

## Contents

CHAPTER VI ACADEMIC COURSES .....	52
COURSES/CREDITS .....	52
Credit .....	53
DEFINITIONS AND TYPES OF UNIVERSITY COURSES .....	54
Permanent.....	54
Temporary .....	54
Service Course.....	54
Graduate Course .....	54
Professional Course.....	55
Crosslisted .....	55
Conjoint .....	56
Cooperative Program with the University of Idaho.....	57
Internships .....	59
Special Problems .....	61
EDUCATION Abroad.....	61
Workshops, Short Courses and Clinics for Academic Credit.....	63

## CHAPTER VI ACADEMIC COURSES

### COURSES/CREDITS

#### Course Levels

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

#### Course Numbering

- a. Courses numbered below 100 do not carry university credit.
- b. 100-199 inclusive are lower-division courses normally taken by freshmen. GER Tier I courses are numbered at this level.
- c. 200-299 inclusive are lower-division courses normally taken by sophomores.
- d. 300-399 inclusive are upper-division courses normally taken by juniors and seniors.
- e. 400-499 inclusive are upper-division courses normally taken by juniors and seniors. Courses numbered 499 Special Problems are for undergraduates only. GER Tier III (capstone courses) for Areas of Coherence are numbered 400 -499.
- f. 500-599 inclusive are primarily for graduate students. Qualified seniors may take these courses for graduate credit with the approval of the Graduate School. Enrollment of seniors for undergraduate credit must be approved by the student's major adviser and chair of the department offering the course.
- g. Courses numbered 600-800 have as a prerequisite regular student status in the Graduate School:  
700 (for master's degree with thesis).  
702 (for master's degree without thesis).  
800 (for doctorate degree).
- h. Courses at branch campuses are normally number at the 300 level and above.
- i. GER Tier II courses are numbered at the 100, 200 or 300 level.
- j. GER Tier III courses are numbered at the 400 level.

#### Uniform Listing of Courses

Courses numbered 499, 600, 700, 702, and 800 when approved to be offered by an academic unit, are to be uniformly listed throughout the *Catalog*; *i.e.*,

499 Special Problems V 1-4 May be repeated for credit.

600 Special Projects or Independent Study Variable credit.

700 Master's Research, Thesis, and/or Examination Variable credit.  
702 Master's Special Problems, Directed Study, and/or Examination Variable credit.  
800 Doctoral Research, Dissertation, and/or Examination Variable credit.

## Credit

### a. Contact Hour and Credit Ratios

Academic credit is a measure of the total time commitment required of a typical student in a particular course of study. For the WSU semester system one semester credit is assigned for a minimum of 45 hours of total time commitment. This time commitment includes 1)time spent in scheduled course activities organized by an instructor (lectures, discussions, workbooks, videotapes, laboratories, studios, fieldwork etc.); 2) time spent in group activities related to course requirements; and 3)time spent reading, studying, problem solving, writing, and other preparations for the course. The minimum time commitment based on a fifteen-week semester and a traditional campus setting, should follow these guidelines: NOTE: one contact hour is defined here as one 50-minute period.

- (1) Lecture - one contact hour per week for each credit hour;
- (2) Laboratory - three contact hours per week for each credit hour;
- (3) Independent Study - three hours of work per week for each credit hour;
- (4) Studio - two contact hours per week for each credit hour;
- (5) Ensemble - four contact hours per week for each credit hour.

### b. Repeat Credit

Courses approved for repeat credit are repeatable through reenrollment a subsequent semester or summer session. Students may not enroll in a multiple section course twice in the same semester. Departments requesting repeat credit must indicate the maximum allowable credit in each course, e.g., "May be repeated for credit; cumulative maximum 6 hours."

### c. Variable Credit

Courses approved for variable credit within the semester (indicated with a "V" in the *Catalog*, e.g., V 1-3) allow the department to teach a course, for example, for 2 credits to one group of students, and 3 credits to another during the same semester. NOTE: One student may not enroll in two sections of the same course during the same semester; if the course is repeatable for credit, see Repeat Credit, p. 90.

Courses approved for variable credit between semesters (indicated as e.g., 2 or 3 in the *Catalog*) allow the department to teach the course for 2 credits one semester for all students, and 3 credits a subsequent semester for all students.

## DEFINITIONS AND TYPES OF UNIVERSITY COURSES

### **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 Resident Instructional Staff.

### **Temporary**

A temporary course is one offered to meet some special need or occasion and not intended to appear in the Catalog as part of the regular list of courses offered by an academic unit. Ordinarily, such a course would be taught by a visiting professor, or by a regular faculty member on a one-time basis to fulfill the demands of a particular and limited educational objective.

### **Service Course**

A service course is a course which may be used to partially fulfill General Education 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*)

## Professional Course

Courses in the professional degree programs (WAMI Program in Basic Medical Science, Pharmacy and Veterinary Medicine) will be designated with the suffix P. Courses numbered in the 500-series with this suffix annotation denote professional courses and such courses may not be applied as graduate credit, unless approved for graduate credit by the Graduate Studies Committee. (*Faculty Senate 11/16/95*)

## Crosslisted

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

### a. Purposes

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.

### b. Procedures for New Crosslisted Courses

- (1) Crosslisted courses are considered major curricular changes and must be submitted through regular catalog channels on the blue Major Curricular Change Form. A petition to cross list must be approved and signed by the department head of the parent unit as well as the head of the crosslisting departments.
- (2) Petitions to crosslist must include written justification for the crosslisting (see Purposes above).
- (3) The petitions for crosslisting must list the percentage of academic responsibility contributed by each department as follows:

Department	% Responsibility
_____	_____
_____	_____
_____	_____

### c. Catalog Entry

Upon final approval of the major curricular change for crosslisting by the Faculty Senate, the following format will be used for the catalog course descriptions (parent department lists the complete description):

Cpt S 216 DISCRETE STRUCTURES 3 Prereq Cpt S 150 or Math 107; FORTRAN programming course. Discrete mathematics, trees, graphs, elementary logic, and combinatorics with application to computer science.

Math 216 DISCRETE STRUCTURES 3 Same as Cpt S 216.

**Conjoint**

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.

a. Guidelines

- (1) The courses must meet the usual graduate standards with respect to content level, uniqueness, and appropriateness.
- (2) Course instructors must be tenured or tenure-track permanent faculty or approved by the Dean of the Graduate School in other cases.
- (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. Exceptions to this may be approved by the Dean of the Graduate School and Provost. (*Senate 5/10/79; amended Graduate Studies Committee 12/17/79*)

b. Catalog Entry

- (1) For the 400-level course, the complete course number, title, credit, semester, prerequisite, and description will be listed as follows:  
Bot 451 Plant Anatomy 4(2-6) Prereq Bot 120. Developmental anatomy and morphology of vascular plants; economic forms. Credit not granted for both Bot 451 and 551.
- (2) For the 500-level entry of a conjoint course, the catalog will list only the course number, title, credit, and description as follows:  
Bot 551 Plant Anatomy 4(2-6) Graduate level counterpart of Bot 451; additional requirements. Credit not granted for both Bot 451 and 551.

- (3) 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), and the complete course description will be printed with the 500-level course.

### Course Syllabus

The instructor(s) of each course shall make available to enrolled students a course syllabus which should (a) be presented during the first week of class, and (b) include information about the method(s) to be used for evaluation of student progress and determination of grades. The University, College or Academic Unit may, in published policies, specify additional information to be included in course syllabi. An example of a course syllabus maybe found at: <http://writingprogram.wsu.edu/resources/>.

### Cooperative Program with the University of Idaho

In an effort to utilize the combined resources of Washington State University and the University of Idaho to their greatest advantage, a Cooperative Course Program has been instituted on a limited basis. The need and advisability of cooperating on a specific course is established by the cognizant departments on each campus. The exchange of such courses must be mutually agreed upon and endorsed by both departments.

There are three categories of exchange courses.

- a. **Courses taught by Idaho.** The WSU department chair must submit a Major curricular Change Form with WSU course prefix and number, following the procedure for requesting a new course. A course outline must be attached, identifying the Idaho prefix and number.

The catalog notation for such courses will be, e.g., "Cooperative course taught at the University of Idaho (Geol ID526)."

The time schedule listing for such courses will be footnoted "i" and carry the University of Idaho meeting time and room.

WSU students enrolling in cooperative courses (taught only at Idaho) will register through WSU and attend class on the UI campus.

- b. **Courses taught by either Idaho or WSU.** The WSU department chair must submit a Minor Curricular Change Form (course description change) indicating an existing WSU course has an equivalent course at Idaho. These courses may be taught at either WSU or Idaho, normally in alternate semesters or years. The Catalog Subcommittee will review cooperative courses to prevent duplication.

The catalog notation for such courses will be, e.g., "Joint listing with the University of Idaho (Hydro ID575)."

When Idaho teaches the course, the time schedule and enrollment procedures for WSU students is the same as for cooperative courses above.

- c. **Courses taught by WSU.** When the WSU department chair agrees to admit Idaho students into an existing WSU course, no further action is necessary on the part of the WSU chair. Further, the WSU catalog and time schedule do not identify that a WSU course is open to Idaho students.

The responsibility here lies with the participating department at the University of Idaho. Idaho "creates" a course; Idaho students enroll through Idaho and attend class at WSU.

In all cases it is the responsibility of the Registrar's offices of the two institutions to maintain and exchange class lists and grade information.

The Provost periodically considers the merits of cooperation in particular areas and evaluates the overall exchange program.

To facilitate the approval of the University of Idaho courses to be taught in the WSU/UI cooperative program, it shall not be necessary to receive advance course approval through the normal academic channels (i.e., Catalog Subcommittee, Academic Affairs Committee/Graduate Studies Committee, Faculty Senate, and the central administration) provided the cooperative course(s) is a duly authorized catalog course(s) approved by the faculty of the University of Idaho. In this event, it is only necessary that the contracting WSU department chair and cognizant dean approve the Idaho course and instructor, and submit to the Catalog Editor/Registrar, a Major Curricular Change Form with prefix, number, title, course description (including Idaho prefix and number), and outline. The course information should be identical with the listing in the University of Idaho catalog. The Catalog Editor/Registrar will approve the course, and add it to the computer course file. The new course is added, for information only, to the next Undergraduate or Graduate Major Change Bulletin circulated to the Faculty Senate.

#### Instructional Practicum

Departments wishing to create such a course should use regular procedures for establishing a new course, and follow the guidelines below:

- a. The course should be titled "Instructional Practicum." Titles may vary slightly based on departmental needs.
- b. A comprehensive outline must be submitted with the petition. The outline should include an explanation of the involvement of the tutor or assistant in instructional activities, e.g., tutoring, consulting, laboratory assistance. Information concerning the supervisory relationship of the instructor to the tutors, the types of levels or students who will be tutoring, and the clientele to be tutored should also be listed. Expectations or requirements of the tutors could include involvement of tutors with the senior instructor in review of subject matter, office hours of tutors or consultants, the responsibilities of the tutors, e.g., attendance, grading, special projects, preparation of instructional materials. Advanced readings, written reports, or other requirements should also be indicated.
- c. The method of evaluating tutors should be stated.
- d. Although credit may be fixed or variable, it is recommended that credit be variable 1-4 within the semester, repeatable for a cumulative maximum of 4 credits.
- e. S, F grading is suggested.

- f. The number should be at the 400 level, in the 490 series, if possible; 499 may not be selected under any circumstances, since that will continue to be Special Problems. (*Catalog Subcommittee 3/24/77*)

### **Internships**

(*Academic Affairs Committee 5/7/74*)

Intern programs as used in this statement include courses with such titles as "field experience," "clinical experience," and "externship." Departments and programs requesting internships will submit a Major Curricular Change Form following the procedures as outlined on p. 101.

- a. **Goals and purpose of course.** The purpose and learning objectives of the internship are clearly stated. Currently, stated program goals include the development of professional competence, satisfying requirements for certification, improving employment opportunities, balancing theoretical training with practical experience, fostering realistic career orientations, and development of human relations skills.
- b. **Course level.** Numbering of the course is consistent with the scope of activities of the intern program. At the discretion of the department internship courses may be offered at any level.
- c. **Academic credit.**
  - (1) Departments are permitted to request the addition of internship courses without deleting existing course offerings of equivalent credit.
  - (2) The amount of credit granted is directly related to those academic and laboratory activities which are required for the satisfactory completion of the internship.
  - (3) The amount of credit each intern is to receive is determined in advance of the field experience.
  - (4) The internship course may be offered for fixed or variable credit, and, if appropriate, for repeat credit. Credit will be granted from a minimum of 2 to a maximum of 16 credits, depending on the length of the placement period, e.g., one week for each one hour of credit. NOTE: Academic credit may be awarded irrespective of the financial remuneration given the intern.
  - (5) The major change petition will carry a clear statement of whether or not the department will or will not count internship credit toward departmental requirements for a degree.
- d. **Intern selection.** The criteria used in the selection of interns are specified, e.g., certain class standing, minimum number of credits in certain areas, minimum grade point average, letters of recommendation, satisfactory performance in personal interview.
- e. **Intern assignment.** The internship is a cooperative activity involving a student, university, and cooperating agency. While the exact nature of a student's program will thus be a joint determination, the department assumes primary responsibility for insuring attainment of internship goals. The internship may involve a variety of clinical or work-type experiences.

f. **Faculty Responsibilities.**

- (1) Individual faculty responsibilities for supervision and administration are specified. These include matching a student to agency's needs, and maintaining continuing liaison with interns and cooperating agencies through visitation, correspondence, and telephone.
- (2) Faculty responsibilities for intern programs are recognized as part of the faculty workload, and are reported as such on faculty activity reports.
- (3) Adequate resources are available for intern program overhead costs, including travel and telephone.

Most intern programs stipulate that faculty hold pre-internship orientations to acquaint students with their intern assignments and that they visit training sites for discussions with interns and cooperating agency representatives.

- g. **Intern responsibilities.** A statement of requirements for satisfactory completion of the program is available to each intern in advance of his/her assignment. Requirements under existing programs include examinations, research, papers or written reports of intern experiences, participation in seminars (with other interns, prospective interns, or other students), conferences with faculty members during field placement, and carrying on intern responsibilities during regular working hours.

- h. **Cooperating agency responsibilities.** The specific responsibilities of the cooperating agency in providing a useful learning experience are established and agreed to by the department. Currently, contributions of cooperating agencies include individualized practical instruction, work supervision, evaluation of students' work progress and fitness for career in area of interest, financial support of interns, general evaluation of field work programs, and providing students with an overview of agency policies.

- i. **Grading.** The grade is determined on the basis of previously identified standards by the faculty supervisor after consultation with the cooperating agency representative. A majority of intern courses are graded on an S, F basis; only a few award letter grades. Grades are based on quality of the intern's overall performance, which may include oral and written reports. The assessment of the intern's performance by the cooperating agency representative is influential in a number of programs.

j. **Course Evaluation**

- (1) The department has a system for gathering and utilizing feedback on its intern program from students, faculty, and cooperating agencies in order to correct weaknesses of the program, and to provide a basis for further program improvement.
- (2) The department has available for student use a list of criteria to be used as a basis for student evaluation of the intern experience.
- (3) Each student submits a written evaluation of the intern experience to his/her department.

- (4) The cooperating agency submits an annual evaluation of its participation in the intern program to the department.

### **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:

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

### **EDUCATION ABROAD**

There are three (3) kinds of education abroad experiences:

1. Exchanges—Exchanges include WSU's bilateral partnerships with international universities and the International Student Exchange Program (ISEP), a consortium of U.S. and international universities. Exchange students pay their WSU tuition, but enroll in a full-time course of study at the host institution.
2. Study Abroad—Study abroad includes programs organized and operated by independent, third-party program providers. Study abroad students pay their third-party provider all program costs, and then enroll in a full-time course of study at a host institution. In some instances, such as when the third-party provider is a U.S. institution, study abroad courses are transcribed by a U. S. university.
3. WSU Faculty-Led—WSU faculty-led programs are organized and operated by a WSU academic department working in conjunction with the Education Abroad Office. These programs are led by one or more WSU faculty member(s). Students participating in faculty-led programs typically enroll in WSU classes and pay tuition and program costs to WSU.

**Course Evaluation.** The International Credentials Specialist will evaluate all education abroad credit, with the exception of credit earned on a WSU faculty-led program. Upon receipt of a student's education abroad transcript, the International Credential Specialist translates course titles into English, changes the grades to corresponding A-F grades and

determines the credit worth of each education abroad course. The International Credentials Specialist submits an Education Abroad Credit (EAC) report with this information to the Registrar's office so that education abroad credit may be posted to the student's WSU transcript. EAC Course numbers will be organized as follows:

900-914 Non—GER lower level course  
915-929 Non-GER upper level course  
930-959 Lower level GER  
960-987 Upper level GER  
988-999 Graduate level GER

Note that the Registrar's Office does not factor grades for an international institution into the student's WSU gpa, but does factor education abroad credit earned into the total number of credits earned. (Students do not receive credit for education abroad courses failed.)

**Using Education Abroad courses to fulfill graduation requirements.** If a student wishes to fulfill graduation requirements with education abroad courses, the student must receive written approval from the appropriate departmental representative on the WSU Education Abroad Course Approval Form. Students should receive such approval prior to or during the education abroad program. Upon completion of the EAC report, the International Credentials Specialist will fax these course approvals to each department so the department can write a Degree Audit Report exception indicating that the education abroad course fulfills the graduation requirements for which approval was received.

**Faculty-led Programs.** WSU courses offered by WSU faculty for academic credit outside the United States should be coordinated through the Education Abroad Office (EA) to ensure that: risk management and liability considerations are addressed; students attend a pre-departure orientation and receive an EA participation manual; and students are issued overseas health insurance. EA will charge an administration fee to cover their operating costs. In most instances, EA will work out a billing schedule with the faculty member and sponsoring department and will post program fees to the student's WSU account. The program fees will be used to cover program costs that may include: course arrangements; air, rail or bus transportation; student and faculty accommodations or homestay fees; program related excursions and entrance fees; professional museum or tour guides; meals; and/or faculty salary and benefits. Students will pay tuition and program costs to their WSU account.

**New Education Abroad Courses.** Each department should submit requests for new and/or temporary course numbers to be used for faculty-led education abroad programs through regular course approval procedures. Departments may request a course to reflect special subject matter taught abroad, or may utilize a "Special Topics" course.

WSU courses offered for academic credit outside the United States by WSU faculty who travel to those sites to teach students who reside near those sites (e.g. Master of Nursing, Guam; Superintendent's Credential Program, Singapore and Hong Kong) will be coordinated through Education Abroad.

## **WORKSHOPS, SHORT COURSES AND CLINICS FOR ACADEMIC CREDIT**

The terms workshop, short course, and clinic are considered synonymous, any of which may be used by the offering academic unit. A workshop is defined as an organized group study, usually with the cooperation of specialized personnel, with emphasis on the solution of practical professional problems. Typically a workshop consists of several days of concentrated work, with the participants working on problems of special concern to themselves or their organizations or school systems.

### **a. Credit**

Credit for workshops and clinics will be computed at the rate of at least 15 contact hours for one semester credit hour. At least 30 hours of outside work including advance preparation or post-workshop assignments must be completed in addition to the specified contact hours. In exceptional cases, outside work above the specified amounts may be substituted for contact hours at the rate of three for each contact hour.

A one- or two-day workshop or clinic would normally not qualify for a one-credit offering unless there was sufficient required pre-workshop study and/or post-workshop follow-up assignments equivalent to the additional hours of outside preparation implied in the WSU credit ratios (see p. 90). For example, if a two-day workshop had a minimum of 15 lecture contact hours and at least 30 hours of required student pre-workshop preparation and/or post-workshop student follow-up, such as assignments, term papers, etc., the two-day session could qualify as a one semester credit offering. However, it should be noted that it is not normally recommended that one- and two-day workshops be offered for credit unless the content of the workshop is of a serious academic nature.

### **b. Procedure**

All course work offered by Washington State University, whether through the regular instructional program or the Office of Distance Degree Programs must be approved in advance through normal academic channels. Thus, course selection should take place well before the release of any advertising or announcements concerning the event. Departments planning such workshops may choose one of two methods for selecting appropriate course work:

- (1) Regularly approved catalog course. If the content of the proposed workshop or clinic is equivalent to an existing, regularly approved catalog course, said course may be utilized. In this case, additional course approval is not needed as long as regular approval procedures of the Office of Distance Degree Programs are followed.
- (2) Temporary course. If the uniqueness of the proposed workshop or clinic is such that no existing course properly describes the activity, the temporary course procedure may be used. In this case, the Major Curricular Change Form must be submitted through the channels described on pp. 104-105.

c. Advertisement

Materials prepared for the media relating to academic courses and university credit must be approved by the Registrar before printing and distribution. The Office of Distance Degree Programs' approval is also necessary for courses offered through that unit. Short course and clinic organizers should also keep in mind they are representing Washington State University and certain practices, such as the awarding of door prizes, should be avoided or carry a proviso to the effect that such awards or prizes are made available through non university funding sources (e.g., Cougar Club) and are provided at no expense to the tax payers of the state of Washington. Printed announcements concerning social portions of the workshop should also be judiciously worded.

Additional information on planning and scheduling workshops, short courses, and clinics is available through the Office of Distance Degree Programs or the Registrar.