

GSC REFERENCE DOCUMENTS

- **Definition of a Graduate Course**
- **Policy for Conjoint Courses**
- **University Graduate Certificate Programs**
- **Guidelines for Graduate Minors**
- **Guidelines for Institutes, Centers and Laboratories**

Updated 2/1/11

NOTE: Please retain these documents for the duration of your term on the committee.

Definition of a Graduate Course

A **graduate course** is a course whose contents require of 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 introduction 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 readings 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 course objective, funding, opportunity for student and faculty interaction, and the special requirements of the course.

Approved: Graduate Studies Committee 11/1/94; Faculty Senate 3/2/95
Ref: Educational Policies and Procedures Manual 2004

Conjoint Course Guidelines

GRADUATE SCHOOL 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.

When absolutely 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. (Senate 5/10/79; amended Graduate Studies Committee 12/17/79)

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.

Graduate Studies Committee Conjoint Course Guidelines

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.

1. The courses must meet the usual graduate standards with respect to content level, uniqueness, and appropriateness.
2. Course instructors must be members of the Graduate Faculty.
3. 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 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.
4. An introductory statement to the effect that conjoint courses have separate requirements for the 500-level listing will be included in the catalog description.
5. Students may receive credit in only one component of a conjoint listed course.
6. Together with the Major Curricular Change Form, the department should submit 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.
7. 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. (Senate 5/10/79; amended Graduate Studies Committee 12/17/79)

To obtain approval for 500-level credit in a conjoint course, the course application must detail the following:

1. How the additional work required of graduate students will provide additional depth in several of the areas covered in the course and
2. How the course will provide for significant time for graduate students to interact with the instructor

In addition, for a conjoint course to be considered and addressed by the Graduate Studies Committee, program personnel need to develop a persuasive argument concerning the “rare instances” that a conjoint course is needed. Questions to consider relative to this argument:

1. List the number of faculty in the degree granting area (dept/program area?)
2. List the number of graduate courses listed on the books for the degree granting area (dept/program area?)

3. How many courses are currently listed as conjoint in the degree granting area (dept/program area?)
4. How often are these conjoint courses taught?
5. How many of these courses are designed as graduate courses with a few undergrads enrolled? (versus designed as undergraduate with a few graduate students).
6. Over the past 3 years, what percentage of courses on Graduate degree programs of study in this degree granting area (dept/program area?) are conjoint courses?
7. Why is this particular course integral to the graduate program in this degree granting area (dept/program area?)
8. How many overall students are in the degree area?
9. Are there any department policies about the number of conjoint courses on a program of study?

New Policies Governing Graduate Certificates and Admission Criteria for Part-time Graduate Certificate Students

Context for Graduate Certificates

In Spring, 2004 the Graduate School proposed significant changes to the policies and procedures for Graduate Certificates. The Graduate Studies Committee and Faculty Senate approved these changes. Prior to these changes, students had to be full-time graduate students, admitted formally through the Graduate School after recommendation from a department, and in good academic standing to enroll in certificate courses. This prevented departments from using graduate certificates in innovative applications and precluded the use of graduate certificates to allow non-traditional graduate students an opportunity to gain expertise in an area to advance their career or as an entry point to graduate school.

With the approved changes, students who have a bachelor's degree from an accredited post-secondary institution can be admitted as "graduate certificate students". 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. These changes obviously allow a non-traditional student a point-of-access to graduate school under conditions where both they, and the academic department, can determine the students' suitability for formal graduate admission. Upon recommendation from the department, it is possible for the student to be formally admitted to the Graduate School and pursue an advanced degree.

[Note: Full-time, regular graduate students can pursue and complete Graduate Certificates.]

Students progressing from a Graduate Certificate Student to a degree-seeking Graduate Student will desire to apply course work from their certificate studies to their degree program. This is possible, but the academic department must declare which courses they wish to apply for the advanced degree upon application to the Graduate School. All course work will be examined by the Graduate School and approved or disapproved. There are no limits on the number of credits that can apply for an advanced degree.

Reasons to consider developing Graduate Certificate Programs:

1. Certificate programs often provide a more flexible response to an emerging societal need for specialized education.
2. Certificate programs may provide an alternative access path to graduate education, especially for the working professional or for persons who have been out of school for some time.
3. Certificate programs may serve as a recruitment method for students who first enroll in a certificate program, and then, upon successful completion, decide that they wish to continue with a related degree program.
4. Certificate programs may provide an opportunity for a discipline, or an interdisciplinary group, to take their first steps in offering graduate-level programming.
5. Certificate programs provide the opportunity for students to develop an expertise that may help in career advancement or changing careers.
6. Certificate programs allow faculty the opportunity to assess student performance at the graduate level prior to formally admitting them to a Masters or PhD program.
7. Certificate programs, when constructed properly, will develop a new revenue stream for the university and faculty.

Graduate Certificate Requirements

Formal graduate certificates convey that students have developed mastery of course material.

Requirements for the Graduate Certificate vary with Department or Program. They typically consist of 9 to 12 credits of graded coursework. 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 the following:

- 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.
- Student may be admitted to the Graduate School as a Graduate Certificate Student and have completed all appropriate prerequisite classes to take graduate coursework.
- Courses graded S/F cannot be used toward major or supporting work for any degree program.
- Requirements regarding WSU tenured/tenure-track status and critical mass are the same as those required for degree programs.
- A certificate fee is assessed at the time of completion of the certificate.

To qualify as a part-time certificate student, a prospective student must:

- Have a bachelor's degree from an accredited post-secondary institution,
- Meet all prerequisite course requirements or be able to demonstrate equivalent knowledge and understanding for courses prior to enrollment,
- Be part-time student,
- Enroll in eligible courses on a space-available basis,
- Complete the Graduate School application form prior to enrollment in their first course, indicating their intention to be classified as a part-time, certificate student and their area of study,
- Be admitted, upon recommendation from the academic unit, to the Graduate School as a certificate student. Once admitted as a part-time certificate student, the student can take graduate certificate courses and/or graduate courses but must maintain a 3.0 GPA.
- Pay existing graduate tuition and fees.
- Students on academic probation and students suspended from the university for any reason are not eligible to enroll solely in certificate courses.
- Because the certificate programs are designed for part-time study without formal admission to a degree program, international students in the US on student visas are not eligible to enroll solely in certificate courses.

Students enrolled in certificate programs:

- Are expected to meet all course requirements, to fully participate in all course activities, and to complete all assignments, exams, projects, and other requirements to earn credit and a grade.
- Maintain minimum GPA requirements (>3.0) while enrolled as a part-time certificate student.
- May use such university services as the library, computing, and bookstore.
- Are not eligible for all services provided to degree students who pay comprehensive fees, i.e. enrolling in independent study, research and project course credit, research/dissertation credits, final examinations and/or similar course work designed for degree-seeking students (i.e. 600, 700, 702, or 800 credits).

- Are not eligible for graduate assistantships, fellowships, or scholarships.
- May obtain federal and state aid if eligible.

Design and Implementation of Certificate Programs

All graduate certificate programs will represent the graduate-level offerings of Washington State University. Each academic college and department/program is responsible for deciding their level of participation in graduate certificate programs and for designating the courses available to certificate students. Academic units may use whatever criteria they choose to make such determinations. As with all courses, the faculty reserves the right to exclude any student from a course when the student lacks sufficient background or preparation for the course. The Graduate School will monitor all certificate students to ensure that a minimum GPA of 3.0 is maintained. If a student fails to maintain a 3.0 GPA, they will be dismissed from the university and are not eligible to enroll in graduate courses or graduate certificate courses. Course work taken within certificate programs will be recorded and transcribed as would courses taken by regularly admitted graduate students. Recognition of completion of the certificate program will be handled via the student making an application for graduation and the Graduate School verifying that the program has been completed.

Pursuing Formal Admission to Graduate School

A certificate student may elect to apply for formal admission to the Graduate School and pursue an advanced degree. Certificate students who decide to pursue a graduate degree from Washington State University must apply to the Graduate School as a continuing student (*e.g.* no WSU transcript or fee is required). A determination of the applicability of any of the courses and credits earned while a certificate student will be made at the time of admission at the discretion of the academic department or graduate program where the degree is sought by the student filing a Program of Study as part of the admission material. Department-approved courses will be stipulated as such on the student's Program of Study when it is submitted and will be reviewed by the Graduate School at that time. It is expected that a core disciplinary curriculum will be present on this Program of Study.

Course work taken as a certificate student may be reviewed as part of the admission-review process, but does not afford any preferential consideration for admittance to a graduate program. The faculty in the graduate program will continue to have the authority to deny admission to any student.

*Revised by GSC 1/20/04; Faculty Senate 2/12/04
Ref: Graduate School Policies and Procedures 7/1/05
Revised for clarification 2/1/11*

Guidelines for Graduate Minors

Approved graduate minors are available to Washington State University doctoral students. Only approved graduate minors will be identified on official WSU transcripts.

Requirements for Approved Graduate Minors:

1. Must include a minimum of 12 hours of graded graduate credit earned at Washington State University.
2. Must be included on the program of study, signed by the chair of the minor degree-granting unit, and filed through and administered by the Graduate School.
3. Must have at least one graduate faculty member from the minor area on the student's committee.
4. Must be included as part of the preliminary examination. (If the minor degree-granting unit does not wish to examine the candidate, it must be so indicated on the Preliminary Examination Scheduling Form.)

Although graduate minors are not required by the Graduate School, minors may be required by degree-granting units.

Doctoral students seeking graduate minors are expected to meet all requirements for the doctoral degree and graduate minor. For those students who are required to declare or who are seeking a graduate minor, the graded graduate hours will probably exceed the Graduate School's and program's minimum requirements.

Degree-granting units wishing to offer graduate minors must follow the same procedures used for curricula changes as outlined in the Educational Policies and Procedures Manual.

*Approved: GSC 10/15/91; Faculty Senate 11/21/91
Revised 2/1/11*

GUIDELINES FOR ESTABLISHING NEW *CENTERS, INSTITUTES AND LABORATORIES* AT WASHINGTON STATE UNIVERSITY

DEFINITIONS

Center

A center is an organizational unit for research and/or service generally identified with physical facilities. It is likely to coordinate disparate approaches to research on common problems. It provides service to a broad constituency within the university or to geographically dispersed sectors of clientele of the university.

- a. Research - Centers are units (often having specialized facilities) at which research is conducted or through which research on a common problem by scholars in several departments is coordinated. Much of the research done by centers will be investigations of a problem for a particular client or client group. Some centers which have specialized equipment, however, may be used primarily by clients conducting basic research.
- b. Service - Centers thus have a very strong, sometimes a primary function of providing service to individual researchers in various departments, to departments and colleges, and to individuals and groups outside the university.
- c. Teaching - Centers will rarely offer educational opportunities except that they, as distinct from laboratories, have a major role in educating students in the use of specialized equipment. Some centers may, on occasion, offer seminars, workshops, and so forth, for client groups.

Institute

An institute is an interdisciplinary administrative unit under which research and scholarly activities are conducted. "Institute" does not imply the necessity of physical facilities but does not prohibit such. An institute may have a closely affiliated instructional program, but the institute is not the program. The use of "institute" as the title for an administrative unit does not preclude other uses of the title, e.g., "institute" as a workshop or short course.

- a. Research - The primary function of an institute is to provide a focus for research and other scholarly activity in an interdepartmental/college area of study. An institute is intended to serve as an aegis for scholarly activity rather than to coordinate it.
- b. Service - An institute may incidentally provide a service to the university or other client. However, service is an optional and distinctly secondary activity.
- c. Teaching - Teaching will be done in individual departments or interdisciplinary programs. However, an institute may, and should be encouraged to, sponsor and/or conduct workshops, short courses, seminars, symposia, colloquia, and the like, and may encourage individual departments to offer special editions of courses for academic credit.

Laboratory

A laboratory is a facility or coordinating unit through which research on specialized topics is conducted. It services a narrower clientele than does a center and provides only a limited training function.

- a. Research - The primary function of a laboratory is to be a research facility or unit. Laboratories are more limited in scope than are centers serving only a few departments or client groups, and addressing a limited range of research topics.
- b. Service - Laboratories provide a service as facilities for research.

c. Teaching - In general, the educational component of a laboratory will be limited to the classes its faculty teaches in their home departments, and the support it offers to students either in their classes or through research in the laboratory.

GENERAL PURPOSES

1. Provide additional visibility to a defined area of study important to the university.
2. Provide a focus for a group of faculty from diverse disciplines who are concerned about the same subject.
3. Provide a critical mass of expertise in a subject area to demonstrate command of all related knowledge for the purpose of attracting external funding.
4. Provide centralized responsibility for costly equipment required for effective research in a particular subject area.
5. Provide a more intimate management system for faculty from different departments and colleges engaged in interdisciplinary or multidisciplinary research.
6. Provide greater opportunities for students to become aware of methods of studying large complex problems having a broad ecology of interacting factors.

ESTABLISHING NEW UNITS

The Faculty Senate and its committees will review and approve those centers, institutes and laboratories (CILs) *prior to their establishment*, following the procedures described herein.

Requests for the establishment of new CILs should be as follows:

- A proposal should be sent to the Faculty Senate Office which will address the following:
 1. Name of the unit.
 2. Nature and scope of its activities.
 3. Criteria and method of selection of director and the director's term of office needs to be specified. Participating faculty members associated with the proposed CIL need to be listed and their vita included. Both special criteria for membership in a CIL and the process of selecting members should be spelled out in this section.
 4. The college(s) and/or department(s) to be involved.
 5. Amount of budgetary support requested. The specific levels of support should be addressed in the proposal.
 6. Expected funding needed from university, state, external awards or gift sources.
 7. Needs for space, equipment, and supplies (currently available and needed now).
 8. Expected contribution to and impact on the instructional programs.
 9. Expected contribution to university and other clients.
 10. Supporting letters from chairs, deans, vice provosts, and/or other individuals to whom the unit director will report.
 11. Of particular interest will be the function of the proposed unit relative to the university community, its organization and administration, requisite financial and staff support, space requirements, and other requested university resources.

- Copies of the proposal will be distributed to the following Faculty Senate Committees as determined to be appropriate by the Senate staff. Persons preparing proposals should contact the Faculty Senate Office to obtain details about the information which should be included for review by specific committees.

Research and Arts Committee (lead committee)
 Academic Affairs Committee
 Budget Committee
 Graduate Studies Committee
 Library Committee
 University Planning Committee *

- The director and members of the board of advisors, faculty or staff of the proposed CILs should be prepared to present their proposal to the Faculty Senate committees, answer their questions and respond to requests for amplifying documentation.
- The committees must be consulted and must react, in writing, to the proposal for the establishment of a CIL as defined under **Definitions** before the recommendations are determined.
- The committees will then forward their recommendations to the lead committee and/or the Faculty Senate Office.
- Upon completion of reviewing the proposal, determining that all documentation is in order, and the other committee recommendations have been addressed, the Research and Arts Committee, may refer the proposal to other Faculty Senate committees for review if deemed advisable, or forward it directly to the Faculty Senate with recommendation on how to proceed for debate and action for approval or disapproval of the proposal.
- The CIL proposal with the lead committee recommendation is placed on the next Faculty Senate agenda as a discussion item. The chair of the lead committee and/or a representative/author of the proposal will be asked to present and defend the CIL proposal to the Faculty Senate members.
- At the next meeting of the Faculty Senate the proposal with recommendation is placed as an action item with lead committee chair/proposal representative being present a second time to answers questions of the members before the final vote is placed for approval or disapproval.

* When there is a legislative request for planning money for a proposed CIL, the University Planning Committee recommends that it review the organizational concept during the process of requesting the planning money; then, if the planning is funded, the University Planning Committee and other relevant Faculty Senate committees will be more actively involved in the detailed planning and development of the larger request for implementation money.

STRUCTURE

Governance/Administration

1. Each CIL will be administered by a director. The director will report to the dean of the college of designee responsible for the support of the unit. In the event that more than one college is involved, the concerned deans will serve as an advisory committee for the unit and will select a dean to serve as the lead to whom the director reports. For those CILs budgeted through central administrative offices, an appropriate central administrative officer will serve as administrator and the deans of the interested colleges and other appropriate persons may constitute an advisory committee to that officer.
2. Inter-institutional CILs for which WSU serves as the coordinating institution will normally be the responsibility of the appropriate central administrative officer. Advisory committees of concerned deans within the university will be constituted to provide advice as necessary.

3. Each CIL may have a program advisory committee of at least three and no more than ten members of the faculty appointed by the administrative officer to provide suggestions for operation of the unit to the director, the administrative advisory committee and the administrative officer.

Students

1. Students may be affiliated with CILs for employment, but must be attached to relevant academic departments or programs for advisement, course enrollments and degree-seeking purposes.
2. Courses for academic credit will be offered only through the relevant department or program.

Faculty

All faculty affiliated with CILs will normally be members of academic departments or programs. In the event of joint appointments between academic departments and CILs, the units shall share the responsibilities for appointment, promotion, and tenure.

Funding

1. The university shall support CILs to the following extent:
 - a. An appropriate portion of the salary and benefits for the director, associate and/or assistant director or other professional support as approved.
 - b. A portion of the salary and benefits for clerical personnel and other support personnel as approved.
 - c. Office support and equipment at a level commensurate with the goals and mission of the undertaking.
2. The CIL may be supported in whole or in partnership with:
 - a. state funds
 - b. financial and administrative funds (Indirect Cost)
 - c. external awards
 - d. gifts

EVALUATIONS

Each Faculty Senate approved CIL will be reviewed by the Research and Arts Committee, in consultation with the Vice Provost for Research, every five to seven years. The specific year assigned for the unit's review will be determined by the Research and Arts Committee. Under extraordinary circumstances, and at the discretion of the Research and Arts Committee, more frequent reviews may be required. The committee will evaluate and approve the continued operation of the unit if it meets the following general criteria:

Unit's goals continue to be reasonable approximations of those originally approved.

Unit is satisfactorily fulfilling its state goals and functions.

To acquire a copy of the complete guidelines for evaluating approved CILs, contact the Faculty Senate Office or the Office of Grant and Research Development.

Approved by university Senate - 2/28/80

Revised - 4/10/90

Revised - 4/2/92

Revised - 3/3/94

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