Curriculum Handbook

A Guide for Navigating the

WSU Curricular Change Process

WSU Office of the Registrar

Effective Date 3/21/2023

Welcome

Information contained in this guide is designed to assist deans, chairs, curriculum committees, academic coordinators, and administrative personnel in navigating the curricular change process at WSU.

The key to effectively managing your curriculum is to start early. The approval process ranges from several weeks to several months. Be sure to review the guidelines found in each section and check your submission for compliance with these guidelines.

Additional information can be found in the Educational Policies and Procedures Manual (EPPM), available on the [Faculty Senate website](), and on the Registrar's [curriculum change website]().

Should you have any questions regarding the curricular change process, please do not hesitate to contact the Registrar's Office at [wsu.curriculum@wsu.edu]().

Thank you.

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Assistant Registrar

Dates of Revision:

3/21/2023 (Effective)

Date of Original:

3/1/2019

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Overview

The approval and implementation process of curricular changes relates to the scope of the proposed change. The following overview summarizes the different types of curricular changes and workflow for approval.

The faculty, through the Faculty Senate, is the governing body that approves curricular changes and the framework for the review process.

Degree Proposals

The process for creation of a new degree, extending a degree to a new campus, moving, consolidating, discontinuing, or renaming an existing degree is initiated through the Provost's Office. Once editorially reviewed and released by the Provost's Office, the request is forwarded to the Catalog Subcommittee (CSC) as a major curricular change request. After CSC review and approval, the proposal is forwarded to either the Academic Affairs Committee (AAC), Graduate Studies Committee (GSC), or Professional Health Sciences Committee (PHSC), before moving to Faculty Senate.   New degree programs approved by Faculty Senate must also be approved by the Board of Regents and Northwest Commission on Colleges and Universities (NWCCU).

The requirements for degree proposals are describe in detail at the Provost's Policies and Procedures site.

Major Curricular Changes

The following substantive changes undergo a review process that begins at the Catalog Subcommittee, followed by Academic Affairs Committee, Graduate Studies Committee, or Professional Health Science Committee, then Faculty Senate. The Major Curricular Change forms and instructions are available at Curriculum Forms and Instructions.

Requirements
- New plans/majors, subplans/options
- New minors
- New certificates
- Requirement changes for a major, minor, or certificate
- Extension of a major to another campus (provided the degree is offered there).
- Extension of a certificate to another campus
- Discontinuation of a major, minor, or certificate

Courses

- New Courses
  - New course proposals are submitted with sample syllabi. Required syllabus element are detailed at [Required Syllabus Elements](#).
- Major Course Revisions – for example:
  - Increase in credits
  - Change of lecture/non-lecture ratio
  - Change of subject or course number
  - Change of grading type
  - Addition of UCORE designation to a course
    - Requests to add a UCORE designation start with a submission to the [UCORE Committee](#) before being reviewed by CSC.
  - Addition of Writing in the Major [M] designation to a course
    - Requests to add a Writing in the Major designation are forwarded to the All University Writing Committee before being reviewed by CSC.
  - Addition of conjoint status
  - Significant change in class focus or content
  - Dropping or removing UCORE designation from an existing UCORE course

Minor Curricular Changes

Minor Curricular Change requests are considered editorial changes to existing courses. They are compiled by the Registrar's Office and submitted on a Minor Change Bulletin directly to Faculty Senate as an information item. Examples of minor curricular changes include:

- Title change
- Catalog Description change
- Prerequisite change
- Drop course (except UCORE course) *
- Add or drop* a crosslisting
- Add or remove UI Co-op status
- Credit Reduction
- Drop Writing in the Major [M] designation

**Please note: If the dropped course is a current requirement for any major, minor or certificate, a major curricular change form to revise the requirements for the affected plan needs to be submitted.*

Submission Process & Deadlines

Degree Programs – new/extend/rename/discontinue

Degree program changes need approval from the Provost, Faculty Senate, Board of Regents, and NWCCU. Submit proposals to the Office of the Provost at least one year in advance of requested effective date. Information on the submission process is available through the Office of the Provost.

Major Curricular Change Requests

Submit Major Curricular Change requests electronically. Links to the forms and instructions are available through Curriculum Change. Upon submission, the request automatically sends an email to the designated chair and dean for approval.

Please note: Submit the electronic form several days in advance of the specified deadline to allow time for chairs and deans to review and approve.

- New and Revised Courses – Summer or Fall effective date - October 1st of the prior year (e.g. a Fall 2025 effective date needs to be submitted by October 1st, 2024).
- New and Revised Courses - Spring effective date - February 1st of the prior year (e.g. a Spring 2026 effective date needs to be submitted by February 1st, 2025).
- New and Revised Requirements –Fall effective date - October 1st of the prior year. **(Note that all <u>requirement</u> changes become effective in Fall terms only)**

Please note:

- Requests submitted after the deadline will be accepted, but will not be given priority; proposals are reviewed in the order received.
- New or revised requirements that include new courses or course revisions may be submitted prior to the approval of the courses but will not be approved until the courses have been approved.
- New courses that have been approved by CSC may be offered on a temporary basis (one term) while awaiting full Faculty Senate approval.

Minor Curricular Change Requests

The Minor Curricular Change form is available through Curriculum Change. Complete the electronic form. Upon submission, the request automatically sends an email to the designated chair and dean for approval. Effective date must be for a future term. Minor curricular change

requests can be submitted at any time, up to one year in advance of the requested effective date. To ensure changes are reflected prior to student registration, submit Fall effective changes by March 1st and Spring effective changes by October 1st.

Degree Programs

New Degrees

Submit request for a new undergraduate, professional, or graduate degree (program) to the Provost's office. Submissions must contain graduation requirements and include a 4-year schedule of studies for undergraduate and professional degrees. Upon review and release from the Provost; and Faculty Senate Library and Budget Committees, the proposal will route to the CSC, then AAC, GSC or PHSC, and then Faculty Senate. The Board of Regents and NWCCU must also approve new degree programs. The University is prohibited from advertising or promoting new degrees until they have been received by NWCCU.

Extending Degrees to Another Campus

Submit requests to extend an existing undergraduate or graduate degree (program) to the Provost's Office. Upon editorial review and release from Provost and Faculty Senate Library and Budget Committees, the proposal will route to the CSC, followed by AAC, GSC, or PHSC, and then Faculty Senate and Board of Regents.

Please note: The graduation requirements are the same for each degree regardless of campus.

Renaming or Discontinuation of Degrees

Submit requests to rename an undergraduate or graduate degree (program) to the Provost's Office. Upon editorial review and release from the Provost, the proposal will route to the CSC followed by either AAC, GSC, or PHSC, and then Faculty Senate. The Board of Regents and NWCCU must approve the discontinuation of a degree program.

Moratorium or Suspension of Academic Programs

Departments may propose a moratorium or suspension of a graduate degree program, or certificate requiring 30 or more credits. Details on this process are available in the E.P.P.M.

Major Curricular Change Requests: Courses

Requesting a New Subject (Prefix)

Submit requests for a new subject (prefix) on a memo signed by the dean/associate dean to wsu.curriculum@wsu.edu. Please include a rationale statement and a Classification of Instructional Programs (CIP) code. Codes can be found through IPEDS.

Submitting a New Course Request

1. Prior to submitting a new course proposal, the department is charged with verifying that the new course is substantially different from any existing course and communicating with other departments that may have related courses.
2. Conversion of a Special Topics course to a stand-alone course requires a new course proposal with a new course number.
3. Departments select the course number. Please check to make sure the course number is not currently in use.
4. New courses seeking a UCORE designation begin with a proposal to the UCORE committee. Do not submit the major curricular change form.
5. New course proposals require the submission of a rationale statement and a syllabus. Please see syllabus guidelines below.
6. Please provide a succinct catalog course description. Avoid the use of phrases such as "the student will learn" or "this course includes".
   a. Courses numbered 499, 600, 700, 701, 702, or 800 have standardized course descriptions. Please look up the description and use these for proposals.
   b. If a field trip is required, it must be part of the course description.
7. Prerequisites
   a. Undergraduate courses cannot be listed as a prerequisite for a graduate course. Please use the phrase "recommended preparation".
   b. If a prerequisite is an "or" statement – meaning that a student can take any one of the listed items to meet the requirement – then the courses are separated with commas. Example: Course Prerequisite: MATH 141, 201, or 202.

c. If a prerequisite is an "and" statement – meaning that a student needs to have taken all courses to meet the requirement – then the courses are each listed with the subject and number, and are separated with semicolons. Example: Course Prerequisite: CHEM 101; MATH 107; STAT 112.

d. Use the phrase "by instructor permission" only for courses where self-enrollment is not allowed. It is assumed that instructors may give permission to students who do not meet the stated prerequisite(s).

8. Course fees requests are not part of the course approval process. More information can be found at course fees.

Submitting a Course Revision Request

1. Course revision requests that require the submission of a **major curricular change** form include
    a. Course subject (prefix) change
    b. Course number change
    c. Change of lecture/non-lecture credit ratio
    d. Increase in credits (both for static credit and variable credit courses)
    e. Increase in maximum repeat credits
    f. Change of grading type
    g. Request for conjoint status
    h. Separating conjoint courses into two separate courses
    i. Adding a Writing in the Major [M] designation
    j. Substantial change in course content and/or scope

2. The following revisions may be made through the **minor change request** form:
    a. Course title
    b. Credit reduction
    c. Course pre-requisites
    d. Course description
    e. Adding or dropping a crosslist to an existing course
    f. Removing a Writing in the Major [M] designation
    g. Adding or removing UI co-op status

Conjoint Course Guidelines

Guidance for preparing conjoint (400/500 level) courses at WSU

The Washington State University Graduate School Policies and Procedures Manual (2022-2023), provides guidance for development and approval of conjoint courses in section 3.E.9.

Quality graduate programs offer rigorous coursework 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.

When necessary, departments may submit, as a major curricular change, a request to establish a 500-level graduate course having the same two final digits as a currently offered or newly requested 400-level course. The courses must meet the usual graduate standards with respect to content level, uniqueness, and appropriateness. 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 and students may receive credit in only one component of a conjoint listed course. 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. An introductory statement to the effect that conjoint courses have separate requirements for the 500-level listing will be included in the catalog description and course syllabus.

To obtain conjoint listing, the department should submit the *Major Curricular Change* Form for courses with a detailed course syllabus, which indicates the specific requirements for 500-level enrollees and those for 400-level enrollees. The different requirements should be summarized on a separate sheet and approved by the department chair and dean of the college. The small class enrollment requirement will be fulfilled by enrollment of either five graduate students or ten students total. The dean of the Graduate School and provost may approve exceptions.

To obtain approval from the Faculty Senate 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.

Syllabus Submission Requirements and Guidelines

To increase the likelihood of a quick syllabus approval:

- Utilize the comprehensive Course and University Syllabus pages, found on the Faculty Senate Syllabus Committee website to develop and check your syllabus before submission.
- Include the most current course-specific required statement(s) and link to university syllabus statement and link.
- Conjoint course requests must follow the Graduate School guidelines noted on pages 6-7.
- Show subject, course number, meeting dates and times, instructor, and credit hours on page 1 of the syllabus. Include UCORE designator, if applicable.
- List required and optional texts. Include ISBN.
- Include a weekly schedule that identifies a class topic for each meeting.
    - Do not include Thanksgiving week or spring break week.
    - No exams may be scheduled the final week of instruction (week 15).
- Include a description of required assignments and link to student learning objectives.
- Include a clear grading rubric. All courses with a final grading scale based on percentages should extend the grading scale to one decimal point or add a rounding statement.
- If student presentations are required, indicate the length of the presentation; whether the presentations are group or individual; and the maximum number of students.
- If a field trip is required, include any required fees, how travel is accomplished, alternatives (if any), and the consequences of not participating in the required field trip.

Course Credits (see Academic Regulation 27 next page)

Credits are defined in the catalog as lecture/non-lecture.

A 3-credit lecture course is listed in the catalog as 3.

A course with lecture and non-lecture components is listed with total credits followed by hours/week of lecture and non-lecture.

Examples:

- 4(3-3) indicates a 4-credit course with 3 hours of lecture and 3 hours of lab per week.
- 2(1-2) indicates a 2-credit course with 1 hour of lecture and 2 hours of studio per week.

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: 5) 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.

Major Curricular Change Requests: Degree Requirements

Undergraduate Degrees

Extending an Existing Undergraduate Plan to another Campus

Submit requests to extend a plan (major), subplan (option) or certificate to another campus through the Curricular Change Revise Requirements form. A major may only be extended to another campus if the **degree** is offered on that campus. Certificates may be extended to any campus that offers the necessary coursework.

Please note: graduation requirements are the same for each plan regardless of campus. If course offerings are limited on certain campuses, the requirements may need to be adapted for all campuses. For example, a plan cannot require MATH 106 on one campus and MATH 107 on another. However, a plan can require MATH 106 *or* MATH 107.

Submitting New or Revised Undergraduate Requirements

When submitting revisions for programs/plans offered on multiple campuses, consult departmental leadership from all impacted campuses before submitting new or revised requirements.

A. *New plan (major)*
   1. Submission must include a 4-year schedule of studies.
   2. Please indicate what campuses will be offering this plan.
   3. Include a CIP code.
B. *New sub plan (option)*
   1. Submission must include a 4-year schedule of studies.
   2. Please indicate what campuses will be offering this sub plan.
   3. Include a CIP code.
C. *Revise existing requirements* – Submission must include a copy of the existing requirements. Copy the current 4-year schedule of studies out of the online catalog and paste into a word document. Strike through deletions and underline additions. Departments seeking to revise a CIP code should review the CIP Code Guidelines and follow procedures within.

University Requirements for Undergraduate Degrees

1. 120 credits minimum
   a. Add elective credits if major and UCORE requirements do not include a minimum of 120 credits.
   b. When there is a range of credits for a requirement line, the lower number is always counted toward the 120. The exception to this rule is the BSCI and PSCI for non-CAS plans. As at total of 7 credits are required, one may be listed as 3 or 4 and the other as 4 or 3. Plans within the College of Arts and Sciences list both the BSCI and PSCI as 4 credits.
   c. Degree program may have more than 120 credits. If major requirements exceed 120 credits, do not list any elective credits.
   d. Keep credits per term to a maximum of 18 and a minimum of 12.
2. 40 credits of upper-division (300-400) level coursework
   a. 500-level coursework cannot be <u>required</u> for an undergraduate degree. 500-level courses may be listed as an option to fulfill a requirement.
   b. If there are fewer than 40 credits of upper-division major requirements, add a footnote to any Electives line in the third and fourth years stating that electives must include sufficient 300-400 level coursework to meet the University requirement of 40 credits.
   c. If major electives include upper and lower division choices, the 40-credit requirement should be explicitly noted in a footnote.
3. UCORE – all UCORE requirements must be included
   a. Place HISTORY 105 and ENGLISH 101 in opposite semesters in the first year of the 4-year plan.
   b. Place the QUAN course in the first year whenever possible.
4. Writing Portfolio – place at the end of the second year, second term.
5. Writing in the Major – all plans must include 2 [M] courses. Place these courses in the 3rd and 4th year of the schedule of studies. If specific [M] courses are not required, include a footnote on major electives stating that major electives must include a minimum of 2 [M] courses.

College/Departmental Requirements

1. College of Arts and Sciences plans must include all seven of the UCORE inquiry categories.
2. College of Arts and Sciences plans must include space for 2 semesters of Foreign Language in the schedule of studies. Since the requirement can be fulfilled through high

school courses, the requirement should be listed as "if needed" and 0-4 credits. The remaining required courses for that term must not exceed 14 credits so that the maximum number of credits is 18 if student enrolls in a language course.

Submission Guidelines – 4-year Schedule of Studies

1. Specificity is required. The schedule of studies cannot refer to a website or advisor as source of approved coursework. In situations where a large number of courses may fulfill a major requirement, departments may opt to list the 10-20 most commonly used electives in a footnote and then add "or as approved by advisor".
2. If a plan is offered on multiple campuses but some courses used to fulfill requirements are not offered on all campuses, include that information in a footnote. (e.g. not all courses available on all campuses)
3. The schedule of studies can be adapted to accommodate different campuses, but the requirements must be the same for all campuses. For example, a plan cannot require Math 106 on one campus and Math 107 on another. However, a plan can require Math 106 *or* Math 107.
4. Do not require a course that has a prerequisite unless the prerequisite is also a requirement.
5. If the department requires a specific GPA for major courses, or a minimum grade in major course work, include that information in the text above the 4-year plan and clearly specify which courses the requirement references.
6. If a student may choose from among several options to fulfill a particular requirement, indicate the minimum credit requirement in the footnote. This is especially important if a variable credit course may fulfill a requirement.
7. For requirements that can be fulfilled by one of 4 or more courses, create a footnote listing the courses. The phrase "or as approved by advisor" may be added to the footnote to provide some flexibility.

Professional Degrees

Submitting New or Revised Professional Requirements

University Requirements for Professional Degrees

- DVM, Phar.D., MBA, and MD do not require completion of UCORE courses
- Number of total credits required should be specified
- If coursework is letter graded, minimum 3.0 GPA required
- MBA program follows Graduate School guidelines

Submission Guidelines

Submission must include a copy of the existing requirements. Copy the current schedule of studies out of the online catalog and paste into a word document. Strike through deletions and underline additions. Departments seeking to revise a CIP code should review the CIP Code Guidelines and follow procedures within.

Graduate Degrees

Extending an Existing Graduate Plan to another Campus

Submit requests to extend a plan (specialization) to another campus through the Curricular Change Revise Requirements form. Plans may be extended to any campus that offers the necessary coursework. A plan may only be extended to another campus if the **degree** is offered on that campus.

Submitting New or Revised Graduate Requirements

University Requirements for Graduate Degrees

1. Master's Degree requires a minimum of 30 credits.
   a. Minimum 21 credits of coursework for thesis degree program
   b. Minimum 26 credits of coursework for non-thesis program
   c. Maximum 9 credits of undergraduate coursework.

2. Doctor's Degrees – minimum 72 credits.

Submission Guidelines

When submitting revisions for plans offered on multiple campuses, consult departmental leadership from all impacted campuses before submitting new or revised requirements. Departments seeking to revise a CIP code should review the CIP Code Guidelines and follow procedures within.

*Please note that **new** degree programs must be submitted through the Provost Office as an NOI.

Revised Program Submission:

1. Submission must include a copy of the existing requirements.
2. Strike through deletions and underline additions.
3. At minimum, must meet Graduate School degree requirements.

Plan submissions:

1. ***New plan (specialization)***
   a. Must include all coursework/credit towards the new specialization.
   b. Must demonstrate the difference among the specializations.
   c. Include a CIP code.
2. ***Revised plan***
   a. Submission must include a copy of the existing requirements.
   b. Strike through deletions and underline additions.
   c. Include a CIP code. Departments seeking to revise a CIP code should review the CIP Code Guidelines and follow procedures within.

Major Curricular Change Requests: Certificate Requirements

Undergraduate Certificates

Undergraduate certificates are a stand-alone award. Students may earn a certificate irrespective of whether or not they are pursuing or have been awarded a degree. Per academic regulation 119, undergraduate certificates require a minimum of 15 credits and no more than one-fourth of the credits may come from transfer courses.

Extending an Undergraduate Certificate

An undergraduate certificate may be extended to any campus that offers the required coursework. A rationale statement must accompany the electronic curricular change request. (Revise Requirements form)

Submitting New or Revised Undergraduate Certificate

1. ***New certificate*** – Certificates are typically entered into the catalog in paragraph form. As such, it is important to submit the desired catalog text.
   a. Indicate the number of credits required for this specific certificate. The University minimum number of credits for undergraduate certificates is 15.
   b. Requirements can be as simple as any credits from a specific subject (prefix) or as specific as a set of required courses and elective options.
   c. The University minimum GPA for an undergraduate certificate is 2.0. If the department requires a higher GPA, it must be specified.
   d. The submission must indicate which campuses will offer the certificate.
   e. Include a CIP code
2. ***Revise existing certificate requirements -*** Copy the current certificate text out of the online catalog and paste into a word document. Strike through deletions and underscore additions. The total number of credits required must be 15 or greater*.* Departments seeking to revise a CIP code should review the CIP Code Guidelines and follow procedures within.
3. ***Discontinuing a certificate*** – Include a rationale statement and indicate if the certificate is being discontinued on all campuses.

Professional Certificates

Per academic regulation 119, professional certificates require a minimum of 9 credits

Extending a Professional Certificate

A professional certificate may be extended to any campus that offers the required coursework. A rationale statement must accompany the electronic curricular change request. (Revise Requirements form)

Submitting New or Revised Professional Certificate

1. **New certificate** – Certificates are typically entered into the catalog in paragraph form. As such, it is important to submit the desired catalog text.
   a. Indicate the number of credits required for this specific certificate. The University minimum number of credits for professional certificates is 9.
   b. Requirements can be as simple as any credits from a specific subject (prefix) or as specific as a set of required courses and elective options.
   c. The submission must indicate which campuses will offer the certificate.
   d. Include a CIP code
2. **Revise existing certificate requirements** - Copy the current certificate text out of the online catalog and paste into a word document. Strike through deletions and underscore additions. The total number of credits required must be 9 or greater. Departments seeking to revise a CIP code should review the CIP Code Guidelines and follow procedures within.
3. *Discontinuing a certificate* – Include a rationale statement and indicate if the certificate is being discontinued on all campuses.

Graduate Certificates

Per academic regulation 119, graduate certificates require a minimum of 9 credits. No more than one-third of the certificate coursework can be a the undergraduate (400) level

Extending a Graduate Certificate

A graduate certificate may be extended to any campus that offers the required coursework. A rationale statement must accompany the electronic curricular change request. (Revise Requirements form)

Submitting New or Revised Graduate Certificate

1. *New Certificate*
   a. Indicate the number of credits required for this specific certificate. The University minimum number of credits for graduate certificates is 9.
   b. Requirements can be as simple as any credits from a specific subject (prefix) or as specific as a set of required courses and elective options.
   c. The University minimum GPA for a graduate certificate is 3.0. If the department requires a higher GPA, it must be specified.
   d. The submission must indicate which campuses will offer the certificate.
   e. Include a CIP code
2. *Revise existing certificate requirements*
   a. Submit the current certificate requirement
   b. Strike through deletions and underline additions
   c. Indicate the number of credits required for this specific certificate. The University minimum number of credits for graduate certificates is 9.
   d. Requirements can be as simple as any credits from a specific prefix or as specific as a set of required courses and elective options.
   e. The University minimum GPA for a graduate certificate is 3.0. If the department wants to require a higher GPA, it must be specified.

Major Curricular Change Requests:
Undergraduate Minor Requirements

Minors can only be earned and awarded in conjunction with an undergraduate degree. Per academic regulation 54, a minor requires a minimum of 16 credits and 9 credits of upper division coursework taken in residence at WSU or through WSU-approved education abroad or educational exchange course. An approved minor is automatically available on all campuses. No official submission is required. However, a request may be made to wsu.curricululm@wsu.edu to have the catalog reflect that a minor is available on a specific campus.

Submitting New or Revised University Minor

1. *New Minor* - Minors are typically entered into the catalog in paragraph form. As such, it is important to submit the text to accompany the requirements.
   a. Indicate the number of credits required for this specific minor. The University minimum number of credits is 16.
   b. Requirements can be as general as any credits from a specific subject (prefix) or as specific as a set of required courses and elective options.
   c. Include the following University requirement statement in the text (unless departmental requirements are more stringent): "Course work must include a minimum of 9 credits of 300-400 level coursework taken in residence at WSU or through WSU-approved education abroad or educational exchange courses."
   d. There is no University minimum GPA for a minor. If a minimum GPA is required, it must be specified.
   e. Include a CIP code.
2. **Revise existing minor** – Copy the current minor text out of the online catalog and paste into a word document. Strike through deletions and underline additions. The total number of credits required may not be fewer than 16. Departments seeking to revise a CIP code should review the CIP Code Guidelines and follow procedures within.
3. **Discontinuing a minor** – Include a rationale statement

Tracking your Change Request

New, Renamed, Extended or Dropped Degree Programs

Current proposal status can be found on the [Provost website](). Once released by the Provost's Office to the Catalog Subcommittee, the proposal can be tracked on the Catalog Subcommittee Tracking Notes.

Catalog Subcommittee Tracking Notes

Each major curricular change request is entered into a database and given a unique tracking number by the Registrar's Office. Once entered, it is assigned to a Catalog Subcommittee member and added to the Catalog Subcommittee agenda.

The Registrar's Office produces regular Catalog Subcommittee Tracking Notes. These tracking notes indicate the status of any major curricular change request through the full Faculty Senate approval process and can be found on the [curriculum change website]().

Please note

- Items are not added to the agenda or tracking notes until approvals from chair and dean are received and the RO completes an initial review.
- Items are typically added to the agenda within two weeks of receipt. However, during peak times (e.g. October 1st) it might take longer.
- The assigned CSC member will review the item for completeness and accuracy and communicate with the submitter/instructor to address any questions or deficiencies.
- Once the assigned committee member determines a submission meets the required standards, the agenda item is brought up for a vote. Submission of an incomplete syllabus will result in a delay in the approval of a new course or course revision request.
- Requirements changes may be submitted, but cannot be approved if any required course has not yet been approved or is pending revision. Once Catalog Subcommittee has approved any needed course requests, requirements changes can be approved.

Minor Curricular Change Requests

Changes to courses submitted as Minor Curricular Change requests are compiled by the Registrar's Office and forwarded as informational items to the Faculty Senate on a Minor change bulletin. Copies and status of minor change bulletins can be found on the [curriculum change website](#).

Please note

Dropping a course or decreasing the number of credits will impact the requirements for any program or plan which requires the course. A major curricular change is required to update the requirements to reflect the course change. Please contact the Registrar's Office for assistance.

Curricular Change Form Quick Reference Guide

Action needed	Required Change Form
Create a new course	Major – New/Restore Course
Convert a topics course to its own course	Major – New/Restore Course
Change the grading system on an existing course	Major – Revise Course
Increase the credits for an existing course (including making course repeatable)	Major – Revise Course
Decrease the credits for an existing course	Minor
Change course from variable credit to static credit	Minor
Change course from static credit to variable	Major – Revise Course
Change a course subject or number	Major – Revise Course
Change the lecture/non-lecture credit ratio	Major – Revise Course
Addition of conjoint status	Major – Revise Course
Separation of conjoint status into two courses	Major – Revise Course
Drop course or drop one course of a conjoint course	Minor
Add or drop a crosslisting	Minor
Change a course title, prerequisite, or description	Minor
Drop Writing in the Major [M]	Minor
Add Writing in the Major [M]	Major – Revise Course
Add or Remove UI Co-op Status	Minor
Add a new major, option, minor, or certificate	Major – New Requirements
Revise requirements for major, option, minor or certificate	Major – Revise Requirements
Extend a major or certificate to another campus	Major – Revise Requirements
Drop a major, minor or certificate	Major – Revise Requirements
Add/Discontinue/Extend/Rename a degree program	NOI (Provost's Office)
Change CIP Code	CIP Code Guidelines

These changes are initiated at the UCORE website

New Course with UCORE designation
Add UCORE designation to existing course
Change or remove UCORE designation

Appendix

I. COURSES

COURSE TYPES DEFINED

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.

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.

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)*

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.*

   c. The Department that has primary authority for the course (the "parent" department) has responsibility and oversight for the course

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

   The policy, therefore, is 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 (minor change process)

   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.

3. Catalog Entry

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:

312 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).

Conjoint

Definition

A course which has been approved to be taught at both the 400- and 500-level to a mix of undergraduate and graduate students. Both the 400- and 500-level course numbers have the same two final digits, title, description, and instructor, and are scheduled together in the same classroom during the same meeting times.

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.

Criteria

- The courses must meet the usual graduate standards with respect to content level, uniqueness, and appropriateness.
- 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 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.
- An introductory statement to the effect that conjoint courses have separate requirements for the 500-level listing will be included in the course syllabus.
- Students may receive credit in only one component of a conjoint listed course.
- UCORE Capstone courses may not be conjoint.

- 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.

Related policies:

Graduate School Policies and Procedures Manual (2022/2023), section 3.E.9.
NWCCU, Standard 2.
UCORE website, Departmental policies

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** or **ENGLISH 495, Topics in English.** Requests for such courses are submitted as new courses on the Major Curricular Change Form. A list of possible course titles and sample outlines 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.

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 or 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

CONSIDERATIONS REGARDING SPECIAL COURSE TYPES

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 new course is added, for information only, to the next Minor Change Bulletin circulated to the Faculty Senate. Once the course catalog is updated, students admitted to WSU under the cooperative program will be able to enroll in these courses.

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

> **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

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 [95.13 Student Travel](#).

COURSE MODES of INSTRUCTION

Face-to-Face

Face-to-face courses are taught in the physical classroom with instructor and students interacting in real time.

- Coded in the system as P (100% face-to-face).
- Schedule of classes will include meeting time and place.

Some Online

These courses consist of a mix of face-to-face and web-based components. Web-based instruction components may range from 1% to 74.99%.

- Coded in the system as SO.
- Schedule of classes will include meeting time and place.
- Some Online courses must adhere to the credit hour policy for instructional time in [Academic Regulation 27](#).

Hybrid Online

Hybrid online courses contain 75% or more but less than 100% web-based instruction. Face-to-Face components such as orientation, testing or student support are not considered face-to-face instruction per the U.S. Department of Education.

- Coded in the system as HY. Include instructional note to clarify for students' face-to-face requirements, meeting time/place.
- Schedule of classes will include meeting time and place. Example: a 15-week class with 3 weeks or less face-to-face instruction is considered hybrid. (9 or fewer meetings for a class that meets 3-times per week, 6 or fewer meetings for a class that meets 2-times per week.)

- Hybrid courses must adhere to the credit hour policy for instructional time in [Academic Regulation 27.](#)
- See [WSU EP #34](#) for policy related to Online courses.

Online (100% web-based instruction)

Courses which utilize exclusively one or more technologies to deliver 100% of course content in a web-based instructional format and are void of physical-campus attendance. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education or online.

- See [WSU EP #34](#) for policy related to Online courses.

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 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.

II. Degrees

Undergraduate Degree Structure
The structure of undergraduate degree programs is as follows:
- Program (Degree)
- Program Plan (Major)
- Program Sub-plan (option)

If the program and plan are the same, the transcript will display as follows:
Degree: BA in Psychology
Plan: Major in Psychology

If the program has more than one major, the transcript will display as follows:
Degree: Foreign Language and Cultures
Plan: Major in Spanish

If the program has both a plan and subplan, the transcript will display as follows:
Degree: BA in English
Plan: Major in English
Sub-plan: Creative Writing

Graduate Degree Structure
The structure of graduate degree programs is as follows:
- Program (Degree)
- Program Plan (Specialization)

If the program and plan are the same, the transcript will display as follows:
Degree: MS in Chemical Engineering
Plan: Master of Science in Chemical Engineering

If the program has a plan that is a specialization, the transcript will display as follows:
Degree: MA in Anthropology
Plan: Master of Arts in Anthropology (Cultural)

III. Selected Sources:

- Faculty Senate Education Policy and Procedure Manual (2021)
- Faculty Senate Syllabus Committee website
- Graduate School Policies and Procedures Manual (2022/23)
- NWCCU, Credit Hour Policy (2012); Distance Education Policy (2013)
- Office of the Provost Policies and Procedures Degree Approval website
- Office of the Registrar Curriculum Change website
- *WSU Executive Policy Manual*
- UCORE website
- WSU Academic Regulations
- WSU Business Policies and Procedures Manual