks.
2. One-on-one meetings with running start students must be conducted with open doors.
3. Faculty who teach courses typically taken by running start students should avail themselves of professional development opportunities regarding demographic trends, non-traditional students, college transition and similar topics. Campuses should offer opportunities for faculty to engage in this type of professional development.

Office of the Provost, March 2017

Related policies:

RCW 28a.600.300 – 385 Running Start legislation

26 WSU CATALOG

The *WSU Catalog* is the official presentation of the curriculum available at Washington state university. It constitutes a public commitment (subject to change) to the student from the institution. In addition, the catalog is a manual of information, requirements, and regulations for the guidance of prospective students and their parents, students currently enrolled, faculty and administrative officers, and other educational and allied agencies.

The catalog is published on an ongoing basis online (catalog.WSU.edu) as changes to curriculum are approved. Once yearly, the catalog is published as a .pdf document as an archival document representing the changes from the prior year.

The Registrar's Office is responsible for compiling, organizing, and publishing the catalog. The catalog editor is responsible for its format, style, and general content.

It is the responsibility of the administrative officers of the various academic units on the various campuses to prepare catalog copy according to the directions of the catalog editor and in conformity with the policies and procedures outlined in this manual. It is the duty of the academic deans to review the catalog materials from the departments under their jurisdiction and approve it as representing the standards of the institution and as confirming to educational policies and regulations.

26.1 Academic calendar

The academic calendar is proposed by the catalog editor to the Faculty Senate through the Academic Affairs Committee and Graduate Studies Committee. The calendar is published with at least five years of information to aid in planning. As much as possible, the calendar is coordinated with the University of Idaho for the benefit of students participating in the cooperative program.

Calendar considerations include:

1. 15 weeks of classes plus one week of final examinations;
2. Fall semester begins late august and ends prior to Christmas. Spring semester begins early January and ends early May.
3. Federal holidays when class is not in session – Labor Day, Veterans Day, Martin Luther King, Jr. Day, Presidents Day, and Independence Day.
4. Thanksgiving vacation – one full week.
5. Spring break – one full week (the tenth week of the spring semester).
6. Commencement – for fall, the Saturday prior to final examinations; for spring, the Saturday following final examinations.

26.2 Catalog update policies and procedures

The general information portion of the catalog includes information concerning accreditation, calendar, administrative offices, admissions, advising, and student services. Updating the general information portion of the catalog is the responsibility of the catalog editor, in cooperation with the appropriate offices.

26.2.1 Colleges and academic units

The section of the catalog describing the colleges and academic units includes, whenever appropriate, information concerning:

1. The name and title of the administrative officer together with the names and titles of the faculty and instructional staff;
2. The aims and objectives of the unit;
3. The admission and certification requirements if different from the university minimums;
4. Degrees awarded;
5. Student learning outcomes;
6. Total credit hours required for each baccalaureate degree;
7. A schedule of studies for each baccalaureate degree;
8. Transfer student information; and
9. Preparation for graduate study.

26.2.2 Course offerings

The course offerings section of the catalog lists all permanent courses offered. It is the duty of each academic unit, acting as its legislative body, to recommend when necessary and desirable changes to the courses. Following approval through the appropriate channels, course changes become effective and are entered into the catalog databases maintained by the catalog editor.

26.2.3 Update procedures

It is the duty of each academic unit to provide oversight in all matters relating to curricular and educational policies of the unit, and to forward proposals for changes curriculum and policies to the Faculty Senate. This ensures that the catalog is an accurate representation of the academic unit's curriculum and its execution.

Similarly, the Faculty Senate has the prerogative to serve as the legislative body of the faculty to make recommendations in all matters requiring faculty action or approval of curricular and educational policies of the university, including: 1) standards of admissions; 2) curricula and courses to be offered; 3) standards of scholarship; 4) requirements for graduation; and 5) the academic calendar.

To aid the Faculty Senate in fulfilling its duties, the academic affairs committee, graduate studies committee, professional health sciences committee and their various subcommittees study problems, review proposals, and recommend action.

The administrative officer of each academic unit is responsible for the preparation of the descriptive and explanatory sections of the catalog. The call for updating the faculty and explanatory section of the catalog is typically sent in late spring. Proposals related to curriculum should be submitted as early as possible for inclusion in the catalog.

26.3 Curriculum Approval Timetable

<p>Undergraduate Education Committee</p> <ul style="list-style-type: none"> reviews requests for UCORE courses and curriculum. 	<p>Meeting dates (fall & spring only) (meets every two weeks)</p>	
<p>All-University Writing Committee</p> <ul style="list-style-type: none"> reviews requests for writing in the major [m] courses. 		
<p>Catalog subcommittee (CSC)</p> <ul style="list-style-type: none"> reviews all curriculum change requests. 	<p>Beginning second week of fall (meets weekly)</p>	
<p>Academic affairs committee (AAC)</p> <ul style="list-style-type: none"> reviews undergraduate and professional curriculum requests that have been approved by CSC. 	<p>Beginning mid-September (meets every two weeks)</p>	
<p>Graduate Studies Committee (GSC)</p> <ul style="list-style-type: none"> reviews graduate curriculum (including conjoint courses). 	<p>Meets periodically.</p>	
<p>Faculty Senate</p> <ul style="list-style-type: none"> reviews all curricular changes that have been approved through the other committees. <p>note: approval process takes two meetings—at the first meeting the changes are on the agenda as a discussion item; at the next meeting the changes are voted on.</p>	<p>(fall) Typically meets 4 times</p>	<p>(spring) typically meets 6 times</p>

26.4 Routing Chart for Curricular Changes

Routing Chart for Curricular Changes

