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.
   c. 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
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. 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 400-level course of a conjoint listing shall not be offered for graduate credit. Additional work required of students enrolled at the 500-level 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:
NWCCU, Standard 2.
UCORE Handbook, Departmental policies

13.1.6 Instructional practicum and internships

The policies for these course types are under revision in 2018-2019.

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 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.

13.2.2 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.

13.2.3 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.

13.2.3.1 Scheduling process

- Schedule a section on the home campus as per existing processes as outlined in EP 29, coding with HY as noted above.
- Expectations for face-to-face meetings, including time and location, are to be specified in the notes in the Schedule of Classes.
- If the course requires a classroom on a regularly scheduled basis this should be reflected in the “meeting pattern.”
- Contact the Global Campus registrar at online.registrar@wsu.edu to schedule a Global Campus section with 0 seats.
  - This will hide the section from Global Campus students while allowing for tracking and reporting of courses that meet the definition of Online Hybrid for State and Federal purposes.
- If Global Campus seats are subsequently requested by the offering campus, the course will need to be 100% online and will need approval of the department chair and academic director and be scheduled as instruction mode 30.

13.2.4 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.
13.2.5 Summary table for other course types

<table>
<thead>
<tr>
<th>% F2F/%Online</th>
<th>Location</th>
<th>Student hours commitment/session (term)</th>
<th>Faculty hours contact/session</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% F2F</td>
<td>Physical classroom</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Instructor-led online classroom</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Student time outside of classroom</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>45</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
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<td>Physical classroom</td>
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<td>11.25</td>
</tr>
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<td></td>
<td>Instructor-led online classroom</td>
<td>3.75</td>
<td>3.75</td>
</tr>
<tr>
<td></td>
<td>Student time outside of classroom</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>45</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>50% F2F 50% Online</td>
<td>Physical classroom</td>
<td>7.5</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>Instructor-led online classroom</td>
<td>7.5</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>Student time outside of classroom</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>45</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>25% F2F 75% Online</td>
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<td>3.75</td>
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</tr>
<tr>
<td></td>
<td>Student outside of classroom</td>
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<td>0</td>
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<tr>
<td></td>
<td><strong>Totals</strong></td>
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</tr>
<tr>
<td>100% online</td>
<td>Physical classroom</td>
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<tr>
<td></td>
<td>Instructor-led online classroom</td>
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<td>15</td>
</tr>
<tr>
<td></td>
<td>Student outside of classroom</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>45</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

13.3 Credit hour equivalent and contact hours for courses with some online component/credit

**Academic Regulation #27** - 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.

13.3.1 Online course policy - credit hour equivalent

Academic credit is a measure of the total minimum time commitment required of a typical student in a specific course. For the WSU semester system, one semester credit is assigned for a minimum of 45 hours of student effort. See Academic regulation 27.

Students should expect to spend a minimum of 135 hours per session for each 3-credit course engaged in the following types of activities: reading, listening to/viewing media, discussion conversation in the LMS or other academic technology, conducting research, completing assignments and reviewing instructor feedback, studying for and completing assessments, etc.

Instructors should expect to spend a minimum of 45 hours per session for each 3-credit course actively engaged with students, not including grading, office hours, responding to email, etc.

Instructor led activities outside of the classroom include:

- Instructor recorded video lectures
- Interactive discussion between instructor and students
- Virtual class meetings (ZOOM)
- Presentation of content in lieu of presentation in the classroom (e.g., populating the LMS course space to foster learning of content that would otherwise be presented in the classroom).
Condensed courses require the same total number of Instructor contact hours and student time commitment.

Related policies:
WSU Executive Policy Manual, #34, online program policy
Academic Regulation 27
NWCCU, Credit Hour Policy (2012); Distance Education Policy (2013)
Updated January 2020

13.4 Considerations regarding special course types

13.4.1 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

13.4.2 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

13.5 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.
13.6 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.